



Curriculum
Council

“Student learning
is at the heart of
everything we do.”

ANNUAL REPORT

2002–2003

Report Of The Curriculum Council

Hon. Alan J Carpenter MLA
Minister for Education and Training

Dear Mr Carpenter

In accordance with Section 66 of the *Financial Administration and Audit Act 1985*, we hereby submit the sixth annual report of the Curriculum Council for the year 1 July 2002 to 30 June 2003.

Yours sincerely



**LESLEY PARKER
CHAIRPERSON
CURRICULUM COUNCIL**



**NORMA JEFFERY
CHIEF EXECUTIVE OFFICER
CURRICULUM COUNCIL**

2 September 2003

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Membership of the 2002–03 Learning Area Committees, Overarching Statement Committee, Curriculum Framework Working Parties, 2002 Examining Panels (TEE), 2002 Syllabus Committees and 2002 Accreditation Panels is available from the Curriculum Council.

All relevant legislation that impacts on the Council has been complied with.

ACRONYMS

AETC	Aboriginal Education and Training Council
AISWA	Association of Independent Schools of Western Australia
ANTA	Australian National Training Authority
ARF	Australian Recognition Framework
CAF	Common Assessment Framework
CEO	Catholic Education Office
DES	Department of Education Services
DET	Western Australian Department of Education and Training
ECU	Edith Cowan University
ESL	English as a Second Language
LOTE	Languages other than English
NTF	National Training Framework
SSTUWA	State School Teachers' Union of WA
SWL	Structured Workplace Learning
TAC	Training Accreditation Council
TAFE	Technical and Further Education
TEE	Tertiary Entrance Examination(s)
UWA	University of Western Australia
VET	Vocational Education and Training
WA	Western Australia(n)
WACE	Western Australian Certificate of Education (awarded for secondary graduation)
WACSSO	Western Australian Council of State School Organisations
WSA	Wholly School-Assessed

Throughout this report, 'the Council' refers to the Curriculum Council.

CHAIRPERSON'S REPORT

I am very pleased to present the sixth annual report of the Curriculum Council.

During 2003–04 the Council met 10 times to consider a range of matters of great significance in the educational sphere. Members also attended two special meetings on issues related to the implementation of the final report of the Post-Compulsory Education Review, *Our Youth, Our Future*.

The main areas of Council business were the implementation of the *Curriculum Framework* in all schools in Western Australia from kindergarten through to Year 12; the development of new courses of study for the implementation of *Our Youth, Our Future*; the development of Curriculum Council-endorsed progress maps and the development of curriculum guides; and the ongoing work in the post-compulsory years of course development and approval, and student assessment and certification.

The development of the new courses of study for the upper years of secondary school—work that began in this reporting period—is a most exciting phase. This work is the outcome of the review process that was initiated by the Council in 1998. By 2005 and 2006, the first group of courses, the start of a new era of post-compulsory curriculum, will be in schools.

The *Curriculum Framework* is now in its fifth year of a five-year implementation phase, and schools are continuing to make good progress. From 2004–05 schools and systems will report to the Council on their continued implementation of the *Framework*.

The Council continues to successfully complete its work of accrediting courses and moderating school assessment, and conducting external assessment and certifying student achievement in the post-compulsory years.

The Council has been supported in its endeavours by the Minister for Education. It has also received support of the highest quality from the hardworking secretariat under the leadership of Norma Jeffery, and from a network of dedicated advisory and standing committees. I would like to congratulate Mrs Jeffery, who has been the acting CEO since December 2001, in being appointed to the substantive position of CEO.

Finally, I would like to thank the individual members of the Curriculum Council for their commitment and professionalism during the past 12 months. The Council has continued to successfully fulfil its role as an open, collaborative and consultative forum that is focused on improving learning outcomes for all Western Australian school students.

High-quality education is central to the future welfare of the State's children and that of the broader community. The Council's achievements of the past year demonstrate that it continues to play a critical role in the lives of students and teachers, and the future directions of education across this State.



PROFESSOR LESLEY PARKER AM

CHIEF EXECUTIVE OFFICER'S REPORT

2002–03 has been a very busy year for the Curriculum Council's secretariat.

The release of the final report of the Council's Post-Compulsory Education Review in March 2002 signalled the beginning of an intensive period of six to seven years of development and implementation of a new system of curriculum in Years 11 and 12. The *Our Youth, Our Future* report recommended that 50 new courses of study replace the hundreds of subjects offered in schools in the three systems of curriculum now operating.

Up to the end of the reporting period, preliminary consultation drafts for the first 11 courses of study being developed had been completed. Reference groups had been established to guide the conceptualisation and writing of the next 20 courses. Consultation meetings have provided information concerning areas that require further research and the development of support material to support the implementation. Professional development needs are also being developed.

Work continued on the development of Curriculum Council-endorsed progress maps for use by all schools to support implementation of the *Curriculum Framework*. Working versions of the Curriculum Council-endorsed progress maps were completed and published on the Council's website. The secretariat also commenced work on curriculum guides, which will be published along with the progress maps for 2005.

The moderation processes ran smoothly for 2002 and the Tertiary Entrance Examinations were successfully held. More than 1,000 awards were presented at the Council's awards presentation ceremony in March at Murdoch University.

On 3 February 2003 the process to amalgamate the State's education and training departments commenced. Before the Council is able to share services with the new department, legislative changes are required. A review of the legislation is currently underway.

I would like to commend all of the staff of the secretariat for their dedication and hard work over the year towards ensuring that all Western Australian children have access to the best educational outcomes. I would also like to thank all Council members, the members of our many committees, working parties, reference groups and the many workshop participants for their contribution to the work of the Curriculum Council.

In particular, I would like to thank the Chairperson of the Council, Professor Lesley Parker, for her leadership, guidance and strong support over the year.



NORMA JEFFERY
CHIEF EXECUTIVE OFFICER

LEGISLATIVE FRAMEWORK

The Curriculum 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.

The Council is responsible to the Minister for Education and Training.

MISSION, PURPOSE, PRINCIPLES AND VALUES

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.

Purpose

The purposes of the Curriculum Council as set out in the Objects of the *Curriculum Council Act 1997* are to:

- provide for the development and implementation of a curriculum framework for schooling which, taking account of the needs of students, sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire;
- provide for the development and accreditation of courses of study for post-compulsory schooling; and
- provide for the assessment and certification of student achievement.

In the State Government's budget papers these objects have been described as the following outputs in accordance with *Financial Administration and Audit Act* requirements.

Output 1: Curriculum implementation and maintenance

Output description: The development and support provided for implementation of the curriculum framework for schooling which takes into account the needs of students, and sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire.

Output 2: Course development and approval

Output description: Course development facilitates the adjustment of courses to ensure they are relevant to the continuously changing requirements of students' learning needs.

Output 3: Student assessment and certification

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

Principles

The guiding ethos for the Council, committees, reference groups and staff is that student learning is at the heart of everything we do. The curriculum policy directions we set will be underpinned by our commitment to the following principles:

- **An encompassing view of the curriculum (K-12):** all of the experiences provided in students' learning environments should work together in a seamless way from kindergarten to Year 12 and should promote meaning, purpose and enjoyment in student's lives.
- **A recognition of the significance of learning outcomes:** learning outcomes represent an important means of describing the knowledge, understandings, skills, values and attitudes that students are expected to acquire as a result of their schooling.
- **Fair and explicit standards:** students and teachers need to know the criteria and standards by which achievement is to be judged. Fairness means that students should have equal opportunity to demonstrate their achievement and should not be disadvantaged on irrelevant grounds.
- **Inclusivity:** students should be provided with the widest and most empowering range of knowledge and skills. This means recognising and accommodating the different starting points and previous experiences of individual students and groups of students, and valuing and including the understandings, knowledge and ways of knowing and being of all groups.
- **An agreed set of values:** people's values influence their behaviour and give meaning and purpose to their lives. While there is a range of values positions in our pluralist society, there is also an agreed core of these values which will underpin the products and processes of the Curriculum Council.
- **Consultative and transparent decision-making processes:** policy directions are more likely to be readily endorsed when they are perceived to be fair and equitable. The decisions of the Curriculum Council and the information base and consultative processes by which these decisions are made will be open and publicly available.
- **Collaboration with stakeholders:** a central function and obligation of the Curriculum Council is to have regard to the capacity of education providers to respond to Council decisions and to take account of the views of post-school education providers and the wider community. It will, therefore, put in place structures and processes to facilitate wide and continuous collaboration with stakeholders.

Values

Our actions are guided by the core shared values which are promoted and endorsed through the *Curriculum Framework*. These are summarised as follows:

- **a commitment to the pursuit of knowledge and achievement of potential**, resulting in a disposition towards striving to understand the world and how best one can make a contribution to it, and the pursuit of excellence in all fields of experience and endeavour;
- **self-acceptance and respect of self**, resulting in attitudes and actions which develop each person's unique potential—physical, emotional, aesthetic, spiritual, intellectual, moral and social;
- **respect and concern for others and their rights**, resulting in sensitivity to and concern for the wellbeing of others, respect for others and a search for constructive ways of managing conflict;
- **social and civic responsibility**, resulting in a commitment to exploring and promoting the common good, meeting individual needs in ways which do not infringe the rights of others, and participating in democratic processes, social justice and cultural diversity; and
- **environmental responsibility**, resulting in a respect and concern for the natural and cultural environments and a commitment to regenerative and sustainable resource use.

For our organisation this means:

- **pursuit of excellence**: by taking pride in our work, striving for excellence, and being receptive to new ideas for improving our everyday procedures and services;
- **honesty and integrity**: by behaving honestly and with loyalty to the Curriculum Council; being accountable and responsible for our actions and behaviour, and recognising the need for ethical discernment and truthfulness;
- **respect**: by acting professionally, courteously and with sensitivity and concern for the wellbeing of our colleagues and clients; consistently treating others fairly and impartially, respecting privacy and observing appropriate confidentiality and valuing the cultural diversity of others;
- **teamwork**: by encouraging, motivating and supporting each other to meet our potential, and being mindful of the impact our decisions and our behaviour have on others; recognising and appreciating the contribution of our colleagues in building a harmonious working environment;
- **efficiency and effectiveness**: by using Curriculum Council resources responsibly and delivering services in a professional and timely manner.

Outcomes

The Curriculum 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.
[Output 1]
2. The Curriculum Framework is implemented for students from kindergarten to Year 12.
[Outputs 1 & 2]
3. Priorities are identified and relevant support documentation is developed in a timely manner to facilitate the implementation of the Curriculum Framework.
[Outputs 1 & 2]
4. Professional development plans and guidelines to support implementation of the Curriculum Framework are developed.
[Output 1]
5. Post-compulsory courses of study are developed and accredited to meet identified student needs.
[Output 2]
6. Assessments of student achievement are valid and credible in the post-compulsory years.
[Output 3]
7. Accurate information on student achievement is provided to inform the community and to facilitate post-school choice.
[Output 3]
8. The Council is recognised as a consultative and collaborative forum/organisation.
[All outputs]
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 outputs]

MEMBERSHIP OF THE COUNCIL

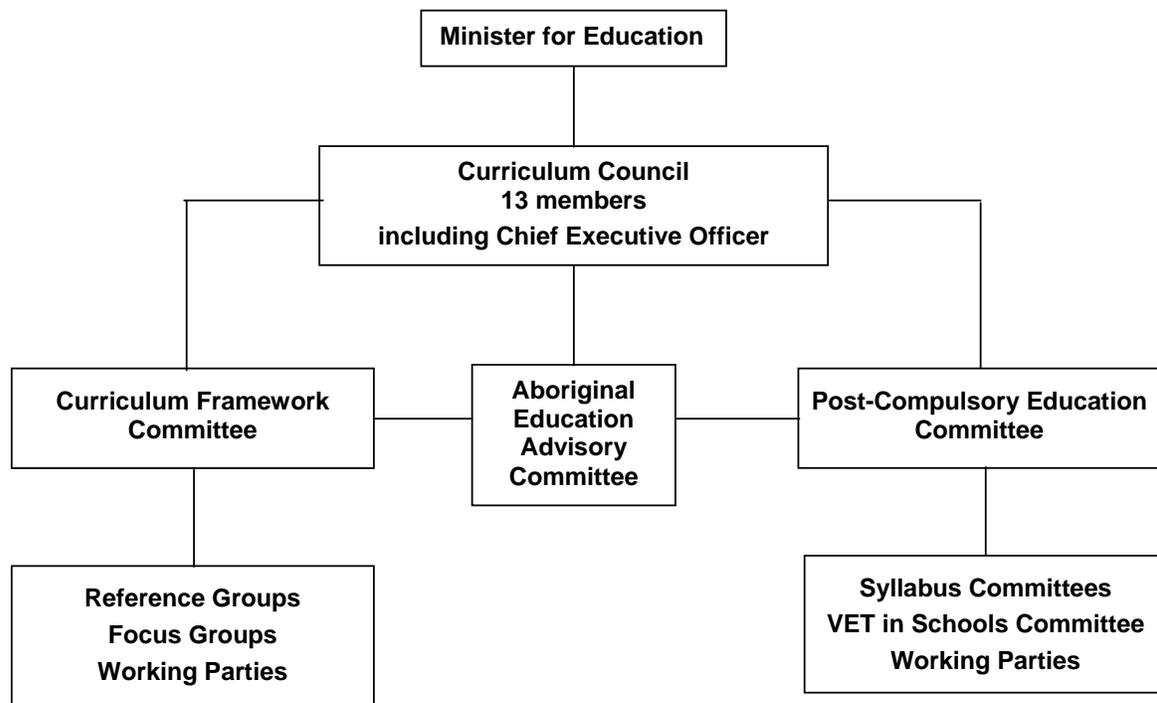


At the June 2003 meeting were (from left, seated) Norma Jeffery, Lesley Parker and Paul Albert and (standing) Barbara Bosich, Mike Keely, Graham Rixon, Therese Temby, Max Angus, Greg Robson, Anne Wright and Lucina Cross. Absent are Lyndon Rowe and Malcolm Goff.

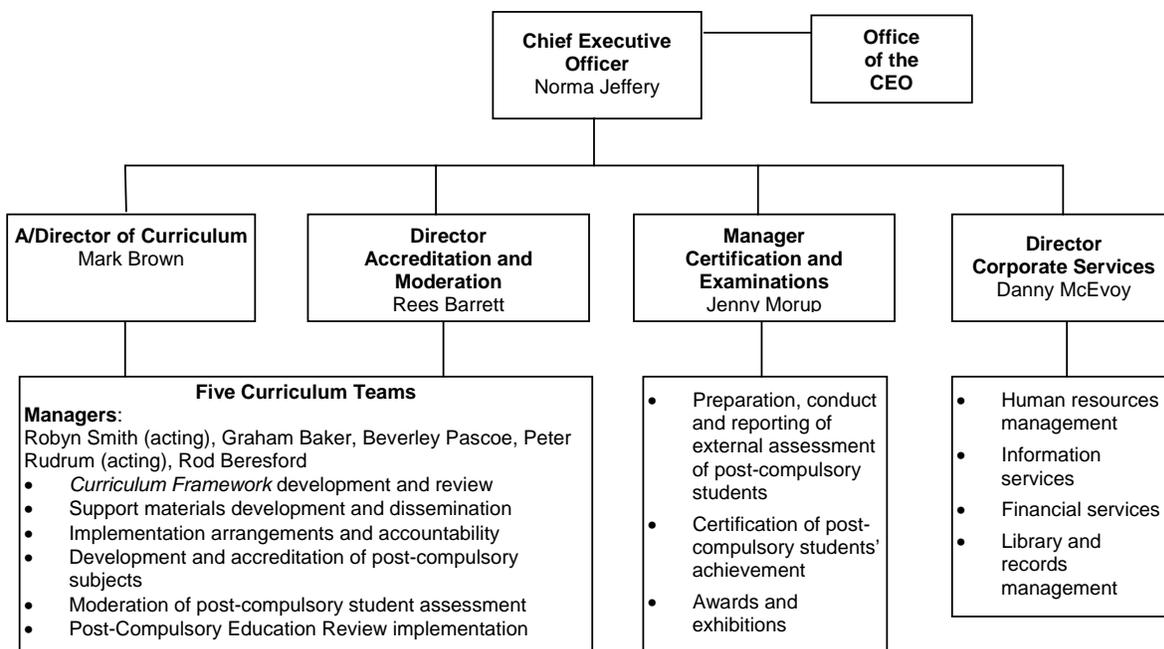
Members

Chairperson	Professor Lesley Parker
Deputy Chairperson	Mrs Therese Temby
Chief Executive Officer	Mrs Norma Jeffery
Industry, education or community affairs	Ms Barbara Bosich (early childhood) Ms Lucina Cross (Aboriginal education) Mr Lyndon Rowe (industry)
Department of Education and Training	Mr John Garnaut (to January 2003) Mr Paul Albert (from February 2003) Mrs Rose Moroz (to August 2002) Mr Greg Robson (from September 2002)
Catholic Education Commission	Mrs Therese Temby
Association of Independent Schools of WA	Mr Graham Rixon
Vocational Education and Training	Mr Robert Player (to January 2003) Mr Malcolm Goff (from February 2003)
Universities	Professor Max Angus
Teacher interests Representative of State School Teachers' Union of WA and Independent School Salaried Officers Association	Mr Mike Keely
Parent interests Representative of WA Council of State School Organisations and Parents and Friends Federation of WA	Mrs Anne Wright

Curriculum Council



Curriculum Council Secretariat



As at 30 June 2003. Total staff: 78; casual staff: 1,500 (for examinations)

HIGHLIGHTS 2002–2003

Post-Compulsory Education Review

- The *Our Youth, Our Future* report of the Post-Compulsory Education Review recommended a new system of curriculum should replace the three types of curriculum presently offered in upper secondary schools. The report was released in March 2002. During the reporting period, preliminary consultation drafts were developed for 11 courses and reference groups were established for a further 20 courses.

Curriculum Council-endorsed progress maps

- A working version of the Curriculum Council-endorsed progress maps was published on the Council's website in February 2003.

Curriculum Framework support materials

- In September 2002 a website containing the full range of Making Progress support materials was launched by the Minister for Education.

Accreditation and Moderation

- In 2002, there were 360 subjects accredited by the Council in 2002.
- During 2002, there were 114 district seminars, 199 consensus meetings and 1,792 school visits conducted to achieve comparability.

Vocational Education and Training (VET)

- There was continued growth in the number of post-compulsory students involved with vocational education during 2002. In 2002 the Council maintained 119 accredited vocational subjects (including SWL skills lists); 7,598 students completed SWL subjects and achieved a grade. A total of 5,739 students completed 26,134 modules/competencies integrated with Council subjects, with an additional 25,812 stand-alone competencies being recorded on the *Statement of Results* for 2,328 students. An additional 952 students demonstrated competencies in both integrated and stand-alone modules.
- During 2002 significant collaborative work was completed in implementing the Joint Ministerial Policy *Future Directions for VET in Schools*. This included implementation of quality assurance procedures that meet the Australian Quality Training Framework (AQTF) standards, negotiated through the Training Accreditation Council (TAC). Curriculum officers conducted desktop audits for 23 Registered Training Provider schools and a report and risk management strategy was presented to TAC.

Certification and Examinations

- In 2002, 42,391 post-compulsory secondary students in WA received a *Statement of Results*, of these 17,051 students achieved a Western Australian Certificate of Education.
- In 2002, 12,272 sat for at least one Tertiary Entrance Examination (TEE), 7,598 students were engaged in structured workplace learning (SWL) and 28,087 studied at least one wholly school-assessed (WSA) subject.
- In 2002, the Curriculum Council issued 214 full qualifications to 201 Year 12 students and 741 partial qualifications to 600 Year 12 students.

Overseas program

- The Council has signed memoranda of understanding with two organisations that plan to open schools in Dubai and Delhi. Both groups are working towards a mid-2004 opening, with the first examinations to be conducted in 2005.

CURRICULUM IMPLEMENTATION AND MAINTENANCE

The focus of curriculum implementation and maintenance is the *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia*. The *Curriculum Framework* details the outcomes of schooling for all students from kindergarten to Year 12 in all Western Australian schools. Implementation of the *Curriculum Framework* commenced in February 1999 and it is being phased in over a five-year period with full implementation scheduled for 2004.

Development of an agreed curriculum framework

Outcome 1: An agreed kindergarten to Year 12 Curriculum Framework is developed.

The *Curriculum Framework* was endorsed by the Council in June 1998, in accordance with the requirements of section 9(b) of the *Curriculum Council Act 1997*. Final approval for the Council to give direction to education providers to commence 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*.

Review and reflection

Review of the *Curriculum Framework* is supported by the Council's research activities at the national and international levels. Council staff are constantly engaged in debate on curriculum at the national level and maintain contacts with staff in the boards of studies and education departments of each State and Territory to ensure a continual exchange of ideas. Much of this communication is maintained via e-mail.

During the 2002–03 year, the Council's work on development of progress maps was informed through a major project with the Australian Council for Educational Research through which existing progress maps were validated and revised on the basis of student achievement data from state, national and international studies.

Implementation of the *Curriculum Framework*

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

Teacher professional development to support implementation

Table 1 outlines the initiatives that were used by sector/systems to support implementation of the *Curriculum Framework* in 2002–03. These initiatives were supported by funding of \$1.5 million, of which \$75 000 was used to support implementation of change in the post-compulsory years and \$4,702 was allocated for home educators.

The remaining \$1,420,297 was disbursed by the Council to education providers based on student numbers from the February 2002 student census data. Distribution was as follows:

Sector/system	Proportion	Funding	Disbursement (including GST)
AISWA	12.57%	\$178 531.39	\$ 196,384.53
CEO	17.55%	\$249 262.21	\$ 274,188.43
DET	69.88%	\$992 503.90	\$1,091,754.29

As part of this arrangement, sector/systems agreed to match the funding provided by the Council with equivalent funding from their own budgets. Table 2 shows the hours of professional development directly funded by these grants during 2002-03.

Table 1: Sector/systems implementation strategies supported by the professional development funding

<p>Association of Independent Schools of Western Australia</p> <p>As schools move forward with their implementation of the <i>Curriculum Framework</i> there has continued to be a shift away from full-day sessions with visiting speakers to more school-based activities and action and reflection. These activities increasingly take the form of developing a whole-school approach to implementation, investigating reporting and recording alternatives and communicating with the whole-school community about changes to learning, teaching and assessment programs, and how the achievements of students are reported.</p>
<p>Catholic Education Office</p> <p>All Catholic schools both primary and secondary have developed implementation plans that identify their annual and long-term priorities in implementation of the <i>Curriculum Framework</i>. Schools have used a variety of professional development approaches, from whole school, year meetings, cluster meetings and learning area meetings to focus on learning, teaching and assessment principles. A large number of schools have also engaged in workplace learning projects in their school. In addition, an ongoing literacy strategy has been implemented across the Catholic system, which complements the principles of the <i>Curriculum Framework</i>.</p>
<p>Department of Education and Training</p> <p>The focus on professional development in Government schools continues to involve teachers in workplace learning using action learning or action research processes. Schools are providing ongoing opportunities for teachers to engage in collaborative learning with colleagues with particular emphasis on development of pedagogy to support outcomes-focused learning, teaching and assessment strategies.</p>

Table 2: Hours of professional development

Sector/system	Hours of funded professional development*
Association of Independent Schools	14,478
Catholic Education Office	10,950
Department of Education	99,670
Total	125,098

*Reported hours of professional development are calculated on the basis of full-time equivalents in schools. The figure does not reflect the actual number of staff and those involved from district and central offices.

Progress with implementation

To enable judgements to be made about progress with implementation of the *Curriculum Framework*, the continuum in the *Professional Development Guidelines*, which identifies four phases of implementation, was used as the basis for developing a Survey of Progress with Implementation of the *Curriculum Framework*. Data from this survey are shown in Table 3. Versions of this survey were also used in 1998–99, 1999–00, 2000–01 and 2001–02 and these data are included in Figure 1 to provide an overview of progress with implementation in the five years since implementation commenced.

In 2002–03 the survey was sent to all schools in WA and 815 responses were received, a return rate of 71.9%.

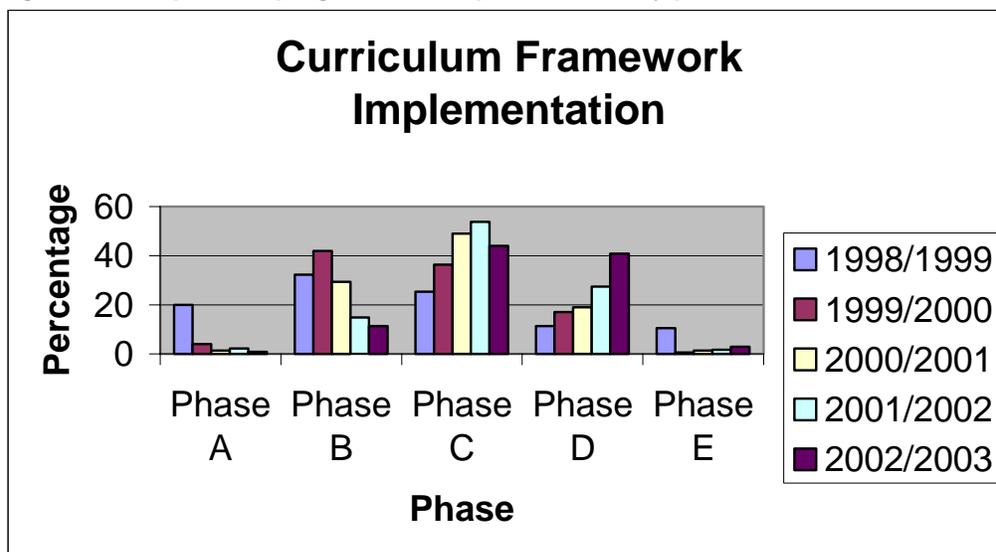
Figure 1 summarises the data from the last five annual surveys of progress with implementation of the *Curriculum Framework*. As was evident during 1999–00, an

adjustment of schools' estimation of the task of implementation was observed and there was a regression during this period when compared to 1998–99, rather than the expected progression. This was interpreted as a necessary adjustment, however, as schools fully assessed the task of implementing the *Framework*. Data from 2001–02 showed a progression in implementation with the majority of schools being at Phases C and D. The 2002–03 data indicated that on average, schools considered themselves to be progressing from Phase C toward Phase D. Data from the 2002–03 survey showed that schools are continuing to move forward with implementation of the *Curriculum Framework*

Table 3: Progress with implementation of the *Curriculum Framework* in 2002–03

Phase A	Phase B	Phase C	Phase D	Phase E
Implementation has not yet commenced	Familiar with the <i>Framework</i> and have begun to review current learning and teaching programs	Beginning to make links across phases of development and learning areas to enhance opportunities for students to achieve the outcomes in the <i>Framework</i>	Modifying teaching, learning and accountability practices and refining knowledge and skills in relation to the <i>Framework</i>	Fully implementing the <i>Framework</i> and using it for accountability purposes
0.9	11.3	44.0	40.9	2.9

Figure 1: Comparative progress with implementation by phase



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.

Progress maps

At the Council's October 2000 meeting it was agreed that Council-endorsed progress maps would be developed for use by all schools to support implementation of the *Curriculum Framework*, based on Department of Education's *Student Outcome Statements* and the Catholic Education Office's progress maps. During 2002–03 the Australian Council for

Educational Research completed a major contract to validate current progress maps on the basis of student achievement data. The completion of this contract underpinned work undertaken by the secretariat to develop kindergarten to Year 12 Curriculum Council-endorsed progress maps. A working version of the progress maps was published on the Curriculum Council's website in February 2003. The Catholic Education Office also printed the working version for distribution to all Catholic schools. The progress maps will be published in 2004 along with curriculum guides.

Curriculum guides

As recommended in the report *Investing in Government Schools: Putting Children First* (2001), the Curriculum Council has commenced conceptual work to underpin development of curriculum guides. During 2003, the secretariat developed scope and sequence statements of content for the outcomes in the *Curriculum Framework* and these will form the basis for the curriculum guides, which are to be published in 2004.

Professional development

Publication and distribution of the kindergarten to Year 12 Curriculum Council-endorsed progress maps and curriculum guides will be supported by development and dissemination of professional development guidelines to assist school sector/systems to use these materials to support ongoing implementation of the *Curriculum Framework*.

Making Progress website

A highlight of the Council's activities in publishing *Curriculum Framework* support materials was the focus on development of materials in electronic formats. In September 2002 a website containing the full range of *Making Progress* materials was launched by the Minister for Education. This site enables teachers to view and download the full range of *Making Progress* materials and is being progressively updated as further materials are developed. This site complements the CD-ROM distributed to all teachers in September 2000.

Curriculum Council Update

Thirty thousand copies of the *Curriculum Council Update* were distributed to all teachers in July and November 2002, and April and June 2003. The Council's newsletter provides information on the activities of the Council, upcoming publications, opportunities to be involved in consultation, insights into the work of teachers in schools and professional development information.

Data from the Council's customer focus survey showed that 84.6% of teachers considered that the *Curriculum Council Update* provided them with information that assisted them with their duties.

Information sessions

The log of information sessions maintained by curriculum staff responsible for *Curriculum Framework* development shows that a combined total of 378 hours was spent providing 175 information sessions to various groups and organisations engaged in implementation.

Consultative processes

Council-endorsed progress maps were developed through the same collaborative processes that led to development and sustained agreement on the *Curriculum Framework*. Guidelines were developed with input from a management group and endorsed by the Curriculum Framework Committee. Revision groups for each of the eight learning areas, inclusivity and values were established with members representing all sector/systems and experts or representatives from appropriate fields to guide the development of the progress maps and review drafts as they were written.

These consultative processes were undertaken to ensure that, within criteria agreed by the Curriculum Framework Committee, support materials would meet the needs of teachers from kindergarten to Year 12. Data on consultation from the Council's customer focus survey indicate that 26.8% of respondents had been involved in consultation on *Curriculum Framework* support materials, 21.6% had been involved in consultation on the Post-Compulsory Education Review and 4.2% had been involved in consultation in other areas. The mean overall positive response on items related to consultation indicated an overall satisfaction level of 88.2%.

The following committees and groups provide input and guidance for the work of the secretariat in relation to the *Curriculum Framework*:

- Curriculum Framework Committee
- Aboriginal Advisory Committee
- Curriculum Framework Implementation Review Group
- Progress Maps Management Group
- Progress Maps Learning Area Revision Groups
- Learning Area Support Materials Advisory Groups
- Values Consultative Group
- Inclusivity Advisory Group.

COURSE DEVELOPMENT AND APPROVAL

Outcome 5: Post-compulsory courses of study are developed and accredited to meet identified student needs.

Subject 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. Accreditation focuses on the negotiation of standards for content, assessment and student performance for each subject. The syllabus committees provide advice to the Council on these matters.

Table 4: Syllabus Committee Activity 2002 (2001 figures in brackets)

Curriculum area	No. of syllabus committees	No. of committee meetings*
The Arts	5 (5)	8 (30)
English	4 (4)	16 (11)
Health and Physical Education	5 (7)	17 (17)
Science	7 (7)	8 (19)
Languages other than English	7 (8)	15 (36)
Society and Environment	8 (8)	14 (24)
Mathematics	2 (2)	1 (5)
Technology and Enterprise	16 (16)	12 (22)
VET in Schools	1 (2)	1 (9)
Total	55 (59)	92 (173)

* Does not include learning area post-compulsory workshops.

During 2002, 55 syllabus committees met on 92 occasions (173 in 2001). Syllabuses were reviewed for a two-year accreditation period. This decrease in activity was due to the development of new courses of study for the Post-Compulsory Education Review implementation.

Reviewing subject relevance

Each committee was involved in a process of reviewing subject syllabuses and recommending modifications that would increase their relevance to student learning needs. A survey of teachers was also conducted and the results confirm a high degree of subject relevance. A total of 1,860 teacher–subject responses on relevance were received (representing approximately 20% of post-compulsory teachers in 2002). A survey of student perception was also conducted in 2002. A sample of 20% of student enrolments was stratified to represent city, country, government and non-government schools.

Table 5: Survey results

	Syllabus committees			Teachers			Students		
	Number responding	2002	(2001 result)	Number responding	2002	(2001 result)	Number responding	2002	(2001 result)
Year 11 relevance	62	5.5	(5.6)	930	5.2	(5.2)	12,490	4.8	(4.8)
Year 12 relevance	61	5.3	(5.4)	930	5.3	(5.1)	8,573	4.8	(4.8)
Degree of satisfaction	123	77.3%	(78.7%)	1,860	75.4%	(73.6%)	21,063	68.3%	(68.6%)

Table 6 summarises data on the 360 accredited subjects available to schools during 2002.

Table 6: Accredited Subjects 2002 (2001 figures in brackets)

Learning Area	Year 11*	Year 12
The Arts	11 (11)	8 (8)
English	13 (13)	6 (6)
Health and Physical Education	15 (15)	5 (7)
Science	12 (12)	7 (7)
Languages other than English	32 (61)	21 (47)
Society and Environment	19 (18)	10 (9)
Mathematics	9 (9)	4 (4)
Technology and Enterprise	35 (38)	24 (26)
Vocational Subjects	71 (77)	48 (65)
Total	217 (255)	143 (145)

- Note: Year 11 subject totals include each semesterised version of full-year subjects.

The number of accredited subjects listed by the Council decreased in 2002 to 360 from 400 in 2001, due mainly to the completion of trialing of new subjects and the removal of subjects that were superseded or had no enrolments. Each accredited subject included a standards framework describing expectations of student achievement. This is done in two ways:

- grade-related descriptors are summative statements of the performance expected of students for each grade level
- performance criteria describe levels of student achievement outcomes in Common Assessment Framework (CAF) subjects.

Vocational Education and Training (VET) in schools

There was continued growth in the number of post-compulsory students involved with vocational education during 2002. There are three main overlapping elements in vocational education for WA post-compulsory students:

- vocational subjects accredited by the Council
- SWL skills lists accredited by the Council
- VET units of competency recognised through the national training arrangements.

In 2002 the Council maintained 119 accredited vocational subjects (including SWL skills lists); 7,598 students completed SWL subjects and achieved a grade (7,311 students in 2001). A total of 5,739 students (9,684 students in 2001) completed 26,134 modules/competencies integrated with Council subjects (32,007 in 2001), with an additional 25,812 stand-alone competencies (25,943 in 2001) being recorded on the *Statement of Results* for 2,328 students. An additional 952 students demonstrated competencies in both integrated and stand-alone modules.

During 2002 significant collaborative work was completed in preparing for full implementation of the Joint Ministerial Policy *Future Directions for VET in Schools*. This included implementation of quality assurance procedures that meet the Australian Quality Training Framework (AQTF) standards, negotiated through the Training Accreditation Council (TAC). Curriculum officers conducted desktop audits for 23 Registered Training Provider schools and a report was presented to TAC. Training in meeting the international standards for auditing quality systems was completed in 2002.

General education with a vocational focus is now a proven strategy for increasing curriculum relevance for post-compulsory students, and will feature in approximately half of the new courses of study recommended through the Council's Post-Compulsory Education Review report, *Our Youth, Our Future*.

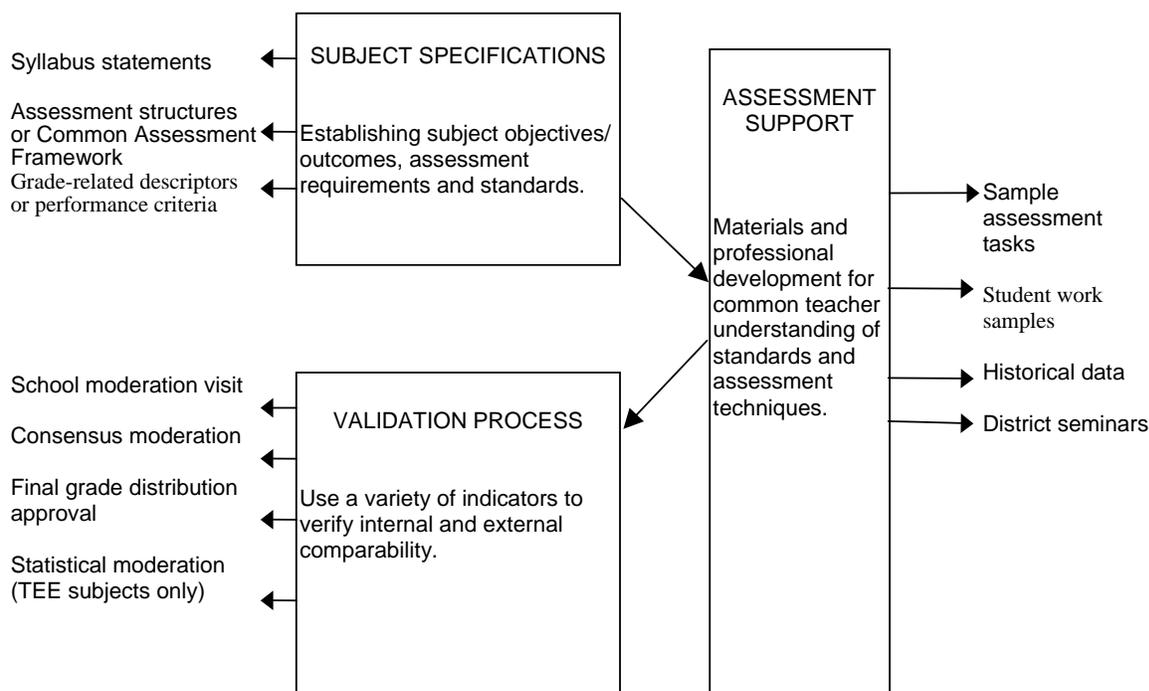
STUDENT ASSESSMENT AND CERTIFICATION

Moderation of School Assessments

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

Figure 2 describes the strategies implemented to achieve valid and credible school assessment of student achievement in the post-compulsory years. Valid means that the assessment actually measures what it aims to measure. Credible means that people perceive that a student's achievements are based on an assessment process that is fair to all.

Figure 2: Curriculum Council moderation strategies



Survey data—comparability of assessment and grading

Syllabus committees were surveyed on their perceptions of the comparability of assessment and grading, and teachers were surveyed by post. The results, summarised in Table 7, indicate widely held perceptions of a high degree of comparability in assessment and grading.

The survey of syllabus committees indicates a high degree of satisfaction overall in terms of comparability of assessment and grading. The degree of satisfaction rating has been calculated by adding the ratings given and dividing by the total possible ratings, expressed as a percentage. The teacher survey indicates a relatively high approval rating, and about the same as that expressed by syllabus committees.

Table 7: Comparability: 2002 Survey Results (2001 figures in brackets)

	Syllabus committees			Teachers			Students		
	Number responding	2002	(2001 result)	Number responding	2002	(2001 result)	Number responding	2002	(2001 result)
Year 11 comparability	62	5.4	(5)	894	5.2	(5.2)	9,044	4.7	(4.8)
Year 12 comparability	61	5.3	(5.1)	897	5.2	(5.2)	6,835	4.7	(4.7)
Degree of satisfaction	123	76.6%	(72.1%)	1,791	74.5%	(74.3%)	15,879	67.1%	(68%)

Student perception survey

A survey of student perception was also conducted using a sample of 20% of student enrolments stratified to represent city and country, government and non-government schools. The response for 15,879 student–subject combinations on comparability represents approximately 11% of the estimated 2002 student–subject population.

Student perceptions were less favourable than those of teachers and syllabus committees, falling in the range of reasonable to high.

Student appeals against school assessment

Students are made aware of their right to appeal against school assessment and grading through the Council's *Students' Information Kit*.

During 2002, particularly at the end of the year, curriculum officers handled a number of enquiries from parents and students expressing dissatisfaction with assessment processes in a subject 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 was necessary to provide documentary evidence of their attempts to resolve the issue with the school. In those cases in which officers assist in the negotiation process the majority of cases are resolved to the satisfaction of the school and the student or parent.

There were three cases in which negotiations described above did not lead to a resolution satisfactory to students or parents. These cases were investigated by Council officers and considered by the appeals panel, which includes school and parent representatives. The appeals related to implementation of the school's assessment policy. The panel upheld one appeal and dismissed the remainder.

District seminars

District seminars, which provided teachers with opportunities to focus on the assessment and grading of students' performance, were conducted in a sample of subjects during first term. This sample was negotiated in the previous year with representatives of the education systems. Attendance was optional but highly recommended. In total, 114 seminars were conducted, including seminars at the regional centres of Bunbury and Albany and several teleconferences for more remote schools. A number of seminars were conducted after school hours.

Table 8: District Seminars 2002 (2001 figures in brackets)

The Arts	8	(17)
English	18	(6)
Health and Physical Education	10	(6)
Science	16	(15)
Languages other than English	10	(11)
Society and Environment	6	(9)
Mathematics	0	(29)
Technology and Enterprise	25	(27)
Vocational Subjects	25	(25)
Total	114	(145)

Assessment support materials

A total of 413 documents were included in the *Assessment Support Catalogue* published at the end of 2001 for teachers of subjects in 2002.

The range of assessment support materials made available for teachers has also been extended through increasing use of electronic media. The *Assessor Software Package* was available in 71 subjects. Curriculum officers have also included a number of support materials on the Council's website. The website has also been used to develop interactive support sites.

Table 9: Assessment Support Materials 2002 (2001 figures in brackets)

General	Documents		Assessor Software	
The Arts	55	(56)	10	(10)
English	26	(25)	6	(6)
Health and Physical Education	18	(18)	10	(10)
Science	47	(47)	2	(2)
Languages other than English	62	(62)	3	(3)
Society and Environment	44	(44)	8	(8)
Mathematics	23	(23)	0	(0)
Technology and Enterprise	86	(86)	30	(29)
Vocational Subjects	52	(38)	2	(2)
Total	413	(399)	71	(70)
VET in Schools	92	(92)	nil	(nil)

Consensus meetings

A total of 199 consensus meetings were conducted in 2002. Data demonstrate that 75.4% of these meetings were in WSA subjects. (Typically, school moderation visits are not conducted in the subjects selected for consensus moderation.) The degree of quality assurance provided by consensus moderation is reduced by the fact that the meetings are limited to approximately three hours.

It is compulsory for each school offering a subject to send a representative with student work samples, except in cases where the school is further than 200 kilometres from the venue. In the latter cases alternative arrangements using mail, facsimile and teleconferences are implemented. Compared with 2001 there were fewer difficulties with schools not attending consensus meetings. Each school not sending a representative is contacted and alternative arrangements negotiated (typically a grading validation exercise). This is a concern because of its impact on the degree of confidence regarding comparability and its impact on limited moderation resources. Schools have been advised that they may be required to meet additional costs incurred in these situations.

School visits

In 2002 a total of 1,792 school visits were conducted. This figure represents a sampling rate of 14.5% of the 12,400 school–subject combinations and an increase on the visitation rate in 2001.

Table 10: 2002 Moderation Summary* (2001 figures in brackets)

Curriculum Area	Number of school–subject combinations		Number of school visits		Number of consensus meetings	
	TEE Subjects (Yr 12 only)	Wholly School-Assessed Subjects**	TEE Subjects	Wholly School-Assessed Subjects	TEE Subjects	Wholly School-Assessed Subjects
The Arts	399 (305)	1096 (1011)	54 (46)	72 (77)	7 (10)	13 (15)
English (including Vocational English and ESL)	338 (346)	989 (928)	56 (69)	121 (134)	11 (13)	21 (13)
Health and Physical Education	0 (0)	779 (772)	0 (0)	145 (110)	0 (0)	25 (21)
Science	612 (605)	872 (821)	98 (129)	108 (158)	13 (13)	12 (2)
Languages other than English	202 (198)	206 (218)	38 (46)	55 (33)	10 (5)	6 (2)
Society and Environment	392 (503)	570 (564)	108 (114)	98 (121)	8 (0)	8 (19)
Mathematics	448 (444)	896 (842)	58 (71)	116 (112)	0 (0)	12 (28)
Technology and Enterprise						
Business Education/ Computing	163 (158)	858 (847)	42 (37)	119 (189)	0 (0)	21 (11)
Design and Technology/ Agriculture	0 (0)	965 (885)	0 (0)	120 (121)	0 (0)	19 (11)
Vocational Subjects	0 (0)	2615 (2421)	0 (0)	392 (147)	0 (0)	13 (28)
Total	2,554 (2,559)	9,846 (9,309)	454 (482)	1,338 (1202)	49 (41)	150 (150)
	12,400 (11,868)		1,792 (1684)		199 (191)	
%	20.6% (21.6)	79.4% (78.4)	25.3% (28.6)	74.7% (71.4)	24.6% (21.5)	75.4% (78.5)

Notes: * Data correct as at 1/2/03 and does not include schools finalised after that date.

** Wholly school-assessed subjects include the Year 11 subjects linked to Year 12 TEE subjects.

Table 11 shows there was a continued increase in the number of school–subject combinations; this increase was largely in the number of schools offering WSA subjects. The long-term trend 1993–2002 shows a significant increase in the number of school–subjects to be covered with a fixed resource. This has implications for the strategies that must be implemented to assure the quality of school assessment.

The consensus meeting rates have been calculated by adding the number of schools offering the subjects included in the consensus meeting list, dividing by the total school–subject combinations and converting to a percentage. The consensus meeting rates have increased slightly compared with 2001. The overall coverage of school–subject

combinations (that is, school visit rate plus consensus meeting rate) has also increased. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) for 2002 was 36.3%, an increase on the rate achieved in 2001 (33.8%).

Table 11: Trends in School–Subject Combinations, Visitation Rates, Consensus Meeting Rates and Total Coverage through Validation Activities

Year	School–subjects	Visitation rates	Consensus meeting rates	Total coverage
1993	8,944	1,915 (21.4%)	1,833 (20.5%)	41.9%
1994	9,434	1,515 (16.0%)	2,251 (23.9%)	39.9%
1995	9,610	1,460 (15.2%)	2,074 (21.6%)	37.8%
1996	9,870	1,864 (18.9%)	2,871 (29.1%)	48.0%
1997	10,444	1,631 (15.6%)	2,343 (22.4%)	38.0%
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%

External 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 2002 the Council was responsible for the assessment and certification of 42,391 post-compulsory secondary students in WA. Of these students, 12,272 sat for at least one Tertiary Entrance Examination (TEE), 7,598 students were engaged in structured workplace learning (SWL), 2,328 students completed at least one unit of non-embedded competency, 5,739 students completed at least one embedded National Training Module and 28,087 studied at least one wholly school-assessed (WSA) subject.

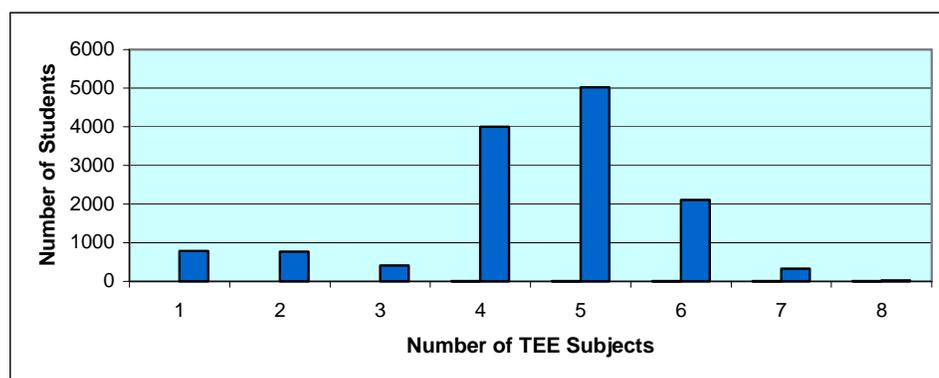
Staff responsible for Outcomes 6 and 7 were supported by:

- examining panels—one for each WA Tertiary Entrance Rank (TER) subject (31 panels)
- Special Examination Arrangements Committee
- Sickness/Misadventure Committee
- Appeals to Sickness/Misadventure Committee
- Breaches of Examination Rules Committee
- Appeals to Breaches of Examination Rules Committee
- Awards and Exhibitions Committee.

Enrolment trends

More students are staying at school until the end of Year 12 and more students are sitting the TEE but are taking fewer subjects. Students are combining TEE studies with vocational education and training (VET) programs. The number of students who sat one or more TEE subjects increased slightly from 12,042 in 2001 to 12,272 in 2002. Five per cent of the students who studied four or more TEE subjects also completed at least one VET unit of competency.

Figure 3: Number of candidates enrolled for a specific number of TEE subjects in 2002



Of the 33 TEE subjects, English had the highest number of enrolments with 9,171 (2001: 8,533), Discrete Mathematics was the next highest with 8,607 (2001: 8,002) and Modern Greek had the lowest with six students (2001:11).

An increased number of students enrolled to sit the Discrete Mathematics examination as private candidates. In 2002, 78 schools (2001: 42) had at least 10% of their TEE

candidates enrolled in Discrete Mathematics as private candidates. Furthermore, over 74% of the schools (121 out of 164 schools) offering Discrete Mathematics had at least one student sitting the examination as a private candidate. People who are unable to attend regular lessons have the flexibility of sitting the TEE as a private candidate. Typically these candidates are mature-aged people who have work commitments during the day and sit one or two TEE to gain or improve their TER. In more recent years school students have taken advantage of the opportunity to sit, as a private candidate, additional subjects that were either not offered at their school or unavailable at the school due to timetable clashes. At its June 2003 meeting, the Council decided that students may only be private candidates in Discrete Mathematics if they are not enrolled in Applicable Mathematics and/or Calculus as school students.

Table 12: Private candidates in English and Discrete Mathematics from 1997 to 2002

Subject	Number of candidates					
	1997	1998	1999	2000	2001	2002
English	199	134	141	129	138	122
Discrete Mathematics	240	266	411	765	1052	1245

In VET studies, there were 10,720 Year 12 and Year 11 students who participated in at least one unit of competency; of these, 84% (9,019 students) achieved competency (11,360 students in 2001 with 9,684, or 85%, achieving competency).

There is a growing trend in the number of students completing secondary graduation over three years; schools are enrolling Year 10 students in D or E code subjects.

Enrolments were received from students at all registered WA senior high schools, senior colleges, some remote community schools, some district high schools, the School of Isolated and Distance Education, two Malaysian schools, one Singaporean school and one Indonesian school.

TEE papers

In 2002, examinations were held in 33 subjects (no increase on 2001). The TEE 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 cannot adequately demonstrate the full extent of their academic achievement under standard examination conditions are allowed to take the TEE under special conditions. The number of applications for special examination arrangements continued to increase (363 in 2002, 267 in 2001, 265 in 2000, 190 in 1999).

The arrangements granted ranged from allowing additional time of 105 minutes for a candidate with muscular dystrophy to providing enlarged examination papers, coloured papers and the production of seven examination papers in Braille. Eighty-eight people were employed to supervise candidates who had approval for special examination arrangements at a cost of \$14,590. This reflects the growing number of students with disabilities now completing post-compulsory education.

Thirty-one applications (8.5%) were not supported (21 in 2001 - 7.9%; 17 in 2000 - 6.5%). Applications were received from 108 schools. There were 28 schools that submitted five or more applications and five schools, all non-government, which submitted 10 or more applications. One school submitted 19 applications.

Figure 4: Special examination arrangements 1995–2002

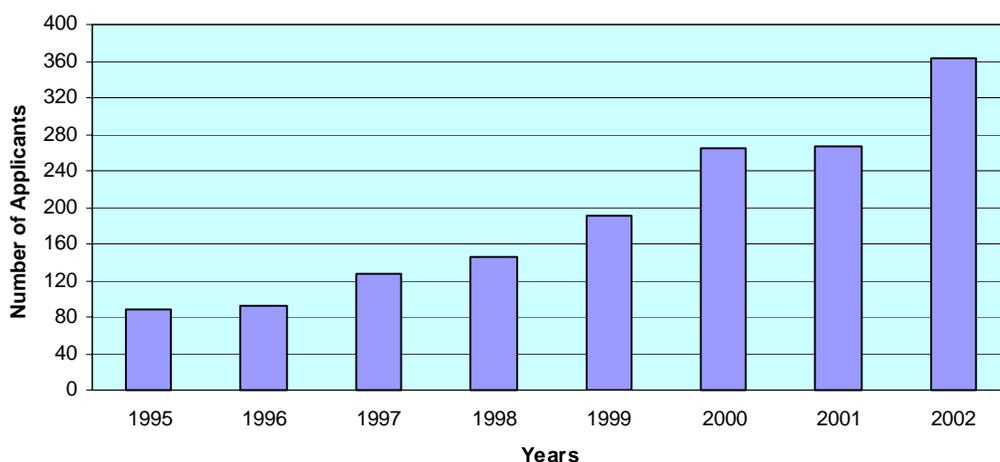


Table 13: Special examination arrangements applications in 2002

Category	Government			Non-government			Approved	Not Approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	22	4	26	47	12	59	70	13	2	85
Hearing	0	4	4	5	3	8	11	1	0	12
Illness	12	22	34	12	16	28	59	2	1	62
Motor	5	0	5	3	2	5	10	0	0	10
Physical	15	24	39	3	24	27	60	4	2	66
Psychological	5	9	14	4	7	11	18	4	3	25
SLD	15	8	23	32	20	52	69	6	0	75
Vision	3	11	14	6	8	14	27	1	0	28
Total	77	82	159	112	92	204	324	31	8	363

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

Conduct of the TEE

Practical examinations

Practical examinations are conducted for Drama Studies, Music and most LOTE subjects. Art visual diaries are collected, and marked in studio area groups, building on successful changes to the marking procedures implemented in 2001. The number of candidates who undertook practical examinations at overseas examination centres decreased.

Written examinations

The written components of examinations were held over a 13-day period with at least two subjects examined on each day. There were 608 people employed as supervisors (124 Chief Supervisors and 484 Supervisors) at 136 examination centres throughout the State, interstate (two centres) and overseas (nine centres). These figures, which are slightly less than last year, reflect the Council's decision to consolidate examination centres. Examination centres were established for the first time at two new schools in the metropolitan area.

During the written examinations, Council staff made 71 examination centre visits to 44 examination centres (50 visits in 2001). Generally, staff reported that examination accommodation was satisfactory, supervisors were proactive within the examination room, and centres were well organised.

Chief Supervisors attended a three-hour training workshop at the Council that focused on examination protocol, conduct and specific duties. The quality of this training was evident in the response by the Chief Supervisor at a metropolitan examination centre where several defective Physics papers were distributed to candidates. Contact was made with the Curriculum Council almost immediately and within 40 minutes new papers were delivered to the centre to replace the faulty ones. The error was identified during the introductory procedures where the candidates check the contents of each page of the paper. While the commencement of the examination was delayed the candidates were not disadvantaged.

Breaches of examinations rules

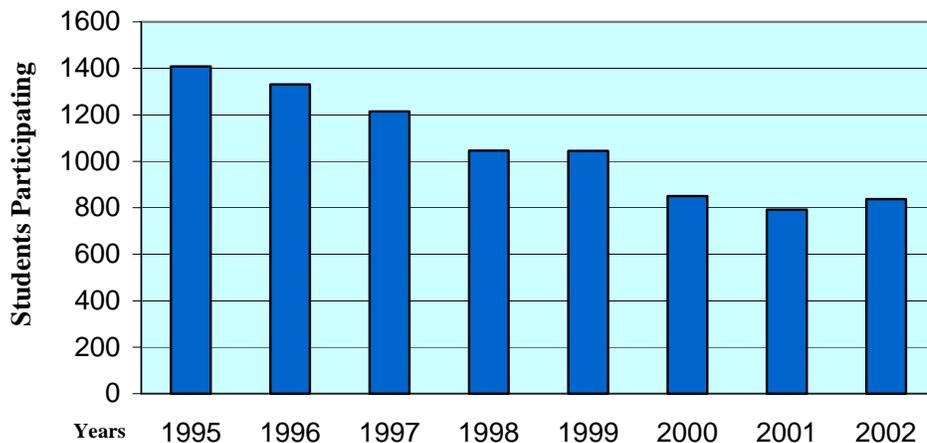
During the written examinations, six candidates (3 in 2001) were reported to the Breaches of Examination Rules Committee as having breached the examination rules. All candidates were penalised with a loss of marks.

English Language Competence Test

The Curriculum Council English Language Competence Test was held at 136 (134 in 2001; 157 in 2000) schools for 835 (792 in 2001, 880 in 2000) students. After a steady decline in the number of students sitting the test from 1995 to 2000, attributable to the introduction of the “U” notation (unfinished), the number sitting has stabilised from 2000 to 2002 to around 800.

Figure 5: Participation in the English Language Competence Test, 2002

Figure 5: Participation in the English Language Competence Test, 2002



Marking of the TEE

More than 850 teachers and university lecturers were engaged in marking the 2002 TEE. Of these, 158 assessed the practical component of 12 subjects. The total marking cost of \$1,06428,824 was an increase of 3.4% on 2001, due to an increase in the number of TEE candidates and the continued flow-on salary increase to markers.

Written papers

There were 55,497 written scripts marked (54,458 in 2001) by 693 markers. Fifteen country markers were employed in the marking process in 2002. 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.

Checking of marks

A total of 443 applications for a results check were received out of a possible 55,497, representing less than 0.8% of requests to student–subject numbers. One error was detected and corrected. The number of applications from candidates seeking a breakdown of their examination scores was 168 (148 in 2001).

Requests for scripts

Candidates who sat the TEE in 2002 were given the opportunity to purchase copies of their examination scripts. Scripts were made available to candidates when all the processes connected with the TEE had been completed; 265 scripts (403 in 2001) were requested by 88 candidates (118 in 2001), raising revenue of \$2,792 (\$3,624 in 2001).

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 prior to, or on the day of, the TEE.

Table 14: Sickness/misadventure applications by school sector and gender in 2002

School Type	Female		Male		Total		Enrolments**
Government	146	49.7%	66	46.8%	212	48.7%	7 410 (55.4%)
Non-government	148	50.3%	75	53.2%	223	51.3%	5 756 (43.1%)
Overseas	0	0%	0	0%	0	0%	203 (1.5%)
Total	294		141		435		13 369

** Number of school candidates enrolled to sit TEE (18/12/02)

Table 15: Outcome of sickness/misadventure applications for 1999–2002

	2002		2001		2000		1999	
All subjects accepted	341	78.4%	428	84.4%	363	79.6%	426	82.6%
No subjects accepted	63	14.5%	44	8.7%	52	11.4%	67	13.0%
Some subjects accepted	31	7.1%	35	6.9%	41	9.0%	23	4.5%
Total	435		507		456		516	

Evaluation of the TEE papers

TEE papers have been evaluated statistically and in terms of public comments on them.

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 14 subjects (14 in 2001), the marks spanned 90 or more percentage points, and in a further seven subjects, the range was 80–89.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60%. Eighteen examining panels (16 in 2001) achieved the desired level of difficulty.

There was no examination with a mean mark below 50% in 2002. Despite a small number of complaints about the excessive difficulty of Calculus, the statistics provided no evidence that the examination was too difficult. Four subjects had comparatively easy papers with mean marks above 65 — Applicable Mathematics, Chinese: Second Language, German and Music.

Reliability

Overall, the reliabilities of all of the examinations were high in 2002 considering that they were untrials tests; they ranged from 0.66 to 0.95 (0.62 to 0.93 in 2001).

Concurrent evidence for validity

The correlations between school-based marks and the TEE were generally high (0.72 to 0.96) implying that, to a considerable extent, the TEE assessed the same achievements as school-based assessments.

Public comment

Only 34 online comments and a few letters on the content of the TEE papers were received from teachers and were sent to the appropriate syllabus committees for discussion.

Endorsement of TEE Papers

Statistical evidence from the 2002 TEE 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
- overall public acceptability of the examinations.

Stakeholders, through their representation on syllabus committees and the Post-Compulsory Education Committee, concluded that the 2002 TEE papers provided valid and credible assessment of the appropriate Year 12 subjects.

Comparability of achievement in TER subjects

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

Certification of student achievement

In 2002, 17,051 Year 12 students achieved a *Western Australian Certificate of Education* (WACE). In 2002, there were 281 Aboriginal and Torres Strait Islander students who were eligible for a WACE. Of these, 224 achieved a WACE (79.7%).

There were 19,725 (19,111 in 2001) Statements of Results produced for the cohort of Year 12 students with 86.4% of these students (17,051) achieving secondary graduation (16,537 certificates in 2000 representing 86.6% of students).

There were 22,666 (22,033 in 2001) Statements of Results issued to Year 11 students who completed either at least one upper-school Curriculum Council subject or a Unit of Competency/National Training Module in 2002.

Following the signing of the Joint Ministerial Policy Statement in regard to the future policy directions for VET in schools, the Council, in consultation with stakeholders, issued certificates for the first time to students who completed negotiated units/modules through a

school with Training Provider status. The Curriculum Council issued 214 full qualifications to 201 Year 12 students and 741 partial qualifications to 600 Year 12 students.

Acknowledging excellence

There were 1,029 exhibitions and awards (1046 in 2001, 999 in 2000, 1,042 in 1999, 961 in 1998 and 892 in 1997) granted to post-compulsory students in recognition of educational excellence.

Table 16: 2002 secondary exhibitions and awards statistics

Award		Number
Beazley Medal: TEE		1
Beazley Medal: VET		1
General Exhibitions		40
Special General Award		1
Subject Exhibitions		43
TEE subjects	26	
WSA subjects	16	
Special Subject Awards		
WSA subjects	1	
Certificates of Distinction		373
TEE subjects	257	
WSA subjects	90	
Special Certificates of Distinction		
TEE subjects	22	
WSA subjects	4	
Certificates of Excellence		570
Total		1,029

Awards presentation

More than 2,000 people attended the Curriculum Council Exhibition and Awards Presentation Ceremony on 4 March 2003 at Murdoch University. Students from three different schools provided music and entertainment during the evening. Sponsorship worth \$41,000 was raised from 12 organisations to assist with the ceremony. In kind sponsorship was received from a further two organisations.

Public relations

From July, with the release of the TEE timetable, there was interest by each sector of the media in the activities of the Council in relation to certification and the TEE. Almost without exception, the reporting and comments were positive and supportive. The main areas covered were the first practical exam (Drama Studies in the Term 3 holidays), the start of the written examinations in November, the release of Year 12 results (26/12/02), the release of the awards, which included individual customised media releases on award winners to 62 media organisations, and the release of student data (league tables).

In all, there were 159 (monitored) media reports from July (to 19 January 2003), including:

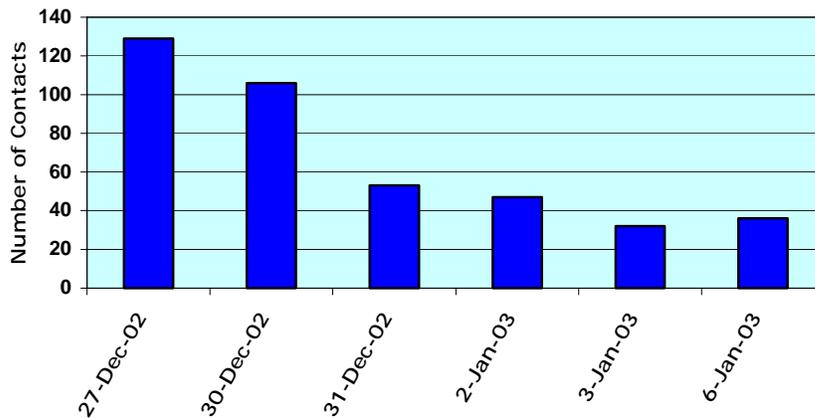
- Twelve-page *TEE Extra* colour liftout in *The West Australian* (12/9/02)
- Coverage by four TV channels and other media of the start of the TEE practical examinations (2/10/02)
- Coverage by five TV channels and other media of the start of the TEE written examinations (6/11/02)
- Extensive coverage by radio and TV news of the release of secondary results (26/12/02)

- Extensive coverage by *The West Australian* of the top TER students (front page story, two-page pictorial, editorial and eight-page colour liftout) (4/1/03)
- Extensive coverage by the *Sunday Times* of the Curriculum Council awards (page one pictorial, two-page feature on the Beazley Medal: TEE, editorial and eight-page colour liftout)
- Front page story and eight-page colour liftout on the league tables in *The West Australian* (17/1/03)
- One-page story and tables in the *Sunday Times* on its league table (19/1/03).

Post-TEE counselling

There were 403 telephone enquiries (432 following the 2001 TEE), mainly related to the process used by the Council to adjust marks (moderation, standardisation and scaling).

Figure 6: Post-TEE counselling following the 2002 TEE



Note: Based on number of calls received during the seven days of the counselling period.

School statistics

During the year numerous requests were made from a wide range of sources for data on a variety of areas, including performance of schools, subject enrolments and trends in student achievement. To ensure each school was informed of its students' performance prior to the publication of the "school league tables" in *The West Australian* and the *Sunday Times*, these reports were sent to holiday contact addresses for nominated school personnel.

When the statistics were published there were no complaints from schools or individuals. The extent and effectiveness of the consultation process led to a good understanding of the results and there were no queries from schools wanting the statistics to be explained.

OVERSEAS PROGRAM

Consistent with State Government's Education Exports Strategy, the Curriculum Council has provided its expertise and programs in the international arena. The Overseas Program aims to market WA curriculum products and services developed, maintained and delivered by the Council. The products range from the external examination program and certification of student achievement in the post-compulsory years to the sale of books and materials. The expenses involved with delivering all products and services associated with the program are fully funded with the income received from overseas schools.

The Overseas Manager, a part-time position, coordinates the program. The program's aims and objectives are to:

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

Services

The moderation, examination and certification processes mirror procedures followed in WA as much as possible. Due to the distances involved regular visiting of all schools is not sustainable, therefore 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

Sunway College (Malaysia): Numbers of students taking TEE subjects have increased from a low of 165 in 2001 to 214 in 2003.

Bina Nusantara High School (Indonesia): The TEE was offered in 13 subjects for the first time in 2000 with the same subjects examined in 2001. In 2003 about 160 students in Years 11 and 12 are studying the TEE program.

Methodist College Kuala Lumpur (Malaysia): A limited TEE program was offered for the first time in 2000 for five students.

St Francis Methodist School (Singapore): Since November 2000 the school has been allowed to enrol non-Singaporeans in TEE subjects; five students were enrolled in a limited TEE program in 2001. In late 2001 the school received permission to enrol Singaporeans but with restrictions. The school anticipates that most students will continue to come from mainland China, although it has marketed the program in Taiwan, Myanmar, Vietnam, and Japan. In 2003 there were 21 students taking the program and this number is predicted to increase significantly in 2004.

King Saud International School (Saudi Arabia): The school has an agreement with the Council to implement the *Curriculum Framework*. Although it has previously expressed interest in offering a WA post-compulsory program, plans have been postponed indefinitely.

Kolej Bandar Utama (Kuala Lumpur) and Olympia College (Penang): Both Malaysian colleges have signed memoranda of understanding with the Council and are working

towards offering the program in 2004. Each college has indicated an initial enrolment of approximately 50 students.

The Future

- The Council has signed memoranda of understanding with two organisations that plan to open schools in Dubai and Delhi. Both groups were working towards a January 2004 opening but have been delayed until mid-2004, with the first examinations to be conducted in 2005.
- There continues to be strong interest from schools and colleges in China but progress with all organisations has been slow due to the availability and cost of Australian teachers, the level of English language competency of the students, and the difficulties that Chinese students experience when applying for a visa to complete tertiary studies in Australia.
- The overseas program provides the Council with an opportunity to achieve a significant financial return, however, it also operates in a highly competitive market. Programs from Canada, United Kingdom and the United States have been aggressively marketed resulting in many institutions in China offering government-accredited programs from those countries.

POST-COMPULSORY EDUCATION REVIEW

Following the launch of *Our Youth, Our Future*, the final report of the Curriculum Council's four-year Post-Compulsory Education Review, in March 2002, the Council commenced development and implementation of a new curriculum system for Years 11 and 12. The report recommended the development of 50 new courses of study that would provide students with a variety of alternative learning pathways. Extensive consultation continues.

The courses of study are being developed in three phases. During the reporting period:

Group 1 (first 11 courses of study)

- The development of Phase 1 courses began in August 2002 when reference groups for the courses were convened. Each reference group comprises 12 members representing the school sector/systems, universities, the training sector, professional associations and the community/industry.
- Preliminary drafts of each of the Phase 1 courses were prepared. Extensive consultation began in May 2003 to enable teachers to evaluate the drafts and provide advice on action research. The feedback is being used to refine the research questions for the testing and piloting phase.
- A total of 117 reference group meetings were held with many other meetings held in sub-committee and with the writers. A further final and formal consultation on the refined Phase 1 courses will be undertaken prior to them being approved for implementation.

Group 2

- Development of Phase 2 courses began in May 2003. The development process has been revised based on advice from Phase 1 writers and reference groups. Writers and reference groups are working on concept plans for consultation by the end of the year.

Group 3

- As at 30 June, planning for these courses had begun; nominations for the reference groups were being received and writers were being sought.

In general

- Feedback from school sector/systems indicated there could be difficulties in operating the current and new systems of assessment for a subject/course at the same time. After formally canvassing key stakeholders the Council adapted the timeline that was approved by the Minister for Education and Training. Consequently, an alternative, more distributed piloting process involving action research was adopted and the approach to the phasing in of the courses has been adjusted.
- Considerable liaison and professional learning are being undertaken. Using advice from special forums with the school sector/systems, universities, training, education support and Aboriginal groups, the process is continually being adapted to better meet their requirements and address potential issues.
- As recommended in the report, a VET as a Course of Study alternative is being developed for 18 of the new courses.

CORPORATE SERVICES

Outcome 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.

This year the Curriculum Council secretariat and the Department of Education Services have shared corporate services: the secretariat has provided human resources, accounts payments and accounts receivable services to DES, and DES has provided records management support to the secretariat.

Information Services

Apart from the delivery of day-to-day services to the Council secretariat and DES, the main focus for the year was the creation of phase 2 (Detailed User Functional Requirements model) of the new Student Records System. This phase takes into account the post-compulsory review changes. The next phase will be the development of detailed technical requirements.

Another major achievement was to develop a system to issue student Certificates I and II for Vocational Education and Training (VET) qualifications in WA schools.

Other achievements throughout the year include:

- continuing to provide bureau type support to the Ministry Sport and Recreation, WA Electoral Commission, Department of Education Services and the WA College of Teaching project using a common financial management information system (Smartstream)
- electronic collection and processing of Proposed Grades Distributions and VET registrations from schools
- replacing the outsourced Certificate Archival System by an Archival System developed in-house.

Financial Services

The current version (installed October 2000) of the accounting system has been reliable and meets the secretariat's needs. However, in view of the State Government's decision to consolidate the education portfolio into one department (which will include the Council once the required legislative changes are made), the Council will migrate to the financial management system used by the new department. Migration is scheduled towards the end of 2003.

Human Resources

Occupational health and safety

An ongoing commitment to achieving a safe and healthy work environment has involved staff awareness raising on a variety of issues. A particular focus has been ensuring personnel have comfortable and ergonomically sound workstations.

Workers' compensation

The Council had six new claims for 2002–03: one stress disorder resulting in 3.5 days lost time, two shoulder and arm injuries related to computer use, two accidents resulting in minor injury and one claim for replacement of artificial aids. Two claims are ongoing and there are no claims ongoing from previous years.

Equal employment opportunity

The Council continues to work towards the aims stated in its four-year Equity and Diversity Plan. The plan indicates that we are aiming to increase the representation, on staff, of indigenous Australians and youth under 25 years.

Implementation of The Language Services Strategy

The Council is mindful of its responsibility to non-English speaking clients and to clients who may find verbal communications difficult. The Secretariat has been made aware of its responsibilities in this regard and officers follow set procedures that ensure all people receive friendly helpful assistance.

Public sector standards

To ensure the Council had met its compliance requirements under the Act, an independent internal audit of human resource management transactions was conducted for this reporting period. This self-assessment approach concluded that the Council had complied with the standards.

Code of conduct

The Council continues to support our Code of Conduct. Officers continued to be guided by the information contained in the Code, the principles of the Code of Ethics and where applicable, by the specified legislation. We have assessed our compliance by observation and the number of complaints lodged with our grievance officers during the reporting period.

Disability Service Plan

The Council continues to monitor and review this plan and during this reporting period has made modifications to better align it with the Council's Strategic Plan. In response to Disability Services Commission consultant advice, strategies for promoting the facilities and services of the Council have been developed.

Improvements to signage of facilities at the Council offices have been implemented and work has begun on ensuring information on the Council website is accessible to people with disabilities.

Development of new courses of study for senior secondary students has begun. As part of this work Inclusivity Guidelines have been developed to guide course developers and writers and extensive consultation is being conducted to ensure the courses meet the needs of all students.

Provision of special examination arrangements for 324 students was put into place in 2002 to ensure students were not disadvantaged in their final assessments. Examination papers for 78 students with visual impairment were prepared in different formats such as font or coloured paper.

Freedom of information

During the reporting period there were two requests. One was transferred in full and the other (non-personal) was successfully completed.

Energy Smart Government Program

Energy Details	Baseline Data	2002-03 Actuals	Variation %
Energy Consumption (GJ)	1269	1286	+1.3
Energy Costs	\$55 490	\$57 331	

Greenhouse Gas Emissions (tonnes of CO ₂)	324	329	
Performance Indicators by End Use Category			
Office-Combined Services	2021	2021	
MJ/sqm	628	636	
MJ/FTE	15,857	16,074	

In response to a target set by the State Government, Corporate Executive endorsed an energy-saving action plan and appointed an officer to oversee responsibilities to achieve the target. Staff members were made aware of the need to save energy and were given ideas on how this might be achieved. Throughout the year Corporate Executive was given feedback on the energy consumption levels. Despite our best efforts we had a disappointing result. Having been aware, through our monitoring, that it would be unlikely that we would achieve our target, we kept in contact with the Sustainable Energy Development Office. Council applied for funding and was given support from SEDO to conduct an energy audit which will assist the secretariat to meet future targets. Energy auditors have been appointed and will begin their study early next financial year.

Risk Management

Risk Management is an integral part of the Council's strategic planning and its operating procedures. Its purpose is to ensure that risk exposures are managed in a professional and prudent manner. Operation of the policy is in accordance with Treasurer's Instruction (TI) 109 and within the framework of the Australian/New Zealand Risk Management Standard AS/NZS 4360:1999

Recycling

Recycling services are organised to ensure that high-grade waste paper is recycled.

Advertising expenditure

Treasurer's Instruction (TI) 903 requires public agencies to comply with the *Electoral Act 1907*, which requires a statement in the annual report on advertising expenditure. The disclosure covers advertising expenditure in excess of \$1,500 for each class of expenditure and modes of advertising. The following information is provided in compliance with TI 903.

Advertising expenditure included in the Statement of Financial Performance for the year ended 30 June 2003:

Total expenditure with advertising agencies (Marketforce Productions)	\$19,440
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COMPLIANCE STATEMENT

Compliance with Public Sector Management Act Section 31(1)

1. In the administration of the Curriculum Council, I have complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Ethics and our Code of Conduct.
2. I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that the statement made in 1 is correct.
3. The application made for breach of standards review and the corresponding outcomes for the reporting period are:

Number lodged: nil

Number of breaches found,

including details of multiple breaches of application: nil

Number still under review: nil



Norma Jeffery
Chief Executive Officer

2 September 2003

Postal and street address

27 Walters Drive Osborne Park WA 6017

Telephone: 08 9273 6300

Facsimile: 08 9273 6301

Appendix 1: Major Award Winners 2002

Beazley Medal: TEE

Jolene Carmen Yap, St Hilda's Anglican School for Girls

Beazley Medal: VET

Natasha Lea Pierce, Clarkson Community High School

General Exhibitions

Jolene Carmen Yap, St Hilda's Anglican School for Girls
Sally Josephine Davies, St Mary's Anglican Girls' School
Rahul Khubchandani, Morley Senior High School
Kate Amelia Fitton, Perth College
Timothy Zhiyuan Cheong, Winthrop Baptist College
Patrick Ming Tay Wong, Churchlands Senior High School
Alysia Paige Debowski, Presbyterian Ladies' College
Gareth David Jelenich, Hale School
David Ashley Jenaway, Aquinas College
Juan Juan Ting, Perth College
Esther Frances Davis, St Hilda's Anglican School for Girls
Sarah Ting Ting Maryssael, St Hilda's Anglican School for Girls
Nicholas Sinclair Fitzpatrick, Guildford Grammar School
Sarah Michelle Arnold, Perth College
Emily Claire Glass, Methodist Ladies' College
Ming-Hui Ho, Rossmoyne Senior High School
Ryan Paul Burwood, Aquinas College
Vikram Rajput, Hale School
Jasmine Singh, Shenton College
Jennifer Katherine Tauber, Rossmoyne Senior High School
Nina Yiannopoulos, Shenton College
Charles John Werren, Christ Church Grammar School
Eva-Marie May Middleton, Seton Catholic College
Hannah Chung-Yun Li, Methodist Ladies' College
Phylaktis Georgiou, Hale School
Michael Xiang Ma, Shenton College
Rhujuta Mehta, Rossmoyne Senior High School
Kylie Maree Luca, Mercedes College
Gillian French, Shenton College
Melicia Mah, Lynwood Senior High School
Denitza Krassimirova Mironova, Methodist Ladies' College
Jonathan Anthony Khoo, Chisholm Catholic College
Julijana Tereza Baltinas, Perth College
Brendan Lindsay Douglas, Corpus Christi College
Phillippa Alyce Pucar, St Mary's Anglican Girls' School
Phoebe McLarty, Presbyterian Ladies' College
Jing Xiao, Rossmoyne Senior High School
Adrian Leslie Rodrigues, Corpus Christi College
Kate Louise Francis, Corpus Christi College
Julia Felice Watsford, Presbyterian Ladies' College

Special General Award

Akiko Shimamura, St Hilda's Anglican School for Girls

Subject Exhibitions

Accounting: Bao-Ying Wong, Duncraig Senior High School
Ancient History: David Jonathon Varne, Hale School
Applicable Mathematics: Jennifer Katherine Tauber, Rossmoyne Senior High School
Art: Katie Angela Lenanton, John XXIII College
Beliefs And Values: Barbara Nyein, St Norbert College
Biology: James Alexis Marangou, Christ Church Grammar School
Business Financial Management : Natasha Lea Pierce, Clarkson Community High School
Business Information Technology: Benjamin Paul Roberts, Cecil Andrews Senior High School
Calculus: Rahul Khubchandani, Morley Senior High School
Chemistry: Rahul Khubchandani, Morley Senior High School
Chinese: Advanced: Zhijing Xing, Rossmoyne Senior High School
Computer Fundamentals: Lisa Kotschner, Ocean Reef Senior High School
Dance Studies: James O'hara, John Curtin College of the Arts
Discrete Mathematics: David Ashley Jenaway, Aquinas College
Drama Studies: Nicholas James Maricic, Hale School
Early Childhood Studies: Tamara Prangnell, John Forrest Senior High School
Economics: Sally Josephine Davies, St Mary's Anglican Girls' School
English As A Second Language: Zhijing Xing, Rossmoyne Senior High School
English Literature: Honor Rosslyn Calnan, Presbyterian Ladies' College
English: Carly Michal Paiker, Carmel School
French: Blake Edward Johnson, Hale School
Furniture Design And Technology: Enrico Donath, Lake Joondalup Baptist College
Geography: Gareth David Jelenich, Hale School
History: Eva-Marie May Middleton, Seton Catholic College
Human Biology: Jennifer Katherine Tauber, Rossmoyne Senior High School
Independent Living: Jessica Marie Croft, Governor Stirling Senior High School
Indonesian: Second Language: Clarissa Ambarsari Lasmana, St Hilda's Anglican School for Girls
Information Systems: Luke Peter Jackson Haub, La Salle College
Interactive Media: Natalia Anna Wojtowicz, Rossmoyne Senior High School
Italian: Sally Josephine Davies, St Mary's Anglican Girls' School
Japanese: Second Language: Asagi Murayama, Shenton College
Music: Christina Chao, Churchlands Senior High School
Physical Science: April Armstrong, Cyril Jackson Senior Campus
Physics: Barry Smith, Aranmore Catholic College
Political And Legal Studies: Rahul Khubchandani, Morley Senior High School
Senior English: Kallan Michael Henderson, Collie Senior High School
Senior Science: Louise Pollard, St Hilda's Anglican School for Girls
SWL - Automotive: Amanda Andrea Backer Howard, Pinjarra Senior High School
SWL - Business And Clerical: Shawn Jonathan Martin, Ballajura Community College
SWL - Community Services, Health And Education: Erin Davis, Rossmoyne SHS
SWL - Sales And Personal Service: Mark Patrick Grogan, Kelmscott Senior High School
Work Studies: Danielle Davidson, Girrawheen Senior High School

Special Subject Award

Art And Design: Monica Wijaya, St Mary's Anglican Girls' School

Appendix 2: Curriculum Framework Committee

Role

The terms of reference are derived from *Curriculum Council Act 1997*, Part 3—Functions and Powers (p. 8).

The Curriculum Framework Committee will provide advice to the Curriculum Council on:

- the development, preparation and revision of the curriculum framework for schooling
- communications and implementation arrangements for the curriculum framework
- identification of priorities and development of support documentation to support the implementation of the curriculum framework
- the development of professional development plans to support the implementation of the curriculum framework
- the identification of reporting requirements in relation to the curriculum framework
- development of guidelines for exemption from the curriculum framework.

Chairperson

Mrs Barbara Bosich

Christ Church Grammar School

Members

Ms Gail Barrow

Department of Education and Training

Ms Bethlyn Blackwood

Presbyterian Ladies' College

Mr Bernard Boss (from February 2003)

Catholic Education Office

Ms Jayne Johnston

Department of Education and Training

Ms Pam Moss

Department of Education and Training

Ms Geri O'Keefe (from February 2003)

Catholic Education Office

Mr Michael O'Neill (from February 2003)

Catholic Education Office

Assoc. Prof. Bruce Shortland-Jones

Curtin University of Technology

Mr Terry Wilson (to November 2002)

Catholic Education Office

Ms Desiree Grzenda-Day (to November 2002)

Catholic Education Office

Mrs Susan Baker (to February 2003)

Mandurah Secondary College

Dr Carmel Maloney (to March 2003)

Edith Cowan University

Dr Robin White

Perth Modern School

Mr Garry Hewitt

South Perth Primary School

Appendix 3: Post-Compulsory Education Committee

Role

To advise the Council on the accreditation and assessment of Year 11 and Year 12 courses of study, including subjects to be assessed for tertiary entrance and vocational education and training in schools.

1. To provide advice to the Curriculum Council on:
 - the development and accreditation of post-compulsory subjects that are relevant to the needs of students, including admission to vocational education and training, university education and employment;
 - the assessment of achievement of students undertaking post-compulsory schooling, including the conduct, method, and comparability of those assessments;
 - any matters referred to the Committee by the Curriculum Council.
2. To provide a forum for consultation with and collaboration between secondary education sector/systems, post-secondary education sectors and community representatives on post-compulsory schooling.
3. To 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 post-compulsory subjects or assessment of student achievement or admission requirements of post-secondary institutions.

Chairperson

Mr Graham Rixon

Association of Independent Schools of WA
representative on Curriculum Council

Members

Ms Mary Ballantine	Department of Education and Training (Training)
Mr John Barich (from February 2003)	Parents' interests
Ms Valerie Gould	AISWA
Mr Geoff Hawke	Training Accreditation Council
Mr Neil Hunt	DET (Schools)
Dr Susan Jordan (from March 2003)	Curtin University of Technology
Ms Kaye Land (to December 2002)	Teachers' interests
A/Prof. David Macey	Murdoch University
Mr Frank Mahony (from February 2003)	Teachers' interests
Mr Iain McDougall	Hospitality Group Training (WA)
Ms Pamela Moss	DET (Schools)
Mr John Nelson	Catholic Education Office
A/Prof. Judith Rivalland	Edith Cowan University
Mr Royce Standish (to June 2003)	West Coast College of TAFE
A/Prof. David Treloar	University of Western Australia
s Karen Vincent (to December 2002)	WA Council of State School Organisations
A/Prof. Owen Watts (to February 2003)	Curtin University of Technology

Appendix 4: Aboriginal Advisory Committee

Role

The Aboriginal Advisory Committee was established in 1998 to advise the Council on:

- the action required to ensure that the *Curriculum Framework* is revised and supported in a manner that is inclusive of Aboriginal students;
- how existing mechanisms can be used to facilitate consultation and communication of information about the *Curriculum Framework* to Aboriginal people; and
- issues relating to Aboriginal students' achievement of secondary graduation.

The nine-member committee is representative of a wide range of Aboriginal people drawn from the sectors and the Aboriginal Education and Training Council.

The committee has taken special interest in the Post-Compulsory Education Review, working in collaboration with the Aboriginal Education and Training Council to consult with the indigenous community on the post-compulsory needs of indigenous students, including the requirements for English Language Competence.

Chairperson

Ms Lucina Cross

Curriculum Council member and principal of Nullagine Primary School

Members

Ms Gail Barrow (from April 03)

Mr Norman Brahim

Ms Donella Brown

Mr Kim Collard (to April 03)

Ms Sandra Harris

Ms Christine Jackson (to April 03)

Ms Wendy Smith

Ms Cindy Solonec (to April 03)

Department of Education and Training

Catholic Education Office

Clontarf Aboriginal College

Curtin University of Technology

Department of Education and Training

Hamilton Senior High School

Department of Education and Training

Edith Cowan University

Appendix 5: Functions of the Curriculum Council

Curriculum Framework

Part 3 Section 9 of the *Curriculum Council Act 1997* lists the following functions of the Curriculum Council in relation to the *Curriculum Framework*:

9. (1) It is a function of the Council to —
 - (a) control, direct and coordinate the development of a curriculum framework for schooling;
 - (b) approve a curriculum framework for schooling;
 - (c) evaluate, review and revise as it thinks fit the curriculum framework;
 - (d) determine and coordinate arrangements to be used or followed for the implementation of the curriculum framework;
 - (e) identify priorities and develop, distribute and evaluate curriculum documentation and other materials which facilitate implementation of the curriculum framework;
 - (f) develop professional development plans necessary to support implementation of the curriculum framework;
 - (g) establish, in accordance with the approved curriculum framework, the minimum requirements for graduation from secondary school and for the issue of a certificate of student achievement; and
 - (h) establish, determine the criteria for, and administer, exhibitions and awards to be granted in recognition of student achievement.

Post-compulsory Schooling

Part 3 Section 12 of the *Curriculum Council Act 1997* lists the following functions of the Curriculum Council in relation to post-compulsory schooling:

12. It is a function of the Council to —
 - (a) establish guidelines for the development and accreditation of courses of study in which students undertaking post-compulsory schooling may be assessed for purposes of certification;
 - (b) accredit and evaluate courses of study prepared by the Council, or prepared in accordance with guidelines approved by the Council;
 - (c) accredit, for the purposes of certification of students undertaking post-compulsory schooling, partially completed secondary courses of study taken outside the State;
 - (d) 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 into effect procedures for —
 - (i) 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
 - (ii) ensuring the comparability of assessments of student achievement;
 - (e) 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, determine the courses of study to be assessed within secondary schools or by the Council for the purpose of entrance to a university or as a prerequisite for vocational education and training;
 - (f) consult with universities, and persons and bodies having functions relating to vocational education and training, with respect to requirements and procedures for admission to university and vocational education and training, and review from time to time the effects of those requirements and procedures; and
 - (g) provide information to universities, and persons and bodies having functions relating to vocational education and training, on the achievement of students seeking admission to university or to vocational education and training.

Obligations

Part 3 Section 16 of the *Curriculum Council Act 1997* lists the following procedures in the performance of its functions:

16. (1) In performing its functions the Council is to have regard to the capacity, financial and otherwise, of education providers to respond to decisions of the Council and to the impact of the decisions on education providers.
- (2) In performing its functions the Council may act alone or in conjunction with any person, firm, department of the Public Service, government agency or instrumentality, or government of any other place.
- (3) The Council is to —
 - (a) consult and collaborate with such persons and bodies having functions relating to education and training and members of the community as the Council thinks fit in relation to the performance of its functions;
 - (b) provide a forum for consultation and collaboration between persons and bodies having functions relating to secondary education and vocational education and training and universities on matters relating to admission to university and vocational education and training;
 - (c) advise and confer with employers, organisations of employees and employers, and such other persons and bodies as the Council thinks fit, with respect to recognition by those persons and bodies of courses of study assessed by the Council or within secondary schools, and advise those persons and bodies with respect to levels and methods of assessment and methods of certification; and
 - (d) provide structures for cooperation and consultation in relation to professional development and the development of support documentation.

Appendix 6: Information Statement

This information summary is published by the Council in accordance with the requirements of Section 94 of the Freedom of Information Act 1992.

The Council is pleased to comply with this requirement and welcomes enquiries under the Freedom of Information Act.

An updated information summary will be published every 12 months in the annual report.

1. Policy and administrative documents

The Council policy and administrative documents are as follows:

- Accounting manual
- Annual financial accounts
- Annual reports
- Budget statements
- Council agendas
- Council minutes
- Curriculum Council statistics book
- Examiners' reports
- Financial reports
- Information brochures
- Policy documents
- Standing committee agendas
- Standing committee minutes
- Strategic plan
- Syllabus manuals

These documents are available for public inspection, by arrangement, at the Council's offices at 27 Walters Drive, Osborne Park between 8am and 5pm Monday to Friday. Members of the public may also purchase copies of some of the documents at reception.

2. Structure and functions of the Council

The Council consists of 13 members:

- (i) a chairperson is appointed by the Minister
- (ii) the Chief Executive Officer
- (iii) 11 other persons appointed by the Minister

Of the persons appointed under (iii):

- (a) three are, in the opinion of the Minister, to have experience and expertise in industry, education or community affairs;
- (b) two are to be nominated by the chief executive officer of the Department of Education;
- (c) one is nominated by the Catholic Education Commission;

- (d) one is nominated by the Association of Independent Schools of Western Australia;
- (e) one is nominated by the chief executive as defined in the Vocational Education and Training Act 1996;
- (f) one is nominated by either:
 - the chief executive officer of Curtin University of Technology;
 - the chief executive officer of Edith Cowan University;
 - the vice-chancellor of Murdoch University;
 - the vice-chancellor of the University of Western Australia; or
 - the vice-chancellor of the University of Notre Dame Australia,as determined by the Minister;
- (g) one is a representative of the interests of teachers and is to be appointed on the recommendation of the State School Teachers' Union of Western Australia and the Independent Schools Salaried Officers' Association; and
- (h) one is to be a representative of the interests of parents of children attending school and is to be appointed on the recommendation of the Western Australian Council of State School Organisations (Inc.) and the Parents and Friends' Federation of Western Australia (Inc.)

The Council is to ensure that:

- (a) each school receives free of charge a hard copy of the most recent curriculum framework approved by the Council; and
- (b) the current framework is made available to the public in any manner the Council thinks fit.

See Appendix 5 for Functions of the Council.

3. Standing committees of the Council

The major committees of the Council are (terms of reference are listed in the relevant appendices of this report):

- Curriculum Framework Committee (see Appendix 2)
- Post-compulsory Education Committee (see Appendix 3)
- Aboriginal Advisory Committee (see Appendix 4).

The minutes from these committees form part of the agenda papers for the monthly Council meeting.

The standing committees are supported by the committees, groups and working parties listed in the Curriculum Council structure on page 9.

4. Delegation

The Chief Executive Officer and other officers have approval from the Council to make decisions on a number of specified administrative and policy matters. These delegations are listed in the Curriculum Council Accounting Manual.

5. Public participation

Members of the public (defined as students, parents, teachers, staff of tertiary institutions, employers and interested members of the general public) may be affected by the decisions made by the Council in the areas of the *Curriculum Framework* syllabus changes, certification, assessment procedures and Tertiary Entrance Examinations. Members of the public are able to put forward their views to the Council either by contacting the community representatives or the various committees or by writing to the Chief Executive Officer of the Curriculum Council.

6. Community consultation

The Council consists of all major stakeholders in education, except students. Students' needs are, however, the primary concern of all sectors represented. All members of the Council have the opportunity to participate both in decisions at the Council level and in policy development on other committees and ad-hoc working parties where appropriate.

7. Access to council documents

The Council's policy and administrative documents (listed earlier) are either available for sale and/or available for public inspection at the Council's offices between 8am and 5pm Monday to Friday. If possible, an appointment to inspect specific documents should be made by contacting the Director Corporate Services. It should be noted that there are no library facilities available to the general public.

Services available to individuals at cost:

- *Curriculum Framework* documents
- Teacher support materials
- Duplicate copies of State certificates issued at Year 10 or Year 12.
- Results check of TEE subjects (time limit for request applies)
- Statement of question/section marks awarded in TEE (time limit for request applies)
- Equivalence statements
- Past TEE papers
- Solutions to past TEE papers in a variety of subjects

8. Other information requests

Requests for other information, not shown above, will be considered in accordance with the Freedom of Information Act 1992. Applications will be processed in accordance with the approved Freedom of Information internal manual. Should applicants require copies of any documents inspected pursuant to a Freedom of Information request, the charges structure set out in the Freedom of Information regulations (1993) will apply. It should be noted that some documents are for viewing only and documents cannot be copied which would breach the Copyright Act 1968.

Freedom of Information requests should be addressed to:

The Freedom of Information Officer
Director Corporate Services
Curriculum Council
27 Walters Drive
Herdsman Business Park
OSBORNE PARK WA 6017

Applications will be responded to as soon as possible within the 45 days of the Council receiving a request, together with the application and search fees. (Note: If an application is lodged with an agency by post, it is to be regarded as having been lodged with the agency at the end of the fifth day after it was posted.) (Section 12, Clause 4)

9. Amendment of Council records

The Council amends its records on the formal advice of schools.

A member of the public may gain access to Council documents to seek amendments concerning their personal records by making a request in accordance with Part 3 of the Freedom of Information Act. A member of the public may then request a correction to any information about themselves that is incomplete, incorrect or misleading.

To gain access to these Council records, a member of the public must make a request as indicated above, outlining the records that he/she wishes to inspect.



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL PERFORMANCE INDICATORS FOR THE YEAR ENDED JUNE 30, 2003

Audit Opinion

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

Scope

The Council's Role

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

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

Summary of my Role

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

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

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

D D R PEARSON
AUDITOR GENERAL
October 13, 2003

Curriculum Council

Certification of Performance Indicators for the year ended 30 June 2003

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 2003.



**PROFESSOR L PARKER
CHAIRPERSON OF THE COUNCIL**



**N I JEFFERY
CHIEF EXECUTIVE OFFICER**

Date: 2 SEPTEMBER 2003

PERFORMANCE INDICATORS AND OUTPUT MEASURES

The Council's outputs, outcomes and the relationship to the most appropriate Government Strategic Objective is shown in the following table:

Government Strategic Objective	Outcomes	Outputs
An educated and skilled future for all Western Australians	Outcome: Continuous development of student learning and curriculum for Western Australian schools.	Output 1: Curriculum Implementation and Maintenance
		Output 2: Course Development and Approval
	Outcome: An equitable student assessment system to ensure confidence is maintained in Western Australian education standards.	Output 3: Student Assessment and Certification

The Council's output measures are provided below. The key performance indicators audited by the Office of the Auditor-General are those related to efficiency and effectiveness, and these are clearly identified in the respective shaded paragraphs.

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

Output 1: Curriculum Implementation and Maintenance

Output 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.

Output measures

	2003 Target	2003 Actual	2002 Actual
Quantity			
Teachers provided with documents, advice, information, consultation and monitoring.	30,000	30,000	30,000
Teachers provided with professional development	30,000	30,000	30,000

	2003 Target	2003 Actual	2002 Actual
Quality			
Satisfaction with documents, information, consultation and monitoring advice (including advice for professional development)	90%	83%	78%

Timeliness			
Satisfaction with response and delivery time	85%	87%	84%

Cost			
Average cost per teacher for documents, advice, information, consultation and monitoring	\$99	\$97	\$99
Average cost per teacher for professional development	\$50	\$48	\$45

Audited key performance indicator of efficiency for Output 1

	2003 Target	2003 Actual	2002 Actual	2001 Actual
Cost				
Average cost per student for documents, advice, information, consultation and monitoring	\$12.09	\$11.96	\$11.76	\$12.43

Student number in all schools in WA totalled 364,206 based on the Department of Education and Training 's February 2003 census data. (2002: 365,571).

Audited key performance indicators of effectiveness for this outcome.

The progress of the implementation of the *Curriculum Framework* was determined in a Curriculum Framework Survey. The results were as follows:

Key Effectiveness Indicator				
Teachers who have commenced implementation of the <i>Curriculum Framework</i>	100%	99%	98%	99%

Population and Sample size: 1,133 schools; Response size: 815 schools; Response rate: 71.9%; Standard error: 2.55% (95%); Sample selection: all schools in Western Australia were surveyed.

The results of a Customer Focus Survey were as follows:

	2003 Target	2003 Actual	2002 Actual	2001 Actual
Quality Satisfaction with documents, information, consultation and monitoring advice (including advice for professional development)	90%	83%	78%	86%

Sample size: 3,000; Response size: 2,058; Response rate: 68.6%; Population size: 30,000; Standard error: 1.87% (95%); Sample selection: stratified random sample based on categories of people involved in implementing the *Curriculum Framework*

	2003 Target	2003 Actual	2002 Actual	2001 Actual
Timeliness Satisfaction with response and delivery time	85%	87%	84%	91%

Sample size: 3,000; Response size: 2,058; Response rate: 68.6%; Population size: 30,000; Standard error: 1.87% (95%); Sample selection: stratified random sample based on categories of people involved in implementing the *Curriculum Framework*.

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

Output 2: Course Development and Approval

Output description

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

Output measures

	2003 Target	2003 Actual	2002 Actual
Quantity Courses developed or reviewed and approved	390	360	398

	2003 Target	2003 Actual	2002 Actual
Quality			
Support of stakeholders for courses developed or reviewed and approved	100%	100%	79%

Timeliness			
Courses developed or reviewed in time for approval and notification	100%	100%	100%

Audited key performance indicator of efficiency for Output 2

	2003 Target	2003 Actual	2002 Actual	2001 Actual
Cost				
Average cost per course developed or reviewed and approved	\$2,228	\$3,650	\$3,160	\$2,146

The variation between the target and actual for 2003 was due to the revised apportionment of costs incurred for the implementation of the recommendations of the Post-Compulsory Education Review and the Vocational Education and Training in Schools.

Audited key performance indicators of effectiveness for this outcome.

Key Effectiveness Indicator				
Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs	100%	100%	79%	78%

The indicator was based on the result of a survey of syllabus committees conducted by the Council.

Population and sampling size: 164; Response size: 123; Response rate: 75% level.

There was unanimous acceptance of the Year 2002 Accreditation and Moderation Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

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

Output 3: Student Assessment and Certification

Output 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.

Output measures

	2003 Target	2003 Actual	2002 Actual
Quantity			
School–subject combinations awarding numerical assessment and/or grades	11,400	12,400	11,868
Students receiving a Statement of Results	43,000	42,391	41,144
Quality			
Support of stakeholders for comparability of assessment and grading	75%	77%	73%
Timeliness			
Investigation of appeals against assessments are completed within agreed timeframes	100%	100%	100%

Audited key performance indicator of efficiency for Output 3

	2003 Target	2003 Actual	2002 Actual	2001 Actual
Cost				
Average cost per school–subject combination	\$135	\$106	\$103	\$117
Average cost per student receiving a Statement of Results	\$93	\$80	\$77	\$84

Audited key performance indicators of effectiveness for this outcome.

Key Effectiveness Indicator				
Acceptance by stakeholders that the measures of student achievement were valid and credible	100%	100%	100%	100%

This indicator is based on unanimous acceptance of the Year 2002 Accreditation and Moderation Report and Year 2002 Certification and Examination Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

The acceptance by the PEC was based on a multitude of reports of the external assessment and certification of Year 12 Students. Amongst these reports is the one on result checks requested by students.

Total number of TEE student subjects: 55,497; Total number of results checks requested: 443; Number of errors found: 1.



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2003

Audit Opinion

In my opinion,

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

Scope

The Council's Role

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

The financial statements consist of the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and the Notes to the Financial Statements.

Summary of my Role

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

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

D D R PEARSON
AUDITOR GENERAL
October 13, 2003

Curriculum Council

Certification of Financial Statements for the year ended 30 June 2003

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

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



**PROFESSOR L PARKER
CHAIRPERSON OF THE COUNCIL**



**N I JEFFERY
CHIEF EXECUTIVE OFFICER**



**D M McEVOY
PRINCIPAL ACCOUNTING OFFICER**

Date: 2 SEPTEMBER 2003

Curriculum Council

Statement of Financial Performance for the year ended 30 June 2003

	Note	2003 \$000	2002 \$000
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	4,993	4,519
Supplies and services	3	3,592	3,775
Depreciation expense	4	82	118
Borrowing costs expense	5	11	13
Communications expense		150	172
Grants and awards	6	1,453	1,346
Capital user charge	7	90	-
Other expenses from ordinary activities	8	1	2
Total cost of services		10,372	9,945
 Revenues from ordinary activities			
<i>Revenue from operating activities</i>			
Sales and fees	9	829	809
Grants	10	258	55
Other revenues from ordinary activities		29	39
 <i>Revenue from non-operating activities</i>			
Proceeds from disposal of non-current assets		3	2
Total revenues from ordinary activities		1,119	905
 NET COST OF SERVICES		9,253	9,040
 REVENUES FROM STATE GOVERNMENT	11		
Output appropriations		10,248	8,954
Resources received free of charge		245	277
Total revenues from State Government		10,493	9,231
 CHANGE IN NET ASSETS		1,240	191

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

Curriculum Council

Statement of Financial Position as at 30 June 2003

	Note	2003 \$000	2002 \$000
CURRENT ASSETS			
Cash assets	12	3,551	1,334
Restricted cash assets	13	341	131
Inventories	14	244	222
Receivables	15	22	28
Amount receivable for outputs	16	80	70
Prepayments		92	24
Total current assets		<u>4,330</u>	<u>1,809</u>
NON-CURRENT ASSETS			
Amount receivable for outputs	16	145	137
Office equipment and fittings	17	108	104
Project-in-progress	18	255	96
Total non-current assets		<u>508</u>	<u>337</u>
Total assets		<u>4,838</u>	<u>2,146</u>
CURRENT LIABILITIES			
Payables	19	91	142
Interest-bearing liabilities	20	9	7
Provisions	21	537	465
Other liabilities	22	294	233
Total current liabilities		<u>931</u>	<u>847</u>
NON-CURRENT LIABILITIES			
Interest-bearing liabilities	20	123	135
Provisions	21	940	1,069
Total non-current liabilities		<u>1,063</u>	<u>1,204</u>
Total liabilities		<u>1,994</u>	<u>2,051</u>
NET ASSETS		<u>2,844</u>	<u>95</u>
EQUITY			
	23		
Contributed equity		2,645	1,136
Accumulated surplus/(deficiency)		76	(1,152)
Reserve		123	111
TOTAL EQUITY		<u>2,844</u>	<u>95</u>

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

Curriculum Council

Statement of Cash Flows for the year ended 30 June 2003

	Note	2003 \$000	2002 \$000
CASH FLOWS FROM STATE GOVERNMENT			
Output appropriations		10,160	8,747
Capital contributions		1,509	1,136
Holding account drawdowns		70	-
Net cash provided by State Government		<u>11,739</u>	<u>9,883</u>
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(5,011)	(4,720)
Services, supplies and communications		(3,653)	(3,528)
Borrowing costs		(14)	(10)
Capital user charge		(90)	-
Grants and awards		(1,452)	(1,346)
GST payments on purchases		(407)	(373)
GST payments to taxation authority		(115)	(92)
Receipts			
Sale of goods and services		942	785
Commonwealth grants and contributions		67	-
Grants from state agencies		176	34
Grants from non-government sources		15	21
Other receipts		21	86
GST receipts on sales		115	92
GST receipts from taxation authority		350	401
Net cash used in operating activities	24	<u>(9,056)</u>	<u>(8,650)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		-	2
Purchase of non-current physical assets		(245)	(103)
Net cash used in investing activities		<u>(245)</u>	<u>(101)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings from the WA Treasury Corporation		(11)	(6)
Net cash used in financing activities		<u>(11)</u>	<u>(6)</u>
Net increase/(decrease) in cash held		2,427	1,126
Cash assets and restricted cash assets at beginning of the financial year		1,465	339
CASH ASSETS AND RESTRICTED CASH ASSETS AT THE END OF THE FINANCIAL YEAR	24	<u>3,892</u>	<u>1,465</u>

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2003

1. Significant accounting policies

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

General statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with Australian Accounting Standards and Urgent Issues Group (UIG) Consensus Views as applied by the Treasurer's Instructions. Several of these are modified by the Treasurer's Instructions to vary application, disclosure, format and wording. The Financial Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards and UIG Consensus Views. The modifications are intended to fulfil the requirements of general application to the public sector together with the need for greater disclosure and also to satisfy accountability requirements.

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

Basis of Accounting

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

(a) Output appropriations

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

Curriculum Council

(b) Contributed Equity

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

(c) Grants and other contributions revenue

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

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

(d) Revenue recognition

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

(e) Acquisitions of assets

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

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

Curriculum Council

(f) Depreciation of non-current assets

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

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

Computer hardware and software	3 years
Communication and audiovisual equipment	3 years
Other equipment and fittings	5 years

No depreciation is provided on Project-in-progress until completion.

(g) Leases

The Council has entered into a number of operating lease arrangements for the rent of the office building, for vehicles and for office equipment where the lessors effectively retain all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the operating statement over the lease terms as this is representative of the pattern of benefits to be derived from the leased property.

(h) Cash

For the purpose of the Statement of Cash Flows, cash includes cash assets and restricted cash assets.

(i) Inventories

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

(j) Receivables

Receivables are recognised at the amounts receivable as they are due for settlement no more than 30 days from the date of recognition.

Collectability of accounts receivable is reviewed on an ongoing basis. Debts, which are known to be uncollectible, are written off. A provision for doubtful debts is raised where some doubts as to collection exists and in any event where the debt is more than 100 days overdue.

Curriculum Council

(k) Payables

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

(l) Interest-bearing liabilities

Loans are recorded at an amount equal to the net proceeds received. Borrowing costs expense is recognised on an accrual basis.

(m) Employee entitlements

(i) Annual leave

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

(ii) Long service leave

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

This method of measurement of the liability is consistent with the requirements of Accounting Standard AASB 1028 "Employee Benefits".

(iii) Superannuation

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

Curriculum Council

The Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme are unfunded and the liability for future payments is provided for at reporting date.

The liabilities for superannuation charges under the Gold State Superannuation Scheme and West State Superannuation Scheme are extinguished by payment of employer contributions to the GESB.

The note disclosure required by paragraph 6.10 of AASB 1028 (being the employer's share of the difference between employees' accrued superannuation benefits and the attributable net market value of plan assets) has not been provided. State scheme deficiencies are recognised by the State in its whole of government reporting. The GESB's records are not structured to provide the information for the Council. Accordingly, deriving the information for the Council is impractical under current arrangements, and thus any benefits thereof would be exceeded by the cost of obtaining the information.

(iv) **Employee benefit on-costs**

Employee benefit on-costs, including payroll tax, are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities and expenses.

(n) **Accrued salaries**

Accrued salaries represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not coincide with the end of the financial year. The Council considers the carrying amount approximates net fair value.

(o) **Resources received free of charge or for nominal value**

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

(p) **Comparative figures**

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

(q) **Rounding of amounts**

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

Curriculum Council

	2003	2002
	\$000	\$000
2. Employee expenses		
Salaries and allowances	3,855	3,535
Superannuation	(145)	(164)
Long service leave	103	79
Annual leave	158	128
Other related expenses ^(a)	1,022	941
	<u>4,993</u>	<u>4,519</u>

(a) These employee expenses include superannuation, payroll tax, workers compensation premiums and other employment on-costs associated with the recognition of annual and long service leave liability. The related on-costs liability is included in employee benefit liabilities at Note 21.

3. Supplies and services

Consultants and contractors	3,189	3,410
Consumable supplies	309	267
Repairs and maintenance	94	98
	<u>3,592</u>	<u>3,775</u>

4. Depreciation

Office equipment and fittings	<u>82</u>	<u>118</u>
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5. Borrowing costs expense

Interest paid	<u>11</u>	<u>13</u>
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Curriculum Council

	2003	2002
	\$000	\$000
6. Grants and awards		
Grants for professional development of teachers	1,443	1,336
Grants for Year 12 Art Exhibition, Celebrates WA and Sir Charles Court Young Leaders Program	5	5
Awards for Tertiary Entrance Examinations (TEE)	5	5
	<u>1,453</u>	<u>1,346</u>

The grants were provided for ordinary activities.

7. Capital user charge	<u>90</u>	-
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A capital user charge rate of 8% has been set by the Government for 2002-03 and represents the opportunity cost of capital invested in the net assets of the Council used in the provision of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.

8. Other expenses from ordinary activities

Carrying amount of non-current asset stolen during the year	<u>1</u>	<u>2</u>
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The asset stolen in 2003 was a laptop computer purchased in May 2000. The insurance compensation of \$3,215 was recognised as Proceeds from disposal of non-current assets in the Statement of Financial Performance.

9. Sales and fees

Sale of TEE materials and other publications	453	398
Fees from services relating to TEE	168	166
Fees from overseas full fee paying students ^(a)	208	228
Corporate services fees ^(b)	-	17
	<u>829</u>	<u>809</u>

Curriculum Council

	2003 \$000	2002 \$000
(a) These fees are cost recovery for the service provided.		

(b) Corporate services fees relate to financial and human resource services performed for the Department of Education Services (DES) and the Country High School Hostels Authority (CHA). The fees for the services performed for the DES was lifted after 30 September 1999 when resources were reorganised to progress the merger of the DES and the Council approved by the previous government. The Council continued to perform the services for the CHA until 31 October 2001 when the accounts were officially transferred to the Department of Education in accordance with the Government's *Machinery of Government* implementation. Estimated services of \$67,600 were provided free of charge to the DES in 2003 (2002: \$100,978).

10. Grants

Ordinary activities:

From a Commonwealth Government agency for projects	67	-
From other State agencies and non-government sources for TEE Award Ceremony	41	35
From other State agencies for projects	150	20
	258	55

11. Revenues from State Government

Appropriation revenue received during the year:

Output appropriations ^(a)	10,248	8,954
	10,248	8,954

Resources received free of charge ^(b):

Determined on the basis of the following estimates provided by agencies:

Office of the Auditor-General – external audit services	21	21
Ministry of Justice – legal services	5	9
Department of Education Services – executive and project services	219	247
	245	277

Curriculum Council

2003	2002
\$000	\$000

(a) Output appropriations are accrual amounts reflecting the full cost of outputs delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises depreciation expense for the year and any agreed increase in annual and long service leave liabilities during the year.

(b) Where assets or services have been received free of charge or for nominal consideration, the Council recognises revenues (except where the contribution of assets or services is in the nature of contributions by owners, in which case the 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.

12. Cash assets

Cash at bank	3,550	1,333
Petty cash and till float	1	1
	<u>3,551</u>	<u>1,334</u>

13. Restricted cash assets

Cash at bank held for:		
Externally funded project ^(a)	218	20
Reserve for 27 th fortnight payroll ^(b)	123	111
	<u>341</u>	<u>131</u>

(a) This represents the balance of unspent grants from other State Government agencies and a Commonwealth Government agency for projects mentioned in Note 10 above.

(b) The Reserve, included in Equity in the Statement of Financial Position (Note 23), is due and payable during the financial year ending 30 June 2006.

14. Inventories

Inventories comprise TEE materials, *Curriculum Framework* materials and other Council's publications for sale to the general public and other government agencies.

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	2003	2002
	\$000	\$000
15. Receivables		
Trade debtors	5	4
GST receivable	17	24
	<u>22</u>	<u>28</u>
16. Amount receivable for outputs		
Current	80	70
Non-Current	145	137
	<u>225</u>	<u>207</u>

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

17. Office equipment and fittings

At cost	668	585
Accumulated depreciation	<u>(560)</u>	<u>(481)</u>
	<u>108</u>	<u>104</u>

Reconciliation:

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

Carrying amount at start of the year	104
Additions	87
Disposals at cost	(4)
Accumulated depreciation on disposals	3
Depreciation for the year	<u>(82)</u>
Carrying amount at end of year	<u>108</u>

18. Project-in-progress

Replacement of Student Records System, at cost	<u>255</u>	<u>96</u>
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No depreciation is provided until the completion of the project.

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	2003	2002
	\$000	\$000
19. Payables		
Trade payables	91	142
	<hr/>	<hr/>
20. Interest-bearing liabilities		
WA Treasury Corporation loans:		
Current	9	7
Non-current	123	135
	<hr/>	<hr/>
	132	142
	<hr/>	<hr/>

The WA Treasury Corporation loans are guaranteed by the Treasurer. The payment of interest charges, guarantee fees and the repayment of principal are financed by the annual funding from the Consolidated Fund. The loans are repayable by 15 October 2017.

21. Provisions

Current:		
Annual leave ^(a)	212	157
Long service leave ^(a)	325	308
	<hr/>	<hr/>
	537	465
	<hr/>	<hr/>
Non-Current:		
Long service leave ^(a)	190	174
Superannuation ^(b)	750	895
	<hr/>	<hr/>
	940	1,069
	<hr/>	<hr/>
	1,477	1,534
	<hr/>	<hr/>

(a) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including superannuation, Pay-Roll tax and workers compensation premiums. The liability for such on-costs is included here. The associated expense is included under Other related expenses (under Employee expenses) at Note 2.

(b) The superannuation liability has been established from data supplied by the Government Employees Superannuation Board.

The Council considers the carrying amount of employee benefits approximates the net fair value

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	2003	2002
	\$000	\$000
22. Other liabilities		
Income in advance ^(a) :		
TEE fees from full fee paying students	198	155
Accrued salary:		
Amount owing for the 7 working days from 20 June to 30 June 2003 (2002: 6 working days from 21 June to 28 June 2002)	96	78
	<u>294</u>	<u>233</u>

(a) Fees paid by Year 12 overseas full fee paying students for TEE enrolments are payable prior to the end of the financial year whilst the examinations are conducted during the first half of the following financial year.

23. Equity

Contributed equity

Opening balance	1,136	-
Capital contributions ^(a)	1,509	1,136
Closing balance	<u>2,645</u>	<u>1,136</u>

Accumulated surplus/(deficiency)

Opening balance	(1,152)	(1,331)
Change in Net Assets	1,240	191
Transfer to Reserve	(12)	(12)
Closing balance	<u>76</u>	<u>(1,152)</u>

Reserve ^(b)

Opening balance	111	99
Transfer from Accumulated Deficiency	12	12
Closing balance	<u>123</u>	<u>111</u>

(a) Capital contributions have been designated as contributions by owners and are credited directly to Equity in the Statement of Financial Position.

(b) The Reserve was maintained to meet the 27th fortnight payroll stated in Section 27(2) of the Financial Administration and Audit Act 1985. The provision for each financial year is equivalent to one tenth of a fortnight payroll. The next 27th payroll is due and payable during the year ending 30 June 2006.

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2003	2002
<u>\$000</u>	<u>\$000</u>

24. Notes to the Statement of Cash Flows

(a) Reconciliation of cash

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

Cash assets (Note 12)	3,551	1,334
Restricted cash assets (Note 13)	341	131
	<u>3,892</u>	<u>1,465</u>

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

Net cost of services	(9,253)	(9,040)
Non-cash items:		
Resources received free of charge	245	277
Non-current asset written off (b.1)	1	2
Depreciation expense	82	118
Profit on disposal of non-current assets	-	(2)
(Increase)/decrease in assets:		
Receivables	(1)	33
Inventories	(22)	(4)
Prepayments	(69)	44
Increase/(decrease) in liabilities:		
Payables	(50)	106
Current provisions	72	17
Other current liabilities	62	(23)
Non-current provisions	(129)	(168)
Net GST receipts/(payments) (b.2)	(7)	4
Change in GST in receivables/payables (b.3)	13	(14)
Net cash used in operating activities	<u>(9,056)</u>	<u>(8,650)</u>

b.1 The asset stolen in 2003 was a laptop computer purchased in May 2000. The insurance compensation of \$3,215 was treated as Other receipts in the Statement of Cash Flows.

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2003	2002
\$000	\$000

b.2 This is the net GST paid/received, that is, cash transactions.

b.3 This reverses out the GST in accounts receivable and payable.

b.4 Note that ATO receivable/payable in respect of GST and receivable/payable in respect of the sale/purchase of non-current assets are not included in these items as they are not reconciling items

(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 Statement of Cash Flows.

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

25. Lease commitments

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

Within 1 year	535	503
Later than 1 year and not later than 5 years	673	982
	<u>1,208</u>	<u>1,485</u>

26. Capital commitments

Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:

Within 1 year	<u>203</u>	-
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27. Events occurring after reporting date

On 3 January 2003, the Government announced that it was consolidating education and training into one department under one Minister. Under the arrangements, the Curriculum Council budget appropriation will be included with that for the Department of Education and Training when the appropriate amendments have been made to the *Curriculum Council Act 1997*. The *Act* is currently being reviewed. However, it is not anticipated that changes will be made until after financial year 2003-04.

28. Financial instruments

(a) Interest rate risk exposure

The following table details the Council's exposure to interest rate risk as at the reporting date:

2003	Weighted Average Interest Rate %	Quarterly fixed due within 1 year %	Quarterly fixed due after 1 year \$000	Non- Interest Bearing \$000	Total \$000
Financial assets					
Cash assets		-	-	3,551	3,551
Restricted cash assets		-	-	341	341
Receivables		-	-	22	22
Amount receivable for outputs		-	-	80	80
		-	-	3,994	3,994
Financial liabilities					
Payables		-	-	91	91
Other liabilities		-	-	294	294
Loans	8.33	9	123	-	132
Provisions		-	-	1,477	1,477
		9	123	1,862	1,994

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2002	Weighted Average Interest Rate %	Quarterly fixed due within 1 year %	Quarterly fixed due after 1 year \$000	Non- Interest Bearing \$000	Total \$000
Financial assets		-	-	1,563	1,563
Financial liabilities	8.84	7	135	1,909	2,051

(b) Credit risk exposure

The carrying amount of financial assets recorded in the financial statements represents the Council's maximum exposure to credit risk.

(c) Net fair value

The carrying amount of the financial assets and liabilities recorded in the Financial Statements are not materially different from their net fair values, determined in accordance with the accounting policies disclosed in Note 1 to the Financial Statements.

29. 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 and other benefits for the financial year, fall within the following bands are:

	<u>2003</u>	<u>2002</u>
	<u>\$000</u>	<u>\$000</u>
Below \$2,000	-	2
The total remuneration of the members of the Council is:	-	1

Since August 1999, the Council's incumbent Chief Executive Officer (CEO) acts as the CEO of the Department of Education Services (DES). From then, DES was responsible for the Council's CEO's payroll.

The remuneration for 2002 relates to stipends and superannuation expense for one of the Council members.

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

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Remuneration of senior officers

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

	2003	2002
\$0 - \$60,000	1	3
\$80,000 - \$ 90,000	1	1
\$100,000 - \$110,000	1	1
\$100,001 - \$120,000	1	-
	<u>\$000</u>	<u>\$000</u>

The total remuneration of senior officers is: 304 295

Included in the band of between \$0 - \$60,000 for 2003 is the Director of Corporate Services. The payroll of the Director is borne by DES since October 1999. The remuneration for the Director included above relates to fringe benefits.

The superannuation included here represents the superannuation expense incurred by the 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.

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

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

	Note	Actual 2003 \$000	Actual 2002 \$000	Variation \$000
<u>Expenses from ordinary activities</u>				
Employee expenses	(a)	4,993	4,519	+474
<u>Revenues from ordinary activities</u>				
Grants	(b)	258	55	+203

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Explanatory notes

(a) Employee expenses:

The increase reflects:

- the full year impact of Award salary increases from 1 January 2002.
- half year impact of Award salary increases from 1 January 2003.
- increase in Full Time Equivalent positions for the implementation of the Post-Compulsory Education Review recommendations.

(b) Grants:

The variation was mainly due to grants received in 2003 from other State Government agencies and a Commonwealth Government agency. The grants were provided for the Curriculum Guides Project, Research on Aboriginal English Language Competencies and Aboriginal & Intercultural Studies.

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

Section 42 of the Financial Administration and Audit Act 1985 requires statutory authorities to prepare annual budget estimates. Treasurer's Instruction 945 requires an explanation of the significant variations between these estimates and actual results. Significant variations are considered to be those greater than 10% and \$100,000.

	Actual 2003 \$000	Budget 2003 \$000	Variation \$000	Variation %
Total cost of services (Note a)	10,372	10,870	-498	-5%
Total revenues from ordinary activities (Note b)	1,119	794	+325	+41%

Curriculum Council

Explanatory note

(a) Total cost of services:

The variation was mainly due to:

- payment of a lump sum superannuation of \$214,000 to the Government Employees Superannuation Board for an ex-employee that was not anticipated at the time of the budget preparation.
- included in the budget were payments to writers of courses for the implementation of the recommendations of the Post-Compulsory Education Review. During the year, the payments were re-scheduled to 2003/04.

(b) Total revenues from ordinary activities:

The variation was mainly due to unanticipated grants received from other State Government agencies and a Commonwealth Government agency. The grants were provided for the Curriculum Guides Project, Research on Aboriginal English Language Competencies and Aboriginal & Intercultural Studies.

32. Supplementary financial information

	2003	2002
	\$000	\$000
<u>Write-off</u>		
Public property written off by the Council (Note 8)	1	2

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33. Output information

The information is provided in compliance with the Australian Standard (AASB) 1005 on "Segment Reporting" issued by the Australian Accounting Standards Board. Treasurer's Instruction 1101(2)(viii)(a) states that a statutory authority's outputs or collection of related outputs constitute industry segments for the purpose of AASB 1005.

	Output 1		Output 2		Output 3		Total	
	2003 \$000	2002 \$000	2003 \$000	2002 \$000	2003 \$000	2002 \$000	2003 \$000	2002 \$000
COST OF SERVICES								
<u>Expenses from ordinary activities</u>								
Employee costs	1,477	1,308	982	909	2,534	2,302	4,993	4,519
Grants and awards	1,443	1,336	-	-	10	10	1,453	1,346
Other expenses	1,437	1,655	332	355	2,157	2,070	3,926	4,080
Total expenses from ordinary activities	4,357	4,299	1,314	1,264	4,701	4,382	10,372	9,945
<u>Revenues from ordinary activities</u>								
Sales and fees	53	40	17	25	759	744	829	809
Grants	170	6	20	6	68	43	258	55
Other revenues from ordinary activities	1	2	1	1	30	38	32	41
Total revenues from ordinary activities	224	48	38	32	857	825	1,119	905
Net cost of services	4,133	4,251	1,276	1,232	3,844	3,557	9,253	9,040

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	Output 1		Output 2		Output 3		Total	
	2003 \$000	2002 \$000	2003 \$000	2002 \$000	2003 \$000	2002 \$000	2003 \$000	2002 \$000
<u>Revenues from Government</u>								
Output appropriations	5,175	4,482	1,108	522	3,965	3,950	10,248	8,954
Resources received free of charge	82	92	82	92	81	93	245	277
Total revenues from Government	5,257	4,574	1,190	614	4,046	4,043	10,493	9,231
Change in net assets	1,124	323	(86)	(618)	202	486	1,240	191

The output titles and the outcomes of the outputs are provided below. Description of the outputs 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 –
 Output 1: Curriculum implementation and maintenance
 Output 2: Course development and approval

Outcome: An equitable student assessment system to ensure confidence is maintained in Western Australian education system –
 Output 3: Student assessment and certification.

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ISSN 1440-8740