



Curriculum Council Annual Report 2008/2009



Government of Western Australia
Curriculum Council

 **WACE**
Western Australian Certificate of Education

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Statement of compliance with the *Financial Management Act*

Hon. Elizabeth Constable MLA (as at 30 June 2009)

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

In accordance with section 61 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament, the annual report of the Curriculum Council for the financial year ended 30 June 2009.

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



PROFESSOR W. LOUDEN
CHAIR
Date: 2 September 2009



D.A. WOOD
CHIEF EXECUTIVE OFFICER
Date: 2 September 2009

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Overview

Executive summary

National curriculum

Writing of a new national curriculum for English, mathematics, the sciences and history has begun and planning is under way for languages, geography, the arts, physical education, information and communications technology, economics, business and civics and citizenship.

Curriculum Framework review

Professor David Andrich has begun a review of the *Curriculum Framework* and will pay particular attention to the practicalities of implementing the new national curriculum.

All courses now implemented

All 52 WACE courses have now been implemented. Twenty-one courses are already running in Year 12 and the remaining 31 were implemented in Year 11 in 2009. Feedback indicated that implementation of all courses proceeded smoothly in 2008–09.

Certifications

A total of 18 092 students achieved a Western Australian Certificate of Education in 2008. More than 3 300 Year 12 students achieved a VET qualification and 5 764 students completed at least one unit of competency.

Professional development

Approximately 4000 teachers participated in 111 assessment seminars held around the State in 2008. The seminars for the new WACE courses focused on assessment and grading of student achievement.

VET and workplace learning

Growth in the number of senior school students involved in vocational education and training (VET) continued in 2008. The Council developed 10 industry-specific VET courses, based on completion of training package qualifications.

Endorsed programs

By June 2009, three workplace learning programs, 112 university units, 84 personal development programs and a range of programs developed by 40 community organisations had been endorsed. They were supplemented by nine generic personal development programs developed by the Curriculum Council. In 2008, there were nearly 8000 enrolments in endorsed programs in 156 schools.

Moderation

Relevance and comparability of courses were tested by survey. Teacher and student perceptions appeared similar to those reported in 2007–08 and indicated that both groups generally believed the courses to be relevant and their comparability reliable.

Raising the school leaving age

There was a 5.5 per cent increase compared with 2007 in the number of students enrolling in Year 11 in 2008, the first year in which students were required to remain at school or participate in other approved programs, including apprenticeships or traineeships after turning 15.

Chairman's report

The senior school curriculum reform is progressing well in Western Australia and I congratulate and thank all teachers, university and TAFE lecturers, industry and community representatives who have been involved in this process. I would also like to acknowledge the contribution of officers from the Curriculum Council, Department of Education and Training, Catholic Education Office and Association of Independent Schools of Western Australia who have worked closely together to explain the reform and support teachers. Their valuable contribution is appreciated. The increasing confidence shown by teachers and the community in the senior school reform is most encouraging.

The Curriculum Council acknowledges the work done by teachers in re-working their programs and assessments to this point, and also that the reform will not be completed until November 2010.

The National Curriculum Board's work has now been taken up by the Australian Curriculum, Assessment and Reporting Authority. Engagement with a wide range of people, including Curriculum Council officers, has contributed greatly to the direction set for the Australian curriculum. Significant progress has been made in the development of the national curriculum and its implementation will have obvious implications for students and teachers in Western Australia. These will be addressed from 2009 to 2011.

Meanwhile, the Minister for Education has invited Professor David Andrich, Chapple Chair, Graduate School of Education at the University of Western Australia, to undertake an expert review of curriculum, assessment and reporting in Western Australia from Kindergarten – Year 10. He has been asked to pay particular attention to the practical implications for Western Australia of any changes required to implement the new national curriculum. Professor Andrich's report will be presented to the Minister later this year.

While Professor Andrich's report may present some challenges for the future, it is expected that there will be minimal disruption for Western Australian teachers and that they will be well supported during implementation of the national curriculum.

Professor Bill Loudon
Chairman

Chief executive officer's report

I am pleased with the progress of the senior school curriculum reform in Western Australia.

The policies for the new Western Australian Certificate of Education (WACE) are now finalised, well understood and accepted by schools. Twenty-one of the new senior school courses are being taught and examined in Year 12 this year. All 52 courses are being taught in Year 11 in 2009 and will be taught and examined in Year 12 in 2010.

Compulsory examinations will be conducted in all new courses from 2010. Eight of the new courses were successfully examined in 2008. Sample examinations were prepared for the 13 new courses being examined for the first time in 2009 so that teachers and students are clear about the nature of these examinations. Similar sample examinations will be prepared for the 31 remaining courses that will be examined for the first time at the end of 2010.

There are numerous vocational education and training options for school students. Twelve industry specific courses were developed and implemented this year and two more will be developed later this year for implementation in 2010. Many schools worked with registered training providers to offer 'stand-alone' vocational education and training and others have integrated vocational education and training into selected courses.

A diverse range of programs endorsed by the Curriculum Council were strongly supported by students and teachers. By June 2009, the Council had endorsed three workplace learning programs, 112 university units from four WA universities, 84 personal development programs from 36 providers and a range of programs developed by 40 community organisations.

The Curriculum Council continues to recognise excellent student achievement through a comprehensive system of exhibitions and awards. This year, the achievements of 750 students from 2008 were acknowledged. The exhibitions and awards policy has been revised to ensure that this outstanding system is continued and further strengthened as the new courses are implemented in 2009 and 2010.

I would like to thank all of those who served on one or more of the Council's committees, reference groups and panels, often in their own time and at some inconvenience. They have made a valuable contribution to the teaching and assessment of a comprehensive and high quality curriculum in our schools.

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

Finally, I would like to acknowledge the hard work, dedication and expertise of the teachers and school administrators in implementing the senior school curriculum reform. Teachers in particular are working very hard to revise their programs and assessments to ensure their students achieve their best and are well prepared for further education and/or training and life after school.

David Wood
Chief Executive Officer

Operational Structure

Enabling legislation

The Council operates under the *Curriculum Council Act 1997*. The Council has statutory responsibility to develop a curriculum framework for all Western Australian schools, covering both government and non-government schools and all years from Kindergarten to Year 12.

Responsible Minister

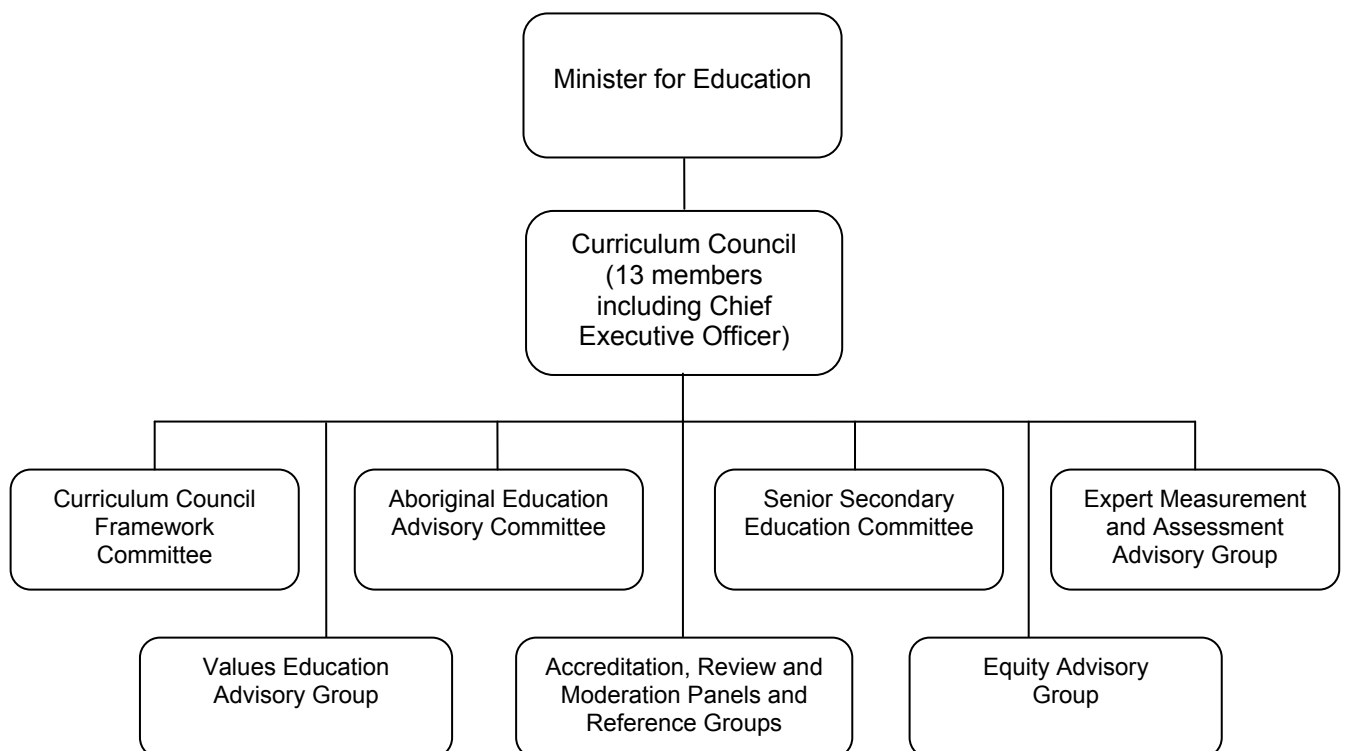
Hon. Dr Elizabeth Constable MLA (as at 30 June 2009).

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:

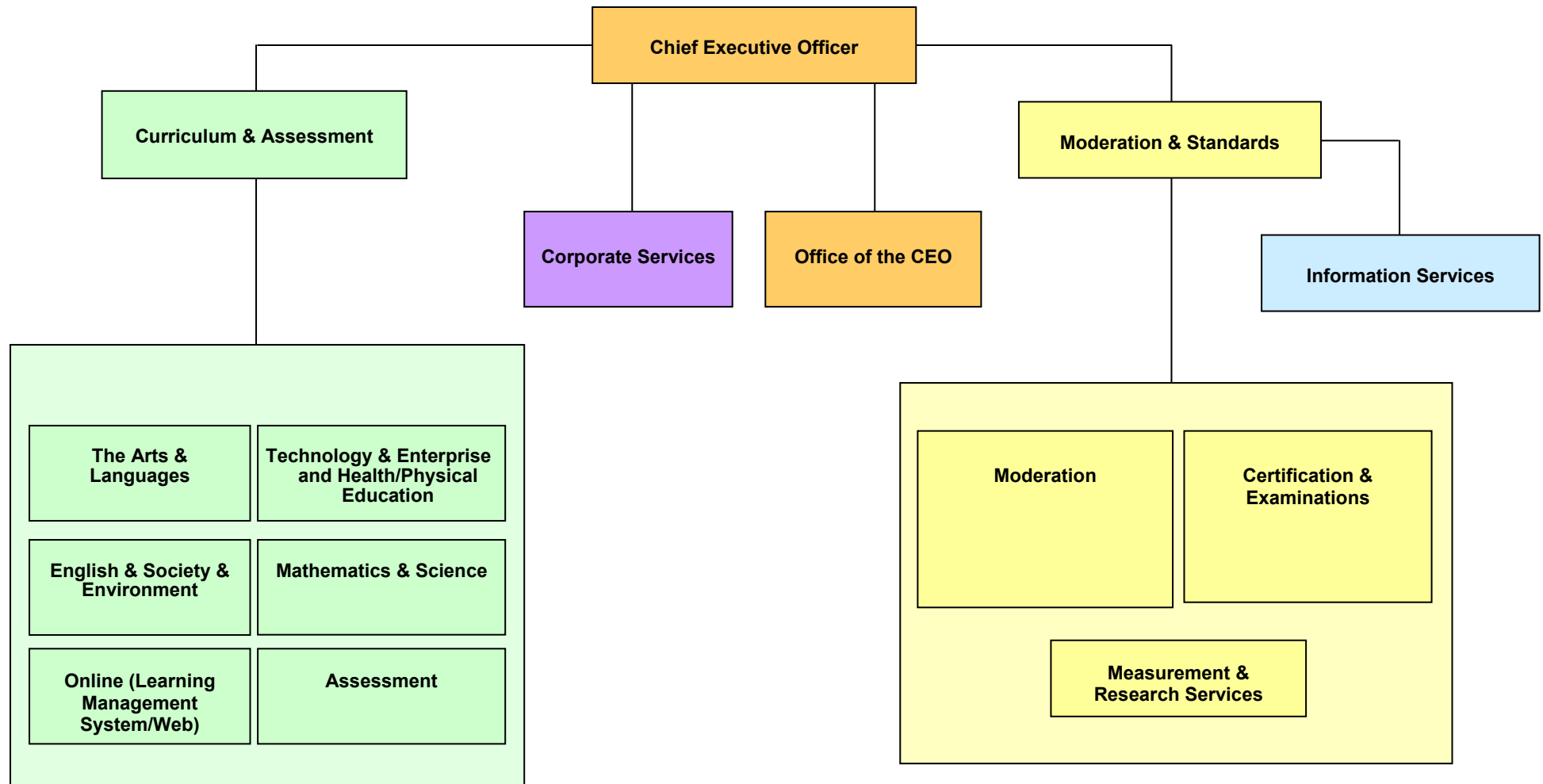
- continuous development of student learning and curriculum for Western Australian schools
- an equitable student assessment system to ensure confidence is maintained in Western Australian education standards.

Curriculum Council structure 2009



Organisational structure

CURRICULUM COUNCIL



Council membership

Professor Bill Loudon Chair. Prof Loudon is currently the Senior Deputy Vice Chancellor at The University of Western Australia. His former roles included Dean of Education at the University of Western Australia and Pro Vice Chancellor (Research) and Executive Dean at Edith Cowan University.

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

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

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

Anne Gisborne Teacher interests. Representative of State School Teachers' Union of WA (from February 2008). Ms Gisborne is president of the State School Teachers' Union of WA and has more than 20 years experience in government schools.

Valerie Gould Association of Independent Schools of WA. In July 2008, Ms Gould was appointed to the Council for a three-year term. Ms Gould, the Executive Director of the Association of Independent Schools of Western Australia (AISWA), was nominated by the AISWA Board.

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

Professor David Macey Universities. In July 2008, Professor Macey was appointed to the Council for a three-year term. He is Director of the Student Liaison and Recruitment, Division of Academic Affairs, Murdoch University.

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

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

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

Sean Wrigley Industry (from May 2008). Mr Wrigley is the Director of Education and Training at the Chamber of Commerce and Industry of Western Australia (CCIWA). Mr Wrigley was appointed by the Minister of Education and Training for his experience and expertise in industry.

Administered legislation

The Minister for Education; Tourism; Women's Interests also administers the following related legislation:

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

School Education Act 1999

Vocational Education and Training Act 1996.

Other key legislation

In the performance of its functions, the Curriculum Council complies with all relevant written laws, but is particularly responsive to the requirements of the following legislation:

- *Auditor General Act 2006*
- *Corruption and Crime Commission Act 2003*
- *Disability Services Act 1993*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Industrial Relations Act 1979*
- *Minimum Conditions of Employment Act 1993*
- *Occupational Safety and Health Act 1984*
- *Public Interest Disclosure Act 2003*
- *Public Sector*
- *Management Act 1994*
- *Salaries and Allowances Act 1975*
- *State Records Act 2000*
- *State Supply Commission Act 1991*
- *Workers' Compensation and Injury Management Act 1981*

Services provided

The services provided by the Curriculum Council consistent with the outcomes required by Government are:

1. curriculum implementation and maintenance
2. course development and approval
3. student assessment and certification.

Performance Management Framework

Outcome-based management framework

The Council is recognised as a consultative and collaborative organisation. The Council fulfills its K–12 statutory functions and responsibilities by addressing the following major outcomes:

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

There are three services to achieve this:

1. Curriculum implementation and maintenance
2. Course development and approval
3. Student assessment and certification.

Shared responsibilities with other agencies

The Curriculum Council did not share any responsibilities with other agencies in 2008–09.

Significant issues and trends

The following issues and trends influenced the work of the Curriculum Council during 2008-09.

There is a need to maintain effective communication and consultation on the implementation of the *Curriculum Framework* and the changes to senior secondary education.

The move towards a national curriculum will have a significant impact on the work of the Curriculum Council and schools in Western Australia.

The implementation of the senior secondary school reform as outlined in the report *Our Youth, Our Future* continues through to 2010. This reform addresses:

- the provision of courses and assessments that will allow schools to provide programs to all students, particularly those staying on at school as a result of the raising of the compulsory school leaving age to 17 in 2008
- the provision of programs that prepare students for transition from school to further education, training and/or employment
- school-leaver labour market expectations and requirements, including the growth of vocational education in schools are changing and need to be accommodated within the Western Australian Certificate of Education (WACE) and
- a requirement for more flexible university entrance requirements.

There is a continuing need to build the trust of communities and teachers in the senior school reform, particularly in relation to assessment and reporting of student achievement.

Examinations are being implemented in all courses and a significant number incorporate practical examinations. By 2011 about two-thirds of Year 12 students will complete examinations.

Provision of education opportunities for children in the early years is a significant issue and is part of a national and State focus on the development of children from zero to eight years.

Agency performance – report on operations

Financial targets

Table 1: Financial targets

	2008–09 Actual \$000	2008–09 Target ⁽¹⁾ \$000	Variation ⁽²⁾ \$000
Total cost of services	25,785	23,364	2,421
Net cost of services	24,586	22,553	2,033
Total equity	8,258	8,476	(218)
Net increase/(decrease) in cash held	(446)	(462)	16
	No.	No.	No.
Approved full-time equivalent (FTE) staff level	163	152	11

(1) As specified in the 2008–09 State Budget.

(2) Details of variation are explained in No. 35 of the notes to the financial statements.

Key performance indicators

Performance information relating to the services provided is presented at page 64 of this report.

Ministerial directives

No ministerial directives were received during the financial year.

Contracts with senior officers

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

Other financial disclosures

The Council charges for goods and services rendered on a full or partial cost recovery basis. These fees and charges were determined in accordance with *Costing and pricing of government – outputs: guidelines for use by agencies* published by the Department of Treasury and Finance.

The current list of fees and charges was published in the Gazette on 4 January 2008.

Capital works

The Council's project-in-progress reported in the Balance Sheet relates to the development of an electronic information system for student records.

Employment and industrial relations

Table 2: Staff Profile

	<u>2007-08</u>	<u>2008-09</u>
Full-time permanent	78	77
Full-time contract	75	51
Part-time permanent	10	18
Part-time contract	17	10
Secondments	<u>23</u>	<u>12</u>
Total FTE	<u>184</u>	<u>148.7</u>
Head count	203	168

Information services

Additional modules were added to the Student Information Records System (SIRS) to support compulsory Stage 2 and Stage 3 WACE examinations and the SIRS system was modified to reflect policy changes.

Other information and communication technology developments included:

- development of an application and database to assist staff in managing copyright compliance for the agency
- development of an application and database to enable online electronic collection of practical and written examination marks from markers
- further enhancements to the online booking system for teacher professional development registrations
- cross-training of information services staff by contractors developing SIRS
- providing information and communication technology (ICT) advice, procurement, support and web development to the Department of Education Services
- increased utilisation of video conferencing and the learning management system (LMS)
- greater use of electronic document and records management system, TRIM, and use of the web content management system in managing all website content.

Governance disclosures and other legal requirements

Advertising

In accordance with section 175ZE of the *Electoral Act 1907*, the Council incurred a total cost of \$19,177 for advertising and media agencies. The breakdown is as follows:

- Advertising agencies \$13,530 (Adcorp Australia Limited, \$3,247 and Marketforce Productions, \$10,283)
- Media Monitors Australia Pty Ltd \$5,647.

Corporate Services

Human resources

Full-time equivalent staffing was reduced by more than 19 per cent compared with 2007–08. This was mainly due to a reduction in contract staff following completion of work on development of new WACE courses.

The recruitment Candidate Management System (CMS) came on line for staff on 11 May 2009. For the agency this means that all job applications will be lodged electronically by applicants and the agency will access the applications by logging into the CMS. These changes will enhance and streamline the selection process.

Staffing policies

The Council's suite of staffing policies is regularly reviewed to ensure it is consistent with Public Sector Standards and best practice in human resource management.

For example, the *Recruitment, Selection and Appointment Policy* was reviewed and found to be consistent with the relevant standard. Nevertheless, selection processes were re-developed around the eRecruitment software package recently introduced by the Education and Training Shared Services Centre to provide further assurance of consistency and compliance.

The *Part-Time Opportunities Policy* is designed to provide flexible working conditions and was promoted to staff.

Other important staffing policies include the *Leave Clearance Policy* which was designed to manage the organisation's leave liability while maintaining required service levels and ensuring that staff take appropriate and timely advantage of rest and recuperation entitlements.

The *Outside Employment Policy* is applicable to casual employees in a wide variety of roles and is designed to ensure that there are no conflicts of interest and that staff understand that their prime responsibility, while employed by the Curriculum Council, is to the Council.

Occupational safety, health and injury management

Table 3: Impact of fatalities, injury & disease

Indicator	2007-08	2008-09
Number of fatalities	0	0
Lost time injury/disease (LTI/D) events	2	4
Number of severe incidents	1	0
Lost time injury severity rate	50%	0

Incidents involving injury or disease were managed in accordance with the *Workers' Compensation and Injury Management Act 1981*.

Council's Chief Executive Officer chairs the Occupational Safety and Health (OSH) Committee which completed the OSH Manual last year (template and advice provided by Education and Training Shared Services).

During 2008/09, the committee developed an implementation plan derived from the manual. Tasks, processes and actions included:

- The CEO and OSH Committee members completed quarterly visits to all Curriculum Council work spaces to talk to staff and identify any safety issues. Issues raised were noted and addressed as quickly as possible.

- A formal six-monthly workplace inspection of all three buildings occupied by Council staff was conducted in February 2009 by three members of the OSH Committee. A comprehensive checklist for each floor of each building was completed (as per Council's OSH Manual). Only minor issues were identified and these were all addressed immediately.
- A defibrillator and an oxygen supply were purchased and volunteer staff were trained in their use.
- A review using OSH Assessment Tool software was undertaken to identify areas in need of further attention.
- Regular items were included in the Council's newsletter to ensure staff were aware of OSH issues, e.g. occupational stress indicators and information relating to employee assistance services; eyesight screening policy and optical subsidy allowances; and, advice on stretching exercises.
- Council offered to reimburse staff for the cost of having influenza vaccinations.
- Ergonomic assessments were carried out by PeopleSense in July/August 2008.

Disability Access and Inclusion Plan outcomes

The Council's Disability Access and Inclusion Plan (DAIP) Committee has assisted in the implementation of numerous changes that help ensure people with disabilities can access the services and facilities provided.

Table 4: Provision for disabled access

No	DAIP objective	Initiatives undertaken
1	People with disabilities have the same opportunities as other people to access the services of, and any events organised by the Curriculum Council.	<ul style="list-style-type: none"> • Investigated provision of hearing loops or other hearing enhancement devices in meeting rooms. • A statement informing contractors of our Disability Access and Inclusion Plan and their obligations was written and is included in quotation documentation. • The website asked people with disabilities with the opportunity to comment on access to services and advice provided by the Council. • The committee ensured that there were protocols in place to make certain that the <i>Disability Standards for Education 2005</i> are complied with in policies and procedures.
2	People with disabilities have the same opportunities as other people to access the buildings and facilities.	<ul style="list-style-type: none"> • Additional disability parking bays have been allocated.
3	People with disabilities receive information from a public authority in a format that will enable them to access the information as readily as other people.	<ul style="list-style-type: none"> • Information provided in different formats. • The committee continues to monitor website content and accessibility to ensure compliance with State Government Access Guidelines, including text resize facility.
4	People with disabilities receive the same level and quality of services from the staff of the Curriculum Council as other people receive.	<ul style="list-style-type: none"> • The awareness of staff is raised by information published regularly on the intranet and in the staff newsletter.
5	People with disabilities have the same opportunities as other people to make complaints to the Council.	<ul style="list-style-type: none"> • Council's website includes a link to Council's <i>Complaints Management Policy</i>.
6	People with disabilities have the same opportunities as other people to participate in any public consultation by the Council.	<ul style="list-style-type: none"> • Staff awareness is raised through the intranet and newsletter. • Training on the complaints process for directors/managers who, in turn, have the task of training and monitoring staff.

Compliance with public sector standards and ethical codes

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

Table 5: Standards and ethics compliance

<i>Subject</i>	<i>Action</i>
Compliance trends and performance	Detailed monitoring and response system in operation.
Public Sector Standards	Information about standards is included on the Council's intranet.
Claims of breach of public sector standards	Nil. No action required.
WA Code of Ethics	WA Code of Ethics is made available to all staff on the Council's intranet.
Reports of non-compliance with WA Code of Ethics	Nil. No action required.
Code of Conduct	Code of Conduct is accessible on the intranet and hard copies are available on request.
Reports of non-compliance with Council's Code of Conduct	Nil. No action required

During 2008/09 there was a focus on compliance and the prevention of non-compliance with Public Sector Standards and ethical codes. For example, the management of potential misconduct was given high priority by senior management which addressed the processes to be followed in public interest disclosure, grievances, complaints management and conflict of interest. These processes are transparent and available to all staff on the Council's intranet.

There was also a major review of the Council's Code of Conduct which involved all staff and a committee made up of representatives across the agency. The launch included a role-play, an explanation of the importance of the Code of Conduct and how staff should use it to be informed of their obligations and responsibilities.

Corruption prevention

The risk management process includes an examination of specific areas of potential risk. Misconduct resistance measures were included in the Council's compliance policies and processes with management and staff were regularly reminded of their obligations and responsibilities.

Complaints management

One formal complaint was registered and this was resolved satisfactorily in four days.

A small number of concerns raised with the Curriculum Council were dealt with satisfactorily outside the formal complaints management process.

Recordkeeping plan

The Curriculum Council is committed to the implementation of and compliance with the joint Recordkeeping Plan for the Curriculum Council, the Department of Education and Training (DET), the Department of Education Services (DES), TAFEWA colleges and the Public Education Endowment Trust (PEET).

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

Objective	Background and action
The efficiency and effectiveness of the organisation's recordkeeping system is evaluated not less than once every five years.	The electronic document records management system (EDRMS) and web content management system (WCMS) TRIM Context was implemented in 2007 following a baseline audit of the agency's record-keeping system. Since then efficiency and effectiveness of the system has been regularly monitored and reviewed. An important part of the review process is scrutinising the accuracy of the existing file classification system. During 2008-09, several consultation meetings with users took place to improve compliant corporate document management in TRIM. With active user participation, the existing file classifications were reviewed to provide a better platform for recordkeeping, business process integration and seamless management of all documents and records in TRIM. This work will continue in 2009-10.
The organisation conducts a recordkeeping training program.	During 2008-09, records staff designed and ran several TRIM successful training sessions for all staff. Also, a group of power-users, established to support peers during the implementation, was very active and provided direct staff as required and a 'TRIM Help' service was also provided by the records management team to deliver prompt TRIM assistance to users. Records staff further developed their skills by attending records management seminars and training courses.
The efficiency and effectiveness of the recordkeeping training program is reviewed from time to time.	During 2008-09, a set of TRIM training materials and programs were developed to support users. Additionally, several questionnaires were developed to enable users to provide instant feedback on the efficiency and effectiveness of TRIM training sessions and programs in which they were involved. This feedback assisted with refining the training programs.
The organisation's induction program addresses employees' roles and responsibilities with regards to their compliance with the organisation's recordkeeping plan.	New appointees were given a general induction, which included a records keeping focus. Additionally, individual training on a one-to-one basis was provided by the training and records officers. The training provided recordkeeping guidelines and hands-on training for TRIM and was supported by intranet recordkeeping training materials and PowerPoint presentations. Follow-up sessions were provided if required.

Curriculum

Background

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

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

In 2009, the Education Minister announced an expert review of the curriculum, assessment and reporting policies and procedures in Western Australian schools. The terms of the reference for the review are:

- to review the *Curriculum Framework* for curriculum, assessment and reporting purposes in WA schools, with particular reference to years Kindergarten to Year 10
- to advise on the relationship between the *Curriculum Framework* and proposed national curriculum
- to consider the impact of any proposed changes on teachers and schools in WA.

The expert review is being undertaken by Professor David Andrich, Chapple Chair, Graduate School of Education at The University of Western Australia.

Development of an agreed curriculum framework

In 2008-09, Council implemented accountability reporting requirements as required in the *Curriculum Council Act 1997* for implementation of the *Curriculum Framework*. This process has provided the Council and school sector/systems with data that informs annual review and reflection on the ongoing development of the *Curriculum Framework*. It is anticipated that, as a result of proposed legislative amendments, changes will be made to key performance indicators and to the processes for measuring achievement when reporting in future years.

Review of the *Curriculum Framework* continued in 2008-09 as part of the Council's efforts to ensure it meets community expectations of what students should achieve as a result of their learning from Kindergarten to Year 12. The review was tailored to incorporate the results of national research, particularly through national curriculum forums such as the Ministerial Council on Education Employment and Youth Affairs (MCEETYA). Throughout the year, discussions about the national curriculum, as well as the review of the *Curriculum Council Act*, addressed curriculum issues perceived to have implications that may require updating of the *Curriculum Framework*.

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

Implementation of the Curriculum Framework

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

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

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

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

Table 7 indicates the total number of schools that reported on their implementation of the *Curriculum Framework* for the calendar years from 2005 to 2008.

Table 7: School reports on Curriculum Framework

School sector/system	Number				% reporting			
	2005	2006	2007	2008	2005	2006	2007	2008
Government system	763	795	812	809	71.3	72.2	72.8	72.6
Catholic system	158	158	158	158	14.8	14.4	14.2	14.2
AISWA sector	149	141	146	147	13.9	12.8	13.0	13.2
Other		7	0	0		0.6	0	0
TOTAL	1070	1101	1116	1114	100	100	100	100

Data on the extent to which schools were implementing the *Curriculum Framework* was gathered in relation to three questions (see Table 8). Schools responded to each question using one of four response categories. For each question, explanatory notes were provided to assist schools in making balanced judgements. The data for each school was validated according to school sector/system accountability processes. The accuracy of the data for each school sector/system was certified by the Director General of the Department of Education and Training, the Director of the Catholic Education Office and the person responsible to the board of governors of each independent school.

Table 8 provides the aggregated data (in percentages) for the total number of schools surveyed and their responses in each category for the three questions.

The responses provided by schools on the extent to which they had implemented the *Curriculum Framework* reflected the circumstances in which they were operating. In some schools, as a result of annual staff turnover or where there was a new leadership team, it was not possible to indicate that the *Curriculum Framework* was being fully implemented. Kindergartens and education support schools and centres have a specific student focus that impacts on the extent to which they are able to report full implementation.

Table 8: Implementation of the *Curriculum Framework* – mean responses

Mean responses to each question	Is the implementation of the <i>Curriculum Framework</i> supported by whole-school planning?				Are the mechanisms in place to monitor and review the effectiveness of implementation of the <i>Curriculum Framework</i> on an ongoing basis?				Is the students' progressive achievement of the outcomes in the <i>Curriculum Framework</i> being monitored?			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
	3.3	3.5	3.6	3.6	3.1	3.3	3.5	3.5	3.1	3.5	3.6	3.6

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

These data indicate that progress in schools' implementation of the *Curriculum Framework* has occurred in comparison with the data reported in the 2007-08 annual report.

In December 2008, systems to implement the *Curriculum Framework* as part of whole-school planning were reported to be fully integrated in 73.3 per cent of schools.

Mechanisms to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis were reported to be under development in 40.0 per cent of schools, while 59.3 per cent of schools reported that these mechanisms were fully integrated.

Monitoring of the students' progressive achievement of the outcomes in the *Curriculum Framework* was reported to be under development in 29 per cent of schools, while 70.6 per cent of schools reported that they are fully integrated.

The Council has continued to support the implementation of the *Framework* through the provision of curriculum materials. These materials are produced for use in professional development for teachers from school sector/systems and teacher-training institutions.

Equity and curriculum access

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

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

Membership of Equity Advisory Group

Department of Education and Training

Penny McLoughlin

Jacqueline Burns
Antoinette Morris
Terri Russell
Julie Hillin
Vanessa Aikins (until July 2009)
Stephanie McDonald
(on leave until July 2009)
Bethel Hutchinson
Shelley McGinn

Senior School Academic Standards and
Support Directorate
Inclusive Education Standards Directorate
Participation Directorate
Aboriginal Education Directorate
Standards and Moderation Directorate
School representative
School representative

School representative
School representative

Catholic Education Office

Valerie Martin
Christine Williams
David Cusack (to January 2009)
Geoff Mills (to January 2009)
Julie Hornby (from February 2009)
Kevin Sheehy (from May 2009)

Students with Disabilities K–12 team
Aboriginal Education
Aboriginal Education
School representative
School representative
School representative

Association of Independent Schools of WA

Mandy Corkill
Sophia Sabatier
Debbie Davies

Inclusive Education Consultant
Literacy Education Consultant
School representative

Tertiary sector

Dr John O'Rourke
Michelle Dodd

University School of Education
Training representative

WA Education Support Principals and Administrators Association

Andrew Wilson

President and Principal Cannington
Community Education Support Centre

Community representation

Christine Johnson (from February 2009)

Equal Opportunities Commission

Curriculum Council

John Gougoulis

Jeanette Dalla-Costa
Tania Bauk
Aileen Hawkes
Leanne Meldrum

Director Curriculum and Assessment –
Chairperson
Manager VET and Endorsed Programs
Manager Curriculum/Quality Assurance
Inclusivity Advisory Committee
Curriculum and assessment officer, Endorsed
Programs/Community Service – Executive
Officer (to Dec 08)
Curriculum and assessment officer,
Integrated Programs/Education Support –
Executive Officer

Amanda Taylor

The advisory group provided input from an extensive network of people involved in a range of programs, encompassing education support and engagement contexts. These people have offered valuable assistance in the development of course units and support materials.

In October 2008, teachers of Preliminary Stage units were catered for through a statewide professional development day. Career and Enterprise and Mathematics held full-day professional development specifically for these teachers. Other courses had optional sessions for P stage units. All courses offered sessions for Stage 1 units.

In response to feedback received from the Equity Advisory Group, Council ran a combined assessment seminar in February 2009 for teachers delivering at least two of the following WACE courses: Workplace Learning, English and Mathematics.

In April 2009, a three-hour seminar was provided for integrated programs and education support teachers. Feedback from the seminar indicated that most participants found the seminar valuable. Many commented that the small group sessions were a good opportunity to touch base with relevant Council staff and to learn the thinking behind assessment items. Participants also appreciated the opportunity to network with other senior school engagement program teachers and to obtain information on integrated learning.

Participants were asked to respond to 11 questions and their answers were used to evaluate their knowledge improvement attributable to the seminar.

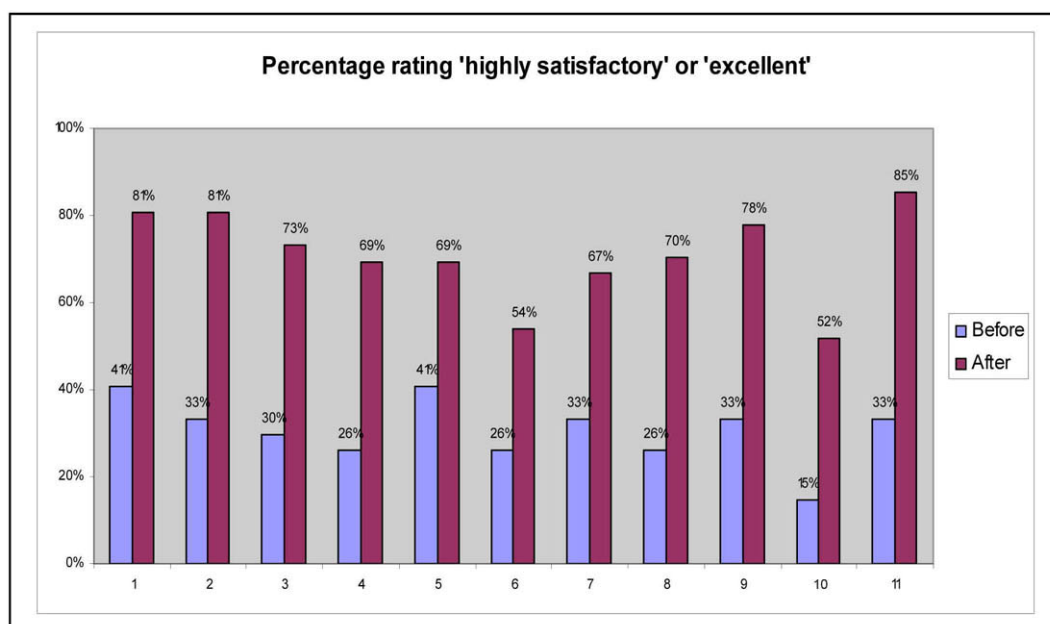


Figure 1: Teacher seminar feedback

Documentation validation visits will be made to a random selection of schools with students enrolled in P Stage units to support teachers implementing WACE courses.

Vocational education and training (VET) in schools

The inclusion of vocational education and training (VET) in school programs provides opportunities for students to gain work skills and experience. General education with a vocational focus is a proven strategy for increasing curriculum relevance for students and, with the increase in the school leaving age to 17 in 2008, it continued to provide a broad range of post-school options and pathways.

VET in the WACE

Throughout 2008 students attained full and partial qualifications through VET stand-alone or VET integrated in a course or subject.

There was continued growth in the number of senior school students involved in vocational education during 2008 through VET integrated in subjects/courses and units of competency recognised through the Australian Qualifications Framework.

Table 9: Number of Year 11 students who participated in units of competency/national training modules

	2004		2005		2006		2007*		2008	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Government	6171	4668	6391	5028	5480	4674	7799	5823	8057	6183
Catholic	812	780	1186	1084	1221	1157	1168	1091	1313	1249
Other Independent	612	575	772	721	704	694	804	719	1004	901
Total	7595	6023	8349	6833	7405	6525	9771	7633	10374	8333

Table 10: Number of Year 12 students who participated in units of competency/national training modules

	2004		2005		2006		2007*		2008	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Government	4551	3944	4528	4012	4441	4051	5131	4127	5068	4121
Catholic	727	712	852	835	982	918	1076	1036	1044	1002
Other Independent	499	478	651	634	668	661	756	729	704	642
Total	5777	5134	6031	5481	6091	5630	6963	5892	6816	5765

(*In 2007 the title for these tables did not include the terms national training modules)

Completed units of competency and qualifications were recorded on students' statements of results.

Year 12 vocational subjects were offered for the last time in 2008. The Council's VET officer worked with schools to provide advice on appropriate alternatives.

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

Workplace Learning

Workplace Learning continued to play an important role for many students in 2008-09. In addition to the introductory and industry specific structured workplace learning (SWL) subjects available to Year 11 and 12 students, two new Workplace Learning programs: Mode 1 Workplace Learning: On-the-job training; and Mode 2 Workplace Learning: Employability skills and a personal development program, Work Skills, were available for students as endorsed programs. The structured workplace learning subjects were available to students for the last time in 2008.

The new Workplace Learning course was implemented in schools in 2009. The course has proved popular, with 37 schools delivering the course to approximately 1600 students. Its implementation has been well supported with professional development opportunities and assessment seminars.

VET industry specific courses

In 2008, 10 industry specific VET courses, based on completion of a training package qualification were finalised. The courses count as Council developed courses and are seen as a positive way to include vocational education and training in key industry areas in the WACE.

The uptake of these courses is encouraging with 10 schools (approximately 310 students) delivering these courses for the first time in 2009. Council officers are working closely with these schools to support the implementation.

A further two VET industry specific courses are being developed for implementation in 2010.

VET Advisory Group

An advisory group was established to oversee the development of the VET industry specific courses.

Membership at 1 June 2009:

Shirley Parer	Dept of Education and Training (Schools)
Gary Mayfield	Dept of Education and Training (Schools) – teacher
Dr Peter Carey	Catholic Education Office
Meredith Roe	Catholic Education Office – teacher
Frances van Riessen	Association of Independent Schools of WA
Sondra Turner	Association of Independent Schools of WA – teacher
Louise Morrison	Dept of Education and Training (Training)
Eileen Hull	Dept of Education and Training (Training)
Murray Warren	VET: Curriculum Support Services Network (CSSN)
Dorothy Sinclair	VET: Curriculum Support Services Network (CSSN)
Cathy Sutherland	Australian Council for Private Education and Training (ACEPT)
Sean Wrigley	Chamber of Commerce and Industry
Mike Prime	Chamber of Minerals and Energy
Mike Eastman	University (Edith Cowan University)
Jeanette Dalla-Costa	Curriculum Council – Chair
Gail Manton	Curriculum Council – Executive Officer

National agenda

Council officers attended the Australian Curriculum, Assessment and Certification Authorities (ACACA) VET sub-group meetings to explore ways of achieving national consistency in VET for school students. A major area of work for the group involved examining the role of VET in Senior Secondary Certificates of Education and a paper was presented to the ACACA group *VET and the Senior Secondary Certificate of Education – Recognition and Reporting – Towards Greater Comparability*. Other areas of work included providing advice on the proposed national Job Ready Certificate, issues associated with national data collection and planning for the ACACA Conference in Perth in July 2009.

Data collection – school results

To ensure accurate data transfer procedures are in place between schools and registered training organisations (RTOs), the Council conducted an audit of data supplied by schools to the Council and compared it with data the school obtained from RTOs. These random sample audits took place in December 2008 for Year 12 student results and March 2009 for Year 11 student results. The audits identified

several issues and recommendations from the report are being implemented. Further to this, negotiations have taken place with TAFEWA and DET to assist with the data collection process for schools.

Data report

In 2008, the Council secretariat carried out a study to analyse and report on trends associated with the uptake of VET in schools in the senior school years over the period 2004 to 2008. The data used came from official student numbers published by the Curriculum Council for Year 11 and 12 students for each of these years and from a draft report published by the National Centre for Vocational Education Research (NCVER) in December 2008. The areas analysed and reported on included student enrolment and achievement of units of competency and full qualifications, the different modes of delivery and a comparison with other states on national performance measures. The report is available on the Council website.

National data collection

In 2008, the Council collected all relevant Australian Vocational Education and Training Management Information System Standards (AVETMISS) data. To help with the reporting of units of competency and qualifications, the codes and names of qualifications and units of competency are published on the Curriculum Council website. Integrity checks were completed on the qualification file for AVETMISS and anomalies were addressed.

Endorsed programs

Endorsed programs which encompasses significant learning not covered by courses or subjects developed by the Curriculum Council, was further refined in 2008-2009 as more programs were endorsed and available for schools to include in their offerings.

The five categories of endorsed programs are now workplace learning, VET stand-alone and nationally accredited courses, university studies, community organisation and personal development programs. The refined policy has been incorporated into the WACE Manual: General information, and is also available on the Curriculum Council website.

Endorsement

Workplace learning, nominated university units and nationally recognised VET are automatically endorsed and available to all students. Private providers and schools can apply to the Council for endorsement of a community organisation or personal development program. Nine generic personal development programs, developed by the Curriculum Council, were endorsed. They enable recognition of significant learning programs offered by many schools but not previously formally acknowledged or afforded WACE credit.

Business processes

Business rules were refined to assist the endorsed programs panel to make consistent recommendations in relation to the criteria for endorsement. The application process and templates were also refined to elicit more detailed information on which to base a recommendation to Council.

Data transfer and audit

Data transfer processes have been developed and instructions for enrolling students and submitting achievement data to Council are included in the 2009 WACE Procedures File. An achievement declaration form was introduced in 2008, which required the school principal to sign off on the accuracy of achievement data supplied

to Council. A number of schools were audited in December 2008 to check the accuracy of Year 12 VET results. There were sufficient discrepancies to warrant the audit of Year 11 results in March 2009. Data cross-reference checks were also carried out with the providers of community organisation-based endorsed programs. Amendments were made to SIRS where necessary and schools made aware of the importance of keeping evidence of achievement for audit purposes.

Communication

Communicating with schools and community organisations about endorsed programs continued to be a focus throughout 2008-2009. Council officers provided information through presentations at seminars, conferences, professional associations, education forums, video conferencing and sector/systems meetings. Items and regular updates have been included in the Curriculum Council eCircular, Circular and other publications. An online learning module for endorsed programs was developed for schools to access professional development in this field.

List of endorsed programs

The list of endorsed programs on the Curriculum Council website continued to grow with new programs added as they were endorsed. By June 2009, three workplace learning programs, 112 university units from four WA universities, 84 personal development programs from 36 providers and a range of programs developed by 40 community organisations had been endorsed. A set of nine generic personal development programs were developed by the Curriculum Council.

Schools offering endorsed programs

The number of schools reporting student achievement of endorsed programs has increased steadily since 2007, the first year that the senior secondary curriculum was broadened to include endorsed programs. In 2008, there were a total of 7649 enrolments in endorsed programs from 156 schools. Achievement data was received from across all sector/systems, including district high schools and education support centres.

Endorsed programs panel

The endorsed programs panel met as required to examine the applications for endorsement of community organisation and personal development programs. The panel made recommendations to the Curriculum Council through the Senior Secondary Education Committee (SSEC) for the endorsement of programs that meet the council-approved guidelines.

The endorsed programs panel has the delegated authority to:

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

The panel, which meets quarterly, is chaired by an independent person appointed by the panel. Membership includes all education sector/systems, providing a breadth of expertise across the curriculum. Individuals with specific knowledge, expertise or understanding,

and appropriate members of the secretariat have been invited by the chairperson to attend meetings when necessary. Membership as of 30 June 2009:

Robert Nairn (Chair)	President of the WA Senior Secondary Executives Association
Mandy Corkill	Association of Independent Schools of WA
Dr Peter Carey	Catholic Education Office
Peter Jones	Department of Education and Training (Participation Directorate)
Shirley Parer	Department of Education and Training (Secondary Schooling)
Eileen Hull	Department of Education and Training (VET in Schools)
Jeanette Dalla-Costa, Leanne Meldrum, Carole Veith and Julia McHenry (to November 08)	Curriculum Council secretariat

Community service

The community service program (CSP) was developed following an election commitment made by the Government in 2005. The objective was to impress upon students the importance of contemporary community values and to provide opportunities for young people to develop the values, skills and understandings needed to contribute to civic wellbeing.

Following a DET community service pilot program in 2006, the Curriculum Council endorsed the WACE requirement that from 2009 all students must have completed 20 hours of community service. A reference group was established to advise Council on the implementation processes.

Membership of the Community Service Program Reference Group:

Armando Giglia	Principals' consultant Department of Education and Training
Diana Alteri	Consultant, Catholic Education Office
Kath Ward	Principal, Department of Education and Training
Rita Tognini	Consultant, Department of Education and Training
Christine Aldous	Service Learning Network
Traci Gamblin	Consultant, Volunteering WA
Frances van Riessen	Consultant, Association of Independent Schools of WA
Aileen Hawkes	Curriculum and Assessment Officer Curriculum Council
Jeanette Dalla-Costa	Manager, VET and Endorsed Programs Curriculum Council – Chair
Leanne Meldrum	Endorsed programs officer Curriculum Council – Executive Officer

While there has always been strong support for the notion of students engaging in community service, the compulsory nature of the CSP has been debated on numerous occasions in a variety of forums. Principals continued to voice concerns about the compulsory nature of community service and the impact the requirement could have on students and school graduation statistics. University representatives continued to Acknowledge the value of community service but were anxious about its compulsory link to the WACE.

Schools were surveyed and a Community Service Implementation Report was presented to Council in November 2008. The report indicated that, although there was widespread appreciation of the benefits of community service, there were strong concerns relating to the compulsory nature of such service and its link to the WACE. In an attempt to alleviate these concerns, the exemptions criteria for meeting the requirement were extended in March 2009.

In April 2009, the Minister confirmed that the Government fully supported community service in schools but emphasised that the focus of community service should be on students being provided with opportunities to undertake community service voluntarily, rather than undertaking the service as a compulsory requirement.

Given the continued disquiet about the compulsory nature of community service for senior secondary students, Council at its May meeting endorsed the proposal that the completion of 20 hours of community service will no longer be a requirement of the WACE but students who complete voluntary community service in their senior secondary years should have the number of hours completed recorded on their statement of results.

Advisory committees for syllabus development, review and accreditation

ARM panels and reference groups

Assessment, Review and Moderation (ARM) panels for all 52 courses were initially established to take the place of syllabus committees and provide advice to Council on the development and implementation of the new courses. Following jury deliberations in 2007, nine courses had their ARM panels expanded and larger reference groups were formed. A larger reference group encompassing both the mathematics courses was also maintained. An advisory group was also established for the development of 12 VET industry specific courses. These ARM panels and reference groups operated until 30 April 2009.

Course advisory committees

In May 2009, 51 new advisory committees were established to take the place of ARM panels and reference groups. The two mathematics courses have one large advisory committee; the Plant Production Systems and Animal Production Systems courses are covered by one committee and the 12 VET industry specific courses have one committee. All 50 other courses have a course advisory committee.

The advisory committees each comprise up to 20 members from all school sector/systems, universities and, as appropriate, representatives from TAFEWA, industry and community and are selected through a stakeholder and self-nomination process. The committees advise the secretariat on matters related to syllabus development, review and accreditation, school assessment and moderation, the design and appropriateness of external examinations and trends and issues related to the course.

The committees meet four to six times each year and are supported by secretariat officers. Committees arrive at course-specific advice through consensus discussion. Committee members, experienced people in their own right, are encouraged to play an active role in the deliberations of the committee. As representatives of particular constituencies, they are expected to have a process in place for collecting the views of their constituency and representing those at committee meetings. All committee members are asked to declare any conflict of interest at each meeting given that individuals' circumstances may change.

The chief examiner of the course examination committee is invited to attend the first course advisory committee meeting of the year when the examination and results are discussed. The chief examiner receives records of meetings of the committee and may be invited to attend meetings during the year.

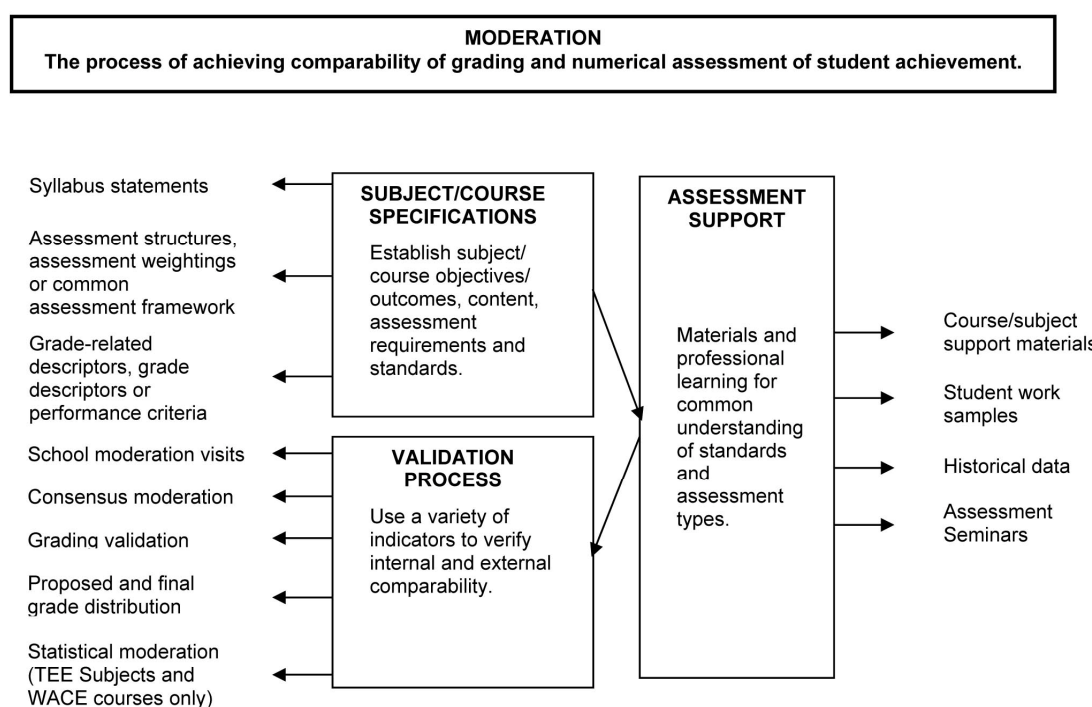
Student assessment & certification

The *Curriculum Council Act (1997)* gives Council responsibility for:

- accrediting and evaluating courses prepared by the Council, or prepared in accordance with guidelines approved by the Council
- after consultation with such persons and bodies having functions relating to secondary education, vocational education and training, and university education as the Council thinks fit, establishing and carrying out procedures for:
 - assessment of achievement of students undertaking senior secondary schooling, and the proper conduct of that assessment, including school and external assessment for the purposes of certification; and
 - ensuring the comparability of assessments of student achievement.

The diagram below shows the moderation strategies used by the Curriculum Council for senior secondary courses and subjects.

Curriculum Council moderation strategies



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

Assessment support

Assessment seminars provide teachers with opportunities to focus on the assessment and grading of student achievement. Seminars were conducted during 2008 for all implemented WACE courses and for new or inexperienced teachers of

selected subjects. Attendance, which was available for all teachers of senior secondary courses and subjects, was optional but highly recommended. A total of 111 seminars were conducted in the metropolitan area and in the regional centres of Bunbury, Albany, Geraldton and Kalgoorlie with alternative arrangements provided for more remote schools.

Table 11: Assessment seminars 2008

Curriculum area	Number	
	2007	2008
The Arts	11	20
English	26	17
Health and Physical Education	7	15
Languages (LOTE)	2	8
Mathematics	2	2
Science	5	5
Society and Environment	2	2
Technology and Enterprise	15	40
Vocational subjects	3	2
Total	73	111

The Council website provides comprehensive teacher support materials for each of the implemented WACE courses.

Validation (moderation)

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

Consensus moderation meetings

In 2008, a total of 166 (125 metropolitan and 41 country) consensus moderation meetings were conducted for WACE courses. It is compulsory for each school offering a subject/course to send a representative to the consensus moderation meeting in that subject/course, except in cases where the school is more than 200km from the venue. In these cases, alternative arrangements such as using mail, fax, teleconferences or videoconferences were implemented.

There were no consensus moderation meetings held for TEE and WSA subjects in 2008.

Table 12: Consensus meetings 2008

Curriculum area	Number	
	2007	2008
The Arts	20	19
English	65	16
Health and Physical Education	19	43
Languages	0	1
Mathematics	0	0
Science	1	6
Society and Environment	0	2
Technology and Enterprise	22	68
Total	127	166

Teacher feedback indicated that consensus moderation meetings were important in establishing a common interpretation of the standards and an important professional development opportunity.

School moderation visits

A total of 1210 school moderation visits were conducted for TEE and WSA subjects in 2008. Schools were selected on the basis of perceived risk and from a list of scheduled visits to country schools.

Typically, school moderation visits were not conducted in courses where consensus meetings were conducted. Visits for specific courses were only made at the request of schools.

Table 13: School moderation visits 2008 *

Curriculum area	Number	
	2007	2008
The Arts	34	126
English	18	6
Health and Physical Education	33	41
Languages (LOTE)	31	23
Mathematics	191	262
Science	193	209
Society and Environment	123	133
Technology and Enterprise	485	410
Vocational Subjects*	252	0
Total	1360	1210

* moderation visits in vocational subjects were recorded against the relevant curriculum area.

This number of moderation visits represents a sampling rate of 11.0 per cent of the estimated 11 015 school/subject/course combinations and a decrease in the visitation rate in 2007 (12.6 per cent). These numbers include 42 document validations conducted in Term 1 for schools delivering a subject for the first time. These document validations provided early feedback and, where necessary, were followed by a grading validation later in the year.

Overall coverage of moderation activities

The overall moderation coverage of school/subject/course combinations (i.e. school moderation visit rate + consensus meeting rate) for 2008 was 28.1 per cent (25.0 per cent in 2007).

Consensus meeting rates have been calculated by adding the number of schools offering the subjects/courses included in the consensus meeting lists, dividing by the total school/subject/course combinations and converting to a percentage. Consensus meetings targeted assessment and comparability in all WACE courses. As a result of this focus and the implementation of 13 WACE courses in 2008, the consensus meeting rate increased to 17.4 per cent (12.4 per cent in 2007).

Some WACE courses that were implemented in 2007 and 2008 replaced multiple subjects resulting in a small decrease in the total number of school/subject/course combinations. The number of combinations is an estimate based on the assumption that the number of courses can be determined by dividing the number of units offered by two.

Table 14: Coverage through moderation activities

Year	School/subject/course combinations	School moderation visits (rate)	Consensus meetings (rate)	Overall coverage
1998	10 298	1 577 (15.3%)	2 459 (23.9%)	39.2%
1999	10 716	1 561 (14.6%)	2 251 (21.0%)	35.6%
2000	11 340	1 819 (16.0%)	1 807 (15.9%)	31.9%
2001	11 868	1 684 (14.2%)	2 331 (19.6%)	33.8%
2002	12 400	1 792 (14.5%)	2 706 (21.8%)	36.3%
2003	12 789	1 615 (12.6%)	2 083 (16.2%)	28.8%
2004	12 659	1 881 (14.9%)	2 224 (17.6%)	32.5%
2005	12 689	2 304 (18.2%)	2 542 (20.0%)	38.2%
2006	12 273	1 820 (14.8%)	856 (7.0%)	21.8%
2007	11 272	1 360 (12.6%)	1 395 (12.4%)	25.0%
2008	11 015	1 210 (11.0%)	1 885 (17.1%)	28.1%

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

Comparability issues identified in school moderation visits

During 2008, the number of non-compliance issues identified in school moderation visits which required schools to make adjustments was 324. In previous years only major adjustments required by schools were reported.

Table 20 represents the total number of adjustments required by curriculum area. The data includes separate counting of issues with course outlines, assessment programs, assessment tasks, assessment records, grade distributions as recorded in school moderation reports.

Table 15: Moderation issues: Adjustments 2008

Curriculum area	Number
The Arts	33
English	1
Health and Physical Education	4
Languages (LOTE)	1
Mathematics	111
Science	78
Society and Environment	7
Technology and Enterprise	89
Total	324

Moderation officers monitor patterns of moderation problems requiring follow up in specific learning areas. Major non-compliance issues frequently occurred where:

- materials requested for the school moderation visit were not provided
- teachers were not aware of the requirements
- teachers were new to the subject/course (often new to WA), and/or were in rural areas, with limited access to support
- there was a lack of in-school quality assurance and support.

Student appeals against school assessment

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

student appeals against school assessment is one indicator of the degree to which students perceive fairness in the school's assessment of their achievement.

During 2008, moderation and standards officers handled enquiries from parents and students expressing dissatisfaction with assessment processes in subjects or courses at their school. Officers provided advice to these callers to explain the assessment requirements. They also explained that, before lodging an appeal with the Curriculum Council, it was necessary to provide documentary evidence of their attempts to resolve the issue with the school. Most enquiries were anonymous. In those cases in which officers assisted in the negotiation process, most were resolved to the satisfaction of the school and the student or parent. Data was not gathered for these cases.

In 2008, there were four cases (three in Year 12 and one in Year 11) in which negotiations described above did not lead to a resolution satisfactory to students or parents (three cases in 2007).

Each case was investigated by Curriculum Council officers and considered by the Appeals Committee (which includes two school sector/system representatives and two parent representatives). The appeals all related to implementation of the school's assessment policy. The Appeals Committee upheld one appeal and dismissed the other three appeals.

Assessment and certification

During 2008, 142 627 students from Year 8 to Year 12 were registered with the Curriculum Council. Of these, approximately 47 035 students successfully completed at least one Curriculum Council subject, WACE course unit or VET unit of competency. Slightly more Year 12 students (10 925) sat four or more TEE/WACE course examinations, compared to 2007 (10 642). This represents a 2.25 per cent increase in the number of 2008 Year 12 students who sat the TEE/WACE course examinations in at least four subjects and were therefore eligible for a TER. There were 3 323 Year 12 students who achieved a VET qualification and 5 764 students completed at least one unit of competency.

The staff responsible for outcomes 6 and 7 were supported by:

- examining panels – one for each Western Australian TEE/WACE subject/course (38 panels)
- appeals to Special Examination Arrangements Committee
- Sickness/Misadventure Committee and appeals to Sickness/Misadventure Committee
- Examination Breaches Committee and appeals to Examination Breaches Committee
- Awards Working Party and Awards and Exhibitions Committee
- Special Provisions Committee

Raising the school leaving age

The Curriculum Council maintained a register of all students participating in secondary education during 2008. The Curriculum Council has responsibility for registering the students and reporting regularly on these registrations to the Minister. The table below summarises these registrations.

Table 16: School registrations, 2008

	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	16 984	17 360	18 133	17 762	14 249	84 488
Non-Government	12 319	12 143	11 935	10 994	9 455	56 846
Other	85	129	108	293	653	1 268
Total	29 388	29 632	30 176	29 049	24 382	142 602

In 2008, students were required to either remain at school or participate in other approved programs, including apprenticeships/traineeships, TAFE/RTO courses or employment until the end of the year they turned 17 years of age. As this is the first time the information has been collected for two year cohorts, it is difficult to make accurate comparisons, however it can be noted that there was a 5.5 per cent increase in the number of students enrolling in Year 11 (1992) compared to 2007.

In 2008, 5 774 17-year-olds were registered as being engaged in programs including employment, TAFEWA/RTO courses and/or apprenticeships/traineeships. Table 24 outlines the programs in which the students were engaged.

Young people undertaking alternative programs to full-time school are required to apply for a Notice of Arrangement through the Participation Directorate at the Department of Education and Training. Once the Notice of Arrangement has been approved by the Participation Directorate, the Curriculum Council is notified and details placed on the student's record.

Table 17: Participation of students born in 1991 (17 years old in 2008) and 1992 (16 years old in 2008) in school and in non-school programs, 2008

	Year of birth 1991	Year of birth 1992
A. Participating students		
Schooling	21 337	26 030
Government	12 455	15 407
Non-government	8 853	10 571
Home education	29	52
Non-school (Notices of arrangement)	5 221	2 231
Apprenticeship/traineeship	1 577	455
Employment	1 150	614
TAFE/Registered Training Organisation (RTO)	1 643	790
Apprenticeship/traineeship & TAFE/RTO	118	14
Apprenticeship/traineeship & employment	100	10
Employment & TAFE/RTO	194	38
Apprenticeship/traineeship & employment & TAFE/RTO	9	1
Pending (ie no learning program supplied)	301	255
Unspecified (no learning program supplied)	129	54
Sub-total: students participating	26 548	28 261
B. Non-participating students		
Schooling	2 207	2 109
Left secondary education (no Notice of Arrangement (NoA))	376	282
Left provider (no NoA)	522	349
Not re-registered from previous year	1309	1478
Non-school	300	315
Rejected (no learning program supplied)	85	128
Cancelled (withdrawn from learning program)	98	144
Left provider (awaiting further details from Department of Education and Training (DET))	117	43
Sub-total: students not participating	2 507	2 424
C. Other		
Children whose whereabouts are unknown	123	100
Left Western Australia	67	86
Deceased	8	5
Sub-total: other	198	191
Total	29 253	30 876

These figures taken as a 'snapshot' on 31/10/2008 (census date) and do not include full-fee paying students or overseas students.

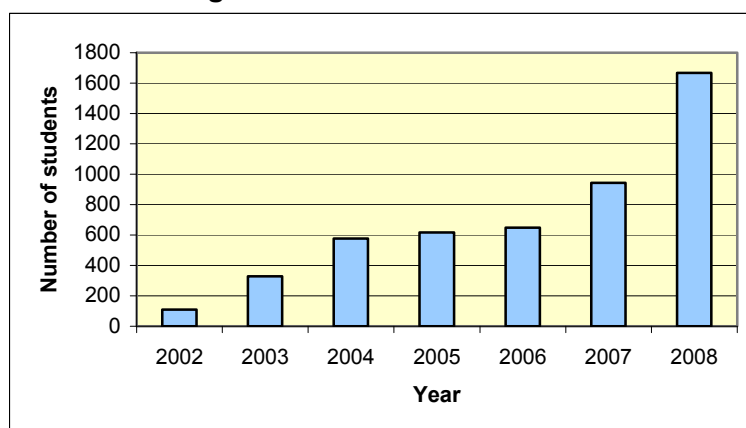
Enrolment trends

There has been an upward trend in the number of students completing the Western Australian Certificate of Education. In 2008, there were 228 students who achieved a WACE after three consecutive years of study.

Year 10 student enrolments

Figure 2 below shows the number of Year 10 students who enrolled in Year 11 (D code) Curriculum Council subjects from 2002 to 2006 and in Year 11 (D code) subjects and at least two WACE course units in 2007 and 2008. There were 12 (28 in 2007) Year 10 students who were enrolled in Year 12 (E code) subjects in 2008. Of these, four (13 in 2007) students were enrolled in at least one TEE subject/WACE course as examination candidates.

Figure 2: Year 10 Enrolments



Number of Year 10 students who enrolled in subject/course units, 2001–2008

Year 12 Aboriginal/Torres Strait Islander student enrolments

Table 23 indicates the number of Year 12 Aboriginal and Torres Strait Islander students who enrolled with the Curriculum Council between 2004 and 2008. The number of enrolments increased between 2004 and 2005. However, in 2006, there was a decrease in enrolments. This may be a reflection of the change in the method of collecting data relating to Aboriginal and Torres Strait Islander students. From 2007, the numbers of enrolments increased, which may have been a consequence of the communication with schools explaining the importance of data provided to the Curriculum Council. In 2008, there was a dramatic increase in the number of students identified as Aboriginal/Torres Strait Islander due to this information being a mandatory requirement when uploading student demographic information to the Curriculum Council.

Table 18: Year 12 Aboriginal/Torres Strait Islander enrolments, 2004–2008

Ethnicity	Number of students				
	2004	2005	2006	2007	2008
Aboriginal	351	382	337	384	630
Torres Strait Islander	25	30	10	5	5
Both Aboriginal and Torres Strait Islander	13	10	7	8	16
Total	389	422	354	397	651

External examinations enrolments

The number of students who enrolled (October) to sit for one or more TEE subject/WACE course examinations decreased (by 0.9 per cent) from 13 855 in 2007 to 13 736 in 2008. Of the 13 736 students, 6 344 (2007: 6 436) were male and 7 392 (2007: 7 419) were female; 86 (2007: 61) were Aboriginals/Torres Strait Islanders, 6 213 (2007: 6 485) attended a government school and 6 910 (2007: 6,938) attended a non-government school, 11 308 (2007: 11 517) attended schools in the metropolitan area, 1 815 (2007: 1 906) attended country schools and 590 (2007: 419) students studied overseas.

Table 24 shows the number of students who enrolled to sit at least one TEE subject/WACE course examination in the years 2004 to 2008.

Table 19: Examination enrolments, October, 2004–2008 (one or more)

	2004	2005	2006	2007	2008
Gender					
Male	6 353	6 322	5 881	6 436	6 344
Female	7 393	7 085	6 782	7 419	7 392
System/sector					
Government	7 282	6 725	5 988	6 485	6 213
Non-government	6 046	6 261	6 161	6 938	6 910
Overseas	339	391	492	419	590
Private candidates	79	30	22	13	23
Location					
Metropolitan	11 378	11 012	10 254	11 517	11 308
Country	1 950	1 974	1 895	1 906	1 815
Overseas	339	391	492	419	590
Private candidates	79	30	22	13	23

Table 25 provides details of the students who enrolled to sit at least four TEE subject/WACE course examinations in the years 2005 to 2008.

Table 20: Examination enrolments, as at October, 2005–2008 (four or more)*

	2005	2006	2007	2008
Gender				
Male	5 167	4 694	5 183	5,261
Female	5 895	6 782	6 015	6,179
System/sector				
Government	5 127	4 581	4 824	4,763
Non-government	5 534	5 397	5 952	6,085
Overseas	391	492	419	586
Private candidates	10	8	3	6
Location				
Metropolitan	9 028	8 407	9 313	9,376
Country	1 633	1 571	1 463	1,472
Overseas	391	492	419	586
Private candidates	10	8	3	6

The figures in tables 24 and 25 show the following:

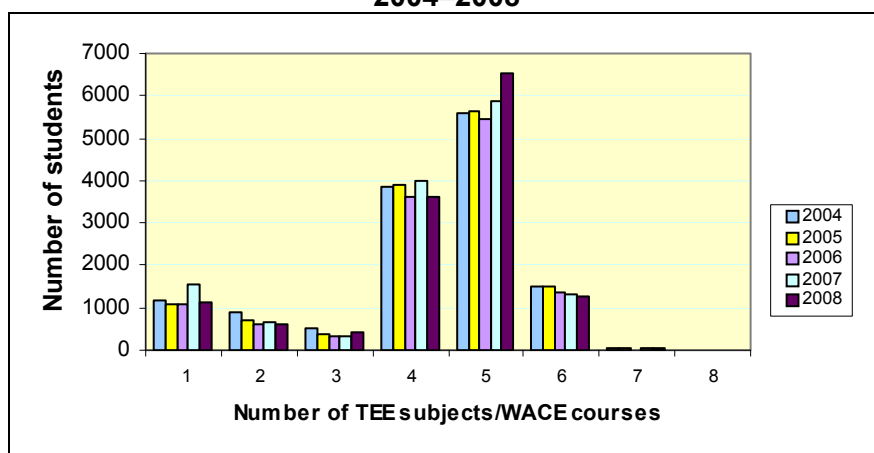
- More females were enrolled to sit the examinations than males in all years.
- The percentage change of country students enrolling to sit the examinations has fluctuated each year (from an increase of 1 per cent in 2004 to a decrease of 5 per cent in 2008). However, for metropolitan students enrolling to sit examinations, the percentage change was higher than for country students. Between 2006 and 2007, there was an increase of 12 per cent of metropolitan students enrolling to sit examinations.

- There was an overall increase in the number of students enrolling to sit the examinations from overseas schools in 2008.
- Approximately 83 per cent of the students who enrolled in an examination, enrolled to sit four or more examinations.

As indicated in figure 3, the most frequent number of TEE subject/WACE course examinations for which candidates enrolled over the last five years was five.

Of the 41 examinations, English had the highest number of enrolments with 10 125 (2007: 10 489, 2006: 8 457, 2005: 9 026, 2004: 9 146, 2003: 9 258, 2002: 9 171 and 2001: 8 533). Discrete Mathematics had the next highest with 7 488 (2007: 7 739, 2006: 7 425, 2005: 7 546, 2004: 7 702, 2003: 8 714, 2002: 8 607 and 2001: 8 002). Hebrew and Japanese: Advanced had the lowest number of enrolments with four students each.

Figure 3: Number of students enrolled for a specific number of examinations, 2004–2008



In 2008, WACE course examinations were held for the first time in Applied Information Technology, Earth and Environmental Science, English as an Additional Language or Dialect and Physical Education Studies. The number of students enrolled to sit each of the course examinations was 1 260, 109, 1 008 and 1 779 respectively.

Applications were also received from 23 people who enrolled to sit subject/s and WACE courses in the external examinations as private candidates. That is, they had no school assessment included in their combined mark.

External examination attendance

In 2008, the number of students who sat at least one TEE subject/WACE course examination (11 855) increased when compared with 2007 (11 765), 2006 (10 953) and 2005 (11 610). Although a corresponding increase may be expected in the number who sat for each examination, this increase was not distributed equally across subjects/courses due in part to the increase in the number of examination subjects/courses available. Increases were recorded in seven of the examinations, with conspicuous increases (more than 15 per cent) being recorded in the following examinations: Aviation (15.2 per cent), Calculus (17.4 per cent) and Engineering Studies (32.1 per cent). There was a decrease in the percentage of students sitting for 24 of the examinations. There were large decreases in the proportion of candidates who sat the examinations in Chinese: Second Language (45.2 per cent), Indonesian: Advanced (58.7 per cent), Japanese: Advanced (40.0 per cent) and Malay: Advanced (62.3 per cent). The number who sat the Indonesian: Advanced TEE has decreased for nine successive years.

Table 26 shows the change in the number of candidates who sat the TEE/WACE course examinations from 2004 to 2008.

Table 21: Change in the number of students who sat the TEE/WACE examinations, 2004–2008

	2004	2005	2006	2007	2008
Candidates who sat at least one examination	11 652	11 610	10 953	11 765	11 855
Percentage change from previous year	-6.2	-0.4	-5.7	7.4	0.8
Candidates who sat at least four examinations	10 273	10 437	9 989	10 757	10 982
Percentage change from previous year	-6.6	1.6	-4.3	7.7	2.1
Total candidates for TEE/WACE examinations	51 537	51 897	49 273	52 625	53 863

These figures show the following:

- The number of candidates who sat at least four TEE subject/WACE course examinations between 2004 and 2008 has fluctuated.
- Of the 13 736 candidates who were enrolled to sit one or more of the 2008 TEE subject/WACE course examinations, only 11 855 of these actually sat these examinations. This represents a 13.7 per cent absentee rate (15.1 per cent for 2007, 13.5 per cent for 2006, 13 per cent for 2005 and 15 per cent for 2004).
- Of the 11 440 candidates who were enrolled to sit four or more of the 2008 TEE subject/WACE course examinations, 10 982 of these actually sat these examinations in 2008. This represents a 4 per cent absentee rate (4 per cent for 2007, 5 per cent for 2006, and 6 per cent for 2005 and 2004).
- Of the 58 693 candidate/subject enrolments, there were only 53 863 candidates/subjects present. This represents an absentee rate of 8.2 per cent (8.2 per cent for 2007, 8.2 per cent for 2006, 8.4 per cent for 2005 and 9.1 per cent for 2004).

Enrolments: vocational education and training (VET)

An enrolment in a unit of competency can lead to the competency being achieved, competency not being achieved, withdrawal or continuing enrolment. Enrolments in units of competency are represented in tables 29 and 30. In addition, in 2008, there were 131 students (139 in 2007, 226 in 2006; 84 in 2005 and 152 in 2004) given recognition of prior learning (RPL) in 604 competencies (812 in 2007, 1242 in 2006; 238 in 2005; 589 in 2004; 317 in 2003). Students given RPL are not included in the statistics in the following tables.

Table 22: Year 12 enrolments in at least one unit of competency, 2004–2008

	2004	2005	2006	2007	2008
Number of students who enrolled in at least one unit of competency	5 889	6 329	6 411	6 192	6 809
Number and percentage* of students who studied at least one unit of competency	5 527 (93.8%)	6 147 (97.1%)	6 158 (96.1%)	6 071 (98.1%)	6 248 (91.8%)
Number and percentage* of students who withdrew	1 052 (17.9%)	897 (14.2%)	443 (6.9%)	648 (10.5%)	1 769 (26.0%)
Number and percentage* of students who achieved at least one unit of competency	5 106 (86.7%)	5 689 (89.9%)	5 742 (89.6%)	5 662 (91.4%)	5 764 (84.6%)

*Percentage is calculated of the number of students who enrolled in at least one unit of competency.

Table 23: Units of competency studied by Year 12 students, 2004–2008

	2004	2005	2006	2007	2008
Number of units of competency in which students were enrolled	61 643	59 713	61 822	68 479	79 392
Number and percentage* of units of competency in which students studied	50 082 (81.2%)	56 235 (94.2%)	59 976 (97.0%)	65 202 (95.2%)	71 761 (90.4%)
Number and percentage* of units of competency in which students withdrew	4 648 (7.5%)	3 478 (5.8%)	1 846 (3.0%)	3 277 (4.8%)	9 164 (11.5%)
Number and percentage* of units of competency in which students achieved competency	39 668 (64.4%)	46 975 (78.7%)	57 574 (93.1%)	56 706 (82.8%)	60 514 (76.2%)

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

Of the students who studied four or more TEE subject/WACE course examinations, 8 per cent also completed at least one VET unit of competency in 2008. This compares to 6 per cent, 7 per cent, 8 per cent and 8 per cent of students who studied at least four TEE subject/WACE course examinations and completed competencies in 2004, 2005, 2006 and 2007 respectively.

Conduct of the examinations

In 2008, there were 33 examinations in tertiary entrance subjects and eight examinations in WACE courses. The WACE courses included Aviation, Engineering Studies, English and Media Production and Analysis, and four courses examined for the first time: Applied Information Technology, Earth and Environmental Science, English as an Additional Language or Dialect and Physical Education Studies. In addition to a written paper, some examinations had practical components (oral interview, portfolio or performance).

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

Access for candidates with disabilities

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

Table 24: Distribution of special examination arrangements applications, 2007–2008

School system	2007				2008			
	Applications	%	Enrolments	%	Applications	%	Enrolments	%
Government	88	26.9	6 415	46.6	96	31.1	6 122	45.0
Catholic	85	26.0	3 214	23.3	64	20.7	3 202	23.5
Independent	154	47.1	3 716	27.0	148	47.9	3 678	27.0
Overseas	0	0.0	409	3.0	1	0.3	589	4.3
Private	0	0.0	13	0.1	0	0.0	23	0.2
Total	327	100	13 767	100	309	100	13 614	100

Of the applications, 21 (6.8%) were not supported (27 in 2007 – 8.2 per cent). This represents a slightly lower proportion of applications not approved than last year, but is consistent with the historical rates (4.6 per cent in 2006, 4.5 per cent in 2005, 7.4 per cent in 2004). Unsuccessful applications included those where the request was outside the special provisions policy or where there was insufficient evidence of diagnosis or the impact of the disability on the student's performance in external assessment. There were 21 appeals, of which 16 were upheld due to the provision of further evidence.

The 276 successful applications for special examination arrangements covered a total of 1 191 examinations, an average of 4.3 examinations per candidate.

Table 25: Special examination arrangements by disability category, 2008

Category	Government			Non-government			Approved	Not approved	Withdrawn	Total
	M	F	Total	M	F	Total				
ADD/ADHD	4	4	8	18	1	19	25	0	2	27
Hearing	2	1	3	1	2	3	6	0	0	6
Illness	4	1	18	11	16	27	42	1	2	45
Fine motor	1	3	15	16	9	25	38	1	1	40
Physical	3	2	5	1	8	9	14	0	0	14
Psychological	8	3	11	6	8	14	23	1	1	25
SLD*	1	9	25	59	52	111	114	18	4	136
Vision	5	6	11	2	3	5	14	0	2	16
Total	5	4	96	11	99	213	276	21	12	309
	4	2		4						

* SLD means specific learning disability

Practical examinations

Practical examinations were conducted in 12 subjects and two courses for approximately 3 991 candidates, while 810 Art visual diaries were marked.

In 2008, for the first time, there was a practical examination in Physical Education Studies, for which a total of 1 619 candidates were examined. Of these, 1 587 candidates were assessed in 14 different sports at 13 venues in the metropolitan area, over six days in the Term 3 holidays. The remaining 32 candidates were permitted to be assessed in 18 other unlisted sports, via a portfolio submission. The Physical Education Studies candidates were timetabled into group sessions. The size of the group varied with the sport. Where possible, the groups comprised candidates of similar sporting ability. The examination involved a series of drills. These drills were recorded by video for later marking. The development and implementation of the Physical Education Studies practical examinations provided significant challenges in cost and complexity. The overall expenditure was \$554 371.

Written examinations

The written components of examinations were held over 15 days with at least two subjects/courses examined on each day, except the final day when only one course was examined. There were 725 people employed as supervisors (128 chief supervisors and 597 supervisors) at 133 examination centres throughout the State, interstate (two centres) and overseas (six centres).

Metropolitan and some country chief supervisors attended a three-hour training workshop that dealt with examination protocol, conduct and specific duties. A focus of the meeting was the introduction of new WACE courses, the proposed growth in the number of examinations, new multiple-choice sheets, new script labels and new payment allocation forms.

Curriculum Council staff made 128 examination centre visits to 68 examination centres (111 visits to 60 centres in 2007). Nine metropolitan centres with new chief supervisors received visits on the first day of the examinations and special consideration was given to schools that had problems or had not received a visit in 2007. Few problems were identified by visiting staff. Overall they reported that examination venues were satisfactory, supervisors were well organised and proactive within the examination room, and centres were very well organised.

Breaches of examinations rules

During the 2008 TEE/WACE examinations, 11 candidates were reported by examination centre supervisors as having breached the examination rules. Ten of these candidates were found by the breach of examination rules committee to have breached the examination rules.

Ten of the breaches reported related to candidates having prohibited items in their possession during the examination.

The following breaches were reported:

- seven candidates had mobile telephones
- one had an MP3 player
- one had an unlisted calculator in a mathematics examination
- one had a calculator in an examination that banned electronic aids.

In addition, one candidate dishonestly signed a declaration of authenticity stating that all Art portfolio work submitted for assessment had been completed in 2008.

English language competence test

The English language competence test is designed to give those students who have not previously demonstrated the standards described in the English language competence criteria an opportunity to demonstrate their capacity to fulfil the language competence component of the Western Australian Certificate of Education.

Scripts are marked as either having passed or failed. The performance criteria and annotated student samples that represent the minimum level of English language competence necessary to interact effectively in the broader community are used to mark the scripts. Any script that receives a Fail mark from one marker is re-marked. The chief marker re-checks scripts that are failed by both markers to confirm the rating.

A total of 74 schools (101 in 2007) administered the test to 265 students (358 in 2007). Seventy-six per cent of these students (201) passed this test. This result compares favourably with 2007 when 75 per cent of candidates passed the test.

There was a significant fall in the number of students sitting the English language competence test in 2008. This can most likely be attributed to schools now being able to make professional judgements as to whether a student has achieved the standard of competence by using the criteria and exemplars provided in the *2008 Guide to WACE English Language Competence* to evaluate samples of student work.

Marking of the examinations

More than 900 teachers and university lecturers marked the practical and written examinations in 2008.

Under the direction of chief markers nominated by the examining panel, marking began on 30 September 2008 with Drama Studies performance examinations and concluded on 8 December 2008 with the completion of reconciliation for all written examinations and final checks by chief markers.

The total cost of marking the 2008 examinations was \$2 394 002. This is a significant increase on the costs for 2007. The cost of marking the written scripts was \$1 719 177 compared with \$1 580 561 in 2007. The introduction of online marking for three subjects/course (Calculus, Biology and English as an Additional Language/Dialect) required the creation of software to enable markers to mark the scripts online. The most significant reason for the increase in cost of marking the 2008 examinations was the introduction of the Physical Education Studies practical examination. This component of the examination cost \$524 763 to mark. The cost per candidate for the marking of an examination in 2008 ranged from \$27 for Economics to \$350 for Physical Education Studies, in which each examination was recorded on video.

Written papers

There were 53 831 written scripts marked (52,551 in 2007) by 720 markers. Pre-marking meetings between marking teams and chief markers established agreed marking guidelines through sample marking and discussion of the examination papers, a process overseen by Council subject moderators. The late withdrawal of markers, for reasons not related to the marking process, caused difficulties in a number of subjects/courses. In every case, a suitable replacement was found.

Following the introduction of online marking of the Media Production and Analysis

scripts in 2007, an independent review of the process was undertaken. This review highlighted the need for improved marker training, marking that involved mainly short answer questions and modifying the reconciliation process.

It was decided that Calculus, Biology and English as an Additional Language/Dialect, would be marked using ePEN software. The markers involved began trial marking in October and this training proved to be useful. In November, 4 115 examination scripts were marked online. The process proved to be positive and worthwhile for markers of Calculus and Biology while EALD markers encountered problems and needed an extension of the marking timeline. The online management was provided by Pearson Research and Assessment, based in Victoria.

Examination marks were collected using teleform technology for established subjects with the exception of Accounting. New courses had marks collected using an online marks collection system. Markers used a computer to enter the marks directly onto the student's marks collection form on the screen and submitted the marks on completion. The courses involved were Accounting, Applied Information Technology, Aviation, Earth and Environmental Science, Engineering Studies, Media Production and Analysis, and Physical Education Studies. Reconciliation marks were also collected electronically. With further refinements in 2009, the goal of increased security, accuracy and speed will be achieved through this initiative.

Checking of marks

A total of 253 candidates requested a results check in 458 examinations. This represents 0.8 per cent of the 53 866 examinations undertaken by candidates. Two errors were detected. By comparison with previous years, 2007 had 632 checks (1.2 per cent) and eight errors while 2006 had 431 checks (0.9 per cent) and two errors.

One hundred and fifty-six candidates submitted applications seeking a breakdown of their examination scores in 281 examinations (129 candidates in 343 examinations in 2007).

Requests for scripts

Candidates who sat the examinations in 2008 were given the opportunity to purchase copies of their examination scripts. Scripts are made available to candidates when all processes connected with the examination results have been completed. Two hundred and five scripts were requested by 84 candidates, which raised revenue of \$2 387.50 (\$3 157 in 2007 from 99 candidates).

Special considerations for candidates

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

Table 26: Sickness/misadventure applications by sector and gender, 2008

School type	Female		Male		Total		Enrolments*
Government	111	40.2%	74	40.9%	185	40.5%	6,122 (45.1%)
Non-government	164	59.4%	106	58.6%	270	59.1%	6,880 (50.6%)
Overseas schools	1	0.4%	1	0.5%	2	0.4%	589 (4.3%)
Total	276		181		457		13,591

* Number of school candidates enrolled to sit TEE/WACE (as of 2/12/08) – excludes totally private candidates.

In 2008, the number of applications received was 457, which represents a significant increase (34 per cent) on the number of applications received in 2007. Fluctuations from year to year are usually the result of unpredictable and random events. However, this year the increase can be attributed to the large number of applications received from Physical Education Studies candidates unable to complete the practical component of the examination due to illness/injury.

Table 27: Outcome of sickness/misadventure applications, 2005–2008

	2005		2006		2007		2008	
All subjects accepted	413	88.0%	317	86.6%	292	85.4%	405	88.7%
No subjects accepted	39	8.5%	35	9.6%	31	9.0%	34	7.4%
Some subjects accepted	17	3.5%	14	3.8%	19	5.6%	18	3.9%
Total	469		366		342		457	

Evaluation of the examination papers

All 2008 examination papers were evaluated statistically and in terms of public comments on them, as follows:

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 ranking candidates incorrectly. In 13 subjects/courses (nine in 2007), the marks spanned 90 or more percentage points and in a further nine subjects/courses (15 in 2007), the range was 80–89. Subjects/courses with a range of 70 to 80 were: Biology, Engineering Studies Stage 3, French, German, Italian and Physical Education Studies. Only one subject/course with a candidature greater than 100 had a range of less than 70 percentage points. Marks for the 105 candidates sitting for Earth and Environmental Science spanned only 61 marks.

Level of difficulty

TEE/WACE examiners were asked to set examinations that would result in mean raw marks in the range 55–60 per cent, with 58 being the ideal because it is the mean score of the scaled mark scale employed by the Tertiary Institutions Service Centre. Fourteen examining panels (19 in 2007, 15 in 2006 and 13 in 2005) achieved the desired level of difficulty.

Five subjects (three in 2007) had comparatively easy papers with mean raw marks above 65 – Chinese: Second Language (74.29), English Literature (65.28), German (66.26), Indonesian: Second Language (66.42) and Music (67.70). Biology (63.70), Calculus (64.26), Italian (63.65) and Malay: Advanced (63.10) also had high mean marks. Examiners of these subjects/courses will be asked to consider this when developing their papers in 2009.

Accounting (48.52), Aviation (47.83), Engineering Studies Stage 21 (49.49) and Physical Education Studies² (45.81) had comparatively difficult papers, and examiners of these subjects/courses will be asked to consider this when developing their papers in 2009.

¹ The Engineering Studies examination comprised three separate examinations which have been internally scaled to produce this score.

² The Physical Education Studies examination comprised three separate examinations which have been internally scaled to produce this score.

Reliability

Overall, the reliabilities of all the examinations in 2008 were high, considering that they were untrials tests. They ranged from 0.58 to 0.99 (0.63 to 0.98 in 2007). Eleven subjects/courses had a higher reliability in 2008 than in 2007, while eighteen had lower reliabilities. Two subjects had reliabilities the same as those in 2007. The largest increase in reliability (from 0.61 in 2007, to 0.99 in 2008) occurred in Chinese: Second Language. This increase was not significant because of the small number of candidates (17 in 2008, 31 in 2007). The largest decrease in reliability in 2008 occurred in Music, for which the reliability of 0.70 was 0.28 below the 2007 value.

Concurrent evidence for validity

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

The correlations between school-based marks and the external examination are generally high, averaging 0.79 (0.85 in 2007) and ranging from 0.54 to 0.96 (0.67 to 0.94 in 2007). An overall judgement that the external examinations assessed the same achievements as the school-based assessments seems reasonable.

Public comment

Copies of papers for evaluation were made available at examination centres and recording scripts of recorded texts were available to teachers who requested them. The online examination evaluation service was activated at the beginning of the examination period and closed on 28 December.

A summary of the frequency of comments by subject/course is given in table 35.

Table 28: Distribution of evaluation comments on examination papers, 2008

Subject/course	No. of comments
Accounting	5
Applied Information Technology	2
Art	1
Chemistry	1
Economics	2
English	9
English as and Additional Language/Dialect	1
Geography	1
History	1
Japanese: 2nd Language (Oral)	1
Physical Education Studies	9
Physical Science	1
Physics	1
Political and Legal Studies	1
Total	36

The low level of adverse public comment for all subjects/courses must be regarded as positive. Of the 36 comments received:

- 10 contained comments (in reference to seven subjects/courses) that were only positive or were largely positive with minor particular issues being raised
- 26 contained comments (in reference to 10 subjects/courses) which were negative about papers, with most concerning English and Physical Education Studies.

Endorsement of examination papers

Statistical evidence from the 2008 examination papers indicates that the overall quality of the examinations remains high. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from:

- the methodology of content control
- the statistical evidence for concurrent validity
- the evidence of internal consistency implied by the generally high reliability statistics
- the overall public acceptability of the examinations.

It may be concluded from the evidence that the 2008 examination papers provided valid and credible assessment of the appropriate Year 12 subjects/courses.

Stakeholders, through their representation on syllabus committees and the Senior Schooling Education Committee, concluded that the 2008 examination papers provided valid and credible assessment of the appropriate Year 12 subjects/WACE courses.

Comparability of achievement in TER subjects

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

Certification of student achievement

The period 2007 to 2009 is a transition time when students can achieve a WACE by studying combinations of TEE, wholly school assessed (WSA) subjects and WACE course units. WACE requirements have been revised to incorporate the full range of achievements.

In 2008, the following modifications were made to the 2007 WACE requirements:

- Inclusion of endorsed programs. Students could include up to 50 per cent of WACE requirements from endorsed programs (including VET). Previously it was only 40 per cent.
- The number of endorsed programs that could be used to calculate the C grade average increased from two to three.
- Removal of the C grade average for the determination of the English language competence standard. In 2008, the standard was defined by work samples. The Student Information Records System (SIRS) defaulted to indicate that if a student had achieved at least one C grade in an English course unit, then they had achieved the WACE English language competence standard. In addition, 146 Year 12 students met the standard requirement by work samples.

For the first time, the four public universities required that school leavers must achieve a WACE. This was introduced as the universities dropped the breadth requirement (List 1 and List 2) for the TER.

WACE achievement

In 2008, 18 853 Year 12 students were eligible for the Western Australian Certificate of Education (WACE). Of these, 18 092 achieved the WACE. Table 36 shows that there has been a steady increase in the percentage of students achieving a WACE since 2003.

Table 29: Achievement of a WACE, 2002–2008

	2002	2003	2004	2005	2006	2007	2008
Eligible for a WACE	18 457	18 883	18 697	19 243	18 817	19 121	18 853
Achieving a WACE	17 202	17 576	17 671	18 300	18 041	18 357	18 092
Percentage of eligible cohort	93.2	93.1	94.5	95.1	95.9	96.0	96.0

Overseas equivalence

The Curriculum Council has legislative responsibility for the determination of equivalence for secondary qualifications achieved overseas. These equivalence statements are typically required by people seeking entry into TAFEWA, university or employment. The process involves checking overseas qualifications through an international educational comparisons database. This information is then aligned with Western Australian standards. There were 605 applications processed during 2008.

Acknowledging excellence

Curriculum Council awards were earned by 749 students and they received a total of 1030 awards (997 in 2007, 1 086 in 2006, 1 069 in 2005, 1 043 in 2004, 1 071 in 2003, 1 029 in 2002, 1 046 in 2001 and 999 in 2000).

Awards were made in the categories shown in table 35.

Table 30: Number of exhibition and award winners, 2008

Award	Number awarded
Beazley Medal: TEE	1
Beazley Medal: VET	1
General Exhibitions	40
General Exhibition (Aboriginal and Torres Strait Islander)	1
General Exhibition (English as Second Language/ English as a Second Dialect)	1
Subject Exhibitions	55
TEE/WACE subjects/courses	33
WSA subjects	22
Special Subject Awards	2
TEE/WACE subjects/courses	2
WSA subject	0
Certificate of Distinction	386
TEE/WACE subjects/courses	282
WSA subjects	102
Special Certificate of Distinction	12
TEE/WACE subjects/courses	12
Certificate of Excellence	531
Total	1030

The Premier announced the winners of the Beazley Medals at Kings Park on Sunday 4 January 2009. The full list of award winners was published in *The Sunday Times* on Sunday 4 January 2009.

Recipients of the awards and exhibitions were presented with the certificate and/or prize at the Curriculum Council's Awards Ceremony on Wednesday 11 February 2009 at The University of Notre Dame. Pre-ceremony entertainment and post-ceremony refreshments were provided.

The five Western Australian universities jointly sponsored the Beazley Medal: TEE. Westscheme sponsored the Beazley Medal: VET. Sponsorship of \$41 000 was committed by 15 organisations to assist with the conduct of the awards ceremony. In-kind sponsorship was committed by two organisations.

Reviewing the awards policy

During 2008, the Curriculum Council finalised its 2010 Exhibitions and Awards policy and guidelines. The policy features the following:

- Introduction of a set of awards to specifically recognise achievement in VET
 - Beazley Medal: VET
 - VET exhibitions
 - Certificates of distinction (VET).
- Continuation of awards for outstanding achievement in WACE courses
 - Beazley Medal: WACE
 - Course exhibitions
 - Certificates of distinction.
- Revised criteria for the granting of certificates of excellence.

Public relations

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

Media coverage in October included timely advice from the Council to candidates and their parents.

During the examination period there were newspaper articles on the English and Physical Education examinations, but most enquiries were about the examination arrangements and timetable.

The Curriculum Council awards and exhibitions eight-page liftout feature was coordinated by *The Sunday Times*. The newspaper had a large picture on the front page of Beazley Medal winners, Binu Jayawardena and Emma Hudson. The liftout contained stories that demonstrated a strong performance by Hale School which had seven students in the top 40. Following targeted distribution of the awards data to local and regional media, most papers ran stories about local winners. By mid-January, nearly 40 stories had appeared.

School statistics

During the year, requests were made from a wide range of sources for data, including performance of schools, subject enrolments and trends in student achievement. Schools were able to produce reports, via the internet (SIRS) that related to their students' current registration, enrolments, examination arrangements and results.

The Year 12 performance data were released at a media conference on Thursday 8 January 2009. The heads of the school sector/systems made comments on the data

and answered media questions. The data released were in the same format as for 2007. The tables included the first 50 schools in TEE/WACE course examinations, WSA, VET and WACE. Additional data provided information on a school-by-school basis. The data were also published on the Curriculum Council website. The tables were accompanied by comments cautioning the reader about the interpretations to be made from the information. A review of the statistics that are released to the media regarding Year 12 school data was conducted early in 2009.

Media relations

There was strong media interest in debate in the education community about the status of outcomes based education (OBE).

It was announced that the use of levels and grades associated directly with outcomes set out in the *Curriculum Framework* would no longer be required but that the outcomes themselves would not change. Many journalists and commentators requested or were offered clarification of this distinction.

Information on online exams and online marking and recording of Year 12 results in 2008 was offered to the media but interest was limited.

Changing subject and course enrolment patterns attracted some interest and comment.

Coverage of the 2008 external examinations began in August with publication of a supplement offering advice to students and parents and including frequently asked questions. Some suburban and rural newspapers also ran study tips from subject experts and high-achieving students from previous years.

There appeared to be less media interest than in previous years during the examination period and little discussion of the quality of the examinations themselves other than some criticism, in the *West Australian*, of English and Physical Education Studies. Reports claimed that there was insufficient focus in the English examination on books studied during the year and the Physical Education examination did not offer students adequate opportunity to demonstrate their knowledge.

Changes to community service requirements as part of the WACE attracted limited interest and debate in the media. Its eventual removal as a compulsory requirement while being retained as an important part of the curriculum appeared to be understood and accepted.

The names of the two Beazley Medal winners and those students who earned Curriculum Council Exhibitions and Awards were announced on 4 January 2009. The awards and exhibitions were covered extensively in an eight-page liftout feature in *The Sunday Times*. Articles featured the two Beazley medallists together with a story on seven Hale School students ranking in the top 40 in WA. Coverage in suburban and rural print media was comparable with more than 55 stories about top performing students published.

Statistical information on the external examinations and WACE graduation were released to all media at a media conference on 8 January 2009. Coverage by *The West Australian* on 10 January 2009 was similar to previous years, however *The Sunday Times*, which has previously included extensive coverage, carried only a single story focused on suggested rivalry between public and private schools.

Overseas equivalence

The high level of demand for advice in the recognition of achievement of students from overseas continues. Statements of secondary equivalence were prepared for 603 cases in 2008 (compared with 408 cases in 2007).

Overseas program

Consistent with the State Government's Education Exports Strategy, the Council provided its expertise and programs overseas. The Overseas Program aims to market WA curriculum products and services developed, maintained and delivered by the Curriculum Council. The products range from the tertiary entrance examinations (TEE), WACE examinations and certification of student achievement in senior secondary school to the sale of books and materials. All expenses involved with the program are fully funded from income received from overseas schools.

The program's aims and objectives are to:

- develop strategic relationships with foreign and Australian government departments, companies, schools and universities that 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 to enable the expansion of the WA curriculum program into other countries
- promote the Western Australian Certificate of Education (WACE) and the assessment of courses in overseas countries as an appropriate option for the final year or two years of secondary school
- 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 visits to all schools are not sustainable, so alternative moderation strategies have been designed to ensure comparability of school assessments. Examination centres were set up in all schools for all courses and subjects in which schools had candidates.

Table 31: Students enrolled in a WACE program overseas 2008

School	Number of students			
	2008		2009	
	Year 11	Year 12	Year 11	Year 12
Sunway University College (Kuala Lumpur)	0	190	0	346
Sunway College (Johor Bahru Malaysia)	0	30	0	45
KBU International (Malaysia)	0	32	0	127
St Francis Methodist School (Singapore)	0	65	30	27
Methodist College Kuala Lumpur (Malaysia)	0	14	0	21
National Institute of Technology Beijing	110	60	227	68
Saigon International College HCM City	40	24	148	43
China Australia College Zhengzhou	42	0	31	20
Shuangliu Middle School Chengdu China			17	
Gold Apple School Shanghai China			9	
Australian International School Dhaka			12*	

*Enrolled as Year 10

The future

- The growth in the Year 11 program increased by 50 per cent and the Year 12 program by nearly 10 per cent in 2009. Greater increases are expected in 2010.
- The National Institute of Technology (NIT) Division of Shude School in Chengdu China was unable to proceed due to the need to accommodate students as a result of damage to many schools caused by the Sichuan earthquake. The Shienglui Middle school was identified as an appropriate alternative but it started in Year 11, not Year 12
- Colleges in Penang, Kuching and Kota Kinabalu, Malaysia have expressed an interest in joining the program, however it is doubtful that any of these programs will start until 2011.
- A college in Ipoh Malaysia has signed a Memorandum of understanding and plans to offer a Year 12 program in 2010.
- The Lomonoxov School in Hanoi has changed its name to the Vietnamese International School. It has also delayed starting the program, however it is hoped that the Year 11 program will still start in 2009.
- Markets in Vietnam, Bangladesh and the Gulf region are being evaluated.
- The King Saud International School in Riyadh, Saudi Arabia asked that the Curriculum Council reaffirm that its K–8 program meets the requirements of registered schools in Western Australia. This was provisionally affirmed in June 2009, though there are still minor issues that need to be addressed.
- The overseas program operates in a highly competitive market. Many institutions in China are offering aggressively marketed government-accredited programs from Canada, the UK and the USA.
- The Curriculum Council has allocated a 0.5 Level 7 salary for the management of the overseas program.
- All expenses incurred by the Council in conducting the Overseas Program are covered by fees obtained from the overseas schools and colleges. If the program grows significantly over the next few years, a more appropriate model for accounting for income, expenditure and profit will need to be negotiated with Treasury.

Appendices

Appendix 1: Aboriginal Advisory Committee

Role

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

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

Membership

The membership of this committee attempts to ensure the representation of a diverse range of expertise in relation to the education of Aboriginal students.

Membership:

Chair:

Carol Garlett

Aboriginal Education and Training

Members:

Donna Bridge

Department of Education and Training

Robyn Collard

Catholic Education Office

David Cusack

Catholic Education Office

Daryl Eades

Association of Independent Schools of WA

Mary-Ellen Passmore-Edwards

Aboriginal Education and Training

Bruce Roper

Department of Education and Training

Dr Ann Galloway

Edith Cowan University

Gary Robinson

Association of Independent Schools of WA

Madeline Bray

Aboriginal Education West Coast DEO

Collene Castle

Aboriginal Services Swan TAFE

Sue Beath

Aboriginal Education Swan DEO

Barbara Clayton

Community Engagement DET

Christine Reich

Winterfold Primary School

Ellen Tomsett (To Feb 2009)

Aboriginal Education Fremantle/Peel DEO

Wayne Devine

Department of Education and Training Peel DEO

Lesley Radloff

Aboriginal Education and Training Council

Executive Officer:

Aileen Hawkes

Curriculum Council

Achievements 2008-09

The committee has:

- guided the focus of the survey that was conducted by the Council to identify those elements that impacted on the achievement and wellbeing of Aboriginal students at senior secondary level
- developed a poster to disseminate information relating to the Aboriginal and Intercultural Studies and Aboriginal Languages of WA courses to Aboriginal students
- continued to provide advice on the implementation of the English as an Additional Language or Dialect, Aboriginal and Intercultural Studies and Aboriginal Languages of WA courses and the integrated program modeling how the WACE could be made accessible to Aboriginal students in remote schools
- reviewed the development of policy pertaining to the education of Aboriginal students and the embedding of Aboriginal perspectives across the curriculum in other States and considered how this may impact on policy development as it relates to the Council
- advised and supported the Council in relation to the professional development of Council staff (Pinjarra excursion led by Simon Forrest, organised in conjunction with the AETC)
- recommended the convening of a forum to disseminate the survey findings to sector/systems and other educational organisations to endeavour to develop collaborative strategies to improve education for Aboriginal students
- provided advice to external organisations such as AIATSIS and AETC.

Appendix 2: Curriculum Framework Committee

Terms of Reference

The Curriculum Framework Committee has delegated authority to:

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

Chair

Audrey Jackson (until August 2008) Association of Independent Schools of WA (Inc)
Valerie Gould (from August 2008) Association of Independent Schools of WA (Inc)

Members

Department of Education and Training

Jenny Firth

Juanita Healy (from June 2009)

Jayne Johnston (until May 2009)

Safety Bay Senior High School

Department of Education and Training

Department of Education and Training

Andrew Thompson

Louis Zeid

Department of Education and Training

Joondalup Primary School

Association of Independent Schools of Western Australia

Mark Newhouse (from August 2008)

Chrissie Gamble

Association of Independent Schools of WA

Scotch College (Western Australia)

Catholic Education Office

Eileen Climo (from February 2009)

Robyn Collard

Steve Gibson (until November 2009)

Shaun Mayne

St Andrew's Catholic Primary School

Catholic Education Office

Currambine Catholic Primary School

Catholic Education Office

Universities

Dr Lennie Barblett

Prof Barry Down (from October 2008)

Edith Cowan University (Mt Lawley)

City of Rockingham Chair of Education, Murdoch University Campus

Prof Bruce Shortland-Jones (until July 2008)

Curtin University of Technology

Executive Officer:

Kerry Boyd, Curriculum Council

Appendix 3: Senior Secondary Education Committee

Role

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

Terms of Reference

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

Chair

Professor David Macey, representing the Council (from October 2008)

Robert Player, representing the Council (to August 2008)

Members

Anne Griffith	Industry, Chamber of Commerce
Shelley Hill	Community
Lois Joll	Department of Education and Training
Andrew Jones (from February 2009)	University, Edith Cowan
Prof. Jane Long	University, UWA
Barrie McMahon, University (from March 2009)	Curtin
Dr Tony Featherston (to November 2008)	University, Edith Cowan
Brenda Micale	Department of Education and Training
Rob Nairn	Professional Association, WASSEA
John Nelson (to April 2009)	Catholic Education Office
Frank Italiano (from June 2009)	CEO
Mark Newhouse	Association of Independent Schools WA
Prof. Michael O'Neill	University, Notre Dame
Paul Shanahan	Teacher's interests, Education Union
Prof. Andrew Taggart (from October 2008)	University, Murdoch
Andrea Vinciullo, Training	Central TAFE
Assoc. Prof. John Williams (from February 2009)	University, Edith Cowan
Prof Robyn Quinn (to February 2009)	University, Curtin
Iain McDougall (to November 2008)	Training, Training Accreditation Council

Executive Officer:

Chris Stone, Curriculum Council



Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS FOR THE YEAR ENDED 30 JUNE 2009

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

The financial statements comprise the Balance Sheet as at 30 June 2009, and the Income Statement, Statement of Changes in Equity and Cash Flow Statement for the year then ended, a summary of significant accounting policies and other explanatory Notes.

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

Council's Responsibility for the Financial Statements and Key Performance Indicators

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

Summary of my Role

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. Further information on my audit approach is provided in my audit practice statement. Refer www.audit.wa.gov.au/pubs/AuditPracStatement_Feb09.pdf.

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

Curriculum Council
Financial Statements and Key Performance Indicators for the year ended 30 June 2009

Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Curriculum Council at 30 June 2009 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions;
- (ii) the controls exercised by the Council provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (iii) the key performance indicators of the Council are relevant and appropriate to help users assess the Council's performance and fairly represent the indicated performance for the year ended 30 June 2009.



COLIN MURPHY
AUDITOR GENERAL
18 September 2009

CERTIFICATION OF KEY PERFORMANCE INDICATORS

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Curriculum Council's performance, and fairly represent the performance of the Curriculum Council for the financial year ended 30 June 2009.



W.R.LOUDEN
CHAIRPERSON



D.A.WOOD
CHIEF EXECUTIVE OFFICER

Date: 28 July 2009

AGENCY LEVEL GOVERNMENT DESIRED OUTCOMES, SERVICES AND PERFORMANCE INFORMATION

Relationship to government goal

Government goal ^(a)	Desired outcomes	Services
Outcomes-Based Service Delivery: Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians	Continuous development of student learning and curriculum for Western Australian schools	1. Curriculum implementation and maintenance
		2. Course development and approval
	An equitable student assessment system to ensure confidence is maintained in Western Australian education standards	3. Student assessment and certification

(a) This is the government goal published in the 2009-10 State Budget released on 14 May 2009.

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

Key effectiveness indicator

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

	2009 target	2009 actual ^(a)	2008 actual ^(a)	2007 actual	2006 actual
Schools that are monitoring students' progressive achievement of the <i>Curriculum Framework</i> comprising the achievements below (either under development or fully integrated across the school):					
• implemented the <i>Curriculum Framework</i> supported by whole-school planning	100%	99%	99%	99%	93%
• mechanisms in place to monitor and review the effectiveness of implementation of the <i>Curriculum Framework</i> on an ongoing basis	100%	99%	99%	97%	86%
• monitored students' progressive achievement of the outcomes in the <i>Curriculum Framework</i>	100%	100%	99%	98%	87%

(a) Details of survey:

Population and sample size: 1114 (2008:1116) schools

Response size: 1114 (2008:1116) schools

Response rate: 100 % (2008:100%)

Sample selection (2009 and 2008): all schools in Western Australia were surveyed

Key effectiveness indicator

Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs.

Students						
	2009 actual		2008 actual		2007 actual ^(a)	
	Number of responses ^{(b)(c)}	Courses relevance (scale 1 to 7) ^(d)	Number of responses ^{(b)(c)}	Courses relevance (scale 1 to 7) ^(d)	Number of responses ^{(b)(c)}	Courses relevance (scale 1 to 7) ^(d)
Year 11	14,939	4.8	8,044	4.8	16,975	4.9
Year 12	10,573	4.9	10,983	4.9	9,683	5.0

Teachers						
	2009 actual		2008 actual		2007 actual ^(a)	
	Number of responses ^(b)	Courses relevance (scale 1 to 7) ^(d)	Number of responses ^(b)	Courses relevance (scale 1 to 7) ^(d)	Number of responses ^(b)	Courses relevance (scale 1 to 7) ^(d)
Year 11	1465 ^(e)	5.3	175	4.8	697	5.0
Year 12			179	4.4	135	5.3

- (a) 2006-07 was the first year of these measurements.
 (b) Performance against the indicator was determined from the results of a survey of teachers and students conducted during the financial year.
 (c) Student response rate was approximately 40% (2008:40%; 2007:48%) of a stratified sample of 20% of the total student enrolments. Sample was stratified on city and country and government and non government schools.
 (d) Scale range is from 1 (low) to 7 (high).
 (e) Courses are no longer structured as Year 11 and Year 12 for delivery at schools.

Service 1: Curriculum implementation and maintenance^(a)

Service description

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

Key efficiency indicator

	2009 target	2009 actual	2008 actual	2007 actual	2006 actual	2005 actual
Average cost per teacher for documents, advice, information, consultation and monitoring	\$54 ^(a)	\$- ^(a)	\$10 ^(b)	\$121	\$114	\$159

- (a) Service 1 ceased in early 2008 with the transfer of the implementation of the *Curriculum Framework* to Service 2. The 2009 target was printed in the 2008-09 State Budget prior to the amalgamation of the services. As at the date of this report, the Curriculum Council was unable to finalise changes to its services and performance indicators due to possible legislative changes to the *Curriculum Council Act 1997*.
 (b) The average cost for 2007-08 was based on cost incurred prior to the above-mentioned transfer.

Service 2: Course development and approval

Service description

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

Key efficiency indicator

	2009 target ^(a)	2009 actual (a) (b)	2008 actual ^(b)	2007 actual	2006 actual ^(c)	2005 actual ^(d)
Average cost per course developed or reviewed and approved	\$225,715	\$262,205	\$299,327	\$179,800	\$17,872	\$6,520

- (a) 2009 actual was 16% higher than the 2009 target due to under-estimation of course implementation expenditure.
- (b) The variation between 2009 actual and 2008 actual was due to additional costs involved with re-writing new courses in 2007-08 after new course approval process was put in place in late 2006-07.
- (c) Financial year 2005-06 was the final year for calculating the average cost based on a combination of a number of subjects and courses. The average cost from the financial year 2006-07 onwards was based only on the number of courses. One of the main outcomes of the senior school reform was the rationalising of a very large number of subjects and courses down to 50 in 2006-07. This number was raised to 52 during 2007-08.
- (d) 2005 actual was based on number of subjects.

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

Key effectiveness indicator

	2009 target	2009 actual ^(a)	2008 actual ^(a)	2007 actual ^(b)	2006 actual ^(b)	2005 actual ^(b)
Acceptance by stakeholders that the measures of student achievement were valid and credible	100%	100%	100%	100%	100%	100%

- (a) 2009 actual indicator was based on unanimous acceptance of the 2008 accreditation and moderation report and 2008 (2008 actual: based on 2007 report) certification and examination report by stakeholders represented on the Senior Secondary Education Committee (SSEC). The role and membership of the SSEC is provided in the appendix to the Annual Report. Acceptance by SSEC was based on reports on the moderation of school assessment and the external assessment and certification of Year 12 students. Amongst these reports is the report on result checks requested by students.
- (b) Prior to financial year 2006-07, the committee responsible for the process was called the Post-Compulsory Education Committee.

Service 3: Student assessment and certification

Service description

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

Key efficiency indicator

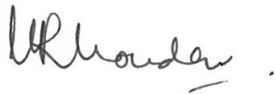
	2009 target	2009 actual	2008 actual	2007 actual	2006 actual	2005 actual
Average cost of school subject/course combination	\$348 ^(a)	\$230 ^(a)	\$235	\$164	\$159	\$133
Average cost per student receiving a statement of results	\$134 ^(b)	\$471 ^(b)	\$161 ^(b)	\$117	\$118	\$100

- (a) Savings in expenditure mentioned in the financial statements accounted for the variation between the 2009 target and 2009 actual.
- (b) Prior to 2008-09, the Curriculum Council issued statements to both Year 11 and Year 12 students. From 2008-09, only Year 12 students were issued with certificates. The average cost figures shown above for 2009 target and 2008 actual were based on statement numbers prior to the change. The 2009 actual was based on statements issued to only Year 12 students, hence the variation in the average cost between this and 2009 target and 2008 actual.

CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements of the Curriculum Council have been prepared in compliance with the provisions of the Financial Management Act 2006 from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2009 and the financial position as at 30 June 2009.

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



W.R.LOUDEN
CHAIRPERSON



D.A.WOOD
CHIEF EXECUTIVE OFFICER



Y.H.SEETOH
ACTING CHIEF FINANCE OFFICER

Date: 28 July 2009

Curriculum Council

INCOME STATEMENT FOR THE YEAR ENDED 30 JUNE 2009

	Note	2009	2008
		\$000	\$000
COST OF SERVICES			
Expenses			
Employee benefits expense	4	16,454	15,470
Supplies and services	5	7,180	8,051
Accommodation expenses	6	1,230	1,037
Depreciation and amortisation expenses	7	402	465
Finance costs	8	-	2
Grants and awards	9	272	324
Other expenses	10	247	363
Total cost of services		25,785	25,712
Income			
Revenue			
Sales and fees	11	989	887
Grants and contributions	12	41	39
Other revenue and recoveries	13	169	212
Total income other than income from State Government		1,199	1,138
NET COST OF SERVICES		24,586	24,574
INCOME FROM STATE GOVERNMENT			
	14		
Service appropriations		24,046	24,169
Resources received free of charge		94	152
Total income from State Government		24,140	24,321
DEFICIT FOR THE YEAR		(446)	(253)

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

Curriculum Council

Balance Sheet as at 30 June 2009

	Note	2009 \$000	2008 \$000
ASSETS			
Current Assets			
Cash and cash equivalents	15	4,044	4,125
Inventories	16	506	517
Receivables	17	221	261
Amount receivable for services	18	170	210
Prepayments		28	38
Total current assets		<u>4,969</u>	<u>5,151</u>
Non-Current Assets			
Restricted cash and cash equivalents	15	511	511
Amount receivable for services	18	2,220	1,108
Plant and equipment	19	69	174
Intangible assets	20	2,014	2,266
Project-in-progress	21	1,894	1,222
Total non-current assets		<u>6,708</u>	<u>5,281</u>
Total assets		<u>11,677</u>	<u>10,432</u>
LIABILITIES			
Current Liabilities			
Payables	22	202	162
Provisions	23	2,466	1,548
Other liabilities	24	332	207
Total current liabilities		<u>3,000</u>	<u>1,917</u>
Non-Current Liabilities			
Provisions	23	419	536
Total non-current liabilities		<u>419</u>	<u>536</u>
Total liabilities		<u>3,419</u>	<u>2,453</u>
NET ASSETS		<u>8,258</u>	<u>7,979</u>
EQUITY			
	25		
Contributed equity		6,257	5,532
Accumulated surplus		2,001	2,447
TOTAL EQUITY		<u>8,258</u>	<u>7,979</u>

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

Curriculum Council

Statement of Changes in Equity for the year ended 30 June 2009

	Note	2009 \$000	2008 \$000
Balance of equity at start of period ^(a)		7,979	8,034
CONTRIBUTED EQUITY			
	25		
Balance at start of period		5,532	5,303
Capital contribution		725	229
Balance at end of period		6,257	5,532
ACCUMULATED SURPLUS			
	25		
Balance at start of period		2,447	2,731
Adjustment for change in capitalisation threshold ^(a)		-	(31)-
		2,447	2,700
Deficit for the period		(446)	(253)
Balance at end of period		2,001	2,447
Balance of equity at end of period		8,258	7,979
Total income and expense for the period ^(b)		(446)	(253)

(a) In accordance with the Treasurer's Instruction (TI) 1101, the Curriculum Council changed its asset capitalisation threshold from \$1,000 to \$5,000 when it rolled into the Education and Training Shared Services in 2007-08. The change was applied to acquisitions that occurred from 1 July 2007. The above adjustment represented the net book value of assets below \$5,000 that should have been written off upon the implementation of the new threshold in compliance with the TI 1101. The impact on the non-current assets is shown in Note 19 'Plant and equipment' and Note 20 'Intangible assets'.

(b) The aggregate net amount attributable to each category of equity is: Deficit \$446,000 (2008: deficit \$253,000)

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

Curriculum Council

Cash Flow Statement for the year ended 30 June 2009

	Note	2009 \$000	2008 \$000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		22,764	23,028
Capital contributions		725	229
Holding account drawdowns		210	190
Net cash provided by State Government		23,699	23,447
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(15,758)	(14,996)
Supplies and services		(7,170)	(8,453)
Accommodation expenses		(1,231)	(1,037)
Finance costs		-	(2)
Grants and awards		(272)	(325)
GST payments on purchases		(515)	(749)
Receipts			
Sale of goods and services		1,115	1,009
Grants from state agencies		26	13
Grants from non-government sources		15	26
Other receipts		164	215
GST receipts on sales		51	97
GST receipts from taxation authority		513	665
Net cash used in operating activities	26	(23,062)	(23,537)
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of non-current physical assets		(718)	(1,071)
Net cash used in investing activities		(718)	(1,071)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings from the WA Treasury Corporation		-	(97)
Net cash used in financing activities		-	(97)
Net decrease in cash		(81)	(1,258)
Cash and cash equivalents at the beginning of period		4,636	5,894
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	26	4,555	4,636

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

Curriculum Council

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2009

1. Australian equivalents to International Financial Reporting Standards

General

The Curriculum Council's financial statements for the year ended 30 June 2009 have been prepared in accordance with Australian equivalents to International Financial Reporting Standards (AIFRS), which comprise a Framework for the Preparation and Presentation of Financial Statements (the Framework) and Australian Accounting Standards (including the Australian Accounting Interpretations).

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

Early adoption of standards

The Curriculum Council cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Standards and Interpretations that have been issued or amended but are not yet effective have been early adopted by the Curriculum Council for the annual reporting period ended 30 June 2009.

2. Summary of significant accounting policies

(a) General Statement

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

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

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

(b) Basis of Preparation

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

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

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

The preparation of the financial statements requires the Curriculum Council to exercise its judgement in the process of applying its accounting policies. It also requires the use of estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the financial year. Although these estimates are based on the Curriculum Council's best knowledge of current events and actions, actual results may ultimately differ from these estimates. The Curriculum Council is of the opinion that any instances of application of judgements are not expected to have a significant effect on the amounts recognised in the financial statements.

(c) Reporting Entity

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

(d) Contributed Equity

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

Transfer of net assets to/from other agencies, other than as a result of a restructure of administrative arrangements, are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal.

(e) Income

Revenue recognition

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

Sale of goods

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

Rendering of services

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

Service Appropriations

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

Grants, donations, gifts and other non-reciprocal contributions

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

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

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

Gains

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

(f) Plant and Equipment

Capitalisation/Expensing of assets

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

Initial recognition and measurement

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

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

Subsequent measurement

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

Depreciation

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

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

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

(g) Intangible Assets

Capitalisation/Expensing of assets

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

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

Project-in-progress will not be amortised until it is fully completed. Amortisation for other intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life) on the straight line basis using rates which are reviewed annually. All intangible assets controlled by the Curriculum Council have a finite useful life and zero residual value. The expected useful lives for each class of intangible asset are:

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

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

Website costs

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

Curriculum Council
Notes to the Financial Statements for the year ended 30 June 2009

(h) Impairment of Assets

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

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

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

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

(i) Leases

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

(j) Financial Instruments

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

- Receivables; and
- Financial liabilities measured at amortised cost.

These have been disaggregated into the following classes:

Financial Assets

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

Curriculum Council
Notes to the Financial Statements for the year ended 30 June 2009

Financial Liabilities

- Payables
- Other liabilities

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

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

(k) Cash and Cash Equivalents

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

(l) Accrued Salaries

Accrued salaries (Note 22 'Payables') represent the amount due to staff but unpaid at the end of the financial year, as the pay date for the last pay period for that financial year does not coincide with the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Curriculum Council considers the carrying amount of accrued salaries to be equivalent to its net fair value.

The Curriculum Council also set aside funding to meet the additional cash outflow in each eleventh year when 27 pay days occur in that year instead of the normal 26 (Note 15 'Cash and cash equivalents').

(m) Amounts Receivable for Services (Holding Account)

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

(n) Inventories

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

Notes to the Financial Statements for the year ended 30 June 2009

(o) Receivables

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

(p) Payables

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

(q) Borrowings

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

(r) Provisions

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

(i) Provisions – Employee Benefits

Annual Leave and Long Service Leave

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

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

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

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

Superannuation

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

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

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

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

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

(ii) Provisions - Other

Employment On-Costs

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

(s) Superannuation Expense

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

- (a) For 2007-08, the change in the unfunded employer's liability (that is, current service cost and, actuarial gains and losses) assumed by the Treasurer in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme (GSS); and
- (b) Defined contribution plans - Employer contributions paid to the GSS, the West State Superannuation Scheme (WSS) and the GESB Super Scheme (GESBS).

Defined benefit plans - For 2007-08, the movements (that is, current service cost and, actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS transfer benefits are recognised as expenses. As these liabilities are assumed by the Treasurer, a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under Income from State Government in the Income Statement. Commencing in 2008-09, the reporting of annual movements in these notional liabilities has been discontinued and is no longer recognised in the Income Statement.

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

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

(t) Resources Received Free of Charge

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

(u) Comparative Figures

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

3. Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard

The Curriculum Council has applied the following Australian Accounting Standards and Australian Accounting Interpretations effective for annual reporting periods beginning on or after 1 July 2008 that impacted on the Curriculum Council:

Review of AAS 27 'Financial Reporting by Local Governments', AAS 29 'Financial Reporting by Government Departments' and AAS 31 'Financial Reporting by Governments'. The AASB has made the following pronouncements from its short term review of AAS 27, AAS 29 and AAS 31:

AASB 1004 'Contributions';

AASB 1050 'Administered Items';

AASB 1051 'Land Under Roads';

AASB 1052 'Disaggregated Disclosures';

AASB 2007-9 'Amendments to Australian Accounting Standards arising from the review of AASs 27, 29 and 31 [AASB 3, AASB 5, AASB 8, AASB 101, AASB 114, AASB 116, AASB 127 & AASB 137];and

Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities'.

The existing requirements in AAS 27, AAS 29 and AAS 31 have been transferred to the above new and revised topic-based Standards and Interpretation. These requirements remain substantively unchanged. AASB 1050, AASB 1051 and AASB 1052 do not apply to Statutory Authorities. The other Standards and Interpretation make some modifications to disclosures and provide additional guidance (for example, Australian Guidance to AASB 116 'Property, Plant and Equipment' in relation to heritage and cultural assets has been introduced), otherwise there is no financial impact.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

Voluntary changes in Accounting Policy

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

The impact of the voluntary change was retrospectively recognised in the accumulated surplus for 2007-08 (Note 25 'Equity') with corresponding adjustments to non-current assets (Note 19 'Plant and equipment' and Note 20 'Intangible assets').

Future impact of Australian Accounting Standards not yet operative

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

Title and Operative for reporting periods beginning on/after:

AASB 101 'Presentation of Financial Statements' (September 2007). This Standard has been revised and will change the structure of the financial statements. These changes will require that owner changes in equity are presented separately from non-owner changes in equity. The Curriculum Council does not expect any financial impact when the Standard is first applied.	1 January 2009
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AASB 2008-13 'Amendments to Australian Accounting Standards arising from AASB Interpretation 17 – Distributions of Non-cash Assets to Owners [AASB 5 & AASB 110]'. This Standard amends AASB 5 'Non-current Assets Held for Sale and Discontinued Operations' in respect of the classification, presentation and measurement of non-current assets held for distribution to owners in their capacity as owners. This may impact on the presentation and classification of Crown land held by the Department where the Crown land is to be sold by the Department for Planning and Infrastructure. The Department does not expect any financial impact when the Standard is first applied prospectively.	1 July 2009
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Changes in Accounting Estimates

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
4. Employee benefits expense		
Salaries and allowances	13,792	13,195
Superannuation – defined contribution plans ^(a)	1,682	1,442
Long service leave ^(b)	545	326
Annual leave ^(b)	125	59
Other related expenses ^(c)	310	448
	<u>16,454</u>	<u>15,470</u>

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

(b) Includes a superannuation contribution component.

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

Employment on-costs such as workers' compensation insurance are included at Note 10 'Other expenses'. The employment on-costs liability is included at Note 23 'Provisions'.

5. Supplies and services

Consultants and contractors	6,314	6,879
Communications	242	272
Consumable supplies	624	900
	<u>7,180</u>	<u>8,051</u>

6. Accommodation expenses

Lease rentals	1,156	792
Repairs, maintenance and fit-outs	1	175
Cleaning	73	70
	<u>1,230</u>	<u>1,037</u>

7. Depreciation and amortisation expenses

Plant and equipment	139	175
Intangible assets	263	290
	<u>402</u>	<u>465</u>

8. Finance costs

Interest paid to WA Treasury Corporation The loan was repaid in July 2007.	<u>-</u>	<u>2</u>
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Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
9. Grants and awards		
Grants for implementation of the senior school reform ^(a)	263	310
Grants for Year 12 Art Exhibition and 'Celebrates WA' ^(a)	5	5
Awards for educational excellence	4	9
	<u>272</u>	<u>324</u>

(a) The grants were provided for ordinary activities.

10. Other expenses

Employment on-costs ^(a)	10	2
Repairs and maintenance	209	310
Audit fees ^(b)	28	26
Losses due to theft, fraud and misuse of corporate purchase card ^(c)	-	25
	<u>247</u>	<u>363</u>

(a) These relate to workers' compensation insurance associated with the recognition of annual and long service leave liabilities shown in Note 23 'Provisions'.

(b) See also Note 33 'Remuneration of auditor'.

(c) See Note 36 'Supplementary financial information' for 2008 details.

11. Sales and fees

Sale of examination materials, other publications and fees from examination related services	568	616
Fees from overseas full fee paying students ^(a)	421	271
	<u>989</u>	<u>887</u>

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

12. Grants and contributions

From state agencies and non-government sources for the Curriculum Council's awards ceremony for educational excellence

41	39
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Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
13. Other revenues and recoveries		
Fees for corporate services performed for another State Government department	94	75
Insurance and other compensation ^(a)	8	22
Government Vehicle Scheme contributions	23	17
Sundry revenues and recoupment of previous period expenses	44	98
	<u>169</u>	<u>212</u>

(a) See Note 36 'Supplementary financial information' for details.

14. Income from State Government

Appropriation revenue received during the year - Service appropriations ^{(a)(b)}	<u>24,046</u>	<u>24,169</u>
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Resources received free of charge^(c):
Determined on the basis of the following estimates provided by agencies:

Department of Education and Training - system support, and secondment costs	78	77
Department of Education Services - executive services	-	57
State Solicitor's Office - legal services	16	18
	<u>94</u>	<u>152</u>

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

(b) In 2007-08, the Curriculum Council has no superannuation liability assumed by the Treasurer recognised as a notional income to match the notional superannuation expense reported in respect of current employees who are members of the Pension Scheme and current employees who have a transfer benefit entitlement under the Gold State Superannuation Scheme. Commencing in 2008-09, the State Government discontinued the reporting of the notional superannuation expense and equivalent notional income.

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
15 Cash and cash equivalents		
Current assets:		
Cash at bank	4,043	4,124
Petty cash and till floats	1	1
	<u>4,044</u>	<u>4,125</u>

Non-Current assets:

Restricted cash and cash equivalents comprising:

-Lump sums transferred from other state agencies for accrued long service leave ^(a)	281	284
-Accrued salaries - 27th fortnight payroll ^(b)	230	227
	<u>511</u>	<u>511</u>

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

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

16. Inventories

Inventories held for sale:

Examination materials, *Curriculum Framework* materials and other Curriculum Council publications, at cost

506	517
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17. Receivables

Trade debtors	182	173
GST receivable	39	88
	<u>221</u>	<u>261</u>

Credit Risk:

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

Up to 3 months	13	17
3 - 12 months	8	-
	<u>21</u>	<u>17</u>

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

18. Amount receivable for services

Current	170	210
Non-Current	2,220	1,108
	<u>2,390</u>	<u>1,318</u>

Represents the non-cash component of service appropriations restricted for use in asset replacement or payment of annual and long service leave liabilities.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
19. Plant and equipment		
At cost	425	1,139
Net impact from change in capitalisation threshold	-	(31)
Accumulated depreciation	(356)	(934)
	<u>69</u>	<u>174</u>

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

Carrying amount at start of the year	174	293
Additions	34	94
Change in capitalisation threshold (Note 25)	-	(748)
Disposals at cost (Note 36)	-	(33)
Accumulated depreciation		
- change in capitalisation threshold (Note 25)	-	717
- disposals (Note 36)	-	26
Depreciation for the year	(139)	(175)
Carrying amount at end of year	<u>69</u>	<u>174</u>

There were no indications of impairment to plant and equipment. As at 30 June 2009, there were no assets identified as surplus.

20. Intangible assets

Computer software:		
At cost	2,657	2,670
Net impact from change in capitalisation threshold	-	-
Accumulated amortisation	(643)	(404)
	<u>2,014</u>	<u>2,266</u>

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

Carrying amount at start of the year	2,266	30
Additions:		
- transfer from project-in-progress	-	2,500
- acquisitions	11	26
Change in capitalisation threshold (Note 25)	-	(24)
Accumulated amortisation - change in capitalisation threshold (Note 25)	-	24
Amortisation for the year	(263)	(290)
Carrying amount at end of year	<u>2,014</u>	<u>2,266</u>

There were no indications of impairment to intangible assets. As at 30 June 2009, there were no intangible assets identified as surplus.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
21. Project-in-progress		
Replacement of student records information system, at cost	1,894	1,222
Carrying amount at start of the year	1,222	2,771
Additions	672	951
Transferred to intangibles - completed modules	-	(2,500)
Carrying amount at end of year	1,894	1,222
No amortisation is provided until the completion of the project.		
22. Payables		
Trade payables	63	72
Accrued salaries: Amount owing for three working days (2008: two working day)	139	90
	202	162
23. Provisions		
Current:		
Employee benefits provision		
Annual leave ^(a)	924	773
Long service leave ^(b)	1,530	773
	2,454	1,546
Other provision		
Employment on-costs ^(c)	12	2
	2,466	1,548
Non-Current:		
Employee benefits provision		
Long service leave	419	536
(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet date	462	750
More than 12 months after balance sheet date	462	23
	924	773
(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of balance sheet date	500	750
More than 12 months after balance sheet date	1,449	559
	1,949	1,309
(c) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs for workers' compensation insurance. The provision is the present value of expected future payments. The associated expense is included in 'Other expenses' in the Income Statement.		

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
24. Other liabilities		
Income in advance: examination enrolment fees from overseas full fee paying students	332	207
The fees are payable prior to the end of the financial year while the examinations are conducted during the first half of the following financial year.		
25. Equity		
Equity represents the residual interest in the net assets of the Curriculum Council. The Government holds the equity interest in the Curriculum Council on behalf of the community.		
Contributed equity		
Balance at start of year	5,532	5,303
Contributions by owners		
Capital contributions ^(a)	725	229
Total contributions by owners	725	229
Balance at end of year	6,257	5,532
Accumulated surplus		
Balance at start of year	2,447	2,731
Adjustment for change in capitalisation threshold ^(b)	-	(31)
	2,447	2,700
Deficit for the year	(446)	(253)
Balance at end of year	2,001	2,447

(a) Under the Treasurer's instruction TI 955 'Contributions by Owners Made to Wholly Owned Public Sector Entities' Capital Contributions (appropriations) have been designated as contributions by owners in accordance with AASB Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities'.

(b) In accordance with the Treasurer's Instruction (TI) 1101, the Curriculum Council voluntarily changed its asset capitalisation threshold from \$1,000 to \$5,000 when it rolled into the Education and Training Shared Services in 2007-08. The change was applied to acquisitions that occurred from 1 July 2007. The above adjustment represented the net book value of assets below \$5,000 that should have been written off upon the implementation of the new threshold in compliance with the TI 1101. The impact on the non-current assets is shown in Note 19 'Plant and equipment' and Note 20 'Intangible assets'.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009 \$000	2008 \$000
26. Notes to the Cash Flow Statement		
Reconciliation of cash		
Cash at the end of the financial year as shown in the Cash Flow Statement is reconciled to the related items in the Balance Sheet as follows:		
Cash and cash equivalents (Note 15)	4,044	4,125
Restricted cash and cash equivalents (Note 15)	511	511
	<u>4,555</u>	<u>4,636</u>

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

Net cost of services	(24,586)	(24,574)
Non-cash items:		
Resources received free of charge	94	152
Depreciation and amortisation expense	402	465
Non-current assets stolen and other losses	-	24
(Increase)/decrease in assets:		
Current receivables ^(a)	40	(164)
Current Inventories	11	(265)
Current prepayments	10	1
Increase/(decrease) in liabilities:		
Current payables	40	120
Current provisions	918	346
Other current liabilities	125	49
Non-current provisions	(117)	326
Net GST receipts/(payments)	49	13
Change in GST in receivables/payables	(48)	(30)
Net cash used in operating activities	<u>(23,062)</u>	<u>(23,537)</u>

(a) Excludes GST receivable (Note 17 'Receivables') in respect of the sale/purchase of non-current assets these items do not form part of the reconciling items.

Non-cash financing and investing activities

During the financial year, there were no non-cash financing and investing transactions and other events relating to assets and liabilities not reflected in the Cash Flow Statement.

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	2009	2008
	\$000	\$000
27. Lease commitments		
Non-cancellable operating lease commitments for building, vehicles and equipment are as follows:		
Within 1 year	1,194	1,131
Later than 1 year and not later than 5 years	4,207	365
Later than 5 years	152	-
	<u>5,553</u>	<u>1,496</u>

28. Capital commitments

There were no capital expenditure commitments as at 30 June 2009.

29. Contingent liabilities and contingent assets

There were no contingent liabilities and contingent assets as at 30 June 2009.

30. Events occurring after balance sheet date

No events have occurred after reporting date which would materially impact on the financial statements.

31. Financial instruments

(a) Financial Risk Management Objectives and Policies

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

Credit risk

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

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

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

Liquidity risk

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

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

Market risk

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

(b) Categories of Financial Instruments

	2009	2008
	\$000	\$000
In addition to cash, the carrying amounts of each of the following categories of financial assets and financial liabilities at the balance sheet date are as follows:		
Financial assets:		
Cash and cash equivalents	4,044	4,125
Restricted cash and cash equivalents	511	511
Receivables ^(a)	352	383
Financial liabilities:		
Financial liabilities measured at amortised cost	534	369

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

(c) Financial Instruments Disclosure

Credit Risk, Liquidity Risk and Interest Rate Risk Exposures

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

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

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	Non-Interest Bearing		Carrying
	less than 1 year	2 - 5 years	Amount
	\$000	\$000	\$000
2009			
Financial assets:			
Cash and cash equivalents	4,044	-	4,044
Restricted cash and cash equivalents	-	511	511
Receivables ^(a)	352	2,220	2,572
Financial liabilities^(b):			
Payables	202	-	202
Other liabilities	332	-	332
2008			
Financial assets:			
Cash and cash equivalents	4,125	-	4,125
Restricted cash and cash equivalents	-	511	511
Receivables ^(a)	383	1,108	1,491
Financial liabilities^(b):			
Payables	162	-	162
Other liabilities	207	-	207

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable). More information on the credit risk of Trade Debtors is provided in Note 17 'Receivables'.

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

Fair values

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

32. Remuneration of members of the Council and senior officers

Remuneration of the members of the Council

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

	2009	2008
\$0 - \$10,000	11	12
\$190,000 - \$200,000 ^(a)	-	1
\$210,001 - \$220,000 ^(a)	1	-
	\$000	\$000

The total remuneration of the members of the Council is: **210** **197**

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

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

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

Remuneration of senior officers

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

	<u>2009</u>	<u>2008</u>
\$120,001 - \$130,000	-	1
\$130,001 - \$140,000	1	1
\$140,001 - \$150,000	1	-
	<u>\$000</u>	<u>\$000</u>

The total remuneration of senior officers is:

280 262

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

No senior officers are members of the Pension Scheme.

	<u>2009</u>	<u>2008</u>
	<u>\$000</u>	<u>\$000</u>
33 Remuneration of Auditor		
Remuneration paid to the Auditor General - audit of accounts, financial statements and performance indicators	<u>28</u>	<u>26</u>
The expense is included in Note 10 'Other expenses'.		

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

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

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

	Note	Actual 2009 \$000	Actual 2008 \$000	Variance \$000
<u>Expenses</u>				
Employee benefits expense	(a)	16,454	15,470	984
Supplies and services	(b)	7,180	8,051	(871)
Accommodation expenses	(c)	1,230	1,037	193
Other expenses	(b)	247	363	(116)
<u>Income</u>				
Sales and fees	(d)	989	887	102

Explanatory notes

(a) Employee benefits expense

Variation was mainly due to additional staff employed to handle new examinations. The other factors were rise in award rates and higher provisions for uncleared annual and long service leave entitlements for staff transferred from other government agencies.

(b) Supplies and services and other expenses

The State Government imposed a 3% efficiency dividend (budget cuts) across all agencies during the year. To meet the non-negotiable dividend, saving measures such as holding assessment seminars in-house to save venue hiring and catering costs were implemented. More expenditure was avoided when the Curriculum Council agreed to the request from the system sectors to defer professional development of teachers to the end of the calendar year 2009. The savings offset the additional operational and development costs for new examinations, resulting in the lower expenditure for 2008-09.

(c) Accommodation expenses

The rise in accommodation expenses was the joint impact of more office premises leased to house additional staff and the rise of 15% to 20% in rental rates for existing premises due to market demand for commercial property.

(d) Sales and fees

The breakdown of the income is provided in Note 11 'Sales and fees'. Increased enrolment of overseas full fee paying students contributed to the higher revenue.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

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

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

		Actual 2009 \$000	Budget 2009 \$000	Variance \$000
<u>Expenses</u>				
Employee benefits expense	(a)	16,454	10,607	5,847
Supplies and services	(b)	7,180	10,334	(3,154)
Accommodation expenses	(a)	1,230	1,100	130
Depreciation and amortisation	(c)	402	1,282	(880)
Grants and awards	(d)	272	15	257
Other expenses	(e)	247	26	221
<u>Income</u>				
Sales and fees	(f)	989	771	218
Other revenues and recoveries	(g)	169	-	169

Explanatory notes

(a) Employee benefits expense and accommodation expenses

Under-estimation of the staff level required to carry out compulsory examinations and implementation of new courses caused the variations in these expenses. Accommodation was also affected by rise in rental for existing premises as mentioned in the actual expenditure explanatory note 34(c) above.

(b) Supplies and services

Saving measures due to the 3% efficiency dividend (budget cuts) imposed by the State Government and postponement of professional development for teachers accounted for the variation.

(c) Depreciation and amortisation

At the time of the preparation of the budget, the estimated full cost of approximately \$4.2 million for the student information records system (Note 20 'Intangible assets' and Note 21 'Project-in-progress') was supposed to be capitalised. The project was delayed and only completed modules costing \$2.5 million was capitalised, resulting in lower amortisation expense.

(d) Grants and awards

Grants to universities for research into the implementation of the senior school reform were inadvertently omitted from the budget.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

(e) Other expenses

Routine maintenance and repairs were under-budgeted.

(f) Sales and fees and Other revenue and recoveries

Overseas full fee student enrolments were higher than anticipated.

(g) Other revenues and recoveries

At the time of the budget preparation, there was no expectation of the receipt of certain revenue such as fees for performance of human resources and information services for another state agency.

36. Supplementary financial information

	2009 \$000	2008 \$000
Losses through theft, fraud and misuse of credit card		
Net book value of plant and equipment stolen (Note 10 'Other expenses' and Note 19 'Plant and equipment')	-	7
Cost of minor value computer and office equipment stolen	-	13
Petty cash, fraudulent payroll and credit card misused	-	5
Total losses	<u>-</u>	<u>25</u>
Less:		
Compensation by credit card holder	-	2
Insurance compensation based on replacement values included in Other revenue in the Income Statement ^(a)	8	20
Total compensation	<u>8</u>	<u>22</u>
Net compensation	<u>8</u>	<u>3</u>

(a) In late July 2008, the Curriculum Council received \$8,543 for full settlement of all the claims filed in 2007-08 for the stolen equipment. This final settlement was included in Note 13 'Other revenue and recoveries'.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

37. Schedule of Income and Expenses by Service

	Service 1		Service 2		Service 3		Total	
	2009 \$000	2008 \$000	2009 \$000	2008 \$000	2009 \$000	2008 \$000	2009 \$000	2008 \$000
COST OF SERVICES								
<u>Expenses</u>								
Employee benefits expense	-	155	8,702	9,389	7,752	5,926	16,454	15,470
Grants and awards	-	-	141	157	131	167	272	324
Other expenses	-	99	4,792	6,019	4,267	3,800	9,059	9,918
Total expenses	-	254	13,635	15,565	12,150	9,893	25,785	25,712
<u>Income</u>								
Sales and fees	-	101	-	-	989	786	989	887
Grants and contributions	-	-	-	-	41	39	41	39
Other revenue and recoveries	-	-	84	106	85	106	169	212
Total income other than income from State Government	-	101	84	106	1,115	931	1,199	1,138
Net cost of services	-	153	13,551	15,459	11,035	8,962	24,586	24,574

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2009

	Service 1		Service 2		Service 3		Total	
	2009 \$000	2008 \$000	2009 \$000	2008 \$000	2009 \$000	2008 \$000	2009 \$000	2008 \$000
<u>Income from State Government</u>								
Service appropriations	-	242	12,718	14,668	11,328	9,259	24,046	24,169
Resources received free of charge	-	25	47	64	47	63	94	152
Total income from State Government	-	267	12,765	14,732	11,375	9,322	24,140	24,321
Surplus/(Deficit) for the year	-	114	(786)	(727)	340	360	(446)	(253)

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

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

Service 1: Curriculum implementation and maintenance^(a)

Service 2: Course development and approval

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

Service 3: Student assessment and certification.

(a) Service 1 ceased in early 2008 with the transfer of the implementation of the *Curriculum Framework* to Service 2.