



Curriculum
Council

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

ANNUAL REPORT

2001–2002

Report of the Curriculum Council

Hon. Alan J Carpenter MLA
Minister for Education
PERTH WA 6000


Dear Mr Carpenter

In accordance with Section 66 of the *Financial Administration and Audit Act 1985*, we hereby submit the fifth annual report of the Curriculum Council for the year 1 July 2001 to 30 June 2002.

Yours sincerely



**LESLEY PARKER
CHAIRPERSON
CURRICULUM COUNCIL**



**NORMA JEFFERY
A/CHIEF EXECUTIVE OFFICER
CURRICULUM COUNCIL**

27 August 2002

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Membership of the 2001–02 Learning Area Committees, Overarching Statement Committee, Curriculum Framework Working Parties, 2001 Examining Panels (TEE), 2001 Syllabus Committees and 2001 Accreditation Panels is available from the Curriculum Council.

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

ACRONYMS

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

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

CHAIRPERSON'S REPORT

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

During 2001–02 the Council met nine times to consider a range of matters of great significance in the educational sphere.

The main areas of Council business were the implementation of the *Curriculum Framework* in all schools in Western Australia from kindergarten through to Year 12, the Post-Compulsory Education Review, initiated by the Council in 1998, and the ongoing work in the post-compulsory years of course development and approval, and student assessment and certification.

The *Curriculum Framework* is now in its fourth year of a five-year implementation phase. This year the Council began work on developing progress maps to be used in all schools to support implementation of the *Curriculum Framework*. The development of Council-endorsed progress maps is supported by all school sector/systems.

In March 2002, the final report of the Post-Compulsory Education Review, *Our Youth, Our Future*, was released by the Minister for Education, the Hon. Alan Carpenter MLA. This report was the culmination of extensive consultation by the Council over four years with students, teachers, parents, education and training agencies, universities, and industry and community organisations in metropolitan and rural communities. On behalf of the Council, I would like to thank all of those people who have contributed to the review since 1998.

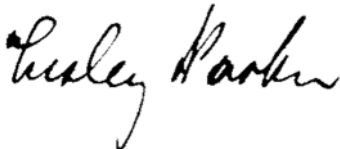
The report proposes reform of post-compulsory education in schools (Years 11 and 12) by gradually introducing a new system of courses of study. The Council favours an adaptive process to implementation and is now embarking on an exciting and challenging period of development of the new courses of study.

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

The Council has been supported in its endeavours by the Minister for Education. It has also received support of the highest quality from the hardworking Secretariat under the leadership of Paul Albert and Norma Jeffery, and from a network of dedicated advisory and standing committees.

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

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



PROFESSOR LESLEY PARKER AM

CHIEF EXECUTIVE OFFICER'S REPORT

2001–02 has been a very busy year for the Curriculum Council's Secretariat.

In March, the final report of the Council's Post-Compulsory Education Review was released. This report, *Our Youth, Our Future*, was the culmination of four years of work and consultation by the Council and the Secretariat and signalled the beginning of a period of six to seven years of development and implementation of a new system of curriculum in Years 11 and 12.

Work continued on the development of Curriculum Council-endorsed progress maps for use by all schools to support implementation of the *Curriculum Framework*. In addition, a range of Curriculum Framework support materials, called the *Making Progress* series, was produced and distributed to teachers.

The moderation processes ran smoothly for 2001 and the Tertiary Entrance Examinations were held successfully. More than 1,000 awards were presented at the Council's awards presentation ceremony in February, held for the first time at Murdoch University. The two top awards, the Beazley Medal and the Excellence in Vocational Studies Award, were renamed the Beazley Medal: TEE and the Beazley Medal: VET, to reflect their equal status.

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

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



NORMA JEFFERY
A/CHIEF EXECUTIVE OFFICER

LEGISLATIVE FRAMEWORK

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

The Council is responsible to the Minister for Education.

MISSION, PURPOSE, PRINCIPLES AND VALUES

Mission

To set curriculum policy directions for kindergarten to Year 12 schooling in Western Australia.

This is identified in the budget papers as two outcomes:

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

Purpose

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

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

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

Output 1: Curriculum implementation and maintenance

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

Output 2: Course development and approval

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

Output 3: Student assessment and certification

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

Principles

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

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

Values

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

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

For our organisation this means:

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

Outcomes

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

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

MEMBERSHIP OF THE COUNCIL

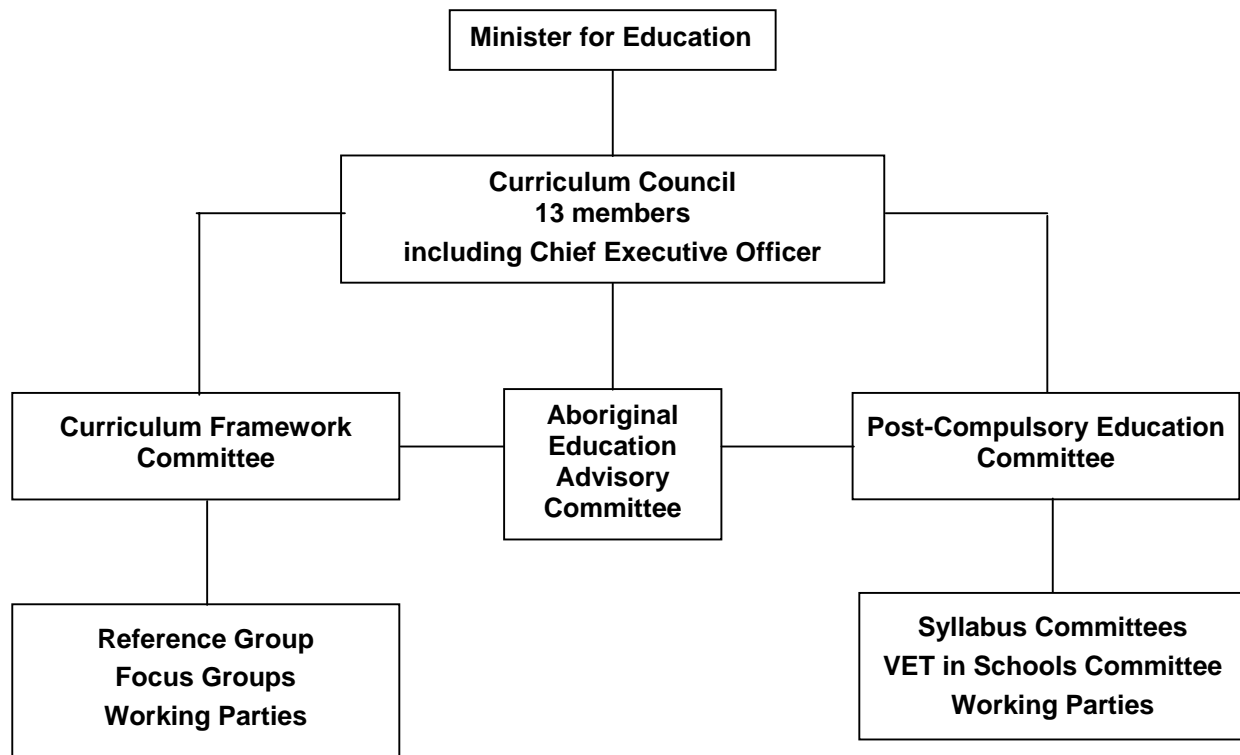


At the June 2002 meeting were (seated, left to right): Therese Temby, Lesley Parker and Norma Jeffery and (standing) Mike Keely, John Garnaut, Graham Rixon, Rose Moroz, Max Angus, Anne Wright, Lyndon Rowe, Robert Player, Lucina Cross and Barbara Bosich.

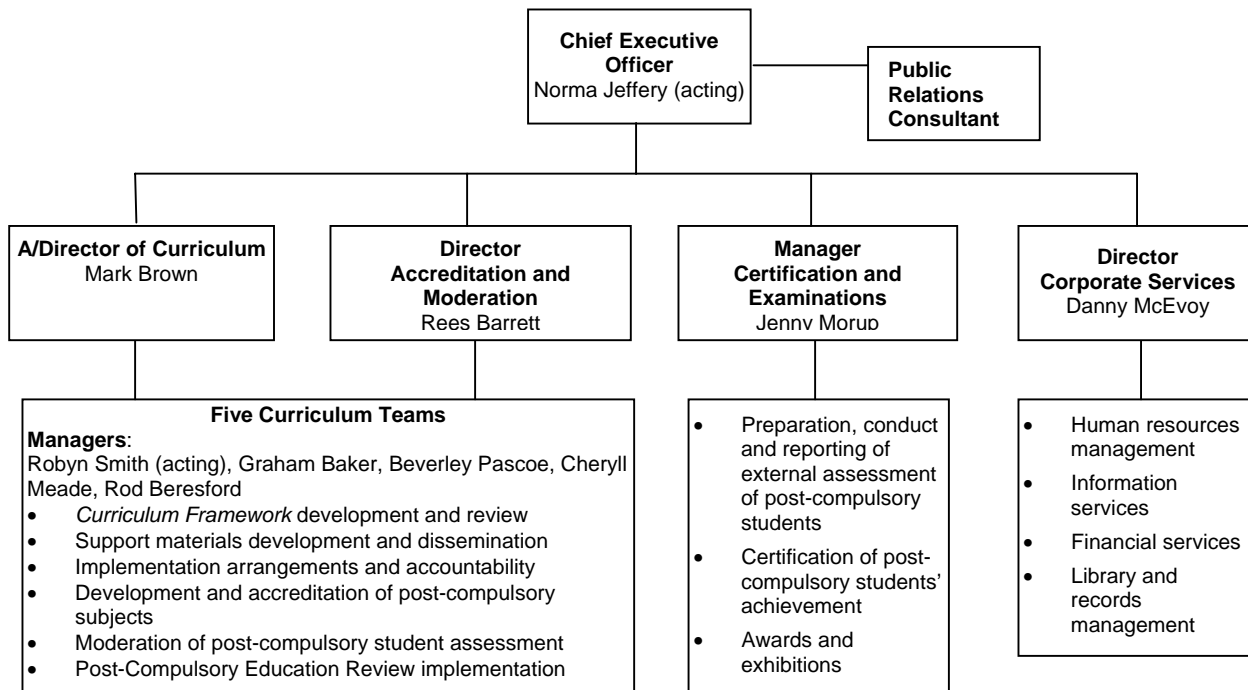
Members

Chairperson	Professor Lesley Parker
Deputy Chairperson	Mrs Therese Temby
Chief Executive Officer	Mr Paul Albert (to Dec 2001) Mrs Norma Jeffery (acting from Dec 2001)
Industry, education or community affairs	Ms Barbara Bosich (early childhood) Ms Lucina Cross (Aboriginal education) Mr Lyndon Rowe (industry)
Department of Education	Ms Margaret Banks (to Feb 2002) Mrs Rose Moroz (from Feb 2002) Mr John Garnaut
Catholic Education Commission	Mrs Therese Temby
Association of Independent Schools of WA	Mr Graham Rixon
Vocational Education and Training	Mr Malcolm Goff (to Jan 2002) Mr Robert Player (from Jan 2002)
Universities	A/Professor David Treloar (to Nov 2001) Professor Max Angus (from Nov 2001)
Teacher interests Representative of State School Teachers' Union of WA and Independent School Salaried Officers Association	Mr Mike Keely
Parent interests Representative of WA Council of State School Organisations and Parents and Friends Federation of WA	Mr John Barich (to Nov 2001) Mrs Anne Wright (from Nov 2001)

Curriculum Council



Curriculum Council Secretariat



As at 30 June 2002. Total staff: 78: casual staff: 1.500 (for examinations)

HIGHLIGHTS 2001–2002

Post-Compulsory Education Review

- The Council released the final report of the Post-Compulsory Education Review, *Our Youth, Our Future* after four years of extensive consultation with students, teachers, parents, education and training agencies, universities, and industry and community organisations in metropolitan and rural communities. The report proposes reform of post-compulsory schooling (Years 11 and 12) through an adaptive process of development and implementation of 50 new courses of study.

Curriculum Council-endorsed progress maps

- Work has continued on the development of Curriculum Council-endorsed progress maps for use by all schools to support implementation of the *Curriculum Framework*. Criteria have been developed for determining the characteristics of the progress maps and to provide guidance for review groups. The Secretariat undertook significant research into various areas to provide information to revision groups in each of the learning areas.

Curriculum Framework support materials

- A range of materials in the *Making Progress* series has been produced and distributed during the course of the year to teachers working in the early childhood, middle childhood and early adolescence phases of development. In total, about 350,000 items in this series have been distributed.
- Materials were also developed in electronic formats. In August 2002 a website containing the full range of *Making Progress* materials will be available so that all teachers can view and download materials. This site complements the CD-ROM distributed to all teachers in 2000.

Vocational Education and Training (VET)

- The major activity was preparation for the full implementation of the Joint Ministerial Policy *Future Directions for VET in Schools* launched in late 2000. General education with a vocational focus is now a proven strategy for increasing curriculum relevance for post-compulsory students.
- In 2001 the Council maintained 143 accredited vocational subjects with 7,311 students completing SWL subjects and achieving a grade (6,244 students in 2000). Overall WA students participated in nearly 2.2 million hours of VET during 2001 (1.6 million hours in 2000). A total of 9,684 students (7,049 students in 2000) completed 32,607 modules/competencies embedded in Council subjects (28,574 in 2000), with an additional 25,943 non-embedded modules/competencies (17,175 in 2000) being recorded on students' *Statement of Results*.

Accreditation and moderation

- Four hundred Years 11 and 12 subjects were accredited through the syllabus committees. Surveys of stakeholders groups, teachers and students confirmed that these subjects had a high degree of relevance to meeting student learning needs.
- Materials supporting school assessment were made available through 399 documents.
- Increased consensus meeting activity and maintenance of school visit activity achieved 33.8% moderation coverage of post-compulsory subjects offered in schools and colleges across the State.

Certification and examinations

- In 2001, 41,144 Years 11 and 12 students in WA received a *Statement of Results*, with 16,537 Year 12 students achieving secondary graduation.
- In 2001, 12,042 candidates sat for at least one Tertiary Entrance Examination (TEE), 7,311 students were engaged in Structured Workplace Learning (SWL), 2,921 students completed at least one unit of non-embedded competency, 7,944 students completed at least one embedded National Training Module and 5,302 studied at least one Wholly School-Assessed (WSA) subject.
- In 2001, the Beazley Medal and the Excellence in Vocational Studies Award (introduced in 2000) were renamed the Beazley Medal: TEE and the Beazley Medal: VET. In total, 1,046 awards were presented at the 2001 Curriculum Council Awards Presentation Ceremony at Murdoch University in February 2002.
- For the second time, students were able to access their secondary school results from the Internet.
- Statistics sent to schools, summarising the achievements of their Year 12 students, were revised after extensive consultation with sector/systems. The revision aligned the schools' statistical reports with statistics published by the media.

Information technology

- Planning began of a new student database after budgetary support was gained from the State Government. Another major achievement was the development of a system to improve the management of the customer contacts database.

CURRICULUM IMPLEMENTATION AND MAINTENANCE

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

Development of an agreed curriculum framework

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

The *Curriculum Framework* was endorsed by the Council in June 1998, in accordance with the requirements of section 9(b) of the *Curriculum Council Act 1997*. Final approval for the Council to give direction to education providers to commence implementation of the *Curriculum Framework* was given by the Minister for Education in July 1998, in accordance with Section 10(2) of the *Curriculum Council Act 1997*.

Review and reflection

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

During the 2001-02 year, Council staff researched curriculum developments in Canada, England, France, Germany, Hong Kong, Korea, the Netherlands, New Zealand, Scotland, Spain and the United States. This research has informed work on development of Curriculum Council-endorsed progress maps to be used in supporting implementation of the *Curriculum Framework*. This research and contact with other curriculum developers has also confirmed the efficacy of the *Curriculum Framework* and the outcomes detailed within.

Implementation of the Curriculum Framework

Teacher professional development to support implementation

Table 1 outlines the initiatives that were used by sector/systems to support implementation of the *Curriculum Framework* in 2001-02. These initiatives were supported by funding of \$1.5 million, of which \$160,000 was used to support implementation of change in the post-compulsory years and \$4,422 was allocated for home educators. The Council provided 4,008 hours of professional development and significant support materials for teachers in the post-compulsory years. The remaining \$1,335,578 was disbursed by the Council to education providers based on student numbers from the February 2001 student census data. Distribution was as follows:

Sector/system	Proportion	Funding	Disbursement including GST
AISWA	11.53%	\$153 992.15	\$ 169 391.37
CEO	17.44%	\$232 924.80	\$ 256 217.28
EDWA	71.03%	\$948 661.05	\$1 043 527.15

As part of this arrangement, sector/systems agreed to match the funding provided by the Council with equivalent funding from their own budgets. Table 2 shows the hours of professional development directly funded by these grants during 2001-02.

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

<p>Association of Independent Schools of Western Australia</p> <p>Continuing from the trend in 2000-01, there has been a shift away from full-day sessions with visiting speakers to more school-based activities. These take the form of developing common understandings about the <i>Framework</i> and the outcomes, unpacking outcomes in different learning areas, developing a whole-school approach to implementing the changes and investigating recording and reporting alternatives. Many schools have time assigned in weekly and fortnightly staff meetings to discuss issues of <i>Curriculum Framework</i> implementation. This may be done with the whole-school staff, or in learning areas or teaching teams. Attendance at state conferences and seminars is down a little, but it is still seen as important by schools to ensure that some members of their school are aware of what the state and national trends are and what is happening in other schools. Some of the sessions run by AISWA on <i>Curriculum Framework</i> issues were rated very well as they provided opportunities for teachers and school leaders to network and share experiences, rather than bringing in 'experts' to address attendees.</p>
<p>Catholic Education Office</p> <p>All Catholic schools have a <i>Curriculum Framework</i> Implementation Plan that identifies their annual and long-term priorities. Every school has set aside time on student-free days to develop a whole-school approach to implementation of the <i>Framework</i> and there is growing confidence among teachers in their understandings of outcomes-focused education and the <i>Curriculum Framework</i>. All schools are using staff, year, cluster and learning area meetings to focus on the teaching, learning and assessment principles of the <i>Curriculum Framework</i>. A significant number of schools were involved in action research through which developed and implemented programs that provided enhanced learning opportunities for students. Train the trainer, workshops and network opportunities provided by the Curriculum Support section of the Catholic Education Office have been well attended and evaluation of these professional development opportunities indicates an overall very positive response to the work being done by the Curriculum Consultants. Teachers are encouraged to use Curriculum Council support materials as these form an important part of the workshops offered centrally. Communication about <i>Curriculum Framework</i> implementation and sharing of good practice is supported by the Curriculum Support section of the Catholic Education Office of WA's newsletters and publications.</p>
<p>Department of Education</p> <p>An increasing focus of the professional development in schools involves workplace learning using action learning or action research processes. Schools are providing time and opportunities for teachers to engage in collaborative learning with colleagues in and across schools. There has been a particular emphasis on pedagogy and enhancing teachers' understanding and use of authentic teaching and learning strategies.</p>

Table 2: Hours of professional development

Sector/system	Hours of funded professional development*
Association of Independent Schools	13,746
Catholic Education Office	14,656
Department of Education	77,979
Total	106,381

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

Progress with implementation

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

are included in Figure 1 to provide an overview of progress with implementation in the three years since implementation commenced.

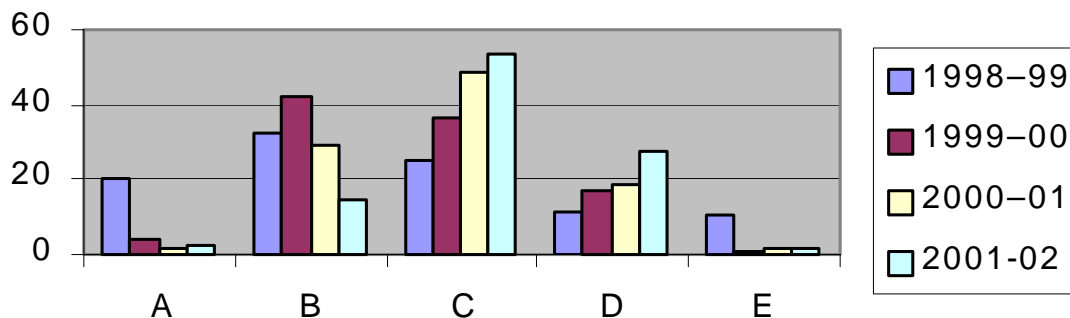
In 2001–02 the survey was sent to all schools in WA and 422 responses were received, a return rate of 37%.

Figure 1 summarises the data from the last four annual surveys of progress with implementation of the *Curriculum Framework*. As was evident during 1999–00, an adjustment of schools’ estimation of the task of implementation was observed and there was a regression during this period when compared to 1998–99, rather than the expected progression. This was interpreted as a necessary adjustment, however, as schools fully assessed the task of implementing the *Framework*. Data from 2001–02 show a progression in implementation compared to the 2000–01 data and indicate that implementation is progressing as expected, with the majority of schools being at Phases C and D.

Table 3: Progress with implementation of the *Curriculum Framework* in 2001–02

Phase A	Phase B	Phase C	Phase D	Phase E
Implementation has not yet commenced	Familiar with the <i>Framework</i> and have begun to review current learning and teaching programs	Beginning to make links across phases of development and learning areas to enhance opportunities for students to achieve the outcomes in the <i>Framework</i>	Modifying teaching, learning and accountability practices and refining knowledge and skills in relation to the <i>Framework</i>	Fully implementing the <i>Framework</i> and using it for accountability purposes
2.2	14.9	53.8	27.4	1.7

Figure 1: Comparative progress with implementation by phase



Support materials

Development of Curriculum Framework support materials

During 2001-02 curriculum development staff engaged in research and consultation to underpin development of the *Making Progress* materials and Council-endorsed progress maps that will facilitate further implementation of the *Curriculum Framework*. The *Making*

Progress materials were progressively distributed to all schools during 2001-02 and are available on the Council's website at: <http://ccwebserv.curriculum.wa.edu.au/cfsm/>.

Progress maps

At the Council's October 2000 meeting it was agreed that Council-endorsed progress maps would be developed for use by all schools to support implementation of the *Curriculum Framework*, based on Department of Education's *Student Outcome Statements* and the Catholic Education Office's progress maps. To facilitate development, a management committee was convened representing school sector/systems, and relevant practitioners and experts. This committee developed criteria, which were endorsed by Council, to be used in determining the characteristics of the Council-endorsed progress maps and provide guidance to review groups for each of the eight learning areas and values.

During 2001-02 the Australian Council for Educational Research was engaged to provide a validation of the current progress maps on the basis of student achievement data. The secretariat also undertook significant research into monitoring in the early childhood years, identification of common traits among the outcomes in the *Curriculum Framework*, foundation outcomes for students with disabilities or specific learning difficulties, unsequenced outcomes and outcomes at the upper levels in the progress maps to inform the development of post-compulsory scales of achievement. This information is being provided to revision groups in each of the learning areas and used to support their work in developing Council-endorsed progress maps.

Consultative processes

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

These consultative processes were undertaken to ensure that, within criteria agreed by the Curriculum Framework Committee, support materials would meet the needs of teachers from kindergarten to Year 12. Data on consultation from the Council's customer focus survey indicate that 38.3% of respondents had been involved in consultation on *Curriculum Framework* support materials, 37.5% had been involved in consultation on the Post-Compulsory Education Review and 14.5% had been involved in consultation in other areas. The mean overall positive response on items related to consultation indicated an overall satisfaction level of 89.6%.

Materials published 2001-02

A highlight of the Council's activities in publishing *Curriculum Framework* support materials was the focus on development of materials in electronic formats. In July 2002 a website containing the full range of *Making Progress* materials will be available so that all teachers can view and download materials. This site will be progressively updated as further materials are developed and will also contain multimedia. This site complements the CD-ROM distributed to all teachers in September 2000.

Making Progress

A range of materials in this series has been produced and distributed during the course of the year to teachers working in the early childhood, middle childhood and early adolescence phases of development. All teachers, curriculum leaders and professional development providers now have copies of materials for *Understanding the Outcomes, Focusing on Achievement* and *Planning for Learning* relevant to their phase and teaching areas. In total, approximately 350,000 items in the *Making Progress* series have been distributed. All materials are available on the Council's website (<http://ccwebserv.curriculum.wa.edu.au/cfsm/>).

Data from the Council's customer focus survey showed that 60.8% of respondents considered that publication of the *Making Progress* materials had been timely, 71.6% of teachers found these materials useful in helping them to understand the outcomes in the *Curriculum Framework*, 64.5% found them useful in helping them to focus on student achievement and 67.0% found them useful in helping them to plan at the whole-school or classroom level.

Curriculum Council Update

There were 30,000 copies distributed to all teachers in October 2001, December 2001 and May 2002. The Council's newsletter provides information on the activities of the Council, upcoming publications, opportunities to be involved in consultation, insights into the work of teachers in schools and professional development information.

Data from the Council's customer focus survey showed that 82.8% of teachers considered that the *Curriculum Council Update* provided them with information that assisted them with their duties.

Professional development plans and guidelines

Professional development guidelines for the *Making Progress* support materials were distributed on CD-ROM to curriculum leaders in schools and central/district offices during June 2002 on CD-ROM. These are based on identification of needs through consultation with sector/system curriculum leaders and professional development providers.

Consultation and collaboration

The Council is a consultative organisation. The *Curriculum Framework* would not have been developed and agreement about its contents and implementation would not have been reached without the collaborative processes employed by the Council. These processes continued during 2001-02, with the following committees and groups providing input and guidance for the work of the secretariat in relation to the *Curriculum Framework*:

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

COURSE DEVELOPMENT AND APPROVAL

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

Subject syllabuses are the basis of the course development and approval (accreditation) process conducted by the Council. The Council's accreditation process involves representatives of all major stakeholders. Accreditation focuses on the negotiation of standards for content, assessment and student performance for each subject. The syllabus committees provide advice to the Council on these matters.

Table 4: Syllabus committee activity 2001 (2000 figures in brackets)

Curriculum area	No. of syllabus committees	No. of committee meetings*
The Arts	5 (5)	30 (30)
English	4 (5)	11 (25)
Health and Physical Education	7 (5)	17 (39)
Science	7 (7)	19 (27)
Languages other than English	8 (7)	36 (25)
Society and Environment	8 (8)	24 (35)
Mathematics	2 (2)	5 (7)
Technology and Enterprise	16 (16)	22 (46)
VET in Schools	2 (3)	9 (23)
Total	59 (58)	173 (257)

* Does not include learning area post-compulsory workshops.

During 2001, 59 syllabus committees met on 173 occasions (257 in 2000). Syllabuses were reviewed for a two-year accreditation period. There was ongoing involvement of syllabus committees in the consultation process for the Post-Compulsory Education Review. For example, each learning area conducted a major workshop for committee members during the year.

Reviewing subject relevance

Each committee was involved in a process of reviewing subject syllabuses and recommending modifications that would increase their relevance to student learning needs. A survey of teachers was also conducted and the results confirm a high degree of subject relevance. A total of 2,611 teacher–subject responses on relevance were received (representing approximately 25% of post-compulsory teachers in 2001). A survey of student perception was also conducted in 2001. A sample of 20% of student enrolments was stratified to represent city, country, government and non-government schools.

Table 5: Survey results

	2001 Committees	2000 Committees	2001 Teachers	2000 Teachers	2001 Students
Year 11 relevance	5.6	5.5	5.2	5.4	4.8
Year 12 relevance	5.4	5.5	5.1	5.4	4.8
Degree of satisfaction (%)	78.7	78	73.6	77	68.6

Table 6 summarises data on the 400 accredited subjects available to schools during 2001.

Table 6: Accredited subjects 2001

Learning Area	Year 11	Year 12
The Arts	11	8
English	13	6
Health and Physical Education	15	7
Science	12	7
Languages other than English	61	47
Society and Environment	18	9
Mathematics	9	4
Technology and Enterprise	38	26
Vocational subjects	77	65
Total	255	145

The number of accredited subjects listed by the Council decreased in 2001 to 400 from 445 in 2000, due mainly to the completion of trialing of new subjects and the removal of subjects that were superseded or had no enrolments. Each accredited subject included a standards framework describing expectations of student achievement. This is done in two ways:

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

Vocational Education and Training (VET) in schools

There was continued significant growth in the number of post-compulsory students involved with vocational education during 2001. There are three main overlapping elements in vocational education for WA post-compulsory students:

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

In 2001 the Council maintained 142 accredited vocational subjects (including SWL skills lists). 7,311 students completed SWL subjects and achieved a grade (6,244 students in 2000). Overall WA secondary school students participated in nearly 2.2 million hours of VET during 2001 (1.6 million hours in 2000). A total of 9,684 students (7,049 students in 2000) completed 32,607 modules/competencies embedded in Council subjects (28,574 in 2000), with an additional 25,943 non-embedded modules/competencies (17,175 in 2000) being recorded on students' *Statement of Results*.

The VET in Schools Committee was very active in developing strategies for change. It advises the Council on ways in which units of competency that may lead to a VET qualification can be integrated with current subjects and *Curriculum Framework* outcomes. The major activity was preparation for the full implementation of the Joint Ministerial Policy *Future Directions for VET in Schools*. A separate report has been prepared for the Minister for Education. General education with a vocational focus is now a proven strategy for increasing curriculum relevance for post-

compulsory students, and will feature in approximately half of the new courses of study recommended through the Council's through the Post-Compulsory Education Review report, *Our Youth, Our Future*.

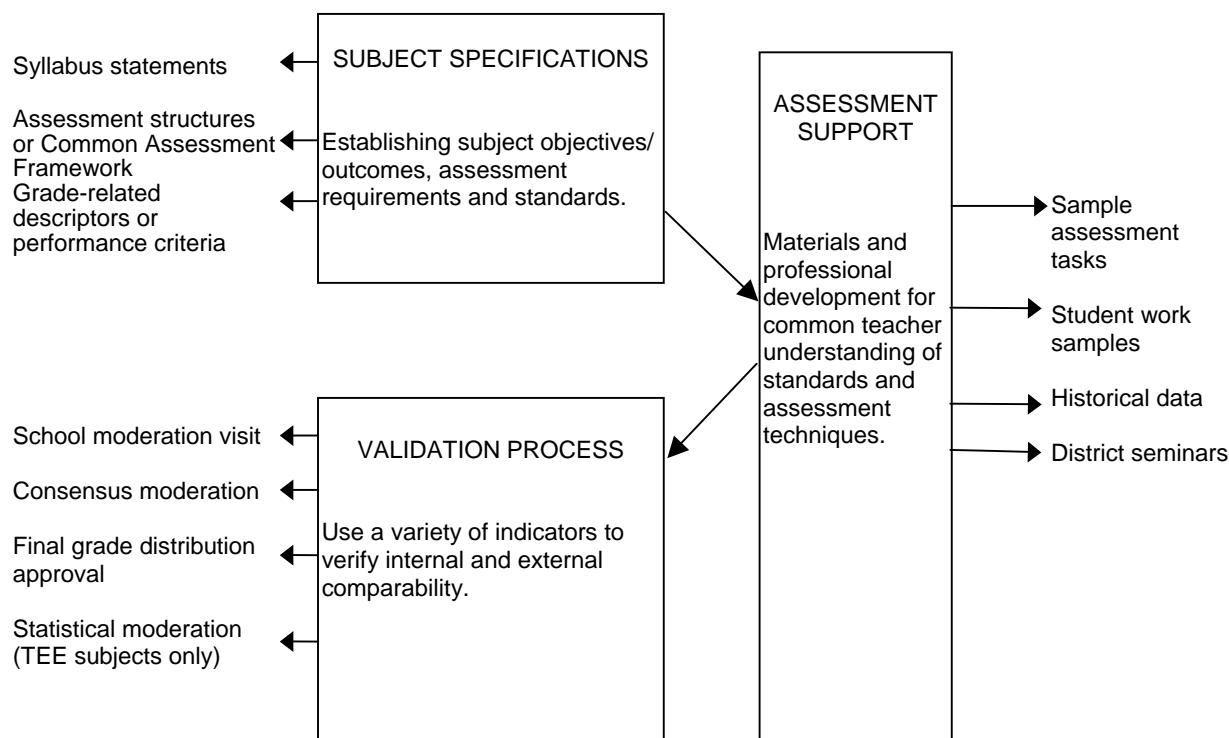
STUDENT ASSESSMENT AND CERTIFICATION

Moderation of School Assessments

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

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

Figure 2: Curriculum Council moderation strategies



Survey data—comparability of assessment and grading

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

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

Table 7: Survey results

	2001 Committees	2000 Committees	2001 Teachers	2000 Teachers
Year 11 comparability	5.0	5.1	5.2	5.3
Year 12 comparability	5.1	5.1	5.2	5.4
Degree of satisfaction (%)	72.1	73.2	74.3	76.4

Note: Each survey used the same instrument based on a Likert scale ranging from 7 (extremely high rating) to 1 (extremely low).

Student perception survey

A survey of student perception was also conducted using a sample of 20% of student enrolments stratified to represent city and country, government and non-government schools. The response for 28,514 student–subject combinations on comparability represents approximately 14% of the estimated 2001 student–subject population.

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

Student appeals against school assessment

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

During 2001, particularly at the end of the year, curriculum officers handled a number of enquiries from parents and students expressing dissatisfaction with assessment processes in a subject in their school. Officers provided advice to these callers to explain the assessment requirements. They also explained that before lodging an appeal with the Council it was necessary to provide documentary evidence of their attempts to resolve the issue with the school. In those cases in which officers assist in the negotiation process the majority of cases are resolved to the satisfaction of the school and the student or parent.

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

District seminars

District seminars, which provided teachers with opportunities to focus on the assessment and grading of students' performance, were conducted in a sample of subjects during first term. This sample was negotiated in the previous year with representatives of the education systems. Attendance was optional but highly recommended. In total, 145 seminars were conducted, including seminars at the regional centres of Bunbury and Albany and several teleconferences for more remote schools. A number of seminars were conducted after school hours.

Table 8: District seminars 2001 (2000 numbers in brackets)

The Arts	17 (9)
English	6 (24)
Health and Physical Education	6 (25)
Science	15 (16)
Languages Other Than English	11 (16)
Society and Environment	9 (16)
Mathematics	29 (10)
Technology and Enterprise	27 (49)
Vocational subjects	25 (33)
Total	145 (198)

Assessment support materials

A total of 399 documents were included in the *Assessment Support Catalogue* published at the end of 2000 for teachers of subjects in 2001.

The range of assessment support materials made available for teachers has also been extended through increasing use of electronic media. The *Assessor Software Package* was available in 70 subjects. Curriculum officers have also included a number of support materials on the Council's website. The website has also been used to develop interactive support sites.

Table 9: Assessment support materials 2001 (2000 numbers in brackets)

General	Documents		Assessor Software	
The Arts	56	(53)	10	(10)
English	25	(27)	6	(6)
Health and Physical Education	18	(31)	10	(14)
Science	47	(48)	2	(2)
Languages other than English	62	(44)	3	(3)
Society and Environment	44	(48)	8	(10)
Mathematics	23	(24)	0	(0)
Technology and Enterprise	86	(114)	29	(30)
Vocational subjects	38	(25)	2	(2)
Total	399	(414)	70	(77)
VET in Schools	92	(nil)	nil	(nil)

Consensus meetings

A total of 191 consensus meetings were conducted in 2001. Data demonstrate that 78.5% of these meetings were in WSA subjects. (Typically, school moderation visits are not conducted in the subjects selected for consensus moderation.) The degree of quality assurance provided by consensus moderation is reduced by the fact that the meetings are limited to approximately three hours.

It is compulsory for each school offering a subject to send a representative with student work samples, except in cases where the school is further than 200 kilometres from the venue. In the latter cases alternative arrangements using mail, facsimile and teleconferences are implemented. Compared with 2000 there were fewer difficulties with schools not attending consensus meetings. Each school not sending a representative is contacted and alternative arrangements negotiated (typically a grading validation exercise). This is a concern because of its impact on the degree of confidence regarding comparability and its impact on limited

moderation resources. Schools have been advised that they may be required to meet additional costs incurred in these situations.

School visits

In 2000 a total of 1,684 school visits were conducted. This figure represents a sampling rate of 14.2% of the 11,340 school–subject combinations and a decrease on the visitation rate in 2000.

Table 10: 2001 moderation summary (2000 figures in brackets)

Curriculum area	Number of school–subject combinations		Number of school visits		Number of consensus meetings	
	TEE subjects 21.6% (22.4%)	Wholly school-assessed subjects 78.4% (77.6%)	TEE subjects 28.6% (23.6%)	Wholly school-assessed subjects 71.4% (76.4%)	TEE subjects % 21.5% (42.3%)	Wholly school-assessed subjects 78.5% (57.7%)
The Arts	305 (295)	1011 (987)	46 (37)	77 (121)	10 (6)	15 (15)
English (including Vocational English and ESL)	346 (346)	928 (908)	69 (74)	134 (85)	13 (28)	13 (9)
Health and Physical Education (including Career Awareness)	0 (0)	772 (755)	0 (0)	110 (170)	0 (0)	21 (16)
Science	605 (610)	821 (833)	129 (91)	158 (116)	13 (16)	2 (12)
Languages other than English	198 (172)	218 (189)	46 (32)	33 (35)	5 (3)	2 (0)
Society and Environment	503 (504)	564 (565)	114 (94)	121 (96)	0 (13)	19 (2)
Mathematics	444 (451)	842 (830)	71 (51)	112 (142)	0 (13)	28 (14)
Technology and Enterprise						
Business Education/ Computing	158 (159)	847 (842)	37 (50)	189 (189)	0 (6)	11 (5)
Design and Technology/ Agriculture	0 (0)	885 (882)	0 (0)	121 (161)	0 (0)	11 (28)
Vocational subjects	0 (0)	2421 (2012)	0 (0)	147 (275)	0 (0)	28 (15)
Total	2559 (2,537)	9,309 (8,803)	482 (429)	1,202 (1,390)	41 (85)	150 (116)
	11,868 (11,340)		1,684 (1,819)		191 (201)	

Table 11 shows there was a continued increase in the number of school–subject combinations. This increase was largely in the number of schools offering WSA subjects. The long-term trend 1993–2001 shows a significant (32%) increase in the number of school–subjects to be covered with a fixed resource. This has implications for the degree of assurance that may be provided about the quality of school assessment.

The consensus meeting rates have been calculated by adding the number of schools offering the subjects included in the consensus meeting list, dividing by the total school–subject combinations and converting to a percentage. The consensus meeting rates have increased slightly compared with 2000. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) has also increased. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) for 2001 was 33.8%, an increase on the rate achieved in 2000 (31.9%).

Table 11: Trends in school–subject combinations, visitation rates, consensus meeting rates.

Year	School–subjects	Visitation rates	Consensus meeting rates	Total coverage
1993	8,944	1,915 (21.4%)	1,833 (20.5%)	41.9%
1994	9,434	1,515 (16.0%)	2,251 (23.9%)	39.9%
1995	9,610	1,460 (15.2%)	2,074 (21.6%)	37.8%
1996	9,870	1,864 (18.9%)	2,871 (29.1%)	48.0%
1997	10,444	1,631 (15.6%)	2,343 (22.4%)	38.0%
1998	10,298	1,577 (15.3%)	2,459 (23.9%)	39.2%
1999	10,716	1,561 (14.6%)	2,251 (21.0%)	35.6%
2000	11,340	1,819 (16.0%)	1,807 (15.9%)	31.9%
2001	11,868	1,684 (14.2%)	2,331 (19.6%)	33.8%

External Assessment and Certification

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

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

In 2001 the Council was responsible for the assessment and certification of 41,144 post-compulsory secondary students in WA. Of these students, 12,042 sat for at least one Tertiary Entrance Examination (TEE), 7,311 students were engaged in structured workplace learning (SWL), 2,921 students completed at least one unit of non-embedded competency, 7,944 students completed at least one embedded National Training Module and 5,302 studied at least one wholly school-assessed (WSA) subject.

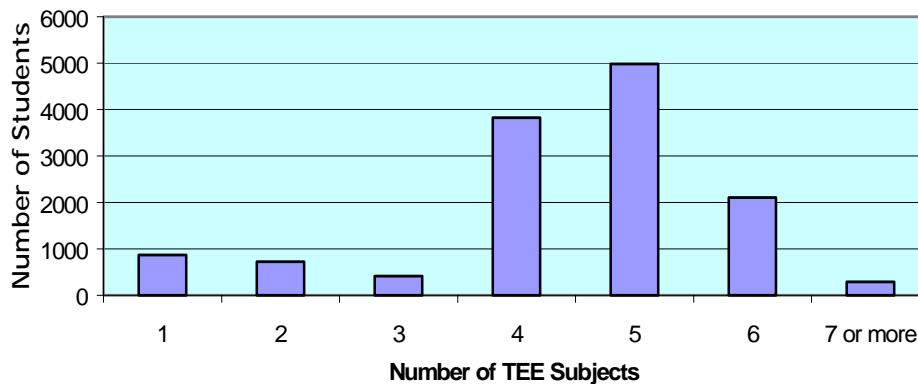
Staff responsible for Outcomes 6 and 7 were supported by:

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

Enrolment trends

More students are staying at school until the end of Year 12 and more students are sitting the TEE but are taking fewer subjects. Students are combining TEE studies with vocational education and training (VET) programs. The number of students who sat one or more TEE subjects increased slightly from 11,986 in 2000 to 12,042 in 2001. Five per cent of the students who studied four or more TEE subjects also completed at least one VET unit of competency.

Figure 3: Number of candidates enrolled for a specific number of TEE subjects in 2001



Of the 33 TEE subjects, English had the highest number of enrolments with 8,533 (2000: 8,799). Discrete Mathematics had the next highest with 8,002 (2000: 7,680). Modern Greek

and Japanese: Advanced had the lowest number of enrolments with 11 students in each subject.

An increased number of students enrolled to sit the Discrete Mathematics examination as private candidates. In 2001, 42 schools had at least 10% of their TEE candidates enrolled in Discrete Mathematics as private candidates. Furthermore, over 50% of the schools (91 schools) offering Discrete Mathematics had at least one student sitting the examination as a private candidate.

Table 12: Private candidates in English and Discrete Mathematics from 1997 to 2001

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

In VET studies, there were 4,865 Year 12 students who participated in at least one unit of competency; of these, 86% (4,185) achieved competency (3,631 students in 2000 with 2,726, or 83%, achieving competency). There is a growing trend in the number of students completing secondary graduation over three years; schools are enrolling Year 10 students in D or E code subjects.

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

TEE papers

In 2001, examinations were held in 33 subjects (no increase on 2000). In the English Literature paper, an error, minor in typographic terms, had a large effect on the entire paper for a small group of candidates (approximately 170 students in eight schools). The omission of one set text in the rubric of the poetry section affected the entire paper for these students, who were offered access to special consideration. This procedure ensured that no individual obtained a scaled mark representing a lower level of achievement than his or her demonstrated performance at school.

In the Human Biology examination, an error was discovered in the marking key for Question 24. This error was reported after the Year 12 results for 2001 were despatched, and after the end of the normal university selection process. The most effective way to address this error, without detriment to the consequential validity of the results in this subject, was put in place.

There was little difference between the cost of producing the WA papers for 2001 (\$248,803) compared with 2000 (\$247,610). The 3.5% increase in payment to examiners was offset by in-house printing of six TEE papers.

Access for candidates with disabilities

Candidates who cannot adequately demonstrate the full extent of their academic achievement under standard examination conditions are allowed to take the TEE under special conditions. The number of applications for special examination arrangements continued to increase (267 in 2001, 265 in 2000, 190 in 1999).

Figure 4: Special examination arrangements 1995–2001

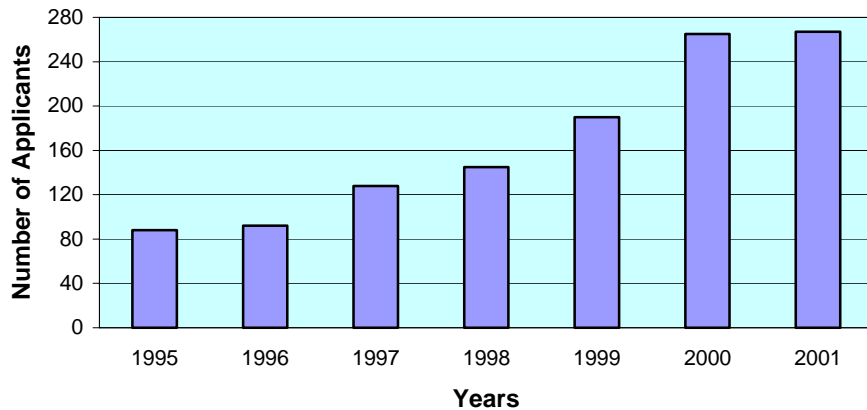


Table 13: Special examination arrangements applications in 2001

Category	Government			Non-government			Approved	Not Approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	17	5	22	43	7	50	60	10	2	72
Hearing	3	2	5	2	2	4	8	-	1	9
Illness	1	3	4	1	-	1	5	-	-	5
Motor	5	17	22	9	15	24	42	3	1	46
Physical	8	19	27	5	16	21	43	1	4	48
Psychological	4	4	8	6	3	9	12	5	-	17
SLD	7	9	16	29	12	41	52	2	3	57
Vision	1	4	5	2	6	8	12	-	1	13
Total	46	63	109	97	61	158	234	21	12	267

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

Conduct of the TEE

Practical examinations

Practical examinations are conducted for Drama Studies, Music and LOTE subjects. Art visual diaries are collected and marked. There was a significant increase in the number of telephone interviews conducted for country candidates in LOTE subjects, partly due to the difficulties with scheduling air-travel during the Ansett collapse, and to budget constraints. Upon advice from the Department of Foreign Affairs, markers were unable to travel to Indonesia for 100 candidates undertaking Indonesian: Advanced oral interviews. Marks for the practical component of this subject for these students were dealt with through the sickness/misadventure process.

Written papers

The written components of examinations were held over a 13-day period with at least two subjects examined on each day.

Sound recordings

The sound components of LOTE and Music examinations ran smoothly this year, building on changes implemented in 2000. Compliments were received on the clarity of the sound from the use of CDs and this further justified the new practice of awarding responsibility for the total production of the sound component to one company.

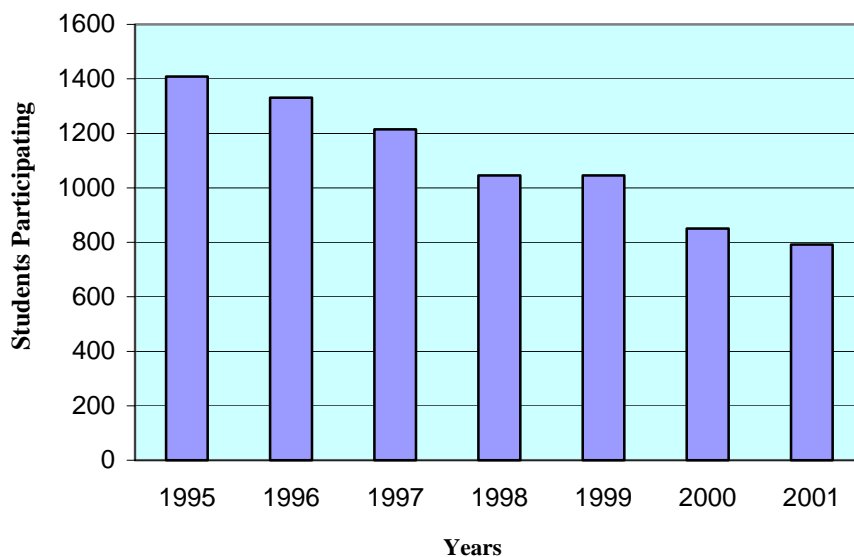
Breaches of examinations rules

During the written examinations, three candidates (15 in 2000) were reported to the Breaches of Examination Rules Committee as having breached the examination rules. All candidates were penalised with a loss of marks ranging from 5% to cancellation of total marks for the paper.

English Language Competence Test

The Curriculum Council English Language Competence Test was held at 134 (157 in 2000) schools for 792 (880 in 2000) students. There has been a steady decline in students sitting the test since 1995. The marked decline since 1999, however, can be directly attributed to the introduction of the “U” (unfinished) grade in the post-compulsory years.

Figure 5: Participation in the English Language Competence Test, 2001



Marking of the TEE

More than 820 teachers and university lecturers were engaged in marking the 2001 TEE. Of these, 174 assessed the practical component of 12 subjects. The total marking cost was \$1,028,824, an increase of 2.6% on 2000, due to an increase in the number of TEE candidates, an increase in the number of Drama Studies candidates and an across-the-board pay increase to markers.

Written examinations

There were 54,458 written scripts marked (54,461 in 2000) by 660 markers. Twenty-three country markers were employed in the marking process in 2001. Pre-marking meetings between marking teams and chief markers established agreed marking guidelines through

sample marking and discussion of the examination papers, a process overseen by Council subject moderators.

Checking of marks

A total of 451 applications for a results check were received out of a possible 54,458, representing less than 0.8% of requests to student–subject numbers. One error was detected and corrected. The number of applications from candidates seeking a breakdown of their examination scores was 364 (637 requests in 1999; 933 in 1998).

Requests for scripts

Candidates who sat the TEE in 2001 were given the opportunity to purchase copies of their examination scripts. Scripts were previously only available under the Freedom of Information provisions. A total of 118 candidates requested 403 scripts, raising revenue of \$3,624.

Special considerations for candidates

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

Table 14: Sickness/misadventure applications by school sector and gender in 2001

School type	Female		Male		Total		Enrolments
Government	172	33.9%	87	17.2%	258	51.0%	7,68 (55.3%)
Non-government	151	29.8%	92	18.2%	243	47.9%	5,502 (42.5%)
Overseas	1	0.2%	4	0.8%	5	1.0%	288 (2.2%)
Total	324	63.9%	183	36.1%	507	100%	12 958

** Number of school candidates enrolled to sit TEE (19/12/01) Figures in brackets denote the percentage of the total TEE enrolments by location.

Table 15: Outcome of sickness/misadventure applications for 1998–2001

Outcome of applications	1998		1999		2000		2001	
All subjects accepted	357	88.4%	426	82.6%	367	80.5%	428	84.4%
No subjects accepted	25	6.2%	67	13.0%	49	10.7%	44	8.7%
Some subjects accepted	22	5.4%	23	4.5%	40	8.8%	35	6.9%
Total	404		516		456		507	

Evaluation of the TEE papers

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

Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates. In 14 subjects (13 in 2000), the marks spanned 90 or more percentage points, and in a further 10 subjects, the range was 80–89.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55 – 60%. Sixteen examining panels (13 in 2000) achieved the desired level of difficulty. The only examination with a mean mark below 50% was Physical Science. Four subjects had comparatively easy papers with mean marks above 65 — Chinese: Second Language, Geology, German and Italian.

Reliability

Overall, the reliabilities of all of the examinations were high in 2001 considering that they were untrials tests; they ranged from 0.62 to 0.93 (0.73 to 0.97 in 2000).

Concurrent evidence for validity

The correlations between school-based marks and the TEE were generally high (0.71 to 0.96) implying that, to a considerable extent, the TEE assessed the same achievements as school-based assessments.

Public comment

Only 11 online comments and 13 letters on the content of the TEE papers were received from teachers and were sent to the appropriate syllabus committees for discussion. Of those letters received, 10 were about the error in the English Literature paper. These were all from students, their parents, or teachers from the eight affected schools and asked for special consideration or for information on how this would be put into effect.

Conclusion

Statistical evidence from the 2001 TEE papers indicates that the overall quality of the examinations remains high. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from the:

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

Stakeholders, through their representation on syllabus committees and the Post-Compulsory Education Committee, concluded that the 2001 TEE papers provided valid and credible assessment of the appropriate Year 12 subjects.

Comparability of achievement in TER subjects

The marks-adjusting programs of statistical moderation, standardisation and scaling were executed without error. Manual integrity checks and an absence of errors reported by the public confirmed this. In addition, two minor refinements of procedures relating to moderation of small group partnerships were successfully introduced.

Certification of student achievement

Year 12 students were able to access their results on the Internet for the second time this year. Additional information (the standardised moderated school assessment, standardised examination mark and combined mark) was provided with the electronic results to assist students to more fully understand the marks adjustment process. More than 7,500 (60%) of TEE students electronically accessed their results. Very favourable anecdotal feedback was received about this initiative.

There were 19,111 (18,848 in 2000) Statements of Results produced for the cohort of Year 12 students with 86.6% of these students (16,537) achieving secondary graduation (16,197 certificates in 2000 representing 85.9% of students).

There were 22,033 (21,513 in 2000) Statements of Results issued to Year 11 students who completed either at least one upper-school Curriculum Council subject or a Unit of Competency/National Training Module in 2001.

Acknowledging excellence

There were 1,046 exhibitions and awards (999 in 200, 1,042 in 1999, 961 in 1998 and 892 in 1997) granted to post-compulsory students in recognition of educational excellence. In 2001 the award introduced in 2000 for the student who demonstrated the best results in a vocational program was re-named the Beazley Medal: VET.

Table 16: 2001 secondary exhibitions and awards statistics

Award		Number
Beazley Medal: TEE		1
Beazley Medal: VET		1
General Exhibitions		40
Subject Exhibitions		46
TEE subjects	26	
WSA subjects	20	
Special Subject Awards		
TEE subjects	1	2
WSA subjects	1	
Certificates of Distinction		350
TEE subjects	257	
WSA subjects	93	
Special Certificates of Distinction		26
TEE subjects	21	
WSA subjects	5	
Certificates of Excellence		580
Total		1,046

Awards presentation

More than 2,000 people attended the Curriculum Council Exhibition and Awards Presentation Ceremony on 26 February 2002 at Murdoch University. Students from three different schools provided music and entertainment during the evening. Sponsorship worth \$34,500 was raised from 14 organisations to assist with the ceremony.

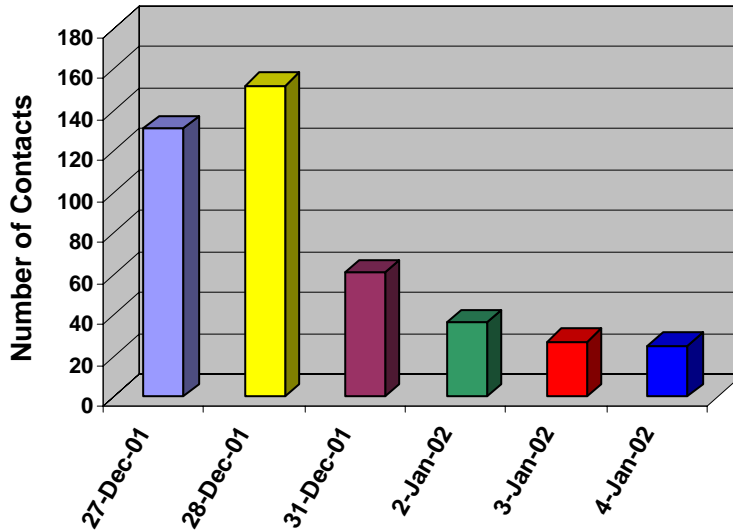
School presentations

During the year requests were received from a number of schools to address teachers, parents and students on issues related to certification and the examinations. Members of the Certification and Examinations Branch visited schools in the Geraldton district and conducted information sessions for students, parents and teachers as part of the on-going policy of providing greater information and access to country students. This visit complemented the growing metropolitan school visit program.

Post-TEE counselling

There were 432 telephone enquiries (483 following the 2000 TEE), mainly related to the process used by the Council to adjust marks (moderation, standardisation and scaling).

Figure 6: Post-TEE counselling following the 2001 TEE



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

School statistics

During the year numerous requests were made from a wide range of sources for data on a variety of areas, including performance of schools, subject enrolments and trends in student achievement. Early in 2001, *The West Australian* requested, under the Freedom of Information provisions, information regarding statistical moderation. Following negotiations with *The West Australian* and advice from the Crown Solicitor's Office, the newspaper published a table that described the effects of statistical moderation in their lift-out on school league tables in January 2002.

OVERSEAS PROGRAM

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

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

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

Services

The moderation, examination and certification processes mirror procedures followed in WA as much as possible. Teachers in overseas schools participated less in the district seminar and consensus meeting moderation strategies but, at least in most subjects, there was a greater emphasis on the school visit program. Examination centres were set up in all schools for all subjects in which schools had candidates.

Schools

Sunway College (Malaysia): Since the college introduced TEE subjects in 1988, one of its pre-university programs has been based on 10-13 Year 12 TEE subjects. Numbers of students taking TEE subjects declined from more than 200 in 2000 to 165 in 2001 as the school introduced the Monash University Foundation Program.

Bina Nusantara High School (Indonesia): The TEE was offered in 13 subjects for the first time in 2000 with the same subjects examined in 2001. In 2002 about 200 students in Years 11 and 12 are studying the TEE program.

Methodist College Kuala Lumpur (Malaysia): A limited TEE program was offered for the first time in 2000 for five students. Student numbers increased to 21 in 2001 but decreased in 2002, with an increase predicted in 2003 as a monorail station is opening near the school in September 2002.

St Francis Methodist School (Singapore): Since November 2000 the school has been allowed to enrol non-Singaporeans in TEE subjects; five students were enrolled in a limited TEE program in 2001. In late 2001 the school received permission to enrol Singaporeans but with

restrictions. According to the school, the WA program is only the second international curriculum that has been approved for school-aged Singaporeans. The school anticipates that most students will continue to come from mainland China, although it has marketed the program in Taiwan, Myanmar, Vietnam, and Japan. At June 2002, 14 students were taking the TEE program with numbers expected to increase in 2003. The school is also planning to deliver TEE subjects using on-line e-learning strategies, which will result in a significant increase in TEE students.

King Saud International School (Saudi Arabia): The school has an agreement with the Council to implement the *Curriculum Framework*. Although it has previously expressed interest in offering a WA post-compulsory program, plans have been postponed until at least 2004.

The Future

- Many companies and schools in India, China, Malaysia, Indonesia and Singapore have enquired about the Council's post-compulsory program, including two schools considering 2004 enrolments.
- In Indonesia, schools are being granted a status called National Plus, which allows delivery of an approved international curriculum provided elements of the national curriculum are covered. More than 30 schools can now gain this status but many have yet to adopt an international curriculum. The Council is in discussion with two schools.
- In November 2001, the Overseas Manager visited two schools in China and there has been interest from other Chinese institutions. Progress with all parties has been slow due to the availability and cost of Australian teachers, the level of English language competency of the students, and the difficulties that Chinese students experience when applying for a visa to complete tertiary studies in Australia.
- The decrease in TEE student numbers at Sunway College is of concern. Given the popularity of the Monash University Foundation Program, it may be difficult for the Council to maintain the TEE program at this college.
- Two Indonesian schools have asked the Council provide curriculum for K-10. As the Council is unable to directly respond to this request, it has contacted WA government and non-government sector/systems to determine interest in working with these schools.
- A moderation strategy for overseas schools that will not impact on the Council's WA operations has been developed and will be implemented in 2003. The existing system of moderation will not be sustainable without impacting on services the Council delivers to WA schools if the Overseas Program expands.

The overseas program provides the Council with an opportunity to achieve a significant financial return, however, it also operates in a highly competitive market. For example, the Monash University Foundation Program, a major competitor with the TEE program, has been marketed aggressively in South-East Asia. Competitors have devised programs that meet the needs of overseas students. If WA is to continue with its program, some minor but significant changes to its processes, including the rules for the calculation of the Tertiary Entrance Rank (TER) by the Tertiary Institutions Service Centre (TISC) for overseas students, will need to occur.

POST-COMPULSORY EDUCATION REVIEW

The Curriculum Council began a statewide review into post-compulsory education in schools in May 1998. While the existing system had considerable strengths, the Council believed it did not cater adequately for all students eligible for participation in Years 11 and 12. Extensive research and consultation were undertaken to obtain the views of the community on new directions for Years 11 and 12. Included in the process was the release of a discussion paper (October 1999) followed by the *Post-Compulsory Education Review Position Paper* (November 2000). The eight-month consultation period on the position paper ended on 30 June 2001. During 2001–02 the Council completed its analysis of the feedback on the position paper, developed and released the final review report, *Our Youth, Our Future*, provided information sessions on the final recommendations and began the first phase of implementation of the report recommendations.

Analysis of position paper feedback

Intensive consultation on the position paper resulted in a large response (307 returned questionnaires and 155 written submissions, representing about 3,500 people). Submissions were received from the Department of Education, the Catholic Education Office and the Association of Independent Schools of WA, with many other submissions developed collaboratively by schools, teaching associations, universities and community groups. An independent consultant contracted by the Council to analyse the feedback presented findings to the Council on August 8. The consultant's report was posted on the Council's website on August 13.

In general, the feedback indicated there was general support for the philosophy and the intentions of the position paper, however, those who provided written comments made it quite clear that there were some recommendations they believed would need to be changed for a new system to be successful in schools.

The final report

Issues raised in the feedback were addressed in the final report, which was endorsed in terms of its substantive content by the Council on 24 October

In November 2001 the report was presented to the Minister for Education who circulated it to key stakeholders for their responses. The Minister subsequently requested only one change to the Council's recommendations for implementation.

Over the summer period State Cabinet members considered and approved the proposals for the new post-compulsory system and its implementation, including funding allocation in the forward estimates. The directions from government for the implementation of the report are provided in the document *Our Youth, Our Future: Summary of the directions endorsed by the Western Australian Government*. These outline the features of the new system and its implementation as an adaptive, three-phase process over the period 2002–09.

Report launch

The Minister formally launched the *Our Youth, Our Future* report on 26 March 2002 at Morley Senior High School to an audience of representatives of the key stakeholders, the media and students. The new system will comprise 50 new broad courses of study that will accommodate each of the existing types of subjects, that is, Tertiary Entrance Examinations subjects, wholly school-assessed (WSA) subjects and vocational education and training (VET), in a single structure. All the new courses will count towards university and TAFE

entrance and will provide students with more flexibility and access to a wider range of post-school destinations. The courses will be developed through an extensive process of trialing and consultation of up to three years.

Information sessions

Following the launch of the report, information sessions for 324 principals and school system leaders were held at three metropolitan locations. Copies of the report and the accompanying summary were widely circulated to teachers in all WA schools. Additional briefing sessions were held for school curriculum leaders, parent groups, tertiary and training sector representatives. A one-hour briefing session and panel discussion was broadcast through Westlink to country areas in May.

Implementation

The first phase of implementation is to develop 11 new courses of study. Reference groups, with representation from the sector/systems, universities, training, professional associations, the community and industry, are being established for each new course and writers will be contracted to work closely with Council officers on the new courses of study. A prototype course of study for Media Production and Analysis will be used as the model for the development of the other trial courses. Research projects to inform the requirements for English Language Competence for the Western Australian Certificate of Education and to inform the development of the course-of-study scales of achievement are also being undertaken.

CORPORATE SERVICES

Outcome 9: The secretariat is structured, resourced and managed so that the Council is able to fulfil its kindergarten to Year 12 statutory functions and responsibilities in an efficient and effective manner.

This year Corporate Services has continued to provide services to the Council secretariat and the Department of Education Services. As a result of the Machinery on Government recommendations, the Country High School Hostels Authority has relocated to the Department of Education's head office in East Perth and is no longer supported by the Council's Corporate Services division.

Records Management

Records management remained a major focus for the organisation throughout the year. Procedures and guidelines to help capture and register correspondence have been implemented, and an agency functional thesaurus has been developed by amalgamating Keyword AAA with the Council's core business thesaurus. The new thesaurus will provide greater consistency in document and file titling. Staff have been trained both to work with the new thesaurus and in the new practices to ensure compliance with the State Records Act 2000.

Information Services

The year's major project was the project management planning of a new student database. During the year the Council updated its business case to the State Government in support of a new student records management system to replace the current student records system. This updated business case took into account the Post-Compulsory Education Review changes. Having won budgetary support from the State Government for this important initiative, work has begun on the more detailed development of specifications. Another major achievement was the development of a system to improve the management of our customer contacts database, known as the Contact Management System. This initiative has reduced duplication of contact details, streamlined our internal processes and enhanced contact with stakeholders.

Other achievements throughout the year include:

- creation of a system to register Registered Training Providers and certificate VET qualifications with Certificate I and Certificate II;
- the building of a multi-user database system to register attendance at consensus meetings, and district seminars;
- the successful printing of all Council 2001 student certificates on in-house networked digital photocopiers;
- the continuation of the provision of bureau support to the Department of Sport and Recreation, WA Electoral Commission and Department of Education Services to enable the use of a common financial management information system (Smartstream).

Financial Services

2001–02 was a contrasting year of stability and changes for the Finance Services Section. The accounting system, Smartstream (SS), was so stable there was hardly any downtime. However, during the year, the Canadian vendor, GEAC, announced that it would no longer be promoting SS in Australia and would support users through an Answerlink. This withdrawal could jeopardise the maintenance of the system as the Council may be left with only the support of the local Smartsoftware company that has no access to some of the SS source

codes. At the time of this report, it is not known if GEAC's Answerlink will cover the Council's version of the SS.

Three team members changed their working conditions and environment during the latter part of the year but the changes did not affect the section's productivity and the section coped well with the usual peak load in June.

Human Resources

Occupational health and safety

An ongoing commitment to achieving a safe and healthy work environment has involved staff awareness raising on a variety of issues. A particular focus has been ensuring personnel have comfortable and ergonomically sound workstations. In addition, the currency of senior first aid qualifications has been maintained through the St John Ambulance Association.

Workers' compensation

The Council had one new claim for 2001–02: shoulder and arm soreness related to computer use, resulting in five days lost time. This claim has been finalised and there are no ongoing claims from previous years.

Equal employment opportunity

Cross-cultural interactive workshops were conducted to raise staff's awareness of the difficulties and issues facing immigrants, and indigenous and minority groups in integrating into Australian society. In conjunction with the workshops, Harmony Day was promoted and celebrated, further raising awareness of the diversity of WA culture. Emphasis was placed on cultural and language differences and the need for greater flexibility, understanding and increased knowledge between all.

The Council's four-year Equity and Diversity Plan has been submitted to the Office of Equal Employment Opportunity for endorsement. The plan indicates that we are aiming to increase the representation on staff of indigenous Australians and youth under 25 years.

Implementation of The Language Services Strategy

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

Industrial agreements

During the year the Curriculum Council Enterprise Agreements were replaced. All staff members are now covered by the Government Officers Salaries Allowances and Conditions General Agreement 2002.

Public sector standards

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

Code of Conduct

The Council continues to support our Code of Conduct. Officers continued to be guided by the information contained in the Code, the principles of the Code of Ethics and where applicable, by the specified policy and legislation.

Disability Service Plan

The Council's Disability Service Plan continues to achieve the outcomes recognised by the Disability Services Commission in 2000. Provision of special examination arrangements for 267 students was put into place in 2001 to ensure students were not disadvantaged in their final assessments. Examination papers for seven subjects were prepared in Braille and teachers of Geography students were provided with guidelines for assessing students with colour blindness.

The Council is constantly developing ways to cater for the increasing numbers of students with attention, behaviour or learning problems and early in 2002 conducted a forum with Professor Rosemary Tannock from Toronto, Canada who was visiting Perth as a University of WA Distinguished Visitor to its Department of Psychology. Professor Tannock wrote to the Minister for Education to congratulate the Council on its initiatives to ensure equity and access in education. In particular the consultative approach, data collection and analysis processes, and case management were regarded by Professor Tannock as leading practice that is rarely evident in other countries.

Access to and security in the Council's buildings and facilities have been improved as all visitors are required to report to reception. This enables staff to identify visitors who may require provision of language services or assistance to the location of their appointment with Council staff.

The findings of the Post-Compulsory Education Review conducted by the Curriculum Council were adopted by the State Government in March and work has commenced on the development of courses of study that are inclusive of all students. The Council's Inclusivity Advisory Group continues to provide expert advice in relation the development of courses of study, progress maps of student achievement and the development of support materials for teachers implementing the *Curriculum Framework*.

Work has begun on a review of the Council's Disability Service Plan, with new strategies being implemented where appropriate to progress the Council's achievement of the key outcomes.

Freedom of information

During the reporting period there was only one new request, with one outstanding request from last year. Both applications were of a non-personal nature and were successfully completed.

Risk management

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

Recycling

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

Advertising expenditure

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

Advertising expenditure included in the Statement of Financial Performance for the year ended 30 June 2002:

- Employee expenses: Staff vacancies \$8,667
- Supplies and Services: Publication of award ceremony sponsors and Westlink broadcast about Post-Compulsory Education Review implementation to teachers in remote country areas \$2,501

Mode of advertising for the above items: advertising agencies.

COMPLIANCE STATEMENT

Compliance with Public Sector Management Act Section 31(1)

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

Number lodged: nil

Number of breaches found,
including details of multiple breaches of application: nil

Number still under review: nil



Norma Jeffery
A/Chief Executive Officer

27 August 2002

Postal and street address

27 Walters Drive
Osborne Park WA 6017

Telephone: 08 9273 6300
Facsimile: 08 9273 6301

Appendix 1: Major Award Winners 2001

Beazley Medal: TEE

Antony Steven Moser, Hale School

Beazley Medal: VET

Bianca Sue Batten, Forrestfield Senior High School

General Exhibitions

Antony Steven Moser, Hale School
Nader Ali Ruhayel, Hale School
Ying Hui Hong, Rossmoyne Senior High School
Claire Elisabeth Molinari, Perth College
Jordan Alexis Amor-Robertson, Perth College
Katherine Emma Stokes, Methodist Ladies' College
Siong-Horng Lim, Hale School
Peter James McNamara, Hale School
Emily Cecilia Collin, Methodist Ladies' College
Daniel Stephen Miller, Sacred Heart College
Kirsty Alison Newton, St Mary's Anglican Girls' School
Sek-Loong Tan, Christ Church Grammar School
Say-Jing Ronald Ng, Christ Church Grammar School
Kerri Ng, Iona Presentation College
Hannah Jaye Scurr, Perth College
Ernest Sheir-Wei Yeo, Applecross Senior High School
Matthew Ivan Glucina, Trinity College
Daniel Eric Anderson, Trinity College
Gerald Yue Sheng Teng, Christ Church Grammar School
Aimee Genevieve Kaye, St Mary's Anglican Girls' School
Simon Pui On To, Shenton College
Helen Jennifer Burnside, Perth College
Jonathon Matthew Rumble, Wesley College
Cherie Ruth Graziotti, Methodist Ladies' College
Daniel Soon Hock Tan, Churchlands Senior High School
Ross Michael McNaught, Guildford Grammar School
Harsimran Singh, Rossmoyne Senior High School
Shangzheng Chen, Scotch College
Si Ning Zhao, Rossmoyne Senior High School
Nicole Marie Birch, Bunbury Catholic College
Lucy Sophia Loweth, St Mary's Anglican Girls' School
Brianna Danae Manley, Rossmoyne Senior High School
Sarah Jane Clarke, Carine Senior High School
Jian-Ning Wong, Rossmoyne Senior High School
Ariaan Fiamma Purich, Methodist Ladies' College
Stephen Broumand Evans, Wesley College
Theofanis Xydas, Hale School
Ian Alexander Repper, Churchlands Senior High School
Sarah Alexandra Woenne, St Hilda's Anglican School for Girls
Nicholas Patrick Heaney, Hale School

Subject Exhibitions

Accounting: Bianca Bellini, Santa Maria College
Ancient History: David Walter Okeby, John XXIII College
Applicable Mathematics: Ying Hui Hong, Rossmoyne Senior High School
Art and Design: Gemma May Jolly, St Mary's Anglican Girls' School
Art: Emma Gita Farhoumand, Kalamunda Senior High School
Aspects of the Tourism Industry: Bianca Sue Batten, Forrestfield Senior High School
Biology: Leanne Elvery, St Mary's Anglican Girls' School
Business Financial Management: Stacey Christine Worthington, Swan View Senior High School
Calculus: Peter James McNamara, Hale School
Chemistry: Gerald Yue Sheng Teng, Christ Church Grammar School
Dance Studies: Shannon Marie Riggs, John Curtin College of The Arts
Discrete Mathematics: Bradley Michael Wake, Private Candidate
Drama Studies: Peta Louise Reynolds, John Curtin College of The Arts
Early Childhood Studies: Skye Ellen Scott, Craigie Senior High School
Economics: Daniel Stephen Miller, Sacred Heart College
English as a Second Language: Richard Kai Siang Leong, Rossmoyne Senior High School
English Literature: Ashleigh Jayne Owens, Penrhos College
English: Daniel John Privilege, Trinity College
Food Production: Samuel Ernesto Hernandez, Clarkson Community High School
French: Jordan Alexis Amor-Robertson, Perth College
Geography: Brianna Danae Manley, Rossmoyne Senior High School
German: Antony Steven Moser, Private Candidate
History: Alaina Terese Gougoulis, Perth College
Human Biology: Cassandra Phyllis Hay, Swan Christian College
Independent Living: Amanda Simone Porritt, Albany Senior High School
Indonesian: Second Language: Emeline Melissa Gaske, Mt Lawley Senior High School
Industry Information Technology: Roger Martinet, Chisholm Catholic College
Information Systems: Michael Rowan Selby Patton, Scotch College
Italian: Barbara Anna Stelmach, All Saints' College
Japanese: Second Language: Siong-Horng Lim, Private Candidate
Media Studies: Enrico Burgio, Mt Lawley Senior High School
Modelling with Mathematics: Gene Arthur Eaton, Manjimup Senior High School
Music: Sophie Walker, St Mary's Anglican Girls' School
Physical Science: Daniel Robert Taborsky, Private Candidate
Physics: Simon Pui On To, Shenton College
Political and Legal Studies: Ashleigh Jayne Owens, Penrhos College
Practical Geography: Melanie Van Der Wacht, Lynwood Senior High School
Senior English: Leanne Olivia Minchington, St Mary's Anglican Girls' School
Senior Science: Philippa Anne Preuss, Methodist Ladies' College
SWL - Design: Anna Allison Melitza Palmos, St Mary's Anglican Girls' School
SWL - Food and Hospitality: Jason Matthew Gomboc, Trinity College
SWL - Sales and Personal Service: Elliott James Hinkley, Ballajura Community College
Visual Communication - Photography: Emma Lee-Anne Gaskin, Penrhos College
Vocational English: Thomas Peter Ellis, Aquinas College
Work Studies: Sarah Louise Burrage, Rossmoyne Senior High School

Special Subject Awards

Indonesian: Advanced: Guddy Bahirwani, Tuart College
SWL - Child Care: Sarah Louise Burrage, Rossmoyne Senior High School
Systems Technology: Sebastian Juerges, Hale School

Appendix 2: Curriculum Framework Committee

Role

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

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

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

Chairperson

Mr Bernard Boss (A/Chair to November 2002)
Ms Norman Jeffery (A/Chair to February 2002)
Mrs Barbara Bosich (from February 2002)

Catholic Education Office
Curriculum Council
Christ Church Grammar School

Members

Mrs Susan Baker
Ms Gail Barrow
Ms Bethlyn Blackwood
Ms Christine Edwards (to November 2001)
Mr John Garnaut (to September 2001)
Ms Desiree Grzenda-Day (from February 2002)
Mr Garry Hewitt
Ms Jayne Johnston
Dr Carmel Maloney
Ms Pam Moss (from September 2001)
Assoc. Prof. Bruce Shortland-Jones
Dr Robin White
Mr Terry Wilson (from February 2002)

Mandurah Secondary College
Department of Education
Presbyterian Ladies' College
Catholic Education Office
Department of Education
Catholic Education Office
South Perth Primary School
Department of Education
Edith Cowan University
Department of Education
Curtin University of Technology
Perth Modern Senior High School
Catholic Education Office

Appendix 3: Post-Compulsory Education Committee

Role

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

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

Chairperson

Mr Graham Rixon

Association of Independent Schools of WA
representative on Curriculum Council

Members

Ms Mary Ballantine	Department of Training
Mr John Garnaut (to September 2001)	Department of Education
Ms Valerie Gould	Association of Independent Schools of WA
Prof. Elizabeth Harman (to July 2001)	Edith Cowan University
Mr Philip Harrold (to March 2002)	WA Council of State School Organisations
Mr Neil Hunt	Department of Education
Ms Kaye Land	Teachers' interests
Mr Tom Lyons (from May 2002)	Training Accreditation Council
A/Prof. David Macey	Murdoch University
Mr Iain McDougall	Hospitality Group Training (WA)
Ms Pamela Moss (from October 2001)	Department of Education
Mr John Nelson	Catholic Education Office
A/Prof. Judith Rivalland (from August 2001)	Edith Cowan University
Mr Royce Standish	West Coast College of TAFE
A/Prof. David Treloar	University of Western Australia
Ms Karen Vincent (from April 2002)	WA Council of State School Organisations
Ms Marli Wallace (to March 2002)	Training Accreditation Council
A/Prof. Owen Watts	Curtin University of Technology

Appendix 4: Aboriginal Advisory Committee

Role

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

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

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

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

Chairperson

Ms Lucina Cross

Curriculum Council member and principal of Nullagine Primary School

Members

Mr Norman Brahim

Catholic Education Office

Ms Donella Brown

Clontarf Aboriginal College

Mr Kim Collard

Curtin University of Technology

Mr Oral McGuire (to Dec 01)

Department of Training

Ms Christine Jackson

Hamilton Senior High School

Ms Wendy Smith (from Feb 02)

Department of Training

Ms Cindy Solanec (from Feb 02)

Edith Cowan University (AISWA representative)

Mr Ken Wyatt

Department of Education

Appendix 5: Functions of the Curriculum Council

Curriculum Framework

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

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

Post-compulsory Schooling

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

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

Obligations

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

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

Appendix 6: Information Statement

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

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

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

1. Policy and administrative documents

The Council policy and administrative documents are as follows:

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

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

2. Structure and functions of the Council

The Council consists of 13 members:

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

Of the persons appointed under (iii):

- (a) three are, in the opinion of the Minister, to have experience and expertise in industry, education or community affairs;

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

The Council is to ensure that:

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

See Appendix 5 for Functions of the Council.

3. Standing committees of the Council

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

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

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

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

4. Delegation

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

5. Public participation

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

6. Community consultation

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

7. Access to council documents

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

Services available to individuals at cost:

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

8. Other information requests

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

Freedom of Information requests should be addressed to:

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

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

9. Amendment of Council records

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

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

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



AUDITOR GENERAL

To the Parliament of Western Australia

**CURRICULUM COUNCIL
PERFORMANCE INDICATORS FOR THE YEAR ENDED JUNE 30, 2002**

Scope

I have audited the key effectiveness and efficiency performance indicators of the Curriculum Council for the year ended June 30, 2002 under the provisions of the Financial Administration and Audit Act 1985. The indicators are set out in the Performance Indicators section of the annual report and are identified as "Audited key performance indicators".

The Council is responsible for developing and maintaining proper records and systems for preparing and presenting performance indicators. I have conducted an audit of the key performance indicators in order to express an opinion on them to the Parliament as required by the Act. No opinion is expressed on the output measures of quantity, quality, timeliness and cost.

My audit was performed in accordance with section 79 of the Act to form an opinion based on a reasonable level of assurance. The audit procedures included examining, on a test basis, evidence supporting the amounts and other disclosures in the performance indicators, and assessing the relevance and appropriateness of the performance indicators in assisting users to assess the Council's performance. These procedures have been undertaken to form an opinion as to whether, in all material respects, the performance indicators are relevant and appropriate having regard to their purpose and fairly represent the indicated performance.

The audit opinion expressed below has been formed on the above basis.

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Curriculum Council are relevant and appropriate for assisting users to assess the Council's performance and fairly represent the indicated performance for the year ended June 30, 2002.

D D R PEARSON
AUDITOR GENERAL
November 13, 2002

Curriculum Council

Certification of Performance Indicators for the year ended 30 June 2002

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 2002.



**PROFESSOR L PARKER
CHAIRPERSON OF THE COUNCIL**



**N I JEFFERY
ACTING CHIEF EXECUTIVE OFFICER**

Date: 27 August 2002

PERFORMANCE INDICATORS AND OUTPUT MEASURES

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

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

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

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

Output 1: Curriculum Implementation and Maintenance

Output description

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

Output measures

	2002 Target	2002 Actual	2001 Actual
Quantity			
Teachers provided with documents, advice, information, consultation and monitoring.	30,000	30,000	30,000
Teachers provided with professional development	30,000	30,000	30,000

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

Timeliness			
Satisfaction with response and delivery time	91%	84%	91%

Cost			
Average cost per teacher for documents, advice, information, consultation and monitoring	\$99	\$99	\$103
Average cost per teacher for professional development	\$50	\$45	\$50

Audited key performance indicator of efficiency for Output 1

	2002 Target	2002 Actual	2001 Actual	2000 Actual
Cost				
Average cost per student for documents, advice, information, consultation and monitoring	\$12.21	\$11.76	\$12.43	\$9.32

Student number in all schools in WA totalled 365,571 based on the Department of Education 's February 2002 census data. (2001: 368,097).

Audited key performance indicators of effectiveness for this outcome.

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

Key Effectiveness Indicator				
Teachers who have commenced implementation of the <i>Curriculum Framework</i>	99%	98%	99%	96%

Population and Sample size: 1,123 schools; Response size: 422 schools; Response rate: 37.6%; Sample selection: all schools in Western Australia were surveyed.

The results of a Customer Focus Survey were as follows:

	2002 Target	2002 Actual	2001 Actual	2000 Actual
Quality Satisfaction with documents, information, consultation and monitoring advice (including advice for professional development)	86%	78%	86%	88%

Sample size: 3,000; Response size: 1,406 Response rate: 46.9%; Population size: 30,000; Standard error: 2.55% (95%); Sample selection: stratified random sample based on categories of people involved in implementing the *Curriculum Framework*

Timeliness Satisfaction with response and delivery time	91%	84%	91%	84%
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Sample size: 3,000; Response size: 1,406; Response rate: 46.9%; Population size: 30,000; Standard error: 2.55% (95%); Sample selection: Stratified random sample based on categories of people involved in implementing the *Curriculum Framework*.

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

Output 2: Course Development and Approval

Output description

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

Output measures

	2002 Target	2002 Actual	2001 Actual
Quantity Courses developed or reviewed and approved	420	398	445

Quality Support of stakeholders for courses developed or reviewed and approved	78%	79%	78%
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Timeliness

Courses developed or reviewed in time for approval and notification

100% 100% 100%

Audited key performance indicator of efficiency for Output 2

	2002 Target	2002 Actual	2001 Actual	2000 Actual
Cost				
Average cost per course developed or reviewed and approved	\$2,257	\$3,160	\$2,146	\$1,983

The variation between the actual cost for 2002 and 2001 was due to:

- Lower number of courses due to the rationalisation of vocational subjects in 2002 (2002:400, 2001:445).
- Higher costs due to the implementation of the program for Assuring Quality of Vocational Education and Training in Schools and the proportionate assignment of costs relating to the Post-Compulsory Education Review activities previously borne 100% by the Output 1.

Audited key performance indicators of effectiveness for this outcome.

Key Effectiveness Indicator				
Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs	100%	79%	78%	77%

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

Population and sampling size: 164; Response size: 139; Response rate: 85% level.

There was unanimous acceptance of the Year 2001 Accreditation and Moderation Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

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

Output 3: Student Assessment and Certification

Output description

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

Output measures

	2002 Target	2002 Actual	2001 Actual
Quantity			
Students receiving a Statement of Results	41,000	41,144	40,361
School–subject combinations awarding numerical assessment and/or grades	11,400	11,868	11,400

Quality			
Support of stakeholders for comparability of assessment and grading	75%	73%	75%

Timeliness			
Investigation of appeals against assessments are completed within agreed timeframes	100%	100%	100%

Audited key performance indicator of efficiency for Output 3

	2002 Target	2002 Actual	2001 Actual	2000 Actual
Cost				
Average cost per student receiving a Statement of Results	\$81	\$77	\$84	\$87
Average cost per school–subject combination	\$111	\$103	\$117	\$127

Audited key performance indicators of effectiveness for this outcome.

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

This indicator is based on unanimous acceptance of the Year 2001 Certification and Examination Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

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

Total number of TEE student subjects: 54,554; Total number of checks requested: 451; Number of errors found: 1.



AUDITOR GENERAL

To the Parliament of Western Australia

CURRICULUM COUNCIL FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2002

Scope

I have audited the accounts and financial statements of the Curriculum Council for the year ended June 30, 2002 under the provisions of the Financial Administration and Audit Act 1985.

The Council is responsible for keeping proper accounts and maintaining adequate systems of internal control, preparing and presenting the financial statements, and complying with the Act and other relevant written law. The primary responsibility for the detection, investigation and prevention of irregularities rests with the Council.

My audit was performed in accordance with section 79 of the Act to form an opinion based on a reasonable level of assurance. The audit procedures included examining, on a test basis, the controls exercised by the Council to ensure financial regularity in accordance with legislative provisions, evidence to provide reasonable assurance that the amounts and other disclosures in the financial statements are free of material misstatement and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial statements are presented fairly in accordance with Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions so as to present a view which is consistent with my understanding of the Council's financial position, its financial performance and its cash flows.

The audit opinion expressed below has been formed on the above basis.

Audit Opinion

In my opinion,

- (i) the controls exercised by the Curriculum Council provide reasonable assurance that the receipt, expenditure and investment of moneys and the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the Statement of Financial Performance, Statement of Financial Position and Statement of Cash Flows and the Notes to and forming part of the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the Council at June 30, 2002 and its financial performance and its cash flows for the year then ended.

D D R PEARSON
AUDITOR GENERAL
November 13, 2002

Curriculum Council

Certification of Financial Statements for the year ended 30 June 2002

The accompanying financial statements of the Curriculum Council have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2002 and the financial position as at 30 June 2002.

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



PROFESSOR L PARKER
CHAIRPERSON OF THE COUNCIL



N I JEFFERY
ACTING CHIEF EXECUTIVE OFFICER



D M McEVOY
PRINCIPAL ACCOUNTING OFFICER

Date: 27 August 2002

Curriculum Council

Statement of Financial Performance for the year ended 30 June 2002

	Note	2002 \$000	2001 \$000
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	4,519	4,782
Supplies and services	3	3,775	3,683
Depreciation expense	4	118	126
Borrowing costs expense	5	13	15
Communications expense		172	151
Grants and awards	6	1,346	1,503
Other expenses from ordinary activities	7	2	-
Total cost of services		9,945	10,260
Revenues from ordinary activities			
Sales and fees	8	809	800
Grants	9	55	39
Net profit on disposal of non-current assets	10	2	-
Other revenues from ordinary activities		39	73
Total revenues from ordinary activities		905	912
NET COST OF SERVICES		9,040	9,348
REVENUES FROM GOVERNMENT			
Output appropriations	11	8,954	8,814
Resources received free of charge	12	277	179
Total revenues from Government		9,231	8,993
CHANGE IN NET ASSETS		191	(355)

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

Curriculum Council

Statement of Financial Position as at 30 June 2002

	Note	2002 \$000	2001 \$000
CURRENT ASSETS			
Cash assets	13	1,334	225
Restricted cash assets	14	131	114
Inventories	15	222	219
Receivables	16	28	51
Amount receivable for outputs	17	70	-
Prepayments		24	67
Total current assets		1,809	676
NON-CURRENT ASSETS			
Amount receivable for outputs	17	137	-
Office equipment and fittings	18	104	193
Project-in-progress	19	96	24
Total non-current assets		337	217
Total assets		2,146	893
CURRENT LIABILITIES			
Payables	20	142	35
Interest-bearing liabilities	21	7	6
Provisions	22	465	448
Other liabilities	23	233	256
Total current liabilities		847	745
NON-CURRENT LIABILITIES			
Interest-bearing liabilities	21	135	143
Provisions	22	1,069	1,237
Total non-current liabilities		1,204	1,380
Total liabilities		2,051	2,125
NET ASSETS/(LIABILITIES)		95	(1,232)
EQUITY			
	24		
Contributed equity		1,136	-
Accumulated deficiency		(1,152)	(1,331)
Reserve		111	99
TOTAL EQUITY/(EQUITY DEFICIT)		95	(1,232)

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

Curriculum Council

Statement of Cash Flows for the year ended 30 June 2002

	Note	2002 \$000	2001 \$000
CASH FLOWS FROM GOVERNMENT			
Output appropriations		8,747	8,704
Capital contributions (2001:appropriations)		1,136	110
Net cash provided by Government		9,883	8,814
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(4,720)	(4,676)
Services, supplies and communications		(3,528)	(3,746)
Borrowing costs		(10)	(15)
Grants and awards		(1,346)	(1,503)
GST payments on purchases		(373)	(404)
GST payments to taxation authority		(92)	(84)
Receipts			
Sale of goods and services		785	755
Grants from state agencies		34	26
Grants from non-government sources		21	13
Other receipts		86	136
GST receipts on sales		92	84
GST receipts from taxation authority		401	382
Net cash used in operating activities	25	(8,650)	(9,032)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		2	-
Purchase of non-current physical assets		(103)	(129)
Net cash used in investing activities		(101)	(129)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings from the WA Treasury Corporation		(6)	(8)
Net cash used in financing activities		(6)	(8)
Net increase/(decrease) in cash held		1,126	(355)
Cash assets and restricted cash assets at beginning of the financial year		339	694
CASH ASSETS AND RESTRICTED CASH ASSETS AT THE END OF THE FINANCIAL YEAR	25	1,465	339

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2002

1. Significant accounting policies

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

General statement

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

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

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

(a) Output appropriations

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

Curriculum Council

(b) Contributed Equity

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

(c) Grants and other contributions revenue

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

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

(d) Revenue recognition

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

(e) Acquisitions of assets

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

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

Curriculum Council

(f) Depreciation of non-current assets

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

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

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

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

(g) Leases

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

(h) Cash

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

(i) Inventories

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

(j) Receivables

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

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

Curriculum Council

(k) Payables

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

(l) Interest-bearing liabilities

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

(m) Employee entitlements

(i) Annual leave

This entitlement is recognised at current remuneration rates and is measured at the amount unpaid at the reporting date in respect to employees' service up to that date.

(ii) Long service leave

A liability for long service leave is recognised, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given, when assessing expected future payments, to expected future wage and salary levels including relevant on costs, experience of employee departures and periods of service. Expected future payments are discounted using interest rates to obtain the estimated future cash outflows.

This method of measurement of the liability is consistent with the requirements of Australian Accounting Standard AAS 30 "Accounting for Employee Entitlements".

(iii) Superannuation

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

Curriculum Council

The liability for superannuation charges incurred under the Superannuation and Family Benefits Act pension scheme, together with the pre-transfer service liability for employees who transferred to the Gold State Superannuation Scheme, are provided for at reporting date.

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

The note disclosure required by paragraph 51(e) of AAS 30 (being the employer's share of the difference between employees' accrued superannuation benefits and the attributable net market value of plan assets) has not been provided. State scheme deficiencies are recognised by the State in its whole of government reporting. The Government Employees Superannuation Board's records are not structured to provide the information for the Council. Accordingly, deriving the information for the Council is impractical under current arrangements, and thus any benefits thereof would be exceeded by the cost of obtaining the information.

(n) Accrued salaries

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

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

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

(p) Comparative figures

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

(q) Rounding

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

Curriculum Council

	2002	2001
	\$000	\$000
2. Employee expenses		
Salaries and allowances	3,535	3,503
Superannuation	(164)	154
Long service leave	79	41
Annual leave	128	122
Other related expenses (a)	941	962
	<u>4,519</u>	<u>4,782</u>

(a) These employee expenses include superannuation, Pay-Roll Tax, WorkCover premiums and other staffing costs.

3. Supplies and services

Consultants and contractors	3,410	3,337
Consumable supplies	267	289
Repairs and maintenance	98	57
	<u>3,775</u>	<u>3,683</u>

4. Depreciation

Office equipment and fittings	<u>118</u>	<u>126</u>
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5. Borrowing costs expense

Interest paid	<u>13</u>	<u>15</u>
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Curriculum Council

	2002	2001
	\$000	\$000
6. Grants and awards		
Grants for professional development of teachers	1,336	1,495
Grants for Year 12 Art Exhibition, Celebrates WA and Sir Charles Court Young Leaders Program	5	3
Awards for Tertiary Entrance Examinations (TEE)	5	5
	<u>1,346</u>	<u>1,503</u>

The grants were provided for ordinary activities.

7. Other expenses from operating activities

Non-current asset stolen during the year	<u>2</u>	-
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The stolen asset was a laptop computer purchased prior to 2002. The insurance compensation of \$3,756 was recognised as Other revenues from ordinary activities in the Statement of Financial Performance.

8. Sales and fees

Sale of TEE materials and other publications	398	386
Fees from services relating to TEE	166	131
Fees from overseas full fee paying students	228	224
Corporate services fees (a)	17	59
	<u>809</u>	<u>800</u>

Curriculum Council

(a) Corporate services fees relate to financial and human resource services performed for the Department of Education Services (DES) and the Country High School Hostels Authority (CHA). The fees for the services performed for the DES was lifted after 30 September 1999 when resources were reorganised to progress the merger of the DES and the Council approved by the previous government. The Council continued to perform the services for the CHA until 31 October 2001 when the accounts were officially transferred to the Department of Education in accordance with the Government's *Machinery of Government* implementation. Estimated services of \$100,978 were provided free of charge to the DES in 2002 (2001: \$71,752).

	2002	2001
	\$000	\$000

9. Grants

Ordinary activities:

From other state agencies and non-government sources for TEE Award Ceremony

35	39
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From other state agencies and non-government sources for projects

20	-
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<u>55</u>	<u>39</u>
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10. Net profit on disposal of non-current assets

Profit on sale

2	-
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Gross proceeds on disposal

<u>2</u>	<u>-</u>
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The physical non-current assets sold during the year by auction were fully depreciated in the accounts.

Curriculum Council

	2002	2001
	\$000	\$000
11. Output appropriations		
Appropriation revenue received during the year:		
Output appropriations (a)	8,954	8,704
Capital appropriations (b)	-	110
	<u>8,954</u>	<u>8,814</u>

(a) Output appropriations are accrual amounts as from 1 July 2001, reflecting the full price paid for outputs purchased by the Government. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises depreciation expense for the year and any agreed increase in annual and long service leave liabilities during the year.

(b) Capital appropriations were revenue in the year ended 30 June 2001. From 1 July 2001, capital appropriations, termed Capital Contributions, have been designated as contributions by owners and are credited straight to Equity in the Statement of Financial Position.

12. Resources received free of charge

Office of the Auditor-General – external audit services	21	17
Ministry of Justice – legal services	9	-
Department of Industry and Technology (formerly, Department of Contracts and Management) – contract services	-	6
Department of Education Services – executive and project services	247	156
	<u>277</u>	<u>179</u>

The above services were based on estimates provided by the agencies.

13. Cash assets

Cash at bank	1,333	224
Petty cash and till float	1	1
	<u>1,334</u>	<u>225</u>

Curriculum Council

	2002	2001
	\$000	\$000
14. Restricted cash assets		
Cash at bank held for:		
Externally funded project (a)	20	15
Reserve for 27 th fortnight payroll (b)	111	99
	<u>131</u>	<u>114</u>

(a) This represents the balance of unspent grants from other government agencies and non-government sources for projects mentioned in Note 9 above.

(b) The Reserve, included in Equity in the Statement of Financial Position (Note 24), is due and payable during the financial year ending 30 June 2006.

15. Inventories

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

16. Receivables

Trade debtors	4	30
Recoverable expenses	-	7
GST receivable	24	14
	<u>28</u>	<u>51</u>

17. Amount receivable for outputs

Current	70	-
Non-Current	137	-
	<u>207</u>	<u>-</u>

The asset represents the non-cash component of output appropriations mentioned in Note 11 above. It is restricted in that it can only be used for asset replacement or payment of annual and long service leave liabilities.

Curriculum Council

	<u>2002</u>	<u>2001</u>
	<u>\$000</u>	<u>\$000</u>
18. Office equipment and fittings		
At cost	585	615
Accumulated depreciation	<u>(481)</u>	<u>(422)</u>
	<u>104</u>	<u>193</u>

Reconciliation:

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

Carrying amount at start of the year	193
Additions	31
Disposals at cost	(60)
Accumulated depreciation on disposals	58
Depreciation for the year	<u>(118)</u>
Carrying amount at end of year	<u>104</u>

19. Project-in-progress

Replacement of Student Records System, at cost	<u>96</u>	<u>24</u>
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No depreciation is provided until the completion of the project.

20. Payables

Trade payables	<u>142</u>	<u>35</u>
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Curriculum Council

	2002	2001
	\$000	\$000
21. Interest-bearing liabilities		
WA Treasury Corporation loans:		
Current	7	6
Non-current	135	143
	<u>142</u>	<u>149</u>

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

22. Provisions

Current:		
Annual leave (a)	157	179
Long service leave (a)	308	269
	<u>465</u>	<u>448</u>
Non-Current:		
Long service leave (a)	174	177
Superannuation (b)	895	1,060
	<u>1,069</u>	<u>1,237</u>
	<u>1,534</u>	<u>1,685</u>

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

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

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

Curriculum Council

	2002	2001
	\$000	\$000
23. Other liabilities		
Income in advance (a):		
TEE fees from full fee paying students	155	170
Accrued salary:		
Amount owing for the 6 working days from 21 June to 28 June 2001 (2001: 6 working days from 22 June to 29 June 2001)	78	86
	<u>233</u>	<u>256</u>

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

24. Equity

Contributed equity

Opening balance	-	-
Capital contributions	1,136	-
Closing balance	<u>1,136</u>	<u>-</u>

As from 1 July 2001, capital appropriations, termed Capital Contributions, have been designated as contributions by owners and are credited straight to Equity in the Statement of Financial Position.

Accumulated deficiency

Opening balance	(1,331)	(964)
Change in Net Assets/(Liabilities)	191	(355)
Transfer to Reserve	(12)	(12)
Closing balance	<u>(1,152)</u>	<u>(1,331)</u>

Reserve (a)

Opening balance	99	87
Transfer from Accumulated Deficiency	12	12
Closing balance	<u>111</u>	<u>99</u>

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

Curriculum Council

	2002	2001
	\$000	\$000

25. Notes to the Statement of Cash Flows

(a) Reconciliation of cash

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

Cash assets (Note 13)	1,334	225
Restricted cash assets (Note 14)	131	114
	<u>1,465</u>	<u>339</u>

(b) Non-cash financing and investing activities

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

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

Net cost of services	(9,040)	(9,348)
Resources received free of charge	277	179
Non-current asset written off (c.1)	2	-
Depreciation expense	118	126
Profit on disposal of non-current assets	(2)	-
(Increase)/decrease in assets:		
Receivables	33	(29)
Inventories	(4)	(54)
Prepayments	44	(40)
Increase/(decrease) in liabilities:		
Payables	106	(28)
Non-current provisions	(168)	51
Current provisions	17	111
Other current liabilities	(23)	20
Net GST receipts/(payments) (c.2)	4	298
Change in GST in receivables/payables (c.3)	(14)	(318)
Net cash used in operating activities	<u>(8,650)</u>	<u>(9,032)</u>

Curriculum Council

c.1 The asset, a laptop computer, purchased in June 2000 was stolen during the year ended 30 June 2002. An insurance claim was filed for the lost property and the compensation of \$3,756 was recognised as Other revenue in the Statement of Financial Performance. The amount written off represented the net book value at the time of the theft.

c.2 This is the net GST paid/received, ie. Cash transactions.

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

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

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

	2002	2001
	\$000	\$000
26. Lease commitments		
Non-cancellable operating lease commitments for building, vehicles and equipment not recognised as liabilities, payable:		
Within 1 year	503	518
Later than 1 year and not later than 5 years	982	1,433

27. Capital commitments

The Council has no capital commitments as at 30 June 2002.

28. Contingent liabilities

No contingent liabilities exist as at 30 June 2002.

Curriculum Council

29. Events occurring after reporting date

The Premier released the *Report of the Machinery of Government Taskforce* on 21 June 2001. In the Report, the Taskforce recommended that certain of the functions performed by the Department of Education Services (DES) be transferred to the Council. This recommendation superseded the planned merger of the Council with DES announced by the previous government on 19 July 1999. The *Curriculum Council Act 1997* is currently being reviewed to determine the required amendments to accommodate the functions to be transferred.

30. Financial instruments

(a) Interest rate risk exposure

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

	Weighted Average Interest Rate	Quarterly fixed due within 1 year	Quarterly fixed due after 1 year	Non- Interest Bearing	Total
2002	%	%	\$000	\$000	\$000
Financial assets					
Cash assets		-	-	1,334	1,334
Restricted cash assets		-	-	131	131
Receivables		-	-	28	28
Amount receivable for outputs		-	-	70	70
		-	-	1,563	1,563
Financial liabilities					
Payables		-	-	142	142
Other liabilities		-	-	233	233
Loans	8.84	7	135	-	142
Provisions		-	-	1,534	1,534
		7	135	1,909	2,051
2001	%	%	\$000	\$000	\$000
Financial assets		-	-	390	390
Financial liabilities	9.71	6	143	1,806	1,955

Curriculum Council

(b) Credit risk exposure

The balance in receivables reported in (a) above represents the Council's maximum exposure to credit risk in relation to financial assets.

(c) Net fair value

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

31. Remuneration of members of the Council and Senior Officers

Remuneration of the members of the Council

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

	<u>2002</u>	<u>2001</u>
Below \$2,000	2	2
	<u>\$000</u>	<u>\$000</u>
The total remuneration of the members of the Council is:	<u>1</u>	<u>2</u>

Included in the band for 2002 is the Council's Acting Chief Executive Officer (CEO) who is also the Acting CEO of the Department of Education Services (DES). The Acting CEO's payroll is borne by DES since December 2001. The remuneration for the Acting CEO in the band above relates to fringe benefits.

The superannuation included here represents the superannuation expense incurred by the Council in respect of the members of the Council.

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

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Remuneration of senior officers

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

	2002	2001
\$0 - \$60,000	3	1
\$70,000 - \$ 80,000	-	1
\$80,000 - \$ 90,000	1	-
\$90,000 - \$100,000	-	1
\$100,000 - \$110,000	1	1
	\$000	\$000
The total remuneration of senior officers is:	<u>295</u>	<u>266</u>

Included in the band of between \$0 - \$60,000 for 2002 is the Director of Corporate Services. The payroll of the Director is borne by DES since October 1999. The remuneration for the Director in the band above relates to fringe benefits.

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

No senior officers are members of the Superannuation and Family Benefits Act Scheme.

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

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

	Note	Actual 2002 \$000	Actual 2001 \$000	Variation \$000
<u>Expenses from ordinary activities</u>				
Employee expenses	(a)	4,519	4,782	-263
Grants and awards	(b)	1,346	1,503	-157
<u>Revenues from ordinary activities</u>				
Grants	(c)	55	39	+16
Other revenues from ordinary activities	(d)	39	73	-34

Curriculum Council

Explanatory notes

(a) Employee expenses:

The substantial drop in this category of expenses was mainly the combined effect of the downward revision of the superannuation provision for the year ended 30 June 2002 and the upward adjustment for the previous year. The provisions for both years were based on actuarial determination by the Government Employees Superannuation Board.

(b) Grants and awards:

During the year, the Curriculum Council has to fast track the implementation of the program for Assuring Quality of Vocational Education and Training in Schools (VETIS). With the support of the system sectors, an amount of \$160,000 of the Professional Development Grant provision was 'on-lend' to the VETIS program. No Consolidated Fund appropriations were provided in the 2001-2002 Budget to implement the VETIS.

(c) Grants:

An unanticipated grant of \$20,000 from the Department of Education for carrying out a research on English Competency Issues of Indigenous Students was the main reason for the favourable variance.

(d) Other revenues from ordinary activities

The variation was mainly due to higher sundry income in the year ended 30 June 2001. The income for that year was boosted by about \$28,700 from the co-hosting of the 'Outcomes: Making Progress' conference held in March 2001.

Curriculum Council

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

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

	Actual 2002 \$000	Budget 2002 \$000	Variation \$000	Variation %
Total cost of services	9,945	9,978	-33	-0.33%
Total revenues from services (a)	905	780	+125	16.03%

Explanatory note

(a) The favourable variance was mainly due to the under-budgeting of the revenues from the Sales and Fees (Note 8) included in Total revenue from services. The budget for this category of revenue was based on the trends for the past 2 years that indicated downward swing. During the year ended 30 June 2002, the drop did materialise for the fees from the overseas full fee paying students and the sale of *Curriculum Framework* supporting materials. However, the revenue from other items in Sales and Fees remained very much at the 2001 level, resulting in the higher actual outturn compared to the budget.

34. Supplementary financial information

	2002 \$000	2001 \$000
<u>Write-off</u> Public property written off by the Council (Note 7)	2	-

Curriculum Council

35. Output information

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

	Output 1		Output 2		Output 3		Total	
	2002 \$000	2001 \$000	2002 \$000	2001 \$000	2002 \$000	2001 \$000	2002 \$000	2001 \$000
COST OF SERVICES								
<u>Expenses from ordinary activities</u>								
Employee costs	1,308	1,498	909	676	2,302	2,608	4,519	4,782
Grants and awards	1,336	1,495	-	-	10	8	1,346	1,503
Other expenses	1,655	1,584	355	279	2,070	2,112	4,080	3,975
Total expenses from ordinary activities	4,299	4,577	1,264	955	4,382	4,728	9,945	10,260
<u>Revenues from ordinary activities</u>								
Sales and fees	40	79	25	29	744	692	809	800
Grants	6	-	6	-	43	39	55	39
Other revenues from ordinary activities	2	3	1	2	38	68	41	73
Total revenues from ordinary activities	48	82	32	31	825	799	905	912
Net cost of services	4,251	4,495	1,232	924	3,557	3,929	9,040	9,348

Curriculum Council

	Output 1		Output 2		Output 3		Total	
	2002 \$000	2001 \$000	2002 \$000	2001 \$000	2002 \$000	2001 \$000	2002 \$000	2001 \$000
<u>Revenues from Government</u>								
Output appropriations	4,482	4,426	522	512	3,950	3,876	8,954	8,814
Resources received free of charge	92	60	92	59	93	60	277	179
Total revenues from Government	4,574	4,486	614	571	4,043	3,936	9,231	8,993
Change in net assets	323	(9)	(618)	(353)	486	7	191	(355)

The output titles and the outcomes of the outputs are provided below. Description of the outputs and their key performance indicators are provided in the Performance Indicators section of the Annual Report.

Outcome: Continuous development of student learning and curriculum for Western Australian schools –
 Output 1: Curriculum implementation and maintenance
 Output 2: Course development and approval

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

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