



Government of **Western Australia**
School Curriculum and Standards Authority

School Curriculum and Standards Authority

Annual Report

2025–2026



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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Accessibility

This report is published on the School Curriculum and Standards Authority website at www.scsa.wa.edu.au/publications, with other formats available on request.

We are committed to improving the quality and accessibility of our annual report and appreciate your feedback. A feedback form is provided at the end of this report for you to complete and return to us. Thank you for your assistance.

Key terms

Short form	Term
ATAR	Australian Tertiary Admission Rank
AUSMAT	Australian Matriculation International
COAT	Common oral assessment task
EAL/D	English as an Additional Language or Dialect
EST	Externally set task
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
RTO	Registered training organisation
School systems/sector	AngliSchools, the Association of Independent Schools of Western Australia, Catholic Education Western Australia, the Department of Education
SCSA	the School Curriculum and Standards Authority
SIRS	Student Information Records System
SPEA	School-based practical external assessment
SRMS	Student Records Management System
the Authority	the School Curriculum and Standards Authority
the <i>Outline</i>	the <i>Western Australian Curriculum and Assessment Outline</i>

Short form	Term
VET	Vocational education and training
WACE	Western Australian Certificate of Education
WAM International	Western Australian Matriculation International
WASSA	Western Australian Statement of Student Achievement

Statement of Compliance

For the year ended 30 June 2026

HON SABINE WINTON MLA

MINISTER FOR EDUCATION; EARLY CHILDHOOD

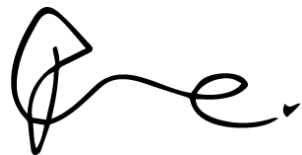
In accordance with section 63 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament, the Annual Report of the School Curriculum and Standards Authority for the financial year ended 30 June 2026.

The Annual Report has been prepared in accordance with the provisions of the *Financial Management Act 2006* and the *School Curriculum and Standards Authority Act 1997*.

The financial statements comply with Australian Accounting Standards – Simplified Disclosures issued by the Australian Accounting Standards Board.



Mrs Pauline White
Chair
9 September 2026



Emeritus Professor Jill Downie
Board Member
9 September 2026



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Overview



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About this report

Welcome to our *2025–26 Annual Report*. It presents the work of the School Curriculum and Standards Authority (the Authority) in the context of the priorities stated in the *School Curriculum and Standards Authority Strategic Plan 2024–2027* (the Strategic Plan), budget papers and other significant documents, and it outlines our contribution to broader Government-desired outcomes.

Section 1: Overview

Section 1 provides an executive summary through a foreword from the Chair of the Authority’s Board, a summary of the Authority’s 2025–26 performance highlights and our performance against financial targets. It also presents our role, vision, values and operational structure.

This section includes information about our performance management framework and our strategic priorities and goals for 2025–26.

Section 2: Agency performance

Section 2 reports on our operations and includes a summary assessment of actual performance relative to target performance against each of the three strategic priorities in the Strategic Plan.

The Authority has responsibility for Kindergarten to Year 12 curriculum and Pre-primary to Year 12 assessment in Western Australia, but generally reports data from Pre-primary onwards, as Kindergarten is not a compulsory year of schooling in Western Australia. Detailed 2025 Australian Tertiary Admission Rank (ATAR) course examination data is included in Appendix A.

Section 3: Significant issues impacting the Authority

Section 3 presents our significant achievements and initiatives in this reporting period in relation to both financial and non-financial performance.

Section 4: Disclosures and legal compliance

Section 4 comprises our audited financial statements for the year ended 30 June 2026 and key performance indicators, as required under section 61 (1) (a) and (b) of the *Financial Management Act 2006*. It also outlines the Authority’s financial and non-financial disclosures and other legal requirements.

Section 5: Appendices

Section 5 provides supplementary information supporting the report. It includes examinations and awards data, the Authority’s 2026–27 Annual Estimates and performance targets, and a feedback form for readers to comment on the report’s quality and accessibility.

About us

The Authority is an independent statutory authority that is responsible to the Minister for Education; Early Childhood and to the Minister for Tertiary and International Education. It is administered by a Board consisting of seven members.

Our role

Our role is to:

- develop and accredit school curriculum
- assess student achievement in relation to the curriculum through the administration of standardised testing and external examinations and assessments
- certify senior secondary achievement
- report on the standards of student achievement.

Our vision

To provide quality curriculum, assessment and standards of achievement for all students studying the Western Australian Curriculum so that they become confident, creative individuals, successful lifelong learners and active, informed members of the community.

Our values

- Integrity
- Fairness
- Equity
- Transparency
- Respect

Our stakeholders

- Students and teachers from Kindergarten to Year 12 in every school in Western Australia
- Students and teachers in international schools using the Western Australian Curriculum by arrangement with the Authority
- Parents, school administrators and bodies representative of the school systems/sector, including AngliSchools, the Association of Independent Schools of Western Australia, Catholic Education Western Australia, the Department of Education, pre-schools and early learning centres, home educators and home-educated students, Technical and Further Education (TAFE) and other registered training organisations (RTOs), universities, industry, employers, national education authorities and the community of Western Australia.

Our Strategic Plan

The *School Curriculum and Standards Authority Strategic Plan 2024–2027* has three priority areas:

- curriculum, assessment and standards
- examinations, testing and certification
- communication, engagement and partnerships.

Foreword from the Chair of the Board

This report provides an overview of the work of the School Curriculum and Standards Authority (the Authority) for 2025–26. I am pleased to present this report as Chair of the Authority Board. It captures the breadth and depth of the Authority’s work for Western Australian students from Kindergarten through to Year 12.

The Authority is the statutory authority charged with delivering the functions legislated by the *School Curriculum and Standards Authority Act 1997* (the Act). The Board comprises seven members and delivers on its legislated remit, not only through the support of the School Curriculum and Standards (SCS) Division that forms a secretariat, but also through the extensive involvement and engagement of many groups and individuals.

My reflections on this report begin with the Authority’s stakeholders. The work of the Authority is built on community consultation. We have drawn on the expertise and experience of the stakeholder groups. We value the contributions of schools, Kindergartens, pre-schools and early learning centres, the school systems/sector, parents, students, home educators, Technical and Further Education (TAFE) and other registered training organisations (RTOs), the Department of Training and Workforce Development, universities and professional associations. The Authority works with groups and individuals to ensure we are clear in the vision we share for our students.

This report provides insight into the achievements of the Authority. Many of those achievements are due to the collaboration and expertise of our stakeholders. The shared focus of these endeavours has been to ensure our students are served well and prepared for their journeys through school and beyond.

Collaboration and expertise

One of the Authority’s goals is to develop Kindergarten to Year 12 curriculum and support resources and Pre-primary to Year 12 assessment and standards that allow all students to achieve to the full extent of their capabilities.

The early years are an important phase of schooling. We have revised the Authority’s *Kindergarten and Pre-primary Statement* and developed a *Year 1 and Year 2 Statement*. The statements clearly set out the expectations for the development of high-quality early childhood learning and teaching environments in Western Australia. They were published in February 2026.

All students need access to curriculum and assessment appropriate to their needs. Appropriate curriculum and assessment recognises and supports individual students who may need assessment adjustments to allow them to demonstrate their knowledge, understanding and skills. The core aim of the Authority’s *Equitable Access to Assessment Policy and Guidelines* is to ensure all students have the opportunity to take part in and complete assessments fairly and equitably. This is an ongoing focus of the Authority’s work.

In Semester 1, 2026, the Authority developed teacher support resources for the Humanities and Social Sciences (HASS): History Year 5 and Year 9 curriculum. These resources are titled ‘The Pinjarra Massacre: Truth-telling. An apology on October 28, 2025 to the Bindjareb Noongar people by His Excellency the Honourable Chris Dawson AC APM Governor of Western Australia’ (The Pinjarra Massacre: Truth-telling resources). This work was completed in collaboration with a Reference Group to guide the development and culturally responsive implementation of the teacher support resources.

Progress on WACE Refreshment

We are proud of the Western Australian Certificate of Education, the WACE. It is important that we maintain it as a contemporary and rigorous Australian

senior secondary certificate. The WACE Refreshment has been underway since 2023. In 2025–26, we have made significant progress towards supporting students to engage with the courses and programs that are personally challenging and best meet their needs as lifelong learners.

An early WACE Refreshment, the C grade equivalent for a D grade in an ATAR course, was applied for Year 12 students in 2025. This offers important support to students taking on the challenge of ATAR courses and follows extensive analysis of student data and consultation.

Another WACE Refreshment focuses on vocational education and training (VET). The specified Certificate IV qualifications and the decision to no longer recognise unit equivalence for Diplomas from 2027 focus on quality outcomes and appropriate pathways for senior secondary students. The Authority's *Certificate IV Specified List* of qualifications for senior secondary students was released in June.

The WACE Refreshment will continue over time with a commitment to minimise disruption to schools while bringing positive change for students.

Thank you

I extend my thanks again to my fellow Board members and the members of the Authority's two statutory committees – the Curriculum and Assessment Committee and the Standards Committee – for their work in 2025–26.

I thank the Hon Sabine Winton MLA and the Hon Dr Tony Buti MLA and the staff of their Ministerial Offices for their engagement with the work of the Authority and support of the Board.

The executive team of the SCS Division – Juanita Healy, Mandy Hudson, Roshan Perera and Gabby Raggio – ensured the Board's decisions were

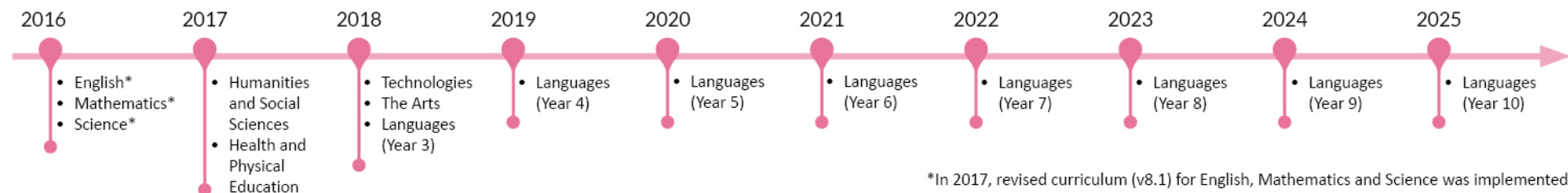
addressed. The Division's staff made a significant contribution in supporting the Authority's functions.

My thanks to everyone across the school systems/sector, schools and administrative positions and classrooms, and the community who have taken such an interest. Your contributions, commitment and engagement are critical to our work. Whether you have been fulfilling tasks associated with your daily work or taking on an additional responsibility above your regular duties, thank you for your contributions.

Mrs Pauline White
Chair

2025–26 At a glance

Western Australian Curriculum and Assessment Outline – Implementation Timeline



Adopting and Adapting the Western Australian Curriculum and Australian Curriculum Version 9 – Snapshot

	2022	2023	2024	2025	2026	2027
Consultation	- English (phonic and word knowledge) - Health and Physical Education (consent and examples of first aid)	- English - Health and Physical Education	- Humanities and Social Sciences - Mathematics - Science - Technologies	- Languages - The Arts		
Familiarisation		- English (phonic and word knowledge) - Health and Physical Education (consent and examples of first aid)	- English - Health and Physical Education	- Humanities and Social Sciences - Mathematics - Science - Technologies	- Languages - The Arts	
Implementation			- English (phonic and word knowledge) - Health and Physical Education (consent and examples of first aid)	- English - Health and Physical Education	- Humanities and Social Sciences - Mathematics - Science - Technologies	- Languages - The Arts

WACE – Eligibility and achievement

92.6% YEAR 12 STUDENTS

In 2025, there were **27 292** Year 12 students eligible for the WACE. Of these, **25 277** achieved the WACE.

70.6% ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

In 2025, there were **926** Aboriginal and Torres Strait Islander students eligible for the WACE. Of these, **654** achieved the WACE.

Vocational Education and Training (VET)

The number of full-time WACE-eligible Year 12 students who achieved at least one qualification at Certificate II or higher during Years 10, 11, or 12.

2025	14 404 Certificate II or higher	2024	13 739 Certificate II or higher
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*VET qualifications, reported by schools, are not awarded by the School Curriculum and Standards Authority and need to be verified by sighting the relevant certificate.

Examinations

13 605

candidates enrolled to sit one or more ATAR course examinations

59

ATAR course written examinations

23

ATAR course practical examinations

21

Interstate Languages practical examinations

21

Interstate Languages written examinations

3144

practical examination candidates

Offshore international curriculum programs

International schools

Registrations as at 30 June 2026

	Southern hemisphere academic calendar			Northern hemisphere academic calendar		
K-10 implemented overseas	 2108 students	 12 schools*	 4 countries	 2985 students	 14 schools*	 6 countries
Years 11/12 implemented overseas	 824 students	 18 schools*	 9 countries	 544 students	 12 schools*	 8 countries

*Some schools use the Southern and Northern hemisphere academic calendars.



Exhibitions and Awards

4152 exhibitions and awards were granted to 3771 students



Brightpath assessment tool

700+ schools across the school systems/sector were provided access to Brightpath

NAPLAN

Participation rates for eligible Years 3, 5, 7 and 9 students in the 2025 NAPLAN

Conventions of language	3	95.4%	5	96.2%	7	95.5%	9	92.8%
Numeracy	3	95.4%	5	96.1%	7	95.6%	9	92.9%
Reading	3	95.9%	5	96.7%	7	96.4%	9	93.8%
Writing	3	95.7%	5	96.6%	7	96.4%	9	94.0%



Icons by Nick Botner | Image: monkeybusinessimages, iStock

Operational structure

Responsible Minister

In 2025–26, the Authority was responsible to the Hon Sabine Winton MLA, Minister for Education; Early Childhood.

We were also responsible to the Hon Dr Tony Buti MLA, Minister for Tertiary and International Education.

The Authority is administered by a Board consisting of seven members. The Minister for Education ensures that the members of the Board have, between them, the knowledge, experience and expertise needed to enable the Authority's functions under the *School Curriculum and Standards Authority Act 1997* (the *Act*) to be performed effectively.

The Board

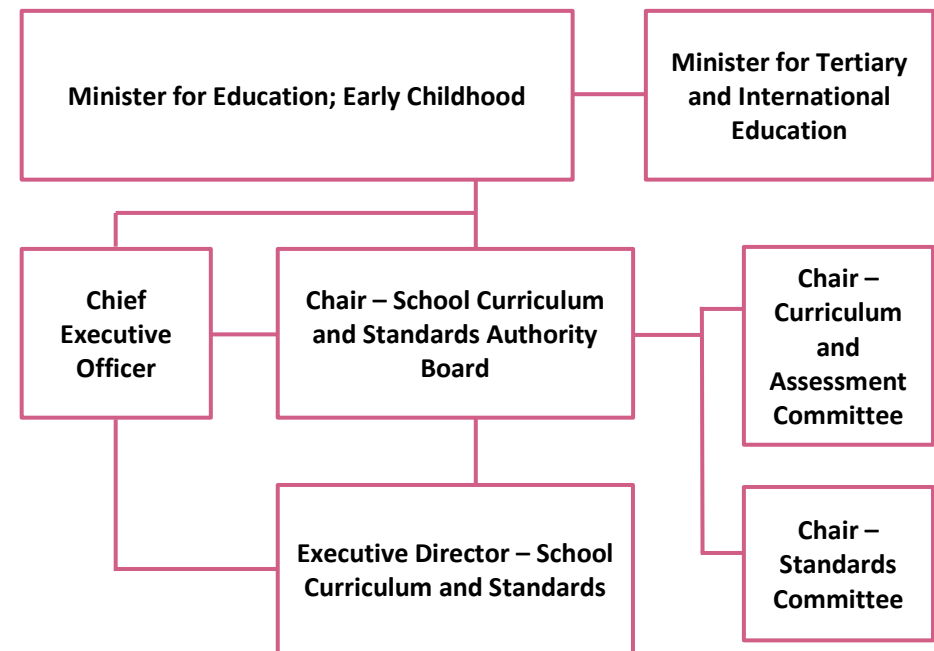
The *Act* provides for the Authority to have a governing body (the Board) comprising seven members, appointed by the Minister for Education, one of whom is designated as chairperson by the Minister.

Statutory committees

The *Act* prescribes two statutory committees to provide advice to the Board. These are the Curriculum and Assessment Committee and the Standards Committee.

Details of committee membership are provided under Board and Committee remuneration in Section 4: Disclosures and legal compliance.

Figure 1. Governing Board structure (as at 30 June 2026)



Board membership

As at 30 June 2026, the Board of the Authority comprised Mrs Pauline White, Emeritus Professor David Andrich, Dr Lilly Brown, Emeritus Professor Jill Downie, Mr Neil Fernandes, Ms Denise O’Meara and Ms Kristine Stafford.

Mrs Pauline White has had a long and successful career in education in Western Australia. After many years of teaching and leading mathematics education, she held school leadership roles, including Principal of Wanneroo Secondary College from 2005 until 2020. Mrs White joined the Authority’s Standards Committee in 2018 and the Board in 2020. She became Board Chair in late 2021.

Emeritus Professor David Andrich was Chapple Professor of Education at the University of Western Australia from 2007 to 2020. He has expertise in measurement and standards, and has conducted research at a national and state level in certification and selection into tertiary education.

Dr Lilly Brown is the Chief Executive Officer of Magabala Books and brings a wealth of knowledge and experience to the Board. She is a Gumbaynggirr woman, and a former Charlie Perkins scholar with a PhD in Education from the University of Melbourne and a Masters in Politics and Education from the University of Cambridge.

Emeritus Professor Jill Downie has significant experience in education and executive management in the University sector. She has led strategic projects in curriculum and assessment development and engaged with Principals to meet school objectives. Her experience provides a strong understanding of the Board’s role in governance, quality assurance, risk and accountability.

Mr Neil Fernandes has 40 years of VET knowledge and experience at the state, national and international level. He is a former Deputy Director General (Training), Department of Education and Training, former Managing Director, Central Institute of Technology, and a former member of the Training Accreditation Council of WA.

Ms Denise O’Meara has extensive experience in teaching and educational roles, including as Principal of Bunbury Catholic College and Mercedes College and a member of the Executive of the Bunbury Regional Trade Training Centre. She has had significant involvement and oversight in the capital development planning for a multi-campus school and education support units.

Ms Kristine Stafford has extensive experience in curriculum and assessment, and strategy and policy development at both school and system level. Ms Stafford served as a member of the Authority’s Curriculum and Assessment Committee for seven years. She is currently the Director of Curriculum and Pedagogy at the Association of Independent Schools of Western Australia.

Organisational structure

The Director General of the Department of Education (the Department) holds the concurrent position of Chief Executive Officer (CEO) of the Authority under section 20 of the *School Curriculum and Standards Authority Act 1997* (the Act) and Part 3 of the *Public Sector Management Act 1994*.

The work of the Authority is supported by a secretariat – the School Curriculum and Standards (SCS) Division (the Division) – provided under a Service Level Agreement with the Department.

The Authority is an independent statutory body with separate and distinct decision-making responsibilities and accountabilities independent of the Department. The Authority, as represented by the Board, conducts its functions as required by the Act. Under the Act (s 17), the Board has delegated some of its powers to a specific officer of the Department, the Executive Director – School Curriculum and Standards (SCS).

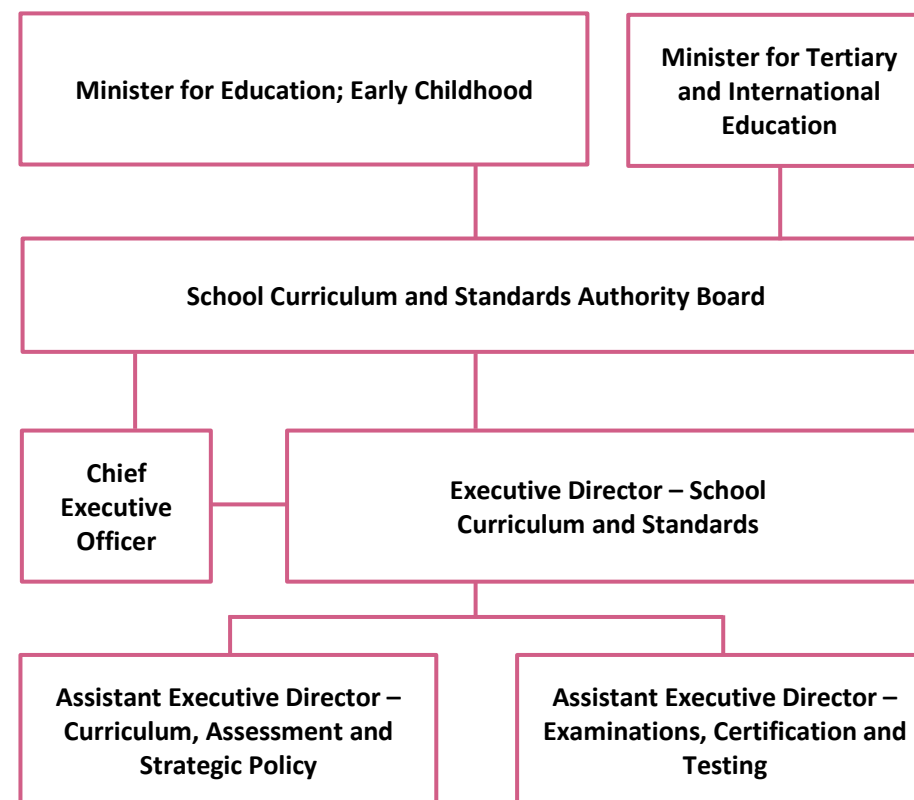
In exercising the delegations of the Board, the Executive Director – SCS is accountable to the Board. In exercising all other functions, the Executive Director – SCS is accountable to the CEO of the Authority.

For the purposes of the *Financial Management Act 2006* (s 57), the Chief Finance Officer (CFO) of the Department is the CFO of the Authority. Funding to support the functions of the Authority is appropriated to the Department and allocated to the SCS Division. This amount is reported as resources received free of charge in the Authority's annual report. The Board-related expenses are funded in the form of a grant paid to the Authority.

The two directorates of the SCS Division – Curriculum, Assessment and Strategic Policy (CASP) and Examinations, Certification and Testing (ECT) – fulfil the functions of the Board outlined in the Act.

Disclosures on governance and compliance in this report relate to the Authority and its legislated functions. For the most part, compliance with public sector standards and employment and industrial relations related disclosures are reported in the Department's annual report. When relevant, staffing-related disclosures included in the Authority's annual report cover only the SCS Division staff of the Department.

Figure 2. Organisational structure (operational) (as at 30 June 2026)



Executive Group

The SCS Executive Group supports the Board by establishing, maintaining and monitoring the Authority's governance structures, and providing corporate oversight and administration of the resources assigned to fulfil the Authority's functions as outlined in the *Act*.

Table 1: Members of the Executive Group

Name	Position Title
Ms Juanita Healy	Executive Director – School Curriculum and Standards
Ms Mandy Hudson	Assistant Executive Director – Curriculum, Assessment and Strategic Policy (on leave from 16 March 2026)
Mr Roshan Perera	Assistant Executive Director – Examinations, Certification and Testing (until 16 March 2026) Assistant Executive Director – Curriculum, Assessment and Strategic Policy (from 17 March 2026)
Ms Gabby Raggio	Assistant Executive Director – Examinations, Certification and Testing (from 17 March 2026)

Executive Director – School Curriculum and Standards

The Board of the Authority and the CEO of the Authority have provided the Executive Director – SCS with delegated authority.

The Executive Director – SCS is responsible for:

- managing and maintaining the day-to-day operations of the SCS Division supporting the Authority. The division provides the following services in support of the Authority:
 - curriculum, assessment and reporting policies
 - curriculum development and review
 - curriculum and assessment resources
 - alternative curriculum and reporting recognition

- determination of standards and reporting standards
- ATAR course examinations
- school systems/sector-wide assessments, e.g. National Assessment Program – Literacy and Numeracy (NAPLAN)
- collection and management of student data and records of achievement
- data analysis and information reporting
- offshore international offerings of the Western Australian Curriculum and the WACE
- research, e.g. online assessment and marking, curriculum innovation, standards development
- end-of-year academic processes
- assessments and achievement procedures
- course development and accreditation
- other services as determined by the Authority Board and agreed by the CEO of the Authority
- representing on behalf of the CEO of the Authority, subject to s8A of the *Act*, in meetings, Board and committee meetings, including external committees
- attending meetings with the Minister for Education; Early Childhood, the Minister for Tertiary and International Education, and the Chair of the Board
- reporting at all Board meetings on the performance of delegated functions
- providing briefings on operations and administration of functions relating to the Authority, to the CEO of the Authority and to the Chair of the Board as required
- managing funds allocated to the SCS Division to meet the statutory obligations and strategic direction of the Authority.

Assistant Executive Director – Curriculum, Assessment and Strategic Policy

The Assistant Executive Director – Curriculum, Assessment and Strategic Policy (CASP) is responsible for:

- implementing moderation activities to ensure statewide comparability of standards
- ensuring that equitable and rigorous ATAR course examinations are developed and provided for implementation in all Western Australian schools and offshore international schools that deliver the WACE
- ensuring that the ATAR course examinations reflect the content of the ATAR courses
- ensuring that the examinations are reviewed at completion of implementation
- leading development of examinations in an online environment and ensuring that the curriculum is shaped to address the shift into an online environment
- directing and managing development, implementation and review of policies and programs of the Authority associated with Kindergarten to Year 12 curriculum, assessment and moderation
- researching best practice in curriculum, standards and moderation
- planning and developing policies, programs, systems and innovations associated with the work of the Authority
- managing projects across the Authority
- ensuring that the Authority remains responsive to the needs of the Board, the Minister for Education; Early Childhood and the Minister for Tertiary and International Education
- leading the coordination of associated services, projects and support.

Assistant Executive Director – Examinations, Certification and Testing

The Assistant Executive Director – Examinations, Certification and Testing (ECT) is responsible for:

- implementing the logistics for the delivery of ATAR course examinations
- implementing the logistics for the delivery of externally set tasks (ESTs)
- developing and maintaining strategies to acknowledge student performance, including the development of online examination structures
- designing, implementing and evaluating educational measurement activities in Years 11 and 12, including the moderation of external assessment activities
- implementing the logistics for the delivery of NAPLAN across Western Australia
- designing, developing and analysing tests, and implementing the logistics for the delivery of the literacy and numeracy assessments of the Online Literacy and Numeracy Assessment (OLNA)
- ensuring that data is of the highest integrity and that it is collected, assured, analysed and reported within all required timelines
- ensuring that there is a strong interface between schools and the Authority for the purpose of data transfer
- managing all reporting requirements for the Authority and assuring the efficacy of any data reported to stakeholders.

Staff numbers

The Authority's functions are supported by the SCS Division of the Department. Separate Department directorates provide financial services, information and communications technology services (except where these services relate directly to the performance of the functions of the Authority), human resources services, media, marketing and communications services, and other corporate services to the Authority.

As at 30 June 2026, the Authority's functions were supported by the staff numbers* (headcount) displayed in Table 2. In addition, 4612 casual staff assisted with examinations, testing and short-term syllabus development and evaluation requirements in 2025–26.

Table 2: SCS staff numbers (as at 30 June 2026)

Contract Type	Full-time	Part-time	Total
Permanent	139	55	194
Fixed-term	31	55	86
Total	170	110	280

* Only SCS Division staff data is reported in the Authority's annual report. The 280 staff in the 30 June headcount equated to a full-time equivalent of 232.7 staff.

Legislation

Enabling legislation

The Authority operates under the *School Curriculum and Standards Authority Act 1997* (the Act).

Administered legislation

The Minister for Education also administers the following related legislation:

- *Education Service Providers (Full Fee Overseas Students) Registration Act 1991*
- *School Education Act 1999*.

Other key legislation

In the performance of its functions, the Authority complies with all relevant written laws, but is particularly responsive to the requirements of the following legislation and legislative instruments (Western Australian, unless otherwise indicated):

- *Auditor General Act 2006*
- *Australian Education Act 2013 (Cwlth)*
- *Copyright Act 1968 (Cwlth)*
- *Copyright Amendment (Digital Agenda) Act 2000 (Cwlth)*
- *Corruption, Crime and Misconduct Act 2003*
- *Curriculum Council (Fees and Charges) Act 2006* (repealed September 2025)
- *Disability Discrimination Act 1992 (Cwlth)*
- *Disability Services Act 1993*
- *Disability Standards for Education 2005 (Cwlth)*
- *Electoral Act 1907*

- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Legal Deposit Act 2012*
- *Privacy and Responsible Information Sharing Act 2024*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *State Records Act 2000*
- *Teacher Registration Act 2012*
- *Vocational Education and Training Act 1996*
- *Work Health and Safety Act 2020*
- *Working with Children (Screening) Act 2004.*

Performance management framework

The *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10) and the *Western Australian Certificate of Education* (Years 11 and 12) are critical elements to ensuring Western Australian students receive a high quality and contemporary education across Western Australia. This desired outcome is achieved through the delivery of the Authority's service, and contributes to the State Government's Goal of providing 'Safe, strong and fair communities: Supporting our local and regional communities to thrive.'

The Authority's Outcome Based Management framework is summarised in Table 3.

Table 3: Outcome Based Management framework

Government Goal	Desired Outcome	Service
Safe, strong and fair communities: Supporting our local and regional communities to thrive.	Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.	Student assessment, certification, curriculum development, evaluation and support.

Service: Student assessment, certification, curriculum development, evaluation and support

The Authority's service involves:

- the provision of clear assessment policy and guidelines, the provision of high quality external assessments and rigorous processes for standards setting and certification; and
- curriculum development, accreditation for all courses to ensure high quality and standards of contemporary curriculum provision and formal course review based on stakeholder feedback and consultation for Pre-primary to Year 12.

Key performance indicators

The Authority's key effectiveness indicators measure the extent to which the desired outcome has been achieved. The scale of actual achievement against the targets is shown in Table 4. The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

The Authority's key efficiency indicators are outlined in Table 5 and measure how efficiently the Authority has delivered its service.

Table 4: Key effectiveness indicators

	2026 Target	2026 Actual	Variance ^(a)
1. Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4	3.6	0.2
2. Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4	3.6	0.2
3. Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4	3.7	0.3
4. Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4	3.3	(0.1)

(a) Explanations of the variations are provided in the 'Key Performance Indicators' section of this annual report.

Table 5: Key efficiency indicators

	2026 Target	2026 Actual	Variance ^(a)
Service: Student assessment, certification, curriculum development, evaluation and support			
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$111	\$98	(\$13)
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$28	\$29	\$1

(a) Explanations of the variations are provided in the 'Key Performance Indicators' section of this annual report.

Changes to the Outcome Based Management framework

The Authority's Outcome Based Management framework did not change during 2025–26.

Shared responsibilities with other agencies

The Authority shared responsibilities with the Department of Education for corporate services, including human resources, finance and recordkeeping, in the 2025–26 financial year.

Performance against financial targets

Table 6: Performance against financial targets

	2026 Target ^(a) \$000	2026 Actual \$000	Variance ^(b) \$000
Total cost of services	63,893	56,495	(7,398)
Net cost of services	57,439	52,590	(4,849)
Total equity	7,167	7,171	4
Net increase/(decrease) in cash and cash equivalents	-	169	169

(a) As published in the *School Curriculum and Standards Authority Annual Report 2024–25*, Appendix B 'Annual Estimates'.

(b) Explanations for the variances are provided in Note 9 of the Financial Statements.

2

Agency Performance



Report on operations

Strategic priority 1: Curriculum, assessment and standards

Kindergarten to Year 10

The Western Australian Curriculum and Assessment Outline

In accordance with the *School Curriculum and Standards Authority Act 1997*, the *Western Australian Curriculum and Assessment Outline* (the *Outline*) sets out the knowledge, understanding, skills, values and attitudes that Kindergarten to Year 10 students are expected to acquire and guidelines for the assessment of student achievement (Pre-primary to Year 10).

The *Outline* is informed by the *Alice Springs (Mparntwe) Education Declaration* and the Australian Curriculum developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Kindergarten

The *Kindergarten Curriculum Guidelines* (the *Guidelines*) reinforce the themes of the Authority's *Kindergarten and Pre-primary Statement for Western Australia* and the Guiding Principles for schools presented in the *Outline*.

The *Guidelines* are a teacher support resource that draw on the principles, practice and outcomes of the *Belonging, Being and Becoming: Early Years Learning Framework* (the *EYLF*) to assist teachers to develop curriculum and learning and teaching programs for the Kindergarten year. The *Guidelines* are not mandated.

Early childhood educators in Western Australia use the *EYLF*, the Western Australian Curriculum and their professional knowledge to develop high-quality early childhood programs that align with whole school plans and initiatives and are tailored to community contexts.

Pre-primary to Year 10

The *Outline* includes curriculum, achievement standards, policy requirements, advice and guidelines for all Western Australian schools, including government, non-government, approved offshore international schools and home education providers.

The Western Australian Curriculum, published in the *Outline*, sets out the mandatory requirements for teaching, assessing and reporting on student achievement.

The Authority's *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and supporting *Policy Standards* were reviewed in 2025 to ensure they remain clear, current and responsive to the needs of Western Australian schools. The updates refine the policy language, strengthen guidance for students requiring a differentiated curriculum and update references to the *EYLF*. The revised policy and policy standards also simplify curriculum requirement tables, incorporate Languages implementation timelines and clarify reporting expectations.

The *Year 1 and Year 2 Statement* sets out the standards for high-quality, child-centred early childhood education in Western Australia that builds on each child's funds of knowledge to foster learning, development and wellbeing.

Key Links

- [Western Australian Curriculum and Assessment Outline](#)
- [Alice Springs \(Mparntwe\) Education Declaration](#)
- [Kindergarten Curriculum Guidelines](#)
- [Belonging, Being and Becoming: Early Years Learning Framework](#)
- [Pre-primary to Year 10: Teaching, Assessing and Reporting Policy](#)
- [Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting](#)

Review of the F–10 Australian Curriculum

The *Outline* is deeply connected to the Foundation to Year 10 Australian Curriculum, developed by ACARA, with the Foundation year recognised in Western Australia as Pre-primary.

Timeline of Events

- September 2015 – Australia’s Education Ministers endorsed the Foundation to Year 10 (F–10) Australian Curriculum.
- 2014–16 – consultation with teachers and other stakeholders leading to Western Australia ‘adopting and adapting’ the F–10 Australian Curriculum.
- 12 June 2020 – the Education Council tasked ACARA to undertake a review of the F–10 Australian Curriculum to ensure it was meeting the needs of students and providing clear guidance for teachers.
- 2021 – the Authority collaborated with the school systems/sector to coordinate opportunities for Western Australian teachers and other stakeholders to provide feedback on ACARA’s proposed revisions to the F–10 Australian Curriculum.
- 2021 – the Authority analysed teacher and stakeholder feedback to form Western Australia’s jurisdictional response to ACARA. The feedback also informed the development of the Authority’s project plan for adopting and adapting the Australian Curriculum version 9 within the *Outline*.
- 1 April 2022 – Education Ministers endorsed the Australian Curriculum version 9.
- 9 May 2022 – the updated Australian Curriculum version 9 was published on the ACARA website.
- 2022 – the Authority developed a project plan to adopt and adapt the Australian Curriculum version 9 within the *Outline*, drawing on the 2021 teacher feedback and Western Australia’s jurisdictional response.
- 2021–24 – ACARA’s review of the Australian Curriculum: Languages continued, as set out in the terms of reference for the Australian Curriculum Review. The Authority continued to coordinate Western Australia’s jurisdictional feedback.
- October 2025 – Education Ministers agreed to a structured 10-year review cycle for the Australian Curriculum, with the next full revision scheduled for 2032. To maintain curriculum currency while minimising disruption for schools, ACARA is undertaking iterative, targeted reviews of specific learning areas between major review points.
- February 2026 – Education Ministers agreed that ACARA would undertake a focused review of the Australian Curriculum to consider how it could further support students’ understanding of Jewish Australians’ history and culture, the rejection of all forms of antisemitism, and the development and expression of Australian values. The Authority will monitor this national review as part of its ongoing work to adopt and adapt the Australian Curriculum within the *Outline*.
- March 2026 – ACARA commenced an iterative review of the Australian Curriculum Foundation to Year 2 Mathematics, informed by consultation feedback and identified implementation challenges. The review focuses on refining content descriptions, achievement standards and sequencing to improve clarity and coherence for teachers. The Authority will monitor this national review as part of its ongoing work to adopt and adapt the Australian Curriculum within the *Outline*.
- 2025–26 – The Authority supported schools through phased curriculum change, with Languages and The Arts moving from consultation to familiarisation, Humanities and Social Sciences, Mathematics, Science and Technologies moving from familiarisation to implementation, and English and Health and Physical Education progressing as implemented to a focus on assessment and moderation.

Adopting and adapting Australian Curriculum version 9

Western Australia has an established history of adopting and adapting the Australian Curriculum. Through consultation, analysis and review, the Authority:

- **adopts** elements of the Australian Curriculum directly into the Western Australian Curriculum
- **adapts** elements of the Australian Curriculum to meet the Western Australian context.

To ensure teachers and schools can effectively manage the curriculum changes, a phased approach has been taken with gradual updates to the curriculum through specified learning areas on a yearly basis from 2024 to 2027.

Until notified otherwise, all Western Australian schools and approved offshore international schools must continue to implement the Western Australian Curriculum as published in the *Outline*.

Table 7 indicates the phased implementation of adopting and adapting the Australian Curriculum version 9 within the *Outline*. Unless otherwise indicated, the years covered are from Pre-primary to Year 10. The Languages Years 7–10 sequence accommodates students beginning a new language in Year 7.

Table 7: Phased implementation timeline

Year	Consultation	Familiarisation	Implementation
2022	English (P–6 phonic and word knowledge) Health and Physical Education (P–10 consent and examples of first aid)		
	English Health and Physical Education	English (P–6 phonic and word knowledge) Health and Physical Education (P–10 consent and examples of first aid)	
2024	Humanities and Social Sciences Mathematics Science Technologies	English Health and Physical Education	English (P–6 phonic and word knowledge) Health and Physical Education (P–10 consent and examples of first aid)
	Languages The Arts	Humanities and Social Sciences Mathematics Science Technologies	English Health and Physical Education
2025		Languages The Arts	Humanities and Social Sciences Mathematics Science Technologies
			Languages The Arts

Highlights of 2025–26

In 2025–26, the Authority progressed the implementation of the Western Australian Curriculum, continuing to adopt and adapt the Australian Curriculum within the *Outline*. Professional learning was delivered to support teachers across all phases of curriculum consultation, familiarisation and implementation as adopted and adapted within the *Outline*.

Consultation continued in 2025 for the Languages and The Arts learning areas. **Familiarisation** commenced in 2026 for these learning areas with the revised Pre-primary to Year 10 syllabuses available on the Authority website in scope and sequence documents.

Familiarisation continued in 2025 for the Humanities and Social Sciences, Mathematics, Science and Technologies learning areas with the revised Pre-primary to Year 10 syllabuses available on the Authority website in scope and sequence documents. **Implementation** commenced in 2026 for these learning areas.

Implementation continued in 2025 for the English and Health and Physical Education learning areas. In 2026, the focus for these learning areas shifted to strengthening assessment and moderation practices to support consistent application of standards.

Abilities Based Learning Education, Western Australia (ABLEWA)

ABLEWA resources provide support to teachers of students with disability and additional learning needs who may not be able to access the Pre-primary to Year 10 curriculum. The resources enable students with disability and additional learning needs to participate in learning experiences that are purpose-built to develop their skills, knowledge and understandings on the same basis as students without disability and ensure students can confidently participate in schooling.

The resources assist teachers in creating high-quality targeted classroom programs by applying the Abilities Based Learning and Education Support (ABLES) assessment tool to identify their students' readiness to learn across the seven learning domains (Critical and Creative Thinking, Digital Literacy, English – Reading and Writing, English – Speaking and Listening, Mathematics, Movement and Physical Activity, and Personal and Social Capability) and using the curriculum content descriptions and achievement standards for Stages A to D, in all learning areas except Languages, as provided in the *Outline*.

In creating a documented individual education plan for a student with a disability or additional needs, teachers utilise the Pre-primary to Year 10 Western Australian Curriculum. They may also draw on ABLEWA Stages A to D in designing teaching and learning programs for students with disability and additional needs.

Stages A to D focus on progressing students from a pre-intentional to intentional engagement in learning. They support students to develop their independence as they explore, participate and engage in the world around them. As students progress through these stages, the level of support gradually decreases as they work towards becoming independent learners.

The stages are not associated with any set age or year level that links chronological age to cognitive progress; rather, the learning descriptions for Stages A to D are structured by the following continuum:

- Stage A: Beginning to Explore
- Stage B: Active Exploration
- Stage C: Intentional Participation
- Stage D: Building Independence.

The ABLES assessment tool is available to all schools across the school systems/sector. It should be noted that some schools assess students each term while others may do so once per semester or year.

2025–26 Data

Term 4, 2025

- 239 schools using the assessment tool
- 2676 students assessed

Term 1, 2026

- 254 schools using the assessment tool
- 1375 students assessed

Term 2, 2026

- 274 schools using the assessment tool
- 2139 students assessed

Pre-primary to Year 10 Western Australian Curriculum

The syllabuses in each learning area contain:

- Year level descriptions – an overview of the context for teaching and learning in the year
- Curriculum content – the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- Achievement standards – indicate the quality of learning that students should typically demonstrate by a particular point in their schooling.

The phased implementation of Languages continued with the implementation of Languages at Year 10 in 2025, complementing the suite of learning areas (English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies and The Arts) already implemented by schools. The provision of languages by schools is optional for Years 9 and 10.

In 2025, the Authority concluded implementation of the Western Australian Curriculum developed in response to the review of the Australian Curriculum versions 8.0 and 8.4, with Languages the final learning area to be implemented.

Teacher support materials

The Authority provides a range of materials to support teachers meet the expectations that underpin the Principles of Teaching, Learning and Assessment. The Principles of Teaching and Learning focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The Principles of Assessment are informed by research into best practice in assessment and include both formative and summative assessment.

The teacher support materials consist of:

- sample Teaching and Learning Outlines, including the Curriculum Support Materials developed as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3)
- Sample Assessment Tasks
- Reflective Questions
- Assessment Snapshots
- Judging Standards Materials, including achievement standards, assessment pointers and annotated student work samples.

Teachers are encouraged to adapt the support materials to suit the context and needs of their classes.

Sample Teaching and Learning Outlines exemplify the elements of a teaching and learning program and the implementation of the principles of teaching and learning as articulated in the ‘Ways of teaching’ in the Overview of the syllabus. The Curriculum Support Materials exemplify one way of planning for teaching, learning and assessment using the mandated curriculum which teachers can contextualise for their school and student needs.

Principles of Assessment and Reflective Questions are informed by research into best practice in assessment and include both formative and summative assessment.

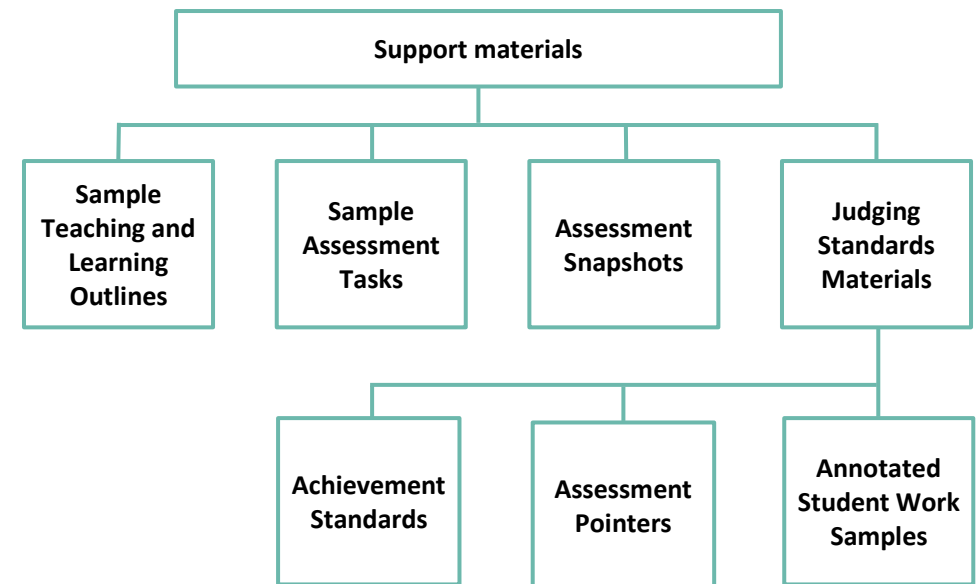
Assessment Snapshots illustrate the assessment principles within a classroom or school context.

Sample Assessment Tasks illustrate how teachers can use best practice to create activities to assess student achievement, including a marking key.

Judging Standards Materials were developed through teacher analysis of student work. They can be used to assist whole-school planning and individual classroom practice related to teaching, assessment and the reporting of student achievement. They incorporate:

- Achievement Standards that describe an expected level that the majority of students are achieving or working towards by the end of the year.
- Assessment Pointers that offer a point of reference for teachers to make an on-balance judgement about student achievement, based on what has been taught and assessed during a reporting period.
- Annotated Student Work Samples that indicate the qualities of achievements that students may typically demonstrate at each grade. These work samples identify aspects of the achievement standard evident in student work.

Figure 3. Teacher support materials



Highlights of 2025–26

In November 2025, the Authority released additional support materials for the Kindergarten to Year 2 *Early Years Learning Framework (EYLF)* to strengthen implementation of the mandated Principles and Practices. These were integrated into the *EYLF* self-paced professional learning module and include reflective questions with collated responses, as well as downloadable posters aligned to key areas such as partnerships, play-based learning and responsiveness to children, supporting consistent practice across schools.

The General Capabilities were adopted and adapted from the Australian Curriculum version 9 to align with revisions to the Western Australian Curriculum. Updated documents were published on the Authority website in February 2026, for Critical and creative thinking, Digital literacy, Ethical understanding, Intercultural understanding, Literacy, Numeracy, Personal and social capability.

The Authority published the revised *Kindergarten and Pre-primary Statement* and the new *Year 1 and Year 2 Statement* in early February 2026, as part of the mandated *Guiding Principles* in the *Western Australian Curriculum and Assessment Outline*. The statements support schools and teachers to provide high-quality, child-centred early childhood education that builds on children's existing knowledge, experiences and capabilities, and promotes learning, development and wellbeing. They provide a shared reference point for early years practice across Western Australian schools and are available on the Authority website.

To complement the revised Western Australian Curriculum, Teaching, Learning and Assessment exemplars have been developed to support teachers with new or historically and culturally sensitive curriculum content. Such materials assist teachers with examples of how the curriculum content can be sequenced, taught or assessed. Published examples include:

- Pre-primary, Year 1 and Year 2 teaching and learning exemplars that integrate teaching and learning experiences across learning areas
- Year 3 Mathematics: Teaching, learning and assessment exemplar
- Year 9 Mathematics: Number and algebra; Measurement and geometry teaching, learning and assessment exemplar based on Coordinate geometry and Pythagoras
- Year 7 Science: Chemical sciences teaching, learning and assessment exemplar based on States of matter and particles
- Year 10 Science: Biological sciences teaching, learning and assessment exemplar based on DNA, genes and inheritance
- Year 7 Technologies: Design and Technologies teaching, learning and assessment example based on Food specialisations – Easy as pie
- Year 9 Technologies: Design and Technologies teaching, learning and assessment exemplar based on Food specialisations – Fast and fresh
- Year 8 Digital Technologies teaching, learning and assessment exemplar based on Data Australis
- Year 10 Digital Technologies teaching, learning and assessment exemplar based on Representing documents online
- Year 5 and Year 9 Humanities and Social Sciences: History resources that draw on primary sources of truth and address the effects of colonisation, the Pinjarra Massacre, truth-telling and remembrance
- Year 7 Humanities and Social Sciences: History teaching, learning and assessment exemplar based on Deep Time History of Australia
- Year 9 Humanities and Social Sciences: History teaching, learning and assessment exemplar based on Australian history (1750–1914)
- Year 10 Humanities and Social Sciences: History teaching, learning and assessment exemplar based on rights and freedoms.

Alternative curriculum/reporting recognition

Schools planning to implement a curriculum that is different from the Pre-primary to Year 10 Western Australian Curriculum and/or a different method of reporting student achievement, as outlined in the School Curriculum and Standards Authority's *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*, must apply to the Authority to seek recognition.

Due to the review of the Foundation to Year 10 Australian Curriculum by ACARA that was undertaken in 2021 and endorsed by Education Ministers in April 2022, the Authority is currently adopting and adapting the endorsed Australian Curriculum Version 9 for the *Western Australian Curriculum and Assessment Outline*.

Given the phased implementation of the revisions to the *Western Australian Curriculum and Assessment Outline*, an extension was granted to current approved schools (from 31 December 2024) for their Alternative Curriculum and/or Reporting on Student Achievement Recognition submissions (and those seeking Alternative Curriculum and/or Reporting on Student Achievement Recognition), as per the submission schedule outlined below.

Submission schedule

- 2025: English and Health and Physical Education
- 2026: Humanities and Social Sciences, Mathematics, Science and Technologies
- 2027: Languages and The Arts

2025–26 Timeline/Activities

- May 2025 – the Authority supported schools and organisations seeking recognition to deliver an alternative curriculum and/or use an alternative method of reporting student achievement. Submissions were invited, between June and August 2025, for English and Health and Physical Education, in line with the phased implementation of revisions to the *Outline*. The process provides a structured pathway for schools to demonstrate alignment with the *Outline* through a Notice of Intention and full submission using the Authority's comparative curriculum and achievement standards templates.
- Twenty-four schools received recognition of their alternative reporting following this submission process, while 17 of those schools also applied for and received recognition of alternative curriculum for Pre-primary to Year 10 English, and 19 schools applied for and received alternative curriculum recognition for Pre-primary to Year 10 Health and Physical Education. These submissions were approved by the Board and the *Alternative Curriculum/Reporting on Student Achievement Register* was updated and sent to the Director General of the Department of Education.
- 20 April – 22 May 2026 – a Notice of Intention period was available, which assisted the Authority to prepare for the recognition process and respond to questions from schools.
- 8 June 2026 – the submission process for 2026 opened with a closing date of 7 August 2026.

Moderation (Pre-primary to Year 10)

The purpose of the Authority's moderation process is to work with schools and teachers to:

- ensure the comparable standard of grades across all Western Australian schools from Pre-primary to Year 10
- develop a comprehensive and shared understanding of the learning area year-level Achievement Standards
- engage teachers in the analysis of Achievement Standards and the Assessment Pointers
- support teachers to make valid and reliable judgements on student achievement.

The Authority has published sample moderation activities and tasks to support schools in their understanding of year-level standards for the eight learning areas in the *Outline* and an online module to assist schools to implement moderation processes between classes and/or between schools.

The Authority has continued to adopt and adapt the Australian Curriculum version 9, in a phased approach, for the *Western Australian Curriculum and Assessment Outline*. For all learning areas, the Judging Standards Materials (Achievement Standards, Assessment Pointers and Annotated Student Work Samples) are to be updated to reflect the current iteration of the curriculum.

The review of the Judging Standards Materials includes the following phases:

- Phase 1: first year of implementation – audit and update assessment activities
- Phase 2: second year of implementation – moderation processes
- Phase 3: third year of implementation – preparation of work samples.

English and Health and Physical Education have completed an audit and update of the assessment activities. Humanities and Social Sciences, Mathematics, Science and Technologies commenced Phase 1 in 2026.

Brightpath

Brightpath supports Pre-primary to Year 10 teachers in making reliable professional judgements, recording assessment results and reporting a range of formative and summative information.

The Authority:

- licenses Brightpath for use by Western Australian schools and approved offshore international schools licensed to deliver Western Australian education programs
- provides access to the Brightpath Basic Package and the Advanced Package to over 700 schools. This includes unlimited access to the assessment process for all scales and access to central reports, plus information for leadership teams about whole school performance and comparable performance against other schools.

Teachers and schools use Brightpath in various ways. Schools can collect consistent teacher judgements to evaluate school programs and support the next steps in each student's learning plan. In Term 4, teacher judgements can be used to evaluate student growth in learning and to evaluate teaching programs.

The Literacy scales comprise the Narrative, Persuasive, Information Report, Recount, Book Review, Response to Literature, and Oral Narrative scales.

The Mathematics scales comprise Number and Algebra, Measurement and Geometry, Statistics and Probability, and General scales.

The Science scale focuses on Science Investigation.

Data 2025–26

In Semester 2, 2025, 718 schools were registered to use Brightpath.

Assessments completed overall

- 162 698 Literacy
- 118 898 Numeracy
- 1127 Science

In Semester 1, 2026, 720 schools were registered to use Brightpath.

Assessments completed overall

- 168 314 Literacy
- 116 551 Numeracy
- 218 Science

International education (Kindergarten to Year 10)

From July 2025 to June 2026, the Authority continued to approve the implementation of the *Outline* as part of its offshore international curriculum program. Students at these schools study the Authority’s curriculum programs without leaving their own country.

Each offshore international school implementing the *Outline* was supported through online conferencing, email and telephone. This support focused on ensuring school documentation complied with the Authority’s Pre-primary to Year 10 *Outline* requirements.

Additional offshore international schools commenced curriculum implementation processes during this reporting period and will be included in the next reporting cycle.

Data 2025–26

In the reporting period, the *Outline* was implemented by 26 schools in ten countries – Bangladesh, Cambodia, India, Indonesia, Laos, Lithuania, Mauritius, Mongolia, Thailand and Vietnam on the Southern hemisphere and/or Northern hemisphere *Activities Schedule*.

Offshore international student registrations in the Kindergarten to Year 10 curriculum programs in schools that are following the Southern hemisphere academic calendar totalled 2108.

There were also 2985 Northern hemisphere student registrations for Kindergarten to Year 10 during the 2025–26 academic year.

Years 11 and 12**The Western Australian Certificate of Education (WACE)**

The WACE is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the *Australian Qualifications Framework* (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers. Achievement of a WACE signifies that a student has successfully met the breadth and depth requirement, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

Key Links

- [WACE Manual – General Information for Senior Secondary Schooling](#)
- [Alice Springs \(Mparntwe\) Education Declaration](#)
- [Years 11 and 12: Syllabus and support materials](#)
- [Years 11 and 12: Certification](#)
- [Years 11 and 12: Assessment](#)

Moderation (Year 11 and Year 12)

The Authority's moderation activities are to ensure that the school:

- is appropriately delivering the current syllabus
- is correctly implementing the Authority's assessment requirements and grading procedures
- has marking standards that align with state-wide standards
- has grades that are comparable with state-wide standards for the course.

Moderation activities can take the form of audits, tasks, workshops, reviews and seminars.

Participation by schools in moderation activities is compulsory.

Moderation processes are implemented to ensure that standards for marks and grades can be compared across schools delivering Western Australian Curriculum programs. Processes include a syllabus delivery audit, new schools documentation review, documentation and grading reviews, consensus moderation meetings, validation meetings, a common oral assessment task (COAT) and externally set tasks (ESTs).

Syllabus delivery audit

The Authority introduced the syllabus delivery audit (SDA) in 2015. The audit is designed to ensure that all schools deliver and assess the correct syllabus to:

- comply with the requirements set out in the *WACE Manual*
- ensure students are being provided with the current curriculum and assessment arrangements.

The syllabuses selected for inclusion in the SDA for 2026 were those with new syllabuses being taught for the first time in 2026, those changes resulting from the syllabus review process or other minor syllabus changes implemented in 2026.

Years 11 and 12 Foundation, General and ATAR syllabuses audited in 2026

- Year 11 Media Production and Analysis General
- Year 12 Aboriginal and Intercultural Studies ATAR
- Year 12 Careers and Employability General
- Year 12 Dance ATAR
- Year 12 Humanities and Social Sciences in Action General
- Year 12 Physics ATAR

In Term 1, 2026, approximately 922 documents associated with the delivery of the selected courses were reviewed against the WACE requirements for course and assessment outlines to identify the degree of compliance. The review was undertaken over six days by 18 reviewers.

Principal Consultants for each course contacted the small number of schools identified with non-compliance issues to ensure that each school had taken action to modify the audited document/s and was using appropriate assessment tasks and marking keys to assess student work.

Documentation and grading reviews

The school moderation program helps to ensure that state-wide comparability of course standards is achieved. Assessment and grading practices at selected schools are reviewed each year by the Authority to ensure requirements and procedures have been understood and implemented.

The school moderation program is predominantly conducted through school visits for specific courses, based on evidence of potential delivery and/or assessment issues. A review by electronic submission is conducted for schools where a visit is not possible.

In the reporting period, the Authority conducted 45 documentation reviews and 86 grading reviews on specific courses at schools where:

- based on previous moderation activities, the Authority believed course delivery or assessment issues might exist, or
- the difference between the ATAR course examination mark distribution and the school mark distribution indicated possible assessment issues.

A number of schools were involved in the program at their request. Each school received feedback on whether the documentation provided was compliant with the Authority's requirements. Where issues were identified at a documentation review or a grading review, required actions were documented and the Principal was required to complete a declaration that the action would be taken.

New schools documentation review

New schools offering courses for the first time in Year 11 or Year 12 are required to submit their Year 11 and Year 12 course delivery documentation for review at the beginning of the school year.

Feedback is provided to schools on the appropriateness of the documentation, including requesting the revision and resubmission of documents where required. Two schools were involved in this process in 2026. The Authority reviewed the documentation for 23 offerings for Year 11 and Year 12 across the two schools.

Consensus moderation meetings

Consensus moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability.

The consensus moderation meetings were full-day events conducted in two parts. Part A involved the review of student assessment files and focused on applying the Grade Descriptions in a course to determine a grade. The process of judging the student assessment files remained the same as

previous years. Part B focused on improving assessment practices as outlined in Section 2.4 of the *WACE Manual*.

Three hundred and fifty-three teachers attended 23 in-person (17 metropolitan, six regional) and 38 registered to attend five online consensus moderation meetings in Term 3, 2025 and Term 2, 2026.

Table 8: Consensus moderation 29 July 2025 – 26 June 2026

ATAR Course	Year	Number of in-person meetings	Number of participants	Number of online meetings	Number of participants
English as an Additional Language or Dialect	12	2	31	1	5
Drama	11	2	54	2	13
Geography	11	6	85	1	15
Media Production and Analysis	11	3	46	1	5
Economics	11	1	5	0	0
Drama	12	2	30	0	0
Geography	12	5	65	0	0
Media Production and Analysis	12	2	37	0	0
Total		23	353	5	38

Validation meetings

Validation meetings provide Preliminary course teachers with the opportunity to build common understandings of the validation requirements for course delivery.

There were no Preliminary validation meetings scheduled during the reporting period.

Small group moderation

Where a school has an estimated number of fewer than six ATAR course examination candidates in a particular Year 12 ATAR course, it must become involved in a small group moderation partnership to increase the combined group size to six or more students for that pair of units. Without correctly implemented small group moderation procedures, students at a school with a small candidature may be exposed to statistical moderation anomalies because of atypical underperformances of a student or a few students in the ATAR course examination. This may unfairly affect the degree of statistical adjustment of the school marks of other students in the class.

In Term 1, 2026, the Authority provided three online seminars to assist senior secondary teachers delivering Year 12 ATAR courses that required their school to participate in the small group moderation process. The online seminars were attended by 119 teachers with representation from across the school systems/sector, onshore and offshore. The seminars had representatives from 35 courses, with Chemistry, English, Human Biology and Modern History having the highest representation of teachers.

The seminars focused on:

- the Authority requirements for small group moderation
- the model for assessment in a partnership
- procedures to ensure comparability between partner schools.

Externally set tasks (ESTs)

Year 12 students enrolled in General and Foundation courses complete an EST developed by the Authority in Term 2 each year. The Authority prepared 62 EST papers (courses with contexts, such as Materials Design and Technology, which has three, require separate context-based EST papers) for 2026. The Authority sent 92 896 EST papers to 266 schools. From these, the Authority selected 31 993 samples for the external marking process.

The EST is part of the school's assessment program, and these tasks:

- assist in ensuring the fair assessment of student achievement in Year 12 General and Foundation courses
- have an educative role in establishing common understandings among teachers of the course standards and related content
- provide access to feedback which will encourage teachers to review and, where appropriate, adjust their marking
- model best assessment practice which teachers can apply to other school-based assessment tasks
- support the credibility of standards and assist in informing the Authority's other moderation activities.

Common oral assessment task (COAT)

All Year 12 students enrolled in the Year 12 English as an Additional Language or Dialect (EAL/D) ATAR course are required to complete the common oral assessment task (COAT) developed by the Authority in Term 2.

The Authority sent the COAT to be administered to 66 schools in 2026. From these, the Authority selected 400 samples for the external marking process.

School-based practical external assessment (SPEA)

A school-based practical external assessment (SPEA) was introduced for Year 12 Physical Education Studies ATAR course syllabus in Semester 2, 2025.

The SPEA replaced the Physical Education Studies ATAR course practical (performance) examination.

The SPEA was administered in Term 3, 2025 with 1387 students undertaking their SPEA in one of ten selected sports during Weeks 2 to 8 of Term 3 (Monday, 28 July to Friday, 12 September 2025).

In-person and online professional learning sessions for the 2026 SPEA were provided in Term 2, 2026 to support schools.

Grade descriptions and annotated samples

Grade descriptions for the Year 11 and Year 12 syllabuses have been developed to assist teacher judgements of standards.

To support these teacher judgements, ongoing collection and updating of samples of Year 11 and Year 12 student work at the A, B and C grade levels continued. The samples relate to the range of assessment task types for each course. These samples are annotated for teacher reference and are progressively reviewed and published on the Authority website.

Enrolment processes

Enrolment process for WACE Languages courses

In the 2025 school year, all students who planned to enrol in a Year 11 WACE Language course in 2026 were required to complete an application for permission to enrol in Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Punjabi or Tamil language courses, as relevant.

The Authority processed 1836 applications in total from Years 9, 10 and 11 students and determined for each student the course in which they were permitted to enrol. Included in this number are Year 12 students who had not previously applied and who planned to enrol in a Year 12 Languages course in 2026. The Languages Enrolment Determinations Appeals Committee, an external and independent appeals committee, considered appeals from eight

students. Four students successfully appealed the Authority's initial enrolment determination.

Enrolment process for English as an Additional Language or Dialect (EAL/D)

The English as an Additional Language or Dialect (EAL/D) Eligibility policy for enrolment in the Year 12 EAL/D ATAR course places the responsibility for eligibility approval with individual school Principals. In 2026, 841 students were deemed eligible and enrolled in the Year 12 EAL/D ATAR course. An additional 340 students enrolled in line with the 2025–26 Northern hemisphere *Activities Schedule* were deemed eligible and enrolled in the Year 12 EAL/D ATAR course.

International education (Year 11 and Year 12)

From July 2025 to June 2026, the Authority continued to approve the implementation of the following Year 11 and Year 12 Western Australian Curriculum programs as part of its offshore international education offerings:

- Year 11 and Year 12 WACE International
- Year 12 one-year Western Australian Matriculation International (WAM International).

Students at these offshore international schools study the Authority's curriculum programs without leaving their own country. The programs provide a seamless transition for students to tertiary study.

Each offshore international school implementing the WACE International or the WAM International was supported through school visits, online conferencing, email and telephone. The focus of this support included the review of the:

- school's Year 12 WACE statistical reports produced by the Authority, based on the previous year's examinations and WACE documentation, where relevant
- teachers' WACE documentation, including course outlines, assessment outlines, assessment tasks, marking keys, student assessment records, internal school comparability plans and small group moderation comparability plans, where relevant.

Offshore international schools follow the Southern hemisphere *Activities Schedule*. A Northern hemisphere *Activities Schedule* is available by arrangement with some offshore international schools.

Highlights for 2025–26

During 2025–26, the WACE International or WAM International programs were implemented in 30 schools in 12 countries: Bangladesh, Cambodia, China, Indonesia, Japan, Lithuania, Malaysia, Mongolia, Singapore, Thailand, Türkiye and Vietnam on the Southern hemisphere and/or Northern hemisphere *Activities Schedule*.

Of the 30 schools, in the reporting period, offshore international student registrations in the Year 11 and Year 12 curriculum programs in the 18 schools in nine countries following the Southern hemisphere 2025 *Activities Schedule* totalled 222 students in Year 11 and 602 students in Year 12.

There were 147 offshore international students registered in Year 11 and 397 offshore international students registered in Year 12 in 12 schools in eight countries following the Northern hemisphere *Activities Schedule* for the 2025–26 school year. Some of the schools offered programs under both the Southern and Northern hemisphere *Activities Schedules*.

Additional offshore international schools commenced curriculum implementation processes during this reporting period and will be included in the next reporting cycle.

Years 11 and 12 curriculum

Syllabus development

The Authority remains committed to delivering high-quality curriculum, assessment, and achievement standards that support all senior secondary students to complete the WACE.

In 2025, the Authority implemented new courses, progressed syllabus reviews and approved course development and review activities to maintain the relevance and quality of the senior secondary curriculum.

New courses implemented in Year 12 in 2025 (Year 11 in 2024)

- Years 11 and 12 Agribusiness ATAR
- Years 11 and 12 Agricultural Science and Technology ATAR
- Years 11 and 12 Indonesian: Background Language ATAR
- Years 11 and 12 Punjabi: Background Language ATAR
- Years 11 and 12 Punjabi: Second Language ATAR
- Years 11 and 12 Religion and Life Foundation
- Years 11 and 12 Science in Practice General
- Years 11 and 12 Tamil: Background Language ATAR
- Years 11 and 12 Tamil: Second Language ATAR

New courses implemented in Year 11 in 2025 (and Year 12 in 2026)

- Years 11 and 12 Careers and Employability General
- Years 11 and 12 Humanities and Social Sciences in Action General

Courses approved for retirement in Year 12 in 2025 (Year 11 in 2024)

- Years 11 and 12 Career and Enterprise ATAR*
- Years 11 and 12 Children, Family and the Community ATAR*
- Years 11 and 12 Integrated Science ATAR*
- Years 11 and 12 Biology General
- Years 11 and 12 Earth and Environmental Science General
- Years 11 and 12 Economics General
- Years 11 and 12 Literature General
- Years 11 and 12 Philosophy and Ethics General
- Years 11 and 12 Physics General
- Years 11 and 12 Politics and Law General

* This ATAR course was examined for the last time in 2025.

Course replaced by new course in Year 12 2025 (last year of teaching)

- Year 12 Integrated Science General

Syllabus maintenance, development and review

The Authority regularly maintains, develops and reviews senior secondary courses so that syllabuses remain current, fit for purpose and responsive to student pathways, stakeholder feedback, system priorities and the requirements of the WACE.

The following senior secondary courses were approved by the Board for development or review.

Courses approved by the Board to commence review in 2023 (ongoing in 2026)

- Years 11 and 12 Chinese: First Language ATAR
- Years 11 and 12 Chinese: Second Language ATAR
- Years 11 and 12 Design General
- Years 11 and 12 Drama General

- Years 11 and 12 French: Background Language ATAR
- Years 11 and 12 French: Second Language ATAR
- Years 11 and 12 German: Background Language ATAR
- Years 11 and 12 German: Second Language ATAR
- Years 11 and 12 Indonesian: Second Language ATAR
- Years 11 and 12 Italian: Background Language ATAR
- Years 11 and 12 Italian: Second Language ATAR
- Years 11 and 12 Japanese: Second Language ATAR
- Years 11 and 12 Media Production and Analysis General
- Years 11 and 12 Music General

Courses approved by the Board to commence review in 2025

- Years 11 and 12 Aviation ATAR
- Years 11 and 12 Aviation General
- Years 11 and 12 English ATAR
- Years 11 and 12 English General
- Years 11 and 12 Materials Design and Technology ATAR
- Years 11 and 12 Materials Design and Technology General

Additionally, work began in 2025 on the development of a General Framework for Languages.

Courses approved by the Board for development or review to commence in 2026*Development*

- Years 11 and 12 General Computer Science and Years 11 and 12 General Applied Information Technology to be replaced with a new Years 11 and 12 General Digital Technologies course
- Years 11 and 12 Foundation Science course to be developed as it is currently not represented in the suite of Foundation courses

Review

- Years 11 and 12 ATAR and General Business Management and Enterprise
- Years 11 and 12 ATAR and General Health Studies
- Years 11 and 12 ATAR Human Biology
- Years 11 and 12 ATAR Mathematics Applications
- Years 11 and 12 ATAR Mathematics Methods
- Years 11 and 12 ATAR Philosophy and Ethics
- Years 11 and 12 ATAR Politics and Law

Consistent with its established practice, the Authority will work with the Curriculum Advisory Committees to draft revisions for the syllabuses. Feedback will be sought from teachers of the courses, professional associations and other stakeholder groups to ensure the revisions meet the evolving needs of students and educational standards.

Figure 4 outlines the course review process and Figure 5 outlines the staged syllabus implementation process. These processes show how consultation, development and implementation are sequenced to support schools and teachers to manage curriculum change over time.

Figure 4. Course review process

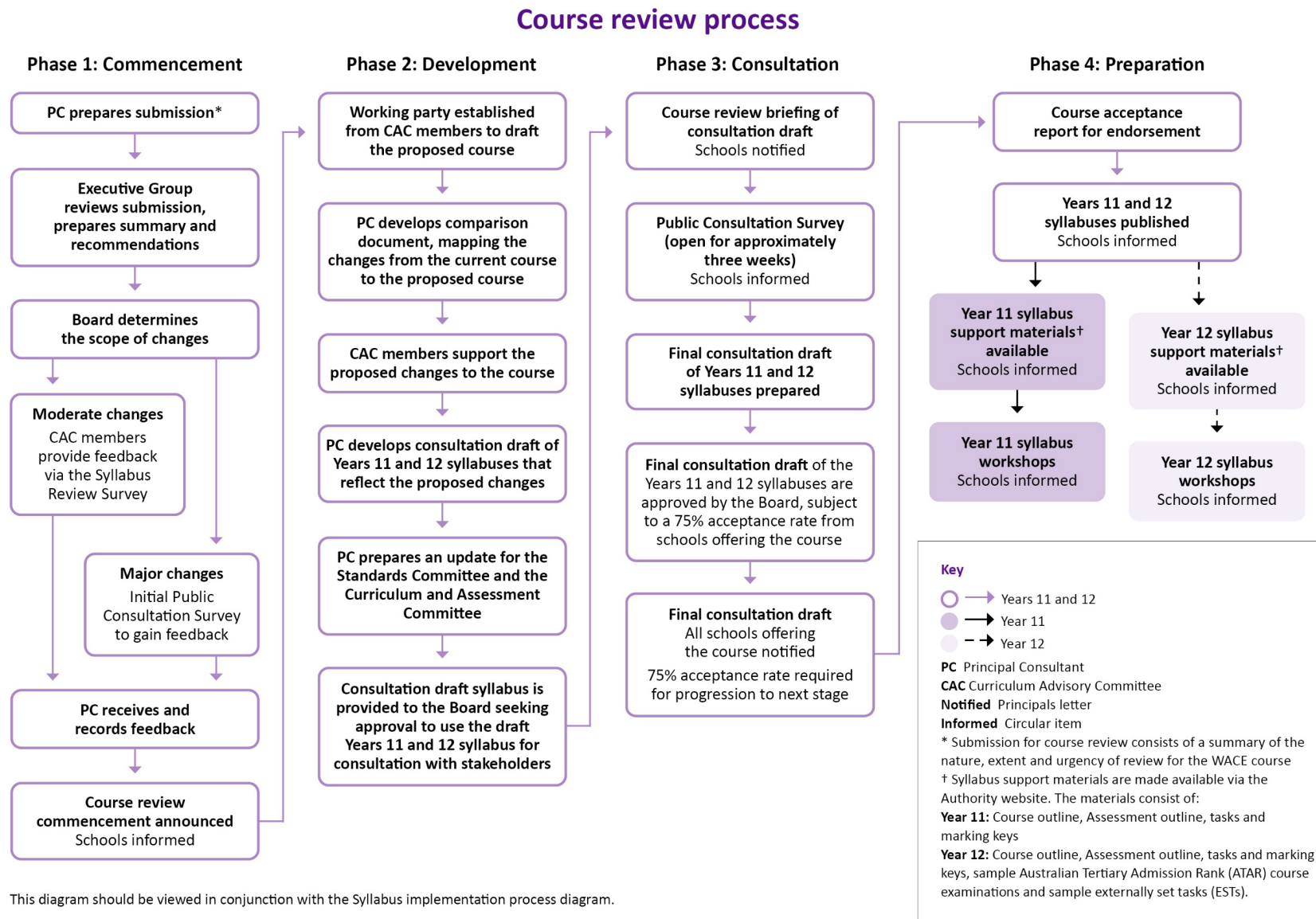
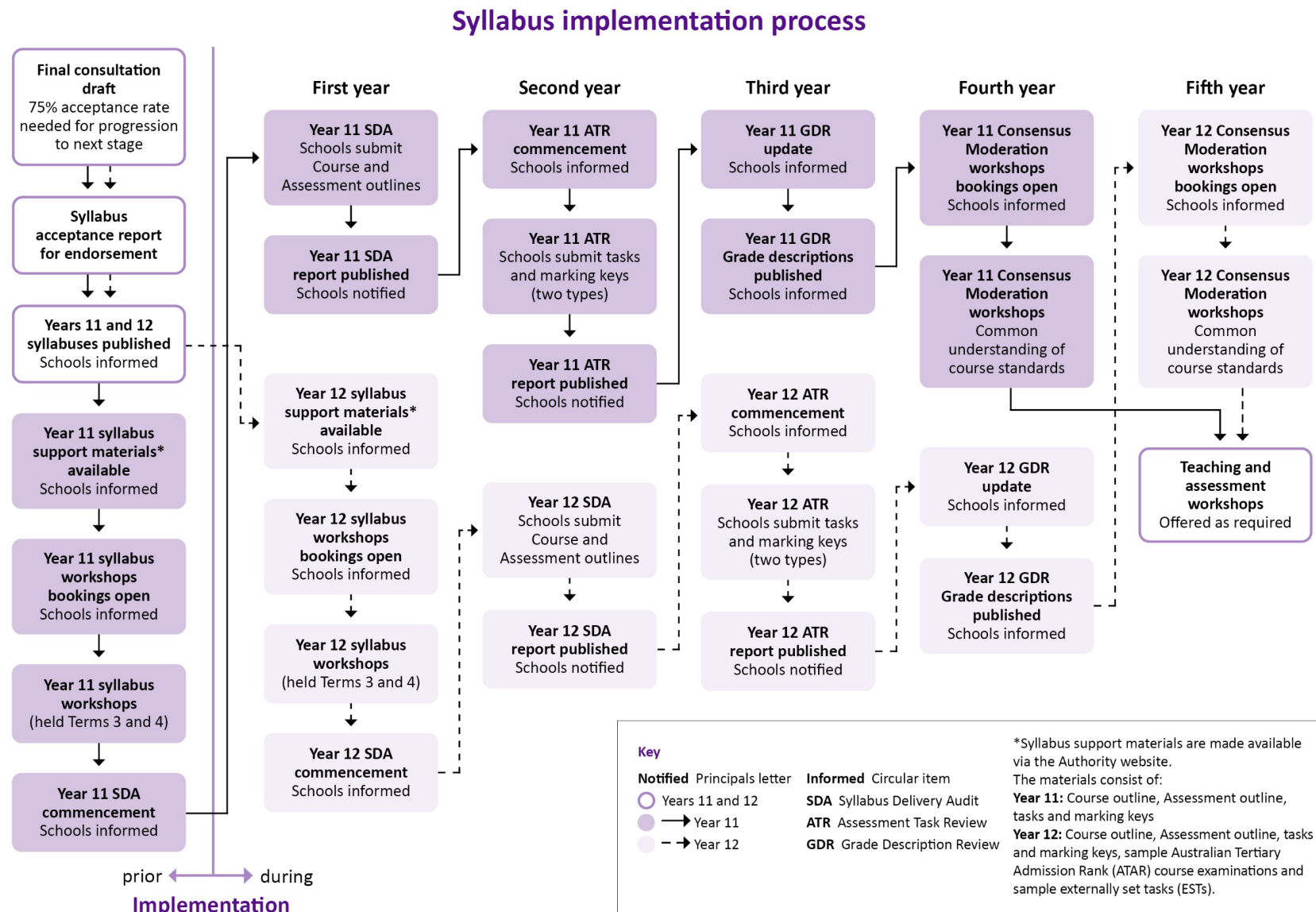


Figure 5. Syllabus implementation process



Registrations

There were just over 216 000 students between Years 7 to 12 registered in Western Australia in 2025. The number of registered Year 12 students is less than the number of registered Year 11 students. Other registrations accounted for approximately 4900 of all secondary registrations. This number includes students registered for home education at an Education Regional Office and at offshore international schools. Table 9 shows the school registrations of secondary students in 2025.

Table 9: 2025 secondary registrations (as at 7 October 2025)

School type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	21 317	20 873	21 115	20 870	20 594	18 278	123 047
Non-government	15 947	15 702	15 449	15 003	13 627	12 435	88 163
Other*	752	811	827	868	692	929	4 879
Total	38 016	37 386	37 391	36 741	34 913	31 642	216 089

* Other includes offshore international and home education registrations.

Kindergarten and Pre-primary registrations were just over 33 500 and approximately 35 600 respectively while the average registrations for Years 1 through to 6 were approximately 38 000. Tables 10, 11 and 12 show that almost 295 900 primary students were registered.

Table 10: 2025 primary registrations (K–2) (as at 7 October 2025)

School type	Kindergarten	Pre-primary	Year 1	Year 2	Total
Government	23 679	25 314	25 971	26 663	101 627
Non-government	9 776	9 714	9 873	9 769	39 132
Other*	70	570	799	741	2 180
Total	33 525	35 598	36 643	37 173	142 939

Table 11: 2025 primary registrations (3–6) (as at 7 October 2025)

School type	Year 3	Year 4	Year 5	Year 6	Total
Government	26 902	27 203	25 953	26 114	106 172
Non-government	10 335	10 817	11 146	11 290	43 588
Other*	830	823	833	711	3 197
Total	38 067	38 843	37 932	38 115	152 957

Table 12: 2025 primary registrations (K–6) (as at 7 October 2025)

School type	Kindergarten–Year 2	Years 3–6	Total
Government	101 627	106 172	207 799
Non-government	39 132	43 588	82 720
Other*	2 180	3 197	5 377
Total	142 939	152 957	295 896

* Other includes offshore international and home education registrations.

Western Australian Student Assistance Payment

The Department of Education administered the second round of the WA Student Assistance Payment (WASAP), a cost-of-living initiative, to parents and carers of eligible students. The initiative provided a one-off payment of \$250 for each secondary student and \$150 for each primary or Kindergarten student enrolled in a public or non-government school, or registered for home education. Claims for the 2025 payment opened on 28 April and closed on 4 July 2025, and claimants could apply via the ServiceWA application or paper and online forms. The 2025 program, including the activities covering the period up to 4 July 2025, made payments to the parents or carers of over 424 000 students.

The Authority supported the WASAP 2025 initiative by re-establishing and implementing a student enrolment validation system to check for matches in data submitted by WASAP claimants against student data maintained in the Authority's Student Information Records System (SIRS) database.

Strategic priority 2: Examinations, certification and testing

Examinations

As part of its legislated role to develop and maintain a database of student participation and achievement, the Authority gathers, collates and reports data on ATAR course examinations.

2025 ATAR course examination development

In December 2025, 279 examining panel members for 55 ATAR course examination panels were briefed regarding the development of the examination materials for the 2026 ATAR course examinations. Each panel included a chief examiner, examiners, and independent reviewers. A curriculum specialist and a number of independent checkers, who are

separate from each panel's processes, provided an additional layer of quality assurance.

By 30 June 2026, 55 ATAR course examination document sets (examination paper, marking keys, source booklets, recording information etc.) for the 2026 ATAR course examinations had been received by the Authority. A curriculum specialist and an external editor had checked all these documents, and more than half of these documents had been checked by the Manager – Examination Development by 30 June 2026.

Seventy-one of the 279 examining panel members were involved in writing a second ATAR course examination for 14 courses for the WACE International Northern hemisphere examinations. By 30 June 2026, the document sets for these ATAR course examinations had been received by the Authority and had been checked by the relevant curriculum specialists.

2025 ATAR course written examinations

Written ATAR course examination papers were set and checked to ensure they were valid and fair, and provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their knowledge and understanding.

In 2025, the Authority conducted 80 separate examinations, comprising 59 ATAR course examinations and 21 interstate-sourced examinations. The ATAR course examinations for 2025 were held from Wednesday, 29 October to Thursday, 20 November 2025. At least two examinations were conducted each day during the examination period, except the final day where only one examination was conducted in the morning. The most examinations run on a day was five.

For the 2025 school year:

- 10 884 (38.2 percent) students were enrolled to sit four or more ATAR course examinations
- 13 605 students were enrolled to sit one or more ATAR course examinations
- of the students enrolled in four or more examinations, 83.5 per cent studied at a school in the metropolitan area, compared with 10.9 per cent for students studied at a country school
- the most common number of ATAR course examinations in which students were enrolled over the past seven years was five
- 150 Year 12 Aboriginal and Torres Strait Islander students were enrolled to sit one or more ATAR course examinations and 91 sat four or more ATAR course examinations
- not all candidates enrolled in an examination sat the examination. There were 675 absences in the written examinations (including Interstate Languages examinations).

Staff managing the examination process were supported by:

- examining panels – one for each ATAR course examination
- curriculum specialists – one for each ATAR course examination
- Special Examination Arrangements Committee
- Sickness/Misadventure Committee
- Breach of Examination Rules Committee
- Appeal to Breach of Examination Rules Committee
- Appeal to Special Examination Arrangements Committee.

See Appendix A for detailed data about the 2025 ATAR course examinations.

2025 ATAR course practical examinations

The practical examinations had three formats – interview, performance and portfolio/production submission – and were conducted under conditions specific to the requirements of each course.

Practical examinations were set and conducted in Western Australia in 23 ATAR courses and undertaken by 3144 candidates. Depending on the course, the practical examinations constituted between 25 per cent and 50 per cent of the final combined ATAR course score.

The Authority also conducted practical (oral) examinations in 21 Interstate Languages.

Equitable access adjustments for candidates

A total of 1485 applications for equitable access adjustments were received for 2025.

Breach of examination rules

In 2025, the Breach of Examination Rules Committee found 172 candidates had breached examination rules. There were 81 breaches for the practical examinations and 92 breaches for the written examinations. Twenty-four candidates appealed the Committee's decision and the Committee reduced the penalty it had applied for ten candidates. One candidate was found not to have breached examination rules.

Sickness/misadventure consideration

In 2025, 669 candidates applied for sickness/misadventure consideration.

Checking of marks

After receiving their statement of results, candidates had the opportunity to have their scripts checked to confirm that each question attempted had been awarded a mark and that the mark had been recorded correctly. Nineteen

candidates requested a results check, involving 47 written and practical examinations.

For the 2025 ATAR course examinations, ten candidates applied to see a breakdown of their examination marks in 23 examinations. A further 84 candidates requested a copy of one or more of their examination scripts, and 137 scripts were provided.

Vocational education and training (VET)

In 2025, 14 404 full-time WACE-eligible Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12. This equates to an overall 4.8 per cent increase in completed qualifications. In 2025, 4518 students achieved a Certificate III qualification and 2178 students achieved a Certificate IV qualification.

Recognition of skill sets

In 2023, the Authority made provisions for the recording of the Department of Training and Workforce Development (DTWD) funded VET skill sets on the Western Australian Statement of Student Achievement (WASSA).

DTWD provides funding for other VET delivered to secondary students that is aligned to the workforce development needs of the State. This funding is prioritised for students in their final two years of compulsory schooling (Years 11 and 12) who undertake VET as part of the requirements for achieving the WACE.

Students in Years 11 and 12 can undertake a DTWD funded VET skill set which, upon successful completion, is listed on the WASSA. In 2025, schools reported data for 405 students in Years 11 and 12 who completed DTWD funded skill sets.

Student achievement of a WACE

Achievement of a WACE signifies that a student has successfully met the requirements for breadth and depth, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

Students must demonstrate a minimum literacy and numeracy standard, achieve a minimum number of 'C grades' and complete a Certificate II or higher, if not enrolled in four or more Year 12 ATAR courses or five or more Year 12 General courses.

In 2025, there were 27 292 Year 12 students who were eligible for a WACE. Of these students, 25 277 (92.6 per cent) achieved a WACE.

Of the Year 12 students eligible for a WACE in 2025, there were 926 Aboriginal and Torres Strait Islander students. Of these students, 654 (70.6 per cent) achieved a WACE.

Table 13 shows the Achievement of a WACE 2015–2025 and Table 14 shows the Achievement of a WACE by Aboriginal and Torres Strait Islander students 2015–2025.

Table 13: Achievement of a WACE 2015–2025

WACE status Year	2015	2016†	2017	2018	2019	2020	2021	2022	2023	2024	2025
Number of WACE-eligible students	23 475	23 360	24 332	24 347	24 097	24 335	24 504	23 932	24 687	26 319	27 292
Number of WACE-eligible students who achieved a WACE	22 630	21 473	22 174	22 293	22 008	22 265	22 376	21 850	22 879	24 321	25 277
Percentage of WACE-eligible students who achieved a WACE	96.4	91.9	91.1	91.6	91.3	91.5	91.3	91.3	92.7	92.4	92.6

† The decline in percentage of students achieving a WACE can be attributed to changes to WACE requirements and standards from 2016 onwards.

Table 14: Achievement of a WACE by Aboriginal and Torres Strait Islander students 2015–2025

WACE status Year	2015	2016†	2017	2018	2019	2020	2021	2022	2023	2024	2025
Number of WACE-eligible students	617	565	661	687	733	715	686	734	803	913	926
Number of WACE-eligible students who achieved a WACE	553	417	459	494	511	506	475	502	576	614	654
Percentage of WACE-eligible students who achieved a WACE	89.6	73.8	69.4	71.9	69.7	70.8	69.2	68.4	71.7	67.3	70.6

† The decline in percentage of students achieving a WACE can be attributed to changes to WACE requirements and standards from 2016 onwards.

Special considerations

Schools that considered any of their Year 12 students were disadvantaged with respect to meeting the WACE requirements were required to submit applications for special consideration. The study program of each of these students was considered and a decision made as to whether the student's failure to meet the WACE requirements was due to the school's administration of the WACE requirements.

The WACE Requirements Special Considerations Committee's role is to review situations where students are not eligible to meet, or have not met, WACE requirements due to exceptional circumstances which are out of the control of either the school or the student.

The committee met in November 2025 to consider 15 applications from 13 schools. Twelve applications were approved by the committee, which

meant that these students were granted a WACE, despite not meeting all the requirements to achieve the WACE. Two applications were not approved and one was referred to the VET WACE Requirements Special Considerations Committee.

The VET WACE Requirements Special Considerations Committee considers and assesses applications for special consideration where Year 12 students have been unable to meet the WACE requirements as a result of issues relating to VET.

In 2025, one application was received from a school on behalf of an eligible student. The committee considered the application at a meeting in early December and granted the student special consideration.

Exhibitions and awards

A total of 4152 exhibitions and awards were granted to 3771 students. The Minister for Education announced the winners of the Beazley Medals at The Constitutional Centre on Monday, 22 December 2025. The full list of award winners was published on the Authority website that day.

The Beazley Medal: WACE was awarded to Cohen Beveridge from Willetton Senior High School and the Beazley Medal: VET was awarded to Holly Hunter from Rossmoyne Senior High School.

A ceremony was held at Government House Ballroom on Thursday, 12 February 2026. Medallists and exhibition award recipients were invited to the ceremony to be presented with their awards.

The five Western Australian universities jointly sponsored the Beazley Medal: WACE and the Authority sponsored the Beazley Medal: VET. Other sponsorship was provided as detailed below.

General Exhibitions

- Curtin University
- Edith Cowan University
- Murdoch University
- The University of Notre Dame Australia
- The University of Western Australia
- Board of the School Curriculum and Standards Authority

Exhibitions

- Department of Education
- Department of Training and Workforce Development

Event sponsors

- AngliSchools
- Association of Independent Schools of Western Australia
- Catholic Education Western Australia
- Curtin University
- Edith Cowan University
- Murdoch University
- State School Teachers' Union of Western Australia
- The University of Notre Dame Australia
- The University of Western Australia
- WA Secondary School Executives Association

Rob Riley Memorial Prize

The Rob Riley Memorial Prize is named in honour of Rob Riley who made an outstanding contribution to Western Australia and the broader Australian community through his advocacy of Aboriginal human rights. The prizes recognise the top-performing Year 12 Aboriginal students in public schools each year.

Sienna McLaren from Churchlands Senior High School won the Rob Riley Memorial ATAR Prize, which is awarded to the top-performing Aboriginal student from a Western Australian public school for achieving the highest ATAR score.

Callum Hudman from Safety Bay Senior High School won the Rob Riley Memorial VET Prize, which is awarded to the top-performing Aboriginal student from a Western Australian public school for outstanding achievement in a VET program.

The Rob Riley Memorial Prizes for 2025 were sponsored by the Department of Education and presented at the Authority's awards ceremony.

ATAR course examinations (Northern hemisphere)

As part of the Authority's Northern hemisphere mid-year examinations for schools working to a Northern hemisphere academic year, the Authority permitted seven schools to complete ATAR courses in a mid-year examination period. The Authority administered Northern hemisphere examinations for 14 ATAR courses:

- Accounting and Finance
- Biology
- Business Management and Enterprise
- Chemistry
- Computer Science
- Economics
- English
- English as an Additional Language or Dialect
- Human Biology
- Mathematics Applications
- Mathematics Methods
- Mathematics Specialist
- Physics
- Psychology.

The 2025–26 ATAR course written examinations (Northern hemisphere) were held from Monday, 23 March to Thursday, 2 April 2026. Fourteen examinations were held over nine days, with no more than two examinations scheduled per day. No examinations were scheduled for the Saturday or Sunday. For the delivery of the Authority's ATAR course written examinations within a Northern hemisphere academic year in 2025–26:

- 395 students were enrolled to sit at least one ATAR course examination and 365 students were enrolled to sit at least four of the 14 ATAR course examinations on offer
- not all candidates enrolled in an examination sat the examination. There were 12 absentees from a written examination
- there were seven applications for special provisions for the examinations
- there were no breaches of examination rules by candidates
- five applications were received for sickness/misadventure consideration
- a total of 27 examination scripts were requested by 13 students; four students requested for a results check and two students requested a breakdown of examination marks.

Online Literacy and Numeracy Assessment (OLNA)

To achieve their WACE, students must demonstrate the minimum standards of literacy and numeracy. The minimum standards are based on Level 3 of the *Australian Core Skills Framework* (ACSF), which reflects what is considered as essential for students to meet the demands of everyday life and work in a knowledge-based economy.

Students in Year 9 can demonstrate these minimum standards through the National Assessment Program – Literacy and Numeracy (NAPLAN) Reading, Writing and Numeracy tests and, as a result, are then not required to sit the OLNA.

To demonstrate the required standards through the OLNA, students have up to six opportunities (two per year) from Year 10 to Year 12, where one of the opportunities allocated to Year 10 can be undertaken at the end of Year 9.

After Year 12, there are opportunities available to students who have left school to sit the OLNA. These students are required to meet all WACE requirements in place in the year they demonstrate the standard.

Support for students in Year 11 and Year 12 who are yet to demonstrate the minimum standard is provided through Foundation courses. Foundation courses have been developed to assist teachers to provide a focus on functional literacy and numeracy skills, practical work-related experience, and to build personal skills that are important for life and work.

Schools use the OLNA results to:

- guide Year 11 course selections for current Year 10 students
- refine Year 11 and Year 12 course enrolments for current Year 11 students
- ensure interventions are in place to support students.

Implementation of the OLNA

The OLNA testing schedule:

- provided three windows in Semester 2, 2025
- had an optional window for the 2026 Year 10 cohort to sit in Term 4, 2025 (as Year 9 students)
- had three windows in Semester 1, 2026.

Students in the current Year 10 cohort were provided with three windows in 2025–26 to sit the OLNA:

- 2025 (as Year 9 students) in the Term 4 window
- 2026 (as Year 10 students) in the two Term 2 windows.

Students in the current Year 11 cohort were provided with six windows in 2025–26 to sit the OLNA:

- 2025 (as Year 10 students) in the two Term 3 and the Term 4 windows
- 2026 (as Year 11 students) in the Term 1 and the two Term 2 windows.

Students in the current Year 12 cohort were provided with five windows in 2025–26 to sit the OLNA:

- 2025 (as Year 11 students) in the two Term 3 windows
- 2026 (as Year 12 students) in the Term 1 and the two Term 2 windows.

In 2025–26, approximately 36 500 numeracy assessments, 30 000 reading assessments and 35 000 writing assessments were completed by students across all testing windows. Cumulatively, there were approximately 101 500 assessments undertaken across all six testing windows.

At the start of 2026, the Authority commenced a phased implementation to transition schools to a new assessment platform for OLNA. This was completed by June 2026. Support was provided to schools through the Authority's regular communication channels advising about test logistics requirements, deadlines, and technical matters. During the test administration, the Authority's OLNA helpdesk assisted schools by providing technical support.

The Authority recorded 59 breaches of the OLNA rules in 2025–26. This represented a total of 0.1 per cent of all OLNA assessments undertaken by students.

Student performance in the OLNA 2025–26

In 2025–26, the Authority provided schools with interim reports that identified each student's performance in the OLNA in respect of the following categories of achievement.

- Category 1 – students who have not demonstrated the standard. These students have been identified as at risk of not demonstrating some of these skills and require specific learning interventions to enable the student to demonstrate the required standard.

- Category 2 – students who have not yet demonstrated the standard. These students should be monitored and, where necessary, be provided with specific learning interventions to enable the student to demonstrate the required standard.
- Category 3 – students who have demonstrated the standard, either through the OLNA or through their performance in NAPLAN Year 9.

National Assessment Program – Literacy and Numeracy (NAPLAN)

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for developing and centrally managing the National Assessment Program – Literacy and Numeracy (NAPLAN). The School Curriculum and Standards Authority is the Test Administration Authority in Western Australia for NAPLAN.

This assessment, undertaken annually since 2008 by students throughout Australia in Years 3, 5, 7 and 9, provides an important measure of how all Australian students are performing in the areas of literacy and numeracy. NAPLAN results are reported one year behind in this annual report due to the timing of the release of results.

From 2023, NAPLAN results are reported against new proficiency standards with four proficiency levels:

- Exceeding – exceeds expectations at the time of testing
- Strong – meets challenging but reasonable expectations at the time of testing
- Developing – working towards expectations at the time of testing
- Needs additional support – not achieving the learning outcomes expected at the time of testing and likely to need additional support to progress satisfactorily.

In 2025, there were 147 739 students in Years 3, 5, 7 and 9 eligible for participation in NAPLAN. Tables 15–18 reflect the final participation status of these students for each test.

Table 15: Participation status of eligible students for the 2025 NAPLAN

Writing test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 232	95.7	1.7	2.1	2.3
Year 5	35 637	96.6	1.5	2.0	1.4
Year 7	35 685	96.4	1.2	3.1	0.5
Year 9	34 253	94.0	1.2	5.6	0.4
Total	140 807				

* Includes students who sat the test and those who were exempt.

(Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

Table 16: Participation status of eligible students for the 2025 NAPLAN

Reading test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 495	95.9	1.7	1.9	2.2
Year 5	35 683	96.7	1.5	1.9	1.4
Year 7	35 710	96.4	1.1	3.1	0.5
Year 9	34 178	93.8	1.2	5.8	0.4
Total	141 066				

* Includes students who sat the test and those who were exempt.

(Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

Table 17: Participation status of eligible students for the 2025 NAPLAN Conventions of Language test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 305	95.4	1.7	2.4	2.3
Year 5	35 508	96.2	1.5	2.3	1.5
Year 7	35 372	95.5	1.2	4.0	0.5
Year 9	33 794	92.8	1.2	6.8	0.4
Total	139 979				

* Includes students who sat the test and those who were exempt.

(Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

Table 18: Participation status of eligible students for the 2025 NAPLAN Numeracy test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 307	95.4	1.7	2.5	2.1
Year 5	35 447	96.1	1.5	2.5	1.4
Year 7	35 377	95.6	1.1	4.0	0.5
Year 9	33 841	92.9	1.2	6.7	0.4
Total	139 972				

* Includes students who sat the test and those who were exempt.

(Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

WACE Refreshment

The WACE Refreshment focusses on practical changes that make the certificate clearer and more responsive to student needs. The WACE Refreshment aims to provide a robust, rigorous and contemporary senior secondary certificate of education (SSCE) aligned with others nationally and internationally. The Authority has conducted research and consulted to support its decisions.

From 2025, the Authority applies a C grade equivalent for the pair of units in a Year 12 ATAR course where a student has achieved a D grade and also achieved a moderated written school mark or ATAR course written examination mark at or above a specified cut point of approximately 40.

University-developed endorsed programs are now identified as tertiary preparation endorsed programs (TPEPs) and have been endorsed until the end of 2026. From 2027, TPEP students must complete at least one Year 12 ATAR course, recognising that ATAR courses best prepare students for university study and that TPEP students generally aspire to university study.

From 2027, Diplomas will not contribute to WACE achievement; from 2028, only approved qualifications on the Authority's *Certificate IV Specified List* will contribute to WACE achievement.

The Authority has reviewed the rationale and aims of all Years 11 and 12 syllabuses and mapped the General Capabilities to Years 11 and 12 course content and assessment types. From 2027, the Authority will report student engagement with General Capabilities on the WASSA.

In 2028, the Authority will introduce an additional WACE pathway, provisionally known as WACE Access, to support students with disability and those who are unable to meet current WACE requirements with appropriate adjustments. Implementation will begin with Year 11 students.

Strategic priority 3: Communication, engagement and partnerships

Communication

The Authority is committed to using inclusive consultation and communication to develop customer-focused and effective partnerships across government, industry and the community.

Digital presence

The Authority websites are critical for sharing information and communicating with key stakeholders, including teachers, school administrators, secondary school students and parents. Ongoing improvements in the Authority's digital culture continue to support the Authority's daily operations and service delivery through online tools. In 2025–26, initiatives to improve digital services included:

- the updating of the curriculum browser in the *Western Australian Curriculum and Assessment Outline* with a new interface for the Western Australian Curriculum for Pre-primary to Year 10 Humanities, Social Sciences, Mathematics, Science and Technologies
- the design and development of online professional learning modules to assist in the familiarisation and implementation of the revised Western Australian Curriculum as part of the Adopt and Adapt project
- the design and development of online Copyright Awareness Learning Modules for staff and contractors
- the creation of online surveys for various consultation processes and information gathering
- the development of web applications to streamline online application processes

- the review of website information architecture for informed changes and improvements
- the redesign of website landing pages to give a fresh new look and improve user experience
- the redesign and development of various web pages for future deployment
- refined in-house development and delivery of training to enable engagement with stakeholders in an online environment
- targeted ongoing efficiencies in publication of online content within the Authority
- refined use of online events as a means of communicating directly with stakeholders, particularly school leaders and teachers in regional, rural and remote locations
- continued use of social media to share information with stakeholder groups
- refined digital and web content management processes.

Online meetings

Communication with teachers in rural, remote and international locations was supported through online meetings. Training and information sessions provided via video conference continued to offer an alternative to school visits and decreased travel demands on teachers. Online meetings also allowed Authority staff to provide timely feedback and advice to schools and teachers. Online meetings were augmented with other support and collaboration tools.

Online meetings continued to add functionality and expanded and improved the collaborative processes during online and hybrid (combined live and online) meetings.

Social media

The Authority continued its use of social media through its Facebook accounts. This work involves:

- maintaining a Facebook presence through a page dedicated to teachers and a page focusing on information for students in Years 10 to 12 who are working towards a WACE, their parents and the community
- linking social media content to core business activities, key dates and publication of materials
- continuing a blog for students and parents, teachers and the community
- maintaining the Authority's social media policy and procedures.

Publications

The Authority's approach to publishing has continued to focus on reader engagement and increased accessibility. Key publications for 2025–26 include the:

- *WACE Manual 2026*
- *Year 12 Information Handbook 2025 Part II (July 2025)*
- *Year 12 Information Handbook 2026 Part I (March 2026)*
- *Year 10 Information Handbook 2026*
- *Externally Set Task Handbook 2026*
- *Common Oral Assessment Task Handbook*
- *2026 Activities Schedule and 2026 Term Planner*
- *Data Procedures Manual 2026*
- *Physical Education Studies School-based Practical External Assessment Handbook 2026*
- *2025–26 Activities Schedule (Northern hemisphere).*

The Authority continued to publish its *Kto6* and *7to12* Circulars online to ensure subscribers received the latest information about school curriculum

and assessment, standards and certification of student achievement in Western Australia.

In addition to being sent directly to subscribers, the Circulars are available on the Authority website.

Queries

Stakeholders are encouraged to send queries to the Authority through info@scsa.wa.edu.au with 3129 queries responded to in 2025–26.

Student Records Management System (SRMS)

In 2025–26, all primary and secondary schools were able to access the SRMS dashboard to view their student registration, enrolment, and achievement data that had been uploaded to SIRS. All secondary schools were able to use the SRMS to submit Year 11 equivalent studies applications and provide endorsement for WACE language applications and Year 12 ATAR EAL/D declarations.

User guides and other resources for all SRMS modules released to date are available on the Authority website to assist schools, parents and students including 23 non-English translations of guides for the WACE language applications process.

The linked student portal continues to provide students with their declaration and permission statements, in addition to their timetables and any applicable equitable access adjustment outcomes. The student portal also continues to provide a growing number of past students from 2016 onwards with access to their folio of achievements, including the WACE, WASSA, ATAR Course Reports, and Authority-issued awards.

Engagement and partnerships

As a strategic priority, the Authority engages with and responds to the needs of its partners to ensure the provision of quality curriculum, assessment and standards.

Stakeholder consultation

The Authority regularly consulted with stakeholders including, but not limited to:

- AngliSchools
- Association of Independent Schools of Western Australia
- Catholic Education Western Australia
- Catholic School Parents WA
- Department of Education
- Department of Energy and Economic Diversification
- Department of Training and Workforce Development
- Principals' Federation of Western Australia
- State School Teachers' Union of Western Australia
- TAFEs and other RTOs
- Universities
- Western Australian Council of State School Organisations
- Western Australian District High School Administrators' Association
- Western Australian Education Support Principals and Administrators Association
- Western Australian Primary Principals' Association
- Western Australian Secondary School Executives Association.

Consultation with stakeholders was achieved in various ways, including surveys, seminars, workshops, webinars and teacher forums. Feedback was

provided on the development of key documents, including syllabuses and teacher resources supporting the Authority's policies and procedures.

The key effectiveness indicators of the Authority's performance in providing curriculum development and evaluation support for Western Australian schools measured stakeholder engagement with and acceptance of:

- quality syllabuses and review processes
- comprehensive and easily understood assessment policy, guidelines and support
- valid and reliable external senior secondary assessments
- valid and reliable school-based assessments and moderation processes.

Details of the Authority's Key Effectiveness Indicators relating to communication, consultation and collaboration can be found in the Performance Management Framework section of this report.

WACE Refreshment

In 2023, the Authority commenced a process of review and consultation in order to refresh the WACE. The current WACE has been in place for Year 12 students since 2016. Aligning with the *Australian Qualifications Framework*, the WACE is recognised nationally and internationally.

The Refreshment process is focused on ensuring the WACE continues to remain a robust, rigorous and contemporary senior secondary certificate of education which meets the current and ongoing needs of students' active citizenship and transition as they move into further education, training, and employment.

The WACE Refreshment focuses on:

- the range of courses and programs to cater for diverse student needs and pathways

- maximising access to the WACE, to better accommodate students with disability or who are disengaged from schooling
- strengthening the way in which quality vocational education and training and endorsed programs are recognised
- clearly reporting student capabilities, such as critical and creative thinking, digital literacy and intercultural and ethical understanding.

The Authority recognises that parents, students and teachers must be provided with a sense of stability in terms of curriculum, standards, supporting documentation, assessments and ATAR course examinations, and is clear that any modification to the WACE should have minimal impact for schools and teachers.

The WACE Refreshment progressed in 2025–26 with decisions communicated to stakeholders during the reporting period for a number of refreshments. The Authority continues to engage with stakeholders as the refreshment progresses.

Support

A range of meetings to support stakeholders, particularly teachers, school administrators and school support staff was offered in the reporting period.

School leader briefings

School leader briefings presented by the Executive Director – SCS and the executive team were held in Term 3, 2025. Eleven briefings were delivered in metropolitan and regional areas. The half-day briefings focused on:

- WACE Refreshment
- Years 11 and 12 Curriculum, Assessment and Certification
- Adopting and adapting the Australian Curriculum version 9 within the Years 7–10 Western Australian Curriculum
- Schools Unique Student Identifier.

Teacher briefings, seminars and workshops

While there are some variations in timing and structure, the types of meetings provided for teachers, such as professional learning and consultation, are generally defined as briefings, seminars and workshops. The typical duration and general features of the range of meetings delivering support are shown in Table 19.

Table 19: Typical duration and general features of meetings

Type	Typical duration	General features
Briefing	30–60 minutes	Presentation by an Authority team member/group Brief Q&A with participants at end for recap and clarification
Seminar	60–90 minutes	Presentation by an Authority team member/group Extended Q&A/discussion among participants in response to information
Workshop	90 + minutes	Hands-on activities involving participants supported by Authority team member/group

School leader briefings included online presentations on the Authority's activities, attendance at school systems/sector networks and presentations to key stakeholder groups.

Teacher seminars and workshops

Early Childhood Education (ECE) presentations

In 2025–26, the Authority provided in-person and online professional learning in metropolitan and regional areas to facilitate the effective implementation of the mandated principles and practices of the *Early Years Learning Framework* (the *EYLF*). This support aimed to assist teachers implement and familiarise themselves with the curriculum revisions stemming from the Authority adopting and adapting the Australian

Curriculum version 9. Additionally, professional learning to support planning and assessment using the *Kindergarten Curriculum Guidelines* (the *Guidelines*).

These included:

- Early Childhood Update
- *Early Years Learning Framework*
- Early Childhood K–2 mandated requirements and support
- Planning and Assessing with the *Guidelines*.

These ECE presentations included events organised by the Authority and others to which Authority staff were invited to present. The Authority worked in collaboration with universities to deliver presentations for students and updates for lecturers.

Adopting and Adapting – Familiarisation and Implementation seminars and workshops

As part of the adopting and adapting project, in-person and online seminars and workshops were held to support teachers in Learning areas engaged in the familiarisation and implementation phases of the process. The familiarisation workshops focused on identified revised curriculum changes, explored support materials, provided guidance and materials to schools in preparation for implementation. The implementation workshops provided guidance to teachers in the delivery of the revised curriculum changes.

Tables 20, 21 and 22 provide an overview of these seminars and workshops.

Table 20: Adopting and Adapting – Familiarisation and Implementation seminars and workshops – Pre-primary – Year 6

Learning area	Focus	Number
Humanities and Social Sciences	Familiarisation	7
Humanities and Social Sciences	Implementation	2
Mathematics	Familiarisation	13
Mathematics	Implementation	6
Science	Familiarisation	10
Science	Implementation	6
Technologies	Familiarisation	7
Technologies	Implementation	2

Table 21: Adopting and Adapting – Familiarisation and Implementation seminars and workshops – Years 7 to 10

Learning area	Focus	Number
Humanities and Social Sciences	Familiarisation	11
Humanities and Social Sciences	Implementation	6
Mathematics	Familiarisation	13
Mathematics	Implementation	5
Science	Familiarisation	13
Science	Implementation	6
Technologies	Familiarisation	11
Technologies	Implementation	2

Table 22: Adopting and Adapting – Familiarisation and Implementation seminars and workshops – Pre-primary to Year 10

Pre-primary to Year 10	Focus	Number
Languages	Familiarisation	7
Technologies	Implementation	7
The Arts	Familiarisation	7

Planning for multi-age group classes workshops

The Authority provided workshops for teachers and school leaders in regional networks to support the effective use of the revised multi-age group planning resources. The workshops built participants' understanding of the Authority-developed approach to planning for multi-age group classes and supported consistent, curriculum-aligned planning across school contexts. Sessions focused on the revised planning diagram, templates and sample plans, and were tailored to the needs of individual regional networks.

Years 11 and 12 syllabus implementation workshops

The Authority provided workshops to teachers to support their implementation of curriculum and assessment in selected Years 11 and 12 courses. The focus of the workshops was determined on a course-specific basis.

In the reporting period, syllabus implementation workshops were held for:

- Year 12 Careers and Employability General
- Year 12 Drama ATAR
- Year 12 Humanities and Social Sciences in Action General
- Year 12 Modern History ATAR
- Year 12 Physics ATAR
- Year 11 Media Production and Analysis General.

Meeting WACE Requirements seminars

In 2026, the Authority conducted 16 Meeting WACE Requirements seminars, ten online and six in-person, which were attended by teachers from across the school systems/sector. The seminars were provided to assist:

- schools that are offering a WACE course for the first time
- schools that are reintroducing a WACE course
- teachers delivering one or more WACE courses for the first time (e.g. graduate teachers, teachers who have not previously taught Year 11 or Year 12, teachers whose past experience has been interstate or overseas)
- new school leaders to assist schools in meeting the WACE requirements.

Specific seminars were held for courses in English, Health and Physical Education, Humanities and Social Sciences, Interstate Languages, Languages, Mathematics, Science, Technologies, The Arts, and endorsed programs (including Workplace Learning). Two generic seminars for school leaders were also held.

Teaching and assessment workshops

The Authority provided a range of teaching and assessment workshops throughout the year to support participants in developing their understandings of Year 11 and Year 12 syllabus content, course standards and assessment task design.

In the reporting period, teaching and assessment workshops were held for:

- Years 11 and 12 Human Biology General (new teachers)
- Years 11 and 12 Science in Practice General (new teachers)
- Year 12 Modern History General Externally Set Task Moderation (Parts A and B)

- Year 12 Psychology General Externally Set Task Moderation (Parts A and B)
- Year 11 and 12 Mathematics Essential General
- Years 11 and 12 English Teaching and Assessment Workshop – Speaking and Listening.

Student Information Records System (SIRS)

The student information records system (SIRS) stores data relating to providers, courses, offerings and student registrations, enrolments and achievement. The Authority uses this information in various ways, including coordinating examinations and reporting on student information and achievement.

Four SIRS information and training sessions were conducted in January, 2026. Two of these sessions were conducted online, while two sessions were conducted in-person. For the online sessions held, there were 80 attendees. For the sessions held in-person, there were 13 attendees.

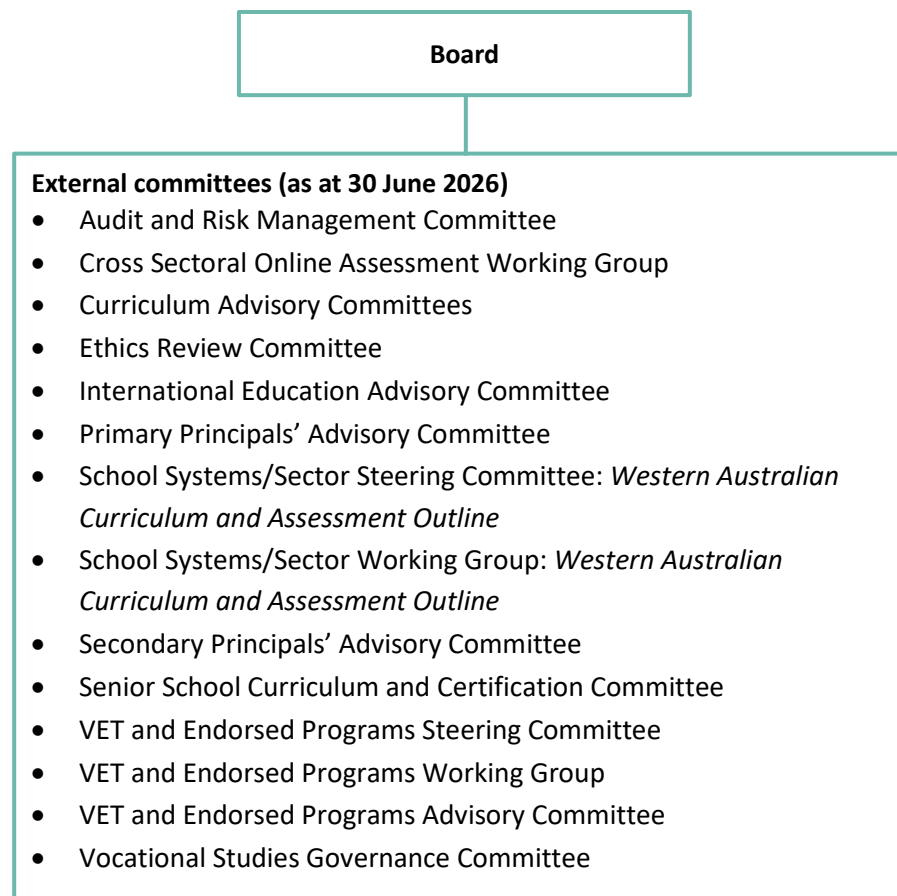
National Assessment Program – Literacy and Numeracy (NAPLAN) training

During this reporting period, four online training courses were made available to school staff in preparation for the NAPLAN 2026 testing event. These adaptive courses provided short updates for staff currently trained in NAPLAN and more comprehensive information for new staff. More than 9200 users registered for these courses.

External committees (non-statutory)

In 2025–26, the Board convened several external committees to ensure responsiveness to the needs of its key stakeholders.

Figure 6. External committees (non-statutory)



Curriculum Advisory Committees

Established in 2019, the Curriculum Advisory Committees provide the Authority with expert advice from practising teachers representing all of the school systems/sector, representatives from school systems/sector offices and professional associations and, as appropriate, representatives from universities, the training sector, industry and/or the community.

Importantly, the Curriculum Advisory Committees cover each phase of learning:

- Early Childhood (Kindergarten to Year 2) – one committee provides advice on the Western Australian Curriculum (Kindergarten to Year 2), including the *Kindergarten Curriculum Guidelines* and the *Early Years Learning Framework*
- Middle to Late Childhood (Years 3 to 6) – one committee provides advice on the Western Australian Curriculum (Years 3 to 6)
- Early and Middle Adolescence (Years 7 to 10) – eight committees provide advice on each of the eight learning areas – English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies and The Arts
- Late Adolescence and Early Adulthood (Years 11 and 12) – 53 committees provide advice on senior school courses and programs
- Early Childhood to Early Adulthood (P–12) Aboriginal Languages of Western Australia – one committee provides advice on the Western Australian Curriculum and senior school courses and programs for Aboriginal languages.

These committees are responsible for providing expert advice to the Authority on a range of matters, including, but not limited to:

- the Western Australian Curriculum Kindergarten to Year 12

- the Principles of Teaching, Learning and Assessment
- the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- external assessments – NAPLAN, OLNA, ESTs, the COAT, the SPEA and ATAR course examinations
- assessment and moderation – Pre-primary to Year 2, Years 3 to 6, Years 7 to 10, Years 11 and 12
- the WACE syllabus requirements
- the Australian Curriculum
- trends and emerging issues pertaining to Kindergarten to Year 12 curriculum and assessment.

In 2026, the Authority advertised for new members across all Curriculum Advisory Committees, as the tenure of many members concluded at the end of 2025. This resulted in 224 members comprising practising teachers representing the school systems/sector, representatives from professional associations, the university and training sectors, and industry and community representatives, joining 48 committees encompassing all phases of learning.

In 2025–26, the Authority held 98 Curriculum Advisory Committee meetings encompassing the Kindergarten to Year 2 Curriculum Advisory Committee (Early Childhood), Years 3 to 6 Curriculum Advisory Committee (Middle Childhood), Years 7 to 10 Curriculum Advisory Committees (Early Adolescence), Years 11 and 12 Curriculum Advisory Committees (Late Adolescence) and the Pre-primary to Year 12 Aboriginal Languages of Western Australia Curriculum Advisory Committee (Early Childhood to Early Adulthood). Additional meetings were convened to support additional activities, such as the syllabus review process.

The Kindergarten to Year 10 Curriculum Advisory Committees provided feedback and advice on ACARA’s review of the F–10 Australian Curriculum and, in particular, on the Authority’s review to adopt and adapt the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*. A significant aspect of the Years 11 and 12 committees’ work has been the review of syllabuses for identified senior secondary courses.

Reconciliation and Cultural Responsiveness

Goal 2 of the *Alice Springs (Mparntwe) Education Declaration 2019* is that students ‘possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.’ The *Mparntwe Declaration* acknowledges the Australian Curriculum Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority that ‘provides Aboriginal and Torres Strait Islander students with the ability to see themselves, their identities and cultures reflected in the curriculum and allows all students to engage in reconciliation, respect and recognition of the world’s oldest continuous living cultures.’

In 2025, it was established the Authority does not meet the requirements determined by Reconciliation Australia for a Reconciliation Action Plan (RAP). A statement that makes a commitment to actions that support reconciliation is an alternative to a RAP. The Board approved work to begin on a draft Statement of Commitment with supporting material in March 2026.

The statement will be used for goal setting and to celebrate authentic curriculum work already occurring (e.g. place-based curriculum examples and the Truth-telling: Pinjarra Massacre Teacher Support Resource that focuses on the Apology from His Excellency the Honourable Chris Dawson AC APM,

Governor of Western Australia). The statement will be paired with a short, practical time-bound action plan.

The Authority will invite individuals and groups representing its Aboriginal and Torres Strait Islander stakeholders to provide feedback through a range of means, including a survey and conversations.

The Authority will establish an Aboriginal and Torres Strait Islander reference group to support the Authority’s curriculum and assessment work, and to support the implementation of the Statement of Commitment.

Schools Unique Student Identifier

The Schools Unique Student Identifier (USI) is one of five national enabling initiatives under the *Better and Fairer Schools Agreement* between the Australian Government and the states and territories. It is being coordinated by the Australian Government Department of Education, supported by the Office of the Student Identifiers Registrar (OSIR) that provides access to the USI Registry System.

The objective of the Schools USI initiative is to issue each student enrolled at a registered school located in Australia during the compulsory years of education (Pre-primary to Year 12) a nationally recognised USI. The Australian Government identifies the Schools USI as supporting schools with enrolment of students moving between states and territories.

Currently, the Authority issues all students in Western Australia a Western Australian student number (WASN) for the compulsory years of education and Kindergarten. The Authority is continuing work to link the WASN to the Schools USI.

WA ClassmAlte

The Authority's contribution to WA ClassmAlte® continued in 2025–26. WA ClassmAlte is a generative AI platform being developed to support teachers with lesson planning and the preparation of teaching and learning materials. The Authority provided curriculum advice and participated in governance discussions through the Generative AI Project Control Board and Advisory Group. This work was led by the Department of Education in partnership with Catholic Education Western Australia, the Association of Independent Schools of Western Australia and the Authority.

3

Significant Issues



Context and landscape

In 2025–26, the Authority has continued to make progress with its priorities as detailed in the *School Curriculum and Standards Authority Strategic Plan 2024–2027*.

Table 23: Strategic Priorities and Goals 2024–27

Priority	Goal
Curriculum, assessment and standards	Develop Kindergarten to Year 12 curriculum and support resources and Pre-primary to Year 12 assessment and standards that allow all students to achieve to the full extent of their capabilities.
Examinations, testing and certification	Develop and administer high-quality examination, testing and certification programs that instil confidence in the Western Australian Curriculum and standards of achievement.
Communication, engagement and partnerships	Actively promote a high level of community confidence in the <i>Western Australian Curriculum and Assessment Outline</i> and the WACE through conduct and stakeholder engagement that is ethical, transparent, and in the public interest.

These priorities support the Board’s commitment to provide quality curriculum, assessment and standards of achievement for all students studying the Western Australian Curriculum so that they become confident, creative individuals, successful lifelong learners and active, informed members of the community.

The Board remains aware of the breadth and depth of social and technological change that are being observed in global contexts. It continues working to ensure Western Australian students, teachers, students and the community are well served through responsiveness and stability.

Adopting and adapting the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*

The Authority’s adopting and adapting of the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline* moves into its final implementation phase in 2027 when the curriculum for Languages and The Arts become mandated for teaching.

Australian Curriculum Review Cycle

In October 2025, education ministers agreed on changes to the Australian Curriculum review cycle, with the approval of the next version of the Australian Curriculum being scheduled for 2032. This means all dimensions of the curriculum will be reviewed every 10 years, with the option to undertake iterative reviews during this ten-year period.

Education ministers also agreed to a flexible, iterative review process, informed by advice from the Australian Curriculum, Assessment and Reporting Authority (ACARA). Iterative reviews may be undertaken when an educational issue is of significant importance and urgency and requires targeted changes outside the standard ten-year review cycle.

The Authority has responded to changes in the review cycle by continuing implementation of Australian Curriculum Version 9 within the *Western Australian Curriculum and Assessment Outline* and contributing Western Australian perspectives to ACARA-led iterative reviews.

Iterative review of the Foundation to Year 2 Australian Curriculum: Mathematics

The Authority participated in ACARA’s iterative review of the Foundation to Year 2 Australian Curriculum: Mathematics. The review focuses on improving

curriculum clarity, sequencing and usability, strengthening consumer and financial literacy, and supporting consistent classroom implementation. Western Australia contributed feedback through national curriculum forums and nominated representatives to curriculum and teacher reference groups.

Through its participation in the review, the Authority contributed Western Australian perspectives on early years Mathematics curriculum implementation while maintaining a focus on ensuring any future changes support high-quality teaching and learning outcomes for students in Western Australia. The iterative review is likely to inform further refinements to the Western Australian: Mathematics curriculum in coming years.

Focused Review of the Australian Curriculum – Antisemitism and Australian Values

During 2025–26, the Authority contributed to ACARA’s Focused Review of the Australian Curriculum – Antisemitism and Australian Values through participation in national curriculum and teacher reference groups. The review seeks to strengthen students’ understanding of Jewish Australians’ history and culture, support the rejection of antisemitism, and promote Australian values. The Authority highlighted the strengths of the Western Australian Curriculum, including the Western Australian Values of Schooling, relevant learning areas and General Capabilities, and continued to support schools through curriculum resources for teaching the Holocaust and antisemitism.

Through the review, the Authority contributed Western Australian perspectives and outlined how the Western Australian Curriculum supports respectful relationships, inclusion and social cohesion. The iterative review is likely to inform the Authority’s work on social cohesion and will continue into 2027 and beyond, informing ongoing curriculum and resource development in areas of Islamophobia, racism and truth-telling.

Refreshing the Western Australian Certificate of Education

The Authority has progressed its WACE Refreshment. Providing a robust, rigorous and contemporary senior secondary certificate of education (SSCE) that aligns with others across the nation and internationally is critical to ensuring our students are well positioned to transition into post-school pathways. The WACE Refreshment focusses on practical changes that make the certificate clearer and more responsive to student needs.

Established changes

The Authority wants students to select courses that personally challenge them, so they are better prepared to succeed in the direction they want to take after school. Year 12 completion is a critical foundation for participation in further education, training and work.

Refreshments that have been introduced include the C grade equivalent for a D grade in an ATAR course, the removal of Diploma level qualifications from contributing to WACE completion from 2027, the establishment of the Authority’s *Certificate IV Specified List* and the introduction of the requirement for students seeking to use a tertiary preparation endorsed program for unit equivalence to also complete at least one ATAR course.

WACE Access

Some students are currently finishing Year 12 without achieving the WACE – not because they lack potential, but because there is no senior secondary certificate that recognises their achievements. The next significant WACE Refreshment is the development of an additional pathway to certification for our senior secondary students.

As part of the WACE Refreshment, we are working to introduce a new additional senior secondary certification pathway, provisionally known as

WACE Access, so that more young Western Australians, including students with disability and those who are unable to meet current WACE requirements with appropriate adjustments, can complete Year 12 with meaningful recognition.

WACE Access will improve opportunities for students to transition to work, training and community participation. It will also encourage students to select courses that stretch them and best match their future goals. Engaging with stakeholders to test ideas and refine the development of the WACE Access will be a core focus for the Authority. Balancing the need for clear processes and standards while managing community expectations will be central to the success of a new additional senior secondary certification pathway.

Work in progress

The Authority's WACE Refreshment on exploring the form and function of English is ongoing. The English ATAR and English General Years 11 and 12 course syllabuses are being reviewed in collaboration with the English and Non-ATAR English Curriculum Advisory Committees, recognising the intersection of the WACE Refreshment, syllabus review and ongoing projects that will be informed by the outcomes of this work. The syllabus review is incorporating consideration of the form and function of English.

The Authority has established an independent expert panel to provide advice to the Board on the Authority's *Equitable Access to Assessment (EAA) Policy and Guidelines*. The advice sought includes the necessary parameters for the Authority to confirm equitable access adjustments for students undertaking ATAR course examinations prior to Year 12 and, ideally, in Year 10. It includes the identification of suitable alternatives to the Authority's current requirement for a documented medical diagnosis and whether the disabilities

and adjustments identified in the *EAA Policy and Guidelines* require amendment.

The Authority will continue its consideration of how skill sets and microcredentials can be recognised. In 2023, the Authority commenced reporting skills sets funded by the Department of Training and Workforce Development and achieved by students on their Western Australian Statement of Student Achievement (WASSA). The Board will continue to investigate the inclusion of other skill sets and microcredentials on the WASSA. It will also explore how microcredentials may contribute to WACE achievement, deepen ATAR course learning and support addressing the State's skills priorities.

Students' capabilities in digital literacy will be further considered. The Board is exploring how to report on students' capabilities through the WASSA.

4

Disclosures



Financial Statements

Certification of financial statements

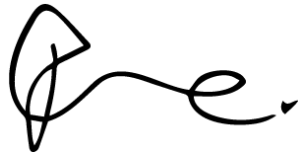
For the financial year ended 30 June 2026

The accompanying financial statements of the School Curriculum and Standards Authority have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2026 and the financial position as at 30 June 2026.

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



Mrs Pauline White
Chair
9 September 2026



Emeritus Professor Jill Downie
Board Member
9 September 2026



Ms Ludisha Kalasopatan
Chief Finance Officer
9 September 2026



OFFICIAL



Auditor General

INDEPENDENT AUDITOR'S REPORT

2026

School Curriculum and Standards Authority

To the Parliament of Western Australia

Report on the audit of the financial statements

Opinion

I have audited the financial statements of the School Curriculum and Standards Authority (Authority) which comprise:

- the statement of financial position as at 30 June 2026, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended
- notes comprising a summary of material accounting policies and other explanatory information.

In my opinion, the financial statements are:

- based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the Authority for the year ended 30 June 2026 and the financial position as at the end of that period
- in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for opinion

I conducted my audit in accordance with the Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of my report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

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Responsibilities of the Board for the financial statements

The Board is responsible for:

- keeping proper accounts
- preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions
- such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for:

- assessing the entity's ability to continue as a going concern
- disclosing, as applicable, matters related to going concern
- using the going concern basis of accounting unless the Western Australian Government has made policy or funding decisions affecting the continued existence of the Authority.

Auditor's responsibilities for the audit of the financial statements

As required by the *Auditor General Act 2006*, my responsibility is to express an opinion on the financial statements. The objectives of my audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.

A further description of my responsibilities for the audit of the financial statements is located on the Auditing and Assurance Standards Board website. This description forms part of my auditor's report and can be found at https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf.

Report on the audit of controls

Opinion

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by the Authority. The controls exercised by the Authority are those policies and procedures established to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with the State's financial reporting framework (the overall control objectives).

In my opinion, in all material respects, the controls exercised by the Authority are sufficiently adequate to provide reasonable assurance that the controls within the system were suitably designed to achieve the overall control objectives identified as at 30 June 2026, and the controls were implemented as designed as at 30 June 2026.

The Board's responsibilities

The Board is responsible for designing, implementing and maintaining controls to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities are in accordance with the *Financial Management Act 2006*, the Treasurer's Instructions and other relevant written law.

Auditor General's responsibilities

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the suitability of the design of the controls to achieve the overall control objectives and the implementation of the controls as designed. I conducted my engagement in accordance with Standard on Assurance Engagements *ASAE 3150 Assurance Engagements on Controls* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements and plan and perform my procedures to obtain reasonable assurance about whether, in all material respects, the controls are suitably designed to achieve the overall control objectives and were implemented as designed.

An assurance engagement involves performing procedures to obtain evidence about the suitability of the controls design to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including an assessment of the risks that controls are not suitably designed or implemented as designed. My procedures included testing the implementation of those controls that I consider necessary to achieve the overall control objectives.

I believe that the evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Limitations of controls

Because of the inherent limitations of any internal control structure, it is possible that, even if the controls are suitably designed and implemented as designed, once in operation, the overall control objectives may not be achieved so that fraud, error or non-compliance with laws and regulations may occur and not be detected. Any projection of the outcome of the evaluation of the suitability of the design of controls to future periods is subject to the risk that the controls may become unsuitable because of changes in conditions.

Report on the audit of the key performance indicators

Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of the Authority for the year ended 30 June 2026 reported in accordance with the *Financial Management Act 2006* and the Treasurer's Instructions (legislative requirements). The key performance indicators are the Under Treasurer-approved key effectiveness indicators and key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators report of the Authority for the year ended 30 June 2026 is in accordance with the legislative requirements, and the key performance indicators are relevant and appropriate to assist users to assess the Authority's performance and fairly represent indicated performance for the year ended 30 June 2026.

The Board's responsibilities for the key performance indicators

The Board is responsible for the preparation and fair presentation of the key performance indicators in accordance with the *Financial Management Act 2006* and the Treasurer's Instructions and for such internal controls as the Board determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

In preparing the key performance indicators, the Board is responsible for identifying key performance indicators that are relevant and appropriate, having regard to their purpose in accordance with Treasurer's Instruction 3 Financial Sustainability – Requirement 5 Key Performance Indicators.

Auditor General's responsibilities

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the key performance indicators. The objectives of my engagement are to obtain reasonable assurance about whether the key performance indicators are relevant and appropriate to assist users to assess the Authority's performance and whether the key performance indicators are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements relating to assurance engagements.

An assurance engagement involves performing procedures to obtain evidence about the amounts and disclosures in the key performance indicators. It also involves evaluating the relevance and appropriateness of the key performance indicators against the criteria and guidance in Treasurer's Instruction 3 - Requirement 5 for measuring the extent of outcome achievement and the efficiency of service delivery. The procedures selected depend on my judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments, I obtain an understanding of internal control relevant to the engagement in order to design procedures that are appropriate in the circumstances.

I believe that the evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

My independence and quality management relating to the report on financial statements, controls and key performance indicators

I have complied with the independence requirements of the *Auditor General Act 2006* and the relevant ethical requirements relating to assurance engagements. In accordance with ASQM 1 *Quality Management for Firms that Perform Audits or Reviews of Financial Reports and Other Financial Information, or Other Assurance or Related Services Engagements*, the Office of the Auditor General maintains a comprehensive system of quality management including documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

Other information

The Board is responsible for the other information. The other information is the information in the entity's annual report for the year ended 30 June 2026, but not the financial statements, key performance indicators and my auditor's report.

My opinions on the financial statements, controls and key performance indicators do not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, controls and key performance indicators my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and key performance indicators or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I did not receive the other information prior to the date of this auditor's report. When I do receive it, I will read it and if I conclude that there is a material misstatement in this information, I am required to communicate the matter to those charged with governance and request them to correct the misstated information. If the misstated information is not corrected, I may need to retract this auditor's report and re-issue an amended report.

Matters relating to the electronic publication of the audited financial statements and key performance indicators

This auditor's report relates to the financial statements and key performance indicators of the Authority for the year ended 30 June 2026 included in the annual report on the Authority's website. The Authority's management is responsible for the integrity of the Authority's website. This audit does not provide assurance on the integrity of the Authority's website. The auditor's report refers only to the financial statements, controls and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from the annual report. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the Authority to confirm the information contained in the website version.

Mark Ambrose

Mark Ambrose
Senior Director Financial Audit
Delegate of the Auditor General for Western Australia
Perth, Western Australia
9 September 2026

Statement of comprehensive income

For the year ended 30 June 2026

	Note	2025–26 \$'000	2024–25 \$'000
Cost of services			
Expenses			
Employee benefits expenses	2.1	43,807	38,105
Supplies and services	2.2	9,783	9,278
Depreciation and amortisation expenses	4.1.1, 4.2.1	271	271
Accommodation expenses	2.2	2,571	2,939
Other expenses	2.2	63	152
Total cost of services		56,495	50,745
Income			
User contributions, charges and fees	3.2	2,306	2,323
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,525	1,521
Other revenue	3.5	35	31
Total income		3,905	3,914
Net cost of services		52,590	46,831
Income from State Government	3.1		
Service appropriation		271	271
Income from other public sector entities		270	200
Services received free of charge		52,088	46,266
Total income from State Government		52,629	46,737
Surplus/(deficit) for the period		39	(94)
Total comprehensive income/(loss) for the period		39	(94)

The Statement of comprehensive income should be read in conjunction with the accompanying notes.

Statement of financial position

As at 30 June 2026

	Note	2025–26 \$'000	2024–25 \$'000
Assets			
Current assets			
Cash and cash equivalents	6.1	1,804	1,635
Receivables	5.1	128	258
Total current assets		1,932	1,893
Non-current assets			
Amounts receivable for services	5.2	3,699	3,428
Property, plant and equipment	4.1	-	-
Intangible assets	4.2	1,540	1,811
Total non-current assets		5,239	5,239
Total assets		7,171	7,132
Net assets		7,171	7,132
Equity			
Contributed equity		7,142	7,142
Accumulated surplus/(deficit)		29	(10)
Total equity		7,171	7,132

The Statement of financial position should be read in conjunction with the accompanying notes.

Statement of changes in equity

For the year ended 30 June 2026

	Note	Contributed equity \$'000	Accumulated surplus/(deficit) \$'000	Total equity \$'000
Balance at 1 July 2024		7,142	84	7,226
Surplus/(deficit)		-	(94)	(94)
Total comprehensive loss for the period		-	(94)	(94)
Balance at 30 June 2025		7,142	(10)	7,132
Balance at 1 July 2025		7,142	(10)	7,132
Surplus/(deficit)		-	39	39
Total comprehensive income for the period		-	39	39
Balance at 30 June 2026		7,142	29	7,171

The Statement of changes in equity should be read in conjunction with the accompanying notes.

Statement of cash flows

For the year ended 30 June 2026

	Note	2025–26 \$'000	2024–25 \$'000
Cash flows from the State Government			
Funds from other public sector entities		270	200
Net cash provided by the State Government		270	200
Utilised as follows:			
Cash flows from operating activities			
Payments			
Employee benefits		(27)	(23)
Supplies and services		(4,107)	(4,161)
GST payments to taxation authority		(172)	(176)
Other payments		-	(4)
Receipts			
User contribution, charges and fees		2,442	2,139
Grants and contributions		39	39
Recoveries for national testing		1,525	1,521
GST receipts on sales		172	176
Other receipts		27	31
Net cash used in operating activities		(101)	(458)
Net increase/(decrease) in cash and cash equivalents		169	(258)
Cash and cash equivalents at the beginning of the period		1,635	1,893
Cash and cash equivalents at the end of the period	6.1	1,804	1,635

The Statement of cash flows should be read in conjunction with the accompanying notes.

Notes to the financial statements

For the year ended 30 June 2026

Note 1. Basis of preparation

The School Curriculum and Standards Authority (the Authority) is a government not-for-profit entity controlled by the State of Western Australia, which is the ultimate parent.

A description of the nature of its operations and its principal activities has been included in the 'Overview', which does not form part of these financial statements.

These annual financial statements were authorised for issue by the accountable authority of the Authority on 9 September 2026.

Statement of compliance

The financial statements are general purpose financial statements which have been prepared in accordance with Australian Accounting Standards – Simplified Disclosures, the Conceptual Framework and other authoritative pronouncements issued by the Australian Accounting Standards Board (AASB) as modified by Treasurer's instructions. Some of these pronouncements are modified to vary their application and disclosure.

The *Financial Management Act 2006* and Treasurer's instructions, which are legislative provisions governing the preparation of financial statements for agencies, take precedence over AASB pronouncements. Where an AASB pronouncement is modified and has had a significant financial effect on the reported results, details of the modification and the resulting financial effect are disclosed in the notes to the financial statements.

Reporting entity

The reporting entity comprises the Authority and has no related bodies.

Since 1 July 2017, the Authority's functions have been supported by the Department of Education (the Department). The Department directorates provide financial services, information and communications technology services (except where these services relate directly to the performance of the functions of the Authority), human resources services, media, marketing and communications services, and other corporate services. The operational expenditure of the Authority is paid by the Department and the revenue equivalent is reported as a service received free of charge (non-cash) by the Authority. The expenditure incurred by the Department is reported by the Authority at the individual line-item level, e.g. employee benefits expense.

The Authority also earns revenue and incurs expenditure directly (i.e. not through the Department), and this is reported by the Authority at the individual line-item level, e.g. for revenue: fees, recoveries for national testing, and for expenditure: depreciation expense (non-cash). Due to the Authority directly receiving revenue and incurring expenditure, there will be a difference between the Department's financial statement's reporting by Service for the Authority and what is reported in the Authority's financial statements.

Basis of preparation

These financial statements are presented in Australian dollars applying the accrual basis of accounting and using the historical cost convention. Certain balances will apply a different measurement basis (such as the fair value basis). Where this is the case, the different measurement basis is disclosed in the associated note. All values are rounded to the nearest thousand dollars (\$'000).

Accounting for Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of goods and services tax (GST), except that the:

- (a) amount of GST incurred by the Authority as a purchaser that is not recoverable from the Australian Taxation Office (ATO) is recognised as part of an asset's cost of acquisition or as part of an item of expense; and
- (b) receivables and payables are stated with the amount of GST included.

Cash flows are included in the Statement of cash flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the ATO are classified as operating cash flows.

Contributed equity

Interpretation 1038 *Contributions by Owners Made to Wholly-Owned Public Sector Entities* requires transfers in the nature of equity contributions, other than as a result of a restructure of administrative arrangements, as designated as contributions by owners (at the time of, or prior to, transfer) be recognised as equity contributions. Capital appropriations have been designated as contributions by owners by TI 8 – Requirement 8.1(i) and have been credited directly to Contributed equity.

Comparative information

Except when an Australian Accounting Standard permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements. AASB 1060 provides relief from presenting comparatives for:

- Property, plant and equipment reconciliations; and
- Intangible assets reconciliations.

Judgements and estimates

Judgements, estimates and assumptions are required to be made about financial information being presented. The significant judgements and estimates made in the preparation of these financial statements are disclosed in the notes where amounts affected by those judgements and/or estimates are disclosed. Estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances.

Note 2. Use of funding

Expenses incurred in the delivery of services

This section provides additional information about how the Authority's funding is applied and the accounting policies that are relevant for an understanding of the items recognised in the financial statements. The primary expenses incurred by the Authority in achieving its objectives and the relevant notes are:

		2025–26	2024–25
	Notes	\$'000	\$'000
Employee benefits expenses ^(a)	2.1	43,807	38,105
Other expenditure	2.2	12,417	12,369

- (a) From 1 July 2017, the staff of the Authority are employees of the Department of Education (Department). The employee benefits expenses are provided as a resource received free of charge (Note 3.1) from the Department. The Authority's Board sitting fees and superannuation are paid directly by the Authority.

2.1 Employee benefits expenses

	2025–26	2024–25
	\$'000	\$'000
Employee benefits	39,156	34,015
Superannuation - defined contribution plans	4,651	4,090
Employee benefits expenses	43,807	38,105
Add: AASB 16 Non-monetary benefits (not included in employee benefits expense)	2	1
Total employee benefits expenses	43,809	38,106

Employee benefits

Includes wages, salaries and social contributions, accrued and paid leave entitlements and paid sick leave, and non-monetary benefits recognised under accounting standards other than AASB 16 (such as medical care, housing, cars and free or subsidised goods or services) for employees.

Superannuation

Superannuation is the amount recognised in profit or loss of the Statement of comprehensive income comprises employer contributions paid to the Gold State Super (concurrent contributions), West State Super, GESB super or other superannuation funds.

AASB 16 Non-monetary benefits

Includes non-monetary employee benefits, predominantly relating to the provision of vehicle and housing benefits that are recognised under AASB 16 and are excluded from the employee benefits expenses.

2.2 Other expenditure

	2025–26	2024–25
	\$'000	\$'000
Supplies and services		
Communication services	233	192
Consumables	684	699
Consumables – Utilities	76	34
Equipment purchases (\$4,999 and below)	156	769
Remuneration of members of the Board	229	199
Insurance	720	511
Repairs and maintenance	106	95
Service and contracts	6,011	5,234
Service and contracts – property	210	119
Staff-related expense	64	41
Travel	375	266
Other	919	1,119
Total supplies and services expenses	9,783	9,278
Accommodation expenses		
Office rental	1,995	2,273
Other accommodation expenses	576	666
Total accommodation expenses	2,571	2,939
Other expenses		
Expected credit losses expense	(8)	20
Insurance performance adjustments	71	132
Total other expenses	63	152
Total other expenditure	12,417	12,369

Supplies and services

Supplies and services expenses are recognised as an expense in the reporting period in which they are incurred. The carrying amounts of any materials held for distribution are expensed when the materials are distributed.

Office rental

Office rental is expensed as incurred as Memorandum of Understanding Agreements between the Authority and the Department of Housing and Works for the leasing of office accommodation contain significant substitution rights.

Repairs and maintenance

Repairs, maintenance and cleaning costs are recognised as expenses as incurred.

Other

Other operating expenses generally represent the day-to-day running costs incurred in normal operations.

Expected credit losses

Expected credit losses is recognised for movement in allowance for impairment of trade receivables. Please refer to Note 5.1 Receivables for more details.

Insurance performance adjustments

Insurance performance adjustments relate to the insurance premiums that RiskCover charged in previous years. The adjustments are the result of consideration of the latest forecast claims costs, claims administration expenses, reinsurance expenses and net investment income; they can be both favourable and unfavourable.

Prior year performance adjustments are considered changes in accounting estimates. As such, they are recognised prospectively in profit or loss in the period of the change.

Note 3. Our funding sources**How we obtain our funding**

This section provides additional information about how the Authority obtains its funding and the relevant accounting policy notes that govern the recognition and measurement of this funding. The primary income received by the Authority and the relevant notes are:

		2025–26	2024–25
	Notes	\$'000	\$'000
Income from State Government	3.1	52,629	46,737
User contributions, charges and fees	3.2	2,306	2,323
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,525	1,521
Other revenue	3.5	35	31

3.1 Income from state government

	2025–26 \$'000	2024–25 \$'000
<u>Appropriation received during the period (non-cash):</u>		
Service appropriation ^(a)	271	271
Total service appropriation	271	271
<u>Income received from other public sector entities during the period:</u>		
Department of Education ^(b)	270	200
Total income from other public sector entities	270	200
<u>Resources received from other public sector entities during the period:</u>		
Department of Education ^(c)	52,074	46,253
Department of Finance	-	13
Department of Housing and Works	14	-
Total resources received from other public sector entities	52,088	46,266
Total income from State Government	52,629	46,737

- (a) Service appropriations fund the net costs of services delivered. The amounts receivable for services (Holding Account – Note 5.2) comprises the depreciation and amortisation expense for the year.
- (b) Income received from the Department of Education for Board expenditure.
- (c) Services received free of charge from the Department of Education are for the operational management of the Authority.

Service appropriations

Service appropriations are recognised as income at the fair value of consideration received in the period in which the Authority gains control of the appropriated funds. The Authority gains control of appropriated funds at the time it is credited to the 'Amounts receivable for services' (holding account) held at the Department of Education.

Income from other public sector entities

Income from other public sector entities is recognised as income when the Authority has satisfied its performance obligations under the funding agreement. If there is no performance obligation, income will be recognised when the Authority receives the funds.

Resources received from other public sector entities

Resources received from other public sector entities is recognised as income equivalent to the fair value of assets received, or the fair value of services received that can be reliably determined and which would have been purchased if not donated.

3.2 User contributions, charges and fees

	2025–26 \$'000	2024–25 \$'000
Fees from examination related services	448	496
Fees from overseas full fee paying students	1,858	1,827
Total user contribution charges and fees	2,306	2,323

Revenue is recognised at the transaction price when the Authority transfers control of the services to customers. Revenue is recognised for the major activities as follows:

Contributions, charges and fees

Revenue is recognised when the Authority transfers control of services to a customer for the amount to which the Authority expects to be entitled. Under AASB 15 *Revenue from Contracts with Customers*, these are predominantly to be recognised at a point in time when performance obligations are satisfied.

3.3 Grants and contributions

	2025–26 \$'000	2024–25 \$'000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	39	39
Total grants and contributions	39	39

3.4 Recoveries for national testing

	2025–26 \$'000	2024–25 \$'000
Recovery for NAPLAN testing from non-government Western Australian system and sector	1,525	1,521
Total recoveries for national testing	1,525	1,521

3.5 Other revenue

	2025–26 \$'000	2024–25 \$'000
Other miscellaneous revenue	7	7
Sale of goods and services	28	24
Total other revenue	35	31

Other revenue

Other revenue is recognised in the accounting period in which the relevant performance obligations have been satisfied.

Note 4. Key assets

This section includes information regarding the key assets the Authority utilises to gain economic benefits or provide service potential. The section sets out both the key accounting policies and financial information about these assets:

		2025–26 \$'000	2024–25 \$'000
	Notes		
Property, plant and equipment	4.1	-	-
Intangible assets	4.2	1,540	1,811
Total key assets		1,540	1,811

4.1 Property, plant and equipment

	Computers \$'000	Furniture and fittings \$'000	Communication equipment \$'000	Total \$'000
1 July 2025				
Gross carrying amount	486	-	39	525
Accumulated depreciation	(486)	-	(39)	(525)
Carrying amount at start of the period	-	-	-	-
Depreciation	-	-	-	-
Carrying amount at 30 June 2026	-	-	-	-
Gross carrying amount	297	-	-	297
Accumulated depreciation	(297)	-	-	(297)

Initial recognition

Items of property, plant and equipment costing \$5,000 or more are measured initially at cost. Where an asset is acquired for no cost or significantly less than fair value, the cost is valued at its fair value at the date of acquisition. Items of property, plant and equipment costing less than \$5,000 are immediately expensed direct to the Statement of comprehensive income.

Subsequent measurement

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

4.1.1 Depreciation and impairment**Charge for the period**

	2025–26 \$'000	2024–25 \$'000
<u>Depreciation</u>		
Furniture and Fittings	-	-
Total depreciation for the period	-	-

As at 30 June 2026, there were no indications of impairment to property, plant and equipment.

Useful lives

All property, plant and equipment having a limited useful life are systematically depreciated over their estimated useful lives in a manner that reflects the consumption of their future economic benefits.

Depreciation is calculated on a straight-line basis, at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life. Typical estimated useful lives for the different asset classes for current and prior years are included in the table below:

Computers	4 Years
Communication equipment	3 Years
Furniture and fittings	5–10 Years

The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period, and adjustments are made where appropriate.

Impairment

Non-financial assets, including items of plant and equipment, are tested for impairment whenever there is an indication that an asset may be impaired. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered impaired and is written down to the recoverable amount and an impairment loss is recognised through profit or loss.

If there is an indication that there has been a reversal in impairment, the carrying amount is increased to its recoverable amount ensuring that the reversal does not increase the asset's carrying amount above what would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised in prior years.

4.2 Intangible assets

	Computer software \$'000	Total \$'000
1 July 2025		
Gross carrying amount	7,485	7,485
Accumulated amortisation	(5,674)	(5,674)
Carrying amount at start of the period	1,811	1,811
Amortisation expense	(271)	(271)
Carrying amount at 30 June 2026	1,540	1,540
Gross carrying amount	7,471	7,471
Accumulated amortisation	(5,931)	(5,931)

Intangible assets include the Student Records Management System completed in 2021–22.

Initial recognition

Intangible assets are initially recognised at cost. For assets acquired at significantly less than fair value, the cost is their fair value at the date of acquisition.

Acquired and internally generated intangible assets costing \$50,000 or more that comply with the recognition criteria of AASB 138 *Intangible Assets* are capitalised.

Costs incurred below these thresholds are immediately expensed directly to the Statement of comprehensive income.

Software that is an integral part of the related hardware is recognised as property, plant and equipment. Software that is not an integral part of the related hardware is recognised as an intangible asset.

An internally generated intangible asset arising from development (or from the development phase of an internal project) is recognised if, and only if, all of the following are demonstrated:

- the technical feasibility of completing the intangible asset so that it will be available for use or sale;
- an intention to complete the intangible asset, and use or sell it;
- the ability to use or sell the intangible asset;
- the intangible asset will generate probable future economic benefit;
- the availability of adequate technical, financial and other resources to complete the development and to use or sell the intangible asset; and
- the ability to measure reliably the expenditure attributable to the intangible asset during its development.

Costs incurred in the research phase of a project are immediately expensed.

Subsequent measurement

The cost model is applied for subsequent measurement of intangible assets, requiring the asset to be carried at cost less any accumulated amortisation and accumulated impairment losses.

4.2.1 Amortisation and impairment

	2025–26	2024–25
	\$'000	\$'000
<u>Amortisation</u>		
Intangible assets	271	271
Total amortisation for the period	271	271

Amortisation of finite life intangible assets is calculated on a straight-line basis at rates that allocate the asset's value over its estimated useful life. All intangible assets controlled by the Authority have a finite useful life and zero residual value. Estimated useful lives are reviewed annually.

The estimated useful lives for each class of intangible asset are:

Software ^(a)	3 Years
Student Records Management System	10 Years

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

Impairment

Intangible assets with finite useful lives are tested for impairment annually or when an indication of impairment is identified. As at 30 June 2026, there were no indications of impairment to intangible assets.

The policy in connection with testing for impairment is outlined in Note 4.1.1.

Note 5. Other assets and liabilities

This section sets out those assets and liabilities that arose from the Authority's controlled operations and includes other assets utilised for economic benefits and liabilities incurred during normal operations:

		2025–26	2024–25
	Notes	\$'000	\$'000
Receivables	5.1	128	258
Amounts receivable for services (Holding Account)	5.2	3,699	3,428

5.1 Receivables

	2025–26	2024–25
	\$'000	\$'000
<u>Current</u>		
Trade receivables	141	278
GST receivable	-	1
Allowance for impairment of trade receivables	(13)	(21)
Total current	128	258
Total receivables at end of period	128	258

Trade receivables are initially recognised at their transaction price or, for those receivables that contain a significant financing component, at fair value. The Authority holds the receivables with the objective to collect the contractual cash flows and therefore subsequently measured at amortised cost using the effective interest method, less an allowance for impairment.

The Authority recognises a loss allowance for expected credit losses (ECLs) on a receivable not held at fair value through profit or loss. The ECLs are based on the difference between the contractual cash flows and the cash flows that the entity expects to receive, discounted at the original effective interest

rate. Individual receivables are written off when the Authority has no reasonable expectations of recovering the contractual cash flows.

For trade receivables, the Authority recognises an allowance for ECLs measured at the lifetime expected credit losses at each reporting date. The Authority has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment. Please refer to Note 2.2 for the amount of ECLs expensed in this reporting period.

5.2 Amounts receivable for services (Holding Account)

	2025–26	2024–25
	\$'000	\$'000
Non-current	3,699	3,428
Balance at end of period	3,699	3,428

Amounts receivable for services represent the non-cash component of service appropriations (amortisation for 2025–26 (\$271,462)). It is restricted in that it can only be used for asset replacement or payment of leave liability.

The amounts receivable for services are financial assets at amortised cost and are not considered impaired (i.e. there is no expected credit loss of the Holding Account).

Note 6. Financing

This section sets out the material balances and disclosures associated with the financing and cash flows of the Authority.

	Notes	
Cash and cash equivalents	6.1	
6.1 Cash and cash equivalents		
	2025–26	2024–25
	\$'000	\$'000
Cash and cash equivalents	1,804	1,635
Total cash and cash equivalents	1,804	1,635

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

Note 7. Financial instruments and contingencies

This section sets out the key risk management policies and measurements techniques of the Authority.

	Notes
Financial instruments	7.1
Contingent assets and liabilities	7.2

7.1 Financial instruments

The carrying amounts of each of the following categories of financial assets at the end of the reporting period are as follows:

	Notes	2025–26 \$'000	2024–25 \$'000
<u>Financial assets</u>			
Cash and cash equivalents	6.1	1,804	1,635
Financial assets at amortised cost ^(a)	5.1, 5.2	3,827	3,686
Total financial assets		5,631	5,321

(a) The amount of financial assets at amortised cost excludes GST recoverable from the ATO (statutory receivable).

7.2 Contingent assets and liabilities

Contingent assets and contingent liabilities are not recognised in the Statement of financial position but are disclosed and, if quantifiable, are measured at the best estimate.

Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

The Authority had no contingent assets as at 30 June 2026.

Contingent liabilities

The following contingent liability is additional to the liabilities included in the financial statements:

Casual employees' entitlement to long service leave

The Authority currently does not employ or have any direct employees. The work of the Authority is supported by a secretariat – the School Curriculum and Standards Division – provided under a Service Level Agreement with the Department of Education (the Department). The employee benefits expenditure incurred by the Authority relates to the direct and indirect support provided by the Department including the secretariat and has been provided as resources free of charge.

In September 2019, the Department of Mines, Industry Regulation and Safety – Government Sector Labour Relations (GSLR) informed public sector agencies that the *Long Service Leave Act 1958* (WA) applies to casual public sector employees. Since then, public sector industrial agreements have been progressively renegotiated so that casual employees will accrue long service leave (LSL) entitlements under their applicable award or agreement from the date it is registered. In February 2021, GSLR issued a Guidance Note on the transitional arrangements for LSL entitlements of current casual employees from the *Long Service Leave Act* to the applicable industrial instruments.

In June 2024, the State Government endorsed an interim framework to remediate LSL for entitled employees who have been engaged purely on a casual basis. At the reporting date, no employees (who undertake the functions of the School Curriculum and Standards Division) had a historical LSL entitlement in accordance with the interim framework.

On 5 March 2025, GSLR authorised auditing of LSL entitlements for mixed mode employees (being employees who have worked across a mix of casual, fixed term and permanent employment) pursuant to an approved interim framework. The Department's auditing process is still in its early stages.

As a result, at the reporting date, the Authority is unable to measure with sufficient reliability the LSL entitlement for the mixed mode cohort.

Note 8. Other disclosures

This section includes additional material disclosures required by accounting standards or other pronouncements for the understanding of this financial report.

	Notes
Events occurring after the end of the reporting period	8.1
Key management personnel	8.2
Related party transactions	8.3
Affiliated bodies	8.4
Remuneration of auditors	8.5
Services provided free of charge	8.6

8.1 Events occurring after the end of the reporting period

There have been no material events occurring after 30 June 2026.

8.2 Key management personnel

The Authority has determined key management personnel to include cabinet ministers and senior officers of the Authority. The Authority does not incur expenditures to compensate ministers and those disclosures may be found in the *Annual Report on State Finances*.

The total fees, salaries, superannuation, non-monetary benefits and other benefits for senior officers of the Authority for the reporting period are presented within the following bands:

	2025–26	2024–25
Compensation Band (\$)		
\$400,001 – \$450,000	1	-
\$350,001 – \$400,000	-	1
\$250,001 – \$300,000	1	2
\$200,001 – \$250,000	1	-
\$50,001 – \$100,000	2 ^(a)	1
\$0 – \$50,000	14 ^{(a)(b)}	18 ^(a)

	2025–26	2024–25
	\$'000	\$'000
Short-term employee benefits	1,124	990
Post employment benefits	133	116
Other long-term benefits	41	90
Total compensation of senior officers	1,298	1,196

(a) Includes senior officers where period of service is less than 12 months.

(b) One senior officer left the Authority in early 2025–26.

8.3 Related party transactions

The Authority is a wholly-owned public sector entity that is controlled by the State of Western Australia.

Related parties of the Authority include:

- all cabinet ministers and their close family members, and their controlled or jointly controlled entities;
- all senior officers and their close family members, and their controlled or jointly controlled entities;
- other agencies and statutory authorities, including related bodies, that are included in the whole of government consolidated financial statements (i.e. wholly-owned public sector entities);
- associates and joint ventures of a wholly-owned public sector entity; and
- the Government Employees Superannuation Board (GESB).

Material transactions with related parties

Outside of normal citizen type transactions with the Authority, there were no other related party transactions that involved key management personnel and/or their close family members and/or their controlled (or jointly controlled) entities.

8.4 Affiliated bodies

The Authority had no affiliated bodies.

8.5 Remuneration of auditors

Remuneration paid or payable to the Auditor General in respect of the audit for the current reporting period is as follows:

	2025–26 \$'000	2024–25 \$'000
Auditing the accounts, financial statements, controls, and key performance indicators	80	78

8.6 Services provided free of charge

During the period, the following services were provided to other agencies free of charge for functions outside normal operation of the Authority:

	2025–26 \$'000	2024–25 \$'000
Department of Training and Workforce Development	-	-
Total services provided free of charge	-	-

Note 9. Explanatory statement

This section explains variations in the financial performance of the Authority.

	Note
Explanatory statement for controlled operations	9.1

9.1 Explanatory statement for controlled operations

This explanatory section explains variations in the financial performance of the Authority undertaking transactions under its own control, as represented by the primary financial statements.

All variances between annual estimates (original budget) and actual results for 2026, and between the actual results for 2026 and 2025 are shown below. Narratives are provided for major variances which are more than 10% of the comparative and which are more than 1% of the following (as appropriate):

- 1) Estimate and actual results for the current year:
 - Total Cost of Services of the annual estimates for the Statement of comprehensive income and Statement of cash flows (i.e. \$0.639 million being 1% of \$63.893 million), and
 - Total Assets of the annual estimates for the Statement of financial position (i.e. \$0.072 million being 1% of \$7.167 million).
- 2) Actual results between the current year and the previous year:
 - Total Cost of Services of the previous year for the Statements of comprehensive income and Statement of cash flows (i.e. \$0.507 million being 1% of \$50.745 million), and
 - Total Assets of the previous year for the Statement of financial position (i.e. \$0.071 million being 1% of \$7.132 million).

9.1.1 Statement of comprehensive income variances

	Estimate 2025–26*	Actual 2025–26	Actual 2024–25	Variance between actual and estimate			Variance		
	\$'000	\$'000	\$'000	\$'000	%	Note	\$'000	%	Note
Cost of services									
Expenses									
Employee benefits expenses	47,474	43,807	38,105	(3,667)	(8%)		5,702	15%	A
Supplies and services	13,036	9,783	9,278	(3,253)	(25%)	1	505	5%	
Depreciation and amortisation expenses	271	271	271	-	0%		-	0%	
Accommodation expense	3,110	2,571	2,939	(539)	(17%)		(368)	(13%)	
Other expenses	2	63	152	61	3050%		(89)	(59%)	
Total cost of services	63,893	56,495	50,745	(7,398)	(12%)		5,750	11%	
Income									
User contributions, charges and fees	4,702	2,306	2,323	(2,396)	(51%)	2	(17)	(1%)	
Grants and contributions	39	39	39	-	0%		-	0%	
Recoveries for national testing	1,696	1,525	1,521	(171)	(10%)		4	0%	
Other revenue	17	35	31	18	106%		4	13%	
Total income	6,454	3,905	3,914	(2,549)	(39%)		(9)	(0%)	
Net cost of services	57,439	52,590	46,831	(4,849)	(8%)		5,759	12%	
Income from State Government									
Service appropriation	271	271	271	-	0%		-	0%	
Income from other public sector entities	270	270	200	-	0%		70	35%	
Services received free of charge	56,898	52,088	46,266	(4,810)	(8%)		5,822	13%	B
Total income from State Government	57,439	52,629	46,737	(4,810)	(8%)		5,892	13%	
Surplus/(deficit) for the period	-	39	(94)	39	0%		133	141%	
Total comprehensive income for the period	-	39	(94)	39	0%		133	141%	

* These estimates are published in the *School Curriculum and Standards Authority Annual Report 2024–25*, Appendix B 'Annual Estimates.'

9.1.2 Statement of financial position variances

	Estimate 2025–26*	Actual 2025–26	Actual 2024–25	Variance between actual and estimate			Variance		
	\$'000	\$'000	\$'000	\$'000	%	Note	\$'000	%	Note
Assets									
Current assets									
Cash and cash equivalents	1,640	1,804	1,635	164	10%		169	10%	
Receivables	289	128	258	(161)	(56%)	3	(130)	(50%)	C
Total current assets	1,929	1,932	1,893	3	0%		39	2%	
Non-current assets									
Amounts receivable for services	3,700	3,699	3,428	(1)	(0%)		271	8%	
Property, plant and equipment	-	-	-	-	0%		-	0%	
Intangible assets	1,538	1,540	1,811	2	0%		(271)	(15%)	D
Total non-current assets	5,238	5,239	5,239	1	0%		-	0%	
Total assets	7,167	7,171	7,132	4	0%		39	1%	
Net assets	7,167	7,171	7,132	4	0%		39	1%	
Equity									
Contributed equity	7,074	7,142	7,142	68	1%		-	0%	
Accumulated surplus/(deficit)	93	29	(10)	(64)	(69%)		39	390%	
Total equity	7,167	7,171	7,132	4	0%		39	1%	

* These estimates are published in the *School Curriculum and Standards Authority Annual Report 2024–25*, Appendix B 'Annual Estimates.'

9.1.3 Statement of cash flows variances

	Estimate 2025–26*	Actual 2025–26	Actual 2024–25	Variance between actual and estimate			Variance		
	\$'000	\$'000	\$'000	\$'000	%	Note	Variance between actual results for 2026 and 2025		
							\$'000	%	Note
Cash flows from State Government									
Funds from other public sector entities	270	270	200	-	0%		70	35%	
Net cash provided by State Government	270	270	200	-	0%		70	35%	
Utilised as follows:									
Cash flows from operating activities									
Payments									
Employee benefits	(26)	(27)	(23)	(1)	4%		(4)	17%	
Supplies and services	(6,698)	(4,107)	(4,161)	2,591	(39%)	4	54	(1%)	
GST payments to taxation authority	(213)	(172)	(176)	41	(19%)		4	(2%)	
Other payments	-	-	(4)	-	-		4	(100%)	
Receipts									
User contributions, charges and fees	4,702	2,442	2,139	(2,260)	(48%)	5	303	14%	
Grants and contributions	39	39	39	-	0%		-	0%	
Recoveries for national testing	1,696	1,525	1,521	(171)	(10%)		4	0%	
GST receipts on sales	213	172	176	(41)	(19%)		(4)	(2%)	
Other receipts	17	27	31	10	59%		(4)	(13%)	
Net cash used in operating activities	(270)	(101)	(458)	169	(63%)		357	(78%)	
Net increase/(decrease) in cash and cash equivalents	-	169	(258)	169	0%		427	(166%)	
Cash and cash equivalents at the beginning of the period	1,640	1,635	1,893	(5)	(0%)		(258)	(14%)	
Cash and cash equivalents at the end of the period	1,640	1,804	1,635	164	10%		169	10%	

* These estimates are published in the *School Curriculum and Standards Authority Annual Report 2024–25*, Appendix B 'Annual Estimates.'

9.1 Explanatory statement (continued)**Major estimate and actual (2026) variance narratives**

Statement of comprehensive income

- 1** The 2025–26 supplies and services expenses were \$3.253 million (or 25%) lower than the 2025–26 Estimate. The variance is mainly due to lower than expected operational costs related to work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 in Western Australian schools, the implementation of the Australian Government’s Schools Unique Student Identifier, and the International Education Program.
 - 2** The 2025–26 actual user contributions, charges and fees were \$2.396 million (or 51%) lower than the 2025–26 Estimate. This is mainly due to lower than expected revenue from the expansion of the Authority’s International Education Program with student registrations in the program being lower than projected, and delayed commencement dates for some schools.
-

Statement of financial position

- 3** The 2025–26 receivables balance was \$0.161 million (or 56%) lower than the 2025–26 Estimate, mainly due to the timing of invoicing and receipt of payments.
-

Statement of cash flows

- 4** The 2025–26 supplies and services expenses were \$2.591 million (or 39%) lower than the 2025–26 Estimate. The variance is mainly due to a lower than forecast contribution to the Department of Education for expenses incurred on behalf of the Authority in 2025–26. The reduced contribution is due to lower than expected revenue from the International Education Program (see Note 2).
 - 5** The 2025–26 user contributions, charges and fees were \$2.260 million (or 48%) lower than the 2025–26 Estimate due to lower than expected revenue from the International Education Program (see Note 2).
-

9.1 Explanatory statement (continued)**Major actual (2026) and comparative (2025) variance narratives**

Statement of comprehensive income

- A** The 2025–26 employee benefits expenses were \$5.702 million (or 15%) higher than the 2024–25 Actual. The variance is mainly due to the work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools, the implementation of the Australian Government’s Schools Unique Student Identifier, the International Education Program, and increased curriculum and assessment operational costs.
- B** The 2025–26 actual services received free of charge from the Department of Education were \$5.822 million (or 13%) higher than the 2024–25 Actual. The variance is mainly due to the increase in employee benefits expenses and supplies and services expenses incurred in the operational management of the Authority.
-

Statement of financial position

- C** The 2025–26 receivables balance was \$0.130 million (or 50%) lower than the 2024–25 Actual, mainly due to the timing of invoicing and receipt of payments.
- D** The variance of \$0.271 million (or 15%) in the value of intangible assets between the 2025–26 Actual and the 2024–25 Actual represents the 2025–26 amortisation expense.
-

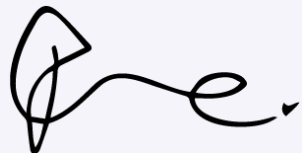
Audited key performance indicators

Certification of key performance indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the School Curriculum and Standards Authority's performance, and fairly represent the performance of the Authority for the financial year ended 30 June 2026.



Mrs Pauline White
Chair
9 September 2026



Emeritus Professor Jill Downie
Board member
9 September 2026



Key performance indicators

Table 24: Outcome Based Management framework

Government Goal	Desired Outcome	Service
Safe, strong and fair communities: Supporting our local and regional communities to thrive.	Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.	Student assessment, certification, curriculum development, evaluation and support.

The *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10) and the Western Australian Certificate of Education (Years 11 and 12) are critical elements to ensuring Western Australian students receive a high quality and contemporary education across Western Australia. This desired outcome is achieved through the delivery of the Authority's service, and contributes to the State Government's Goal of providing 'Safe, strong and fair communities: Supporting our local and regional communities to thrive'.

Changes to Outcome Based Management framework

The Authority's Outcome Based Management framework did not change during 2025–26 and its outcomes remained the same as specified in the *School Curriculum and Standards Authority Annual Report 2024–25*.

Key effectiveness indicators

The first three key effectiveness indicators are based on surveys submitted by members of the Year 11 and 12 Curriculum Advisory Committees. The fourth key effectiveness indicator is based on surveys completed by teachers participating in Consensus Moderation meetings.

The Curriculum Advisory Committees provide the School Curriculum and Standards Authority (the Authority) with expert advice from practising teachers representing all school systems/sector, representatives from school systems/sectors' offices and professional associations and, as appropriate, representatives from universities, the training sector, industry and/or the community.

The purpose of the Authority's moderation process is to work with schools and teachers to develop a comprehensive and shared understanding of the achievement standards. Deep analysis of the standards, along with engagement with the assessment pointers, also supports teachers to collect evidence in order to make valid, reliable and consistent judgements on student achievement for reporting purposes. Consensus Moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability. Teachers attending the meetings represent all the school systems/sector.

The extent that the Authority is effective in meeting the above desired outcome is measured by the scale of actual achievement against the targets as shown in the table below. The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

Table 25: Key effectiveness indicators

Key effectiveness indicators	2024 Actual	2025 Actual	2026 Target	2026 Actual ^(a)	Variance between 2026 Actual and 2026 Target ^(b)	Variance between 2026 Actual and 2025 Actual ^(c)
1. Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.7	3.7	3.4	3.6	0.2	(0.1)
2. Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.6	3.7	3.4	3.6	0.2	(0.1)
3. Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.6	3.6	3.4	3.7	0.3	0.1
4. Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.2	3.3	3.4	3.3	(0.1)	0.0

(a) Measurements were based on feedback from the groups stated below.

KEI 1 to KEI 3: Number of question responses received from members of Curriculum Advisory Committees: 347 (77.8% response rate; total number of members: 446)

KEI 4: Number of question responses received from attendees at Consensus moderation meetings: 391 (100% response rate; total number of attendees: 391).

(b) There was no material variance between the 2026 Actual and the 2026 Target.

(c) There was no material variance between the 2026 Actual and the 2025 Actual.

Service

Service: Student assessment, certification, curriculum development, evaluation and support

The Authority's service involves:

- the provision of clear assessment policy and guidelines, the provision of high quality external assessments and rigorous processes for standards setting and certification; and
- curriculum development, accreditation for all courses to ensure high quality and standards of contemporary curriculum provision and formal course review based on stakeholder feedback and consultation for Pre-primary to Year 12.

Key efficiency indicators

Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support

The average cost per enrolled student is calculated using the total cost of delivering the service to Western Australian students (excluding the cost associated with the administration of NAPLAN), divided by the total number of Western Australian students.

Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)

The average cost per enrolled student in NAPLAN is calculated using the total costs associated with the administration of NAPLAN divided by the number of students sitting NAPLAN.

Table 26: Key efficiency indicators

Key efficiency indicators	2024 Actual	2025 Actual	2026 Target	2026 Actual	Variance between 2026 Actual and 2026 Target	Variance between 2026 Actual and 2025 Actual
Service: Student assessment, certification, curriculum development, evaluation and support						
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$80	\$89	\$111	\$98	(\$13) ^(a)	\$9 ^(b)
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$30	\$28	\$28	\$29	\$1	\$1

(a) The 2026 actual is lower than the 2026 target, mainly due to lower than expected operational costs related to work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools, and the implementation of the Australian Government's Schools Unique Student Identifier.

(b) The 2026 actual is higher than the 2025 actual, mainly due to the work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools, the implementation of the Australian Government's Schools Unique Student Identifier, and increased curriculum and assessment operational costs.

Other statutory information

Ministerial directives

Treasurer's Instruction 8 *Financial Accounting and Reporting* – Requirement 3.1 requires the Authority to disclose information on any Ministerial directives relevant to the setting of desired outcomes or operational objectives, the achievement of operational objectives, investment activities, and financing activities.

There were no Ministerial directives for the 2025–26 financial year.

Other financial disclosures

Pricing policies of Services Provided

Schedule 1 of the *School Curriculum and Standards Authority Regulations 2005* sets out the fees and charges for certification, assessment and examination.

For a student who is an Australian resident, certification, assessment and examination fees and charges are those set out in Schedule 1 of the *School Curriculum and Standards Authority Regulations 2005*.

Certification, assessment and examination fees and charges for students who are not Australian residents are, if there is a relevant determination in force under regulation 11, the fees and charges specified in that determination. Otherwise, the fees and charges are set out in Schedule 1 of the *School Curriculum and Standards Authority Regulations 2005*.

Following a review of the Authority's tariffs, fees and charges, in accordance with the Department of Treasury and Finance's Costing and Pricing Government Services guidelines, the regulatory fees for 2025–26 remained the same as the previous financial year.

The Authority also raises revenue through license fees, fees from overseas fee paying students, and the recovery of NAPLAN testing costs.

The Department processes revenue transactions on behalf of the Authority, with revenue received by the Authority credited to the School Curriculum and Standards Authority Account established under section 24(1) of the *Act*.

Capital Works

Capital projects incomplete

There were no incomplete capital projects as at 30 June 2026.

Capital projects complete

No capital projects were completed in 2025–26.

Board and Committee Remuneration

Members of the Board and committees are remunerated as determined by the Minister for Education, on the recommendation of the Public Sector Commissioner.

Table 27: Remuneration of Members of the Board 2025–26

Name	Position	Term of appointment	Membership length (2025–26)	Type of remuneration	Base salary/sitting fee	Actual remuneration (2025–26) ^(a)
Mrs Pauline White	Chair	5 years	12 months	Annual	\$53,361	\$53,191
Emeritus Professor David Andrich	Member	4 years	12 months	Annual	\$29,348	\$29,254
Dr Lilly Brown	Member	4 years	12 months	Annual	\$29,348	\$29,254
Emeritus Professor Jill Downie	Member	4 years	12 months	Annual	\$29,348	\$29,254
Mr Neil Fernandes	Member	2 years and 4 months	12 months	Annual	\$29,348	\$29,705
Ms Denise O'Meara	Member	4 years	12 months	Annual	\$29,348	\$29,254
Ms Kristine Stafford	Member	4 years	12 months	Annual	\$29,348	\$29,254
Total						\$229,166

(a) The 2025–26 actual remuneration may be impacted by adjustments.

Table 28: Remuneration of Members of the Standards Committee 2025–26

Name	Position	Term of appointment	Membership length (2025–26)	Type of remuneration	Base salary/sitting fee	Actual remuneration (2025–26) ^(a)
Emeritus Professor Jill Downie	Chair	4 years	12 months	Meeting	\$825	\$5,775
Ms Jocelyn Cook	Member	4 years	12 months	Meeting	\$537	\$3,055
Ms Anne Ford	Member	3 years	3 months	Meeting	\$537	\$1,277
Ms Melissa Gillett	Member	4 years	12 months	-	-	-
Ms Valerie Gould	Member	4 years	12 months	Meeting	\$537	\$3,592
Dr Penelope Russell	Member	4 years	8 months	Meeting	\$537	\$2,148
Total						\$15,847

(a) The 2025–26 actual remuneration may be impacted by adjustments.

Table 29: Remuneration of Members of the Curriculum and Assessment Committee 2025–26

Name	Position	Term of appointment	Membership length (2025–26)	Type of remuneration	Base salary/sitting fee	Actual remuneration (2025–26) ^(a)
Ms Denise O'Meara	Chair	4 years	12 months	Meeting	\$825	\$5,775
Mr Jeffrey Allen	Member	4 years	12 months	Meeting	\$537	\$3,222
Mr Martin Clery	Member	4 years	12 months	-	-	-
Mr Phillip Collins	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Amanda Connor	Member	4 years	12 months	Meeting	\$537	\$2,685
Mr Armando Giglia	Member	4 years	12 months	Meeting	\$537	\$3,759
Ms Kya-Louise Graves	Member	4 years	12 months	Meeting	\$537	\$3,222
Mr Peter Lilywhite	Member	4 years	12 months	-	-	-
Dr Steven Males	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Brenda Micale	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Rosemary Simpson	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Deborah Taylor	Member	4 years	12 months	-	-	-
Ms Bronwyn Tester	Member	4 years	12 months	Meeting	\$537	\$2,685
Total						\$34,236

(a) The 2025–26 actual remuneration may be impacted by adjustments.

Other legal requirements

Governance disclosures

Contracts with senior officers

At the date of reporting, no Board members had any beneficial interests in existing or proposed contracts between the Authority and Board members, other than the usual contracts for appointment to the Board.

Unauthorised use of credit cards

Procurement activities are carried out by the Department of Education (the Department) on behalf of the Authority. Purchase cards are issued to designated purchasing officers within the SCS Division of the Department to facilitate authorised transactions.

All instances of unauthorised use of purchase cards by SCS Division staff are reported in the Department's annual report in accordance with established accountability and reporting requirements.

Disability Access and Inclusion Plan (DAIP)

In accordance with the *Disability Services Act 1993*, all Western Australian public agencies are required to develop a Disability Access and Inclusion Plan (DAIP). The Authority's current plan, the *Disability Access and Inclusion Plan 2023–2027* (DAIP 2023–27), is formally registered with the Department of Communities and is published on the Authority website.

The implementation and ongoing monitoring of the DAIP 2023–2027 are overseen by the Authority's DAIP Working Group. This ensures continued alignment with the plan's objectives and accountability in advancing access and inclusion. A progress report on DAIP 2023–2027 is provided to the Department of Communities at the end of each financial year.

A key focus of the DAIP 2023–2027 is to enhance staff awareness and understanding of the communication access challenges experienced by

people with disabilities. To support this, all new employees and relevant contractors engaged in the delivery of the Authority's legislative functions receive induction training covering the Authority's policies and procedures, including those outlined in the DAIP 2023–27.

The Authority also continues to support curriculum and assessment adjustments for students significantly impacted by a diagnosed disability, impairment, or medical condition. As part of the WACE Refreshment initiative, the Authority completed research into the potential accreditation and certification processes for students with disabilities building on a research project undertaken during 2023–24.

An additional certification pathway, provisionally known as WACE Access, is in development in consultation with stakeholders. WACE Access will support students with disability and students who are unable to meet current WACE requirements with appropriate adjustments.

Further details are provided in the *Agency Performance* section of this report.

Commitment to equitable access and language services

The Authority continued to demonstrate its commitment to ensuring equitable access to information and services for all clients, in alignment with the *Western Australian Language Services Policy 2020* (the *Policy*). In support of this commitment, the *Policy* and associated resources continued to be actively promoted to staff engaged in the use of interpreting and translation services.

The Authority maintained its focus on improving accessibility and support for culturally and linguistically diverse communities. Key documents relating to WACE language course applications remained available in 23 non-English languages during the 2025–26 period.

Help guides were offered in the following languages: Afrikaans, Arabic, Burmese, Dari, Dinka, Filipino, Gujarati, Hindi, Indonesian, Japanese, Karen, Korean, Malay, Malayalam, Persian, Punjabi, Simplified Chinese, Sinhalese, Spanish, Tamil, Thai, Urdu, and Vietnamese.

Additionally, the following documents were identified as essential for parent and student engagement and were translated:

- Checklist for Online Applications for WACE Language Courses
- Languages Enrolment Process – Information for Parents.

These translated documents are publicly accessible on the Authority website via the WACE Language Applications page.

These initiatives align with the Authority's strategic goals of equity and inclusion, ensuring that all students and families have access to the information they need to make informed decisions regarding language learning and WACE participation.

Diversity

As at 30 June 2026, the Board membership comprised five females and two males. One Board member was of Aboriginal or Torres Strait Islander background.

As at 30 June 2026, the Standards Committee comprised six females and the Curriculum and Assessment Committee comprised six males and seven females.

Public Sector Standards and Ethics

The Authority remains dedicated to ensuring continuous compliance with the Public Sector Standards and the Public Sector Commission's *Code of Ethics: Commissioner's Instruction 40: Ethical Foundations*.

The Authority has a *Conflict of Interest Policy* for the Board and its statutory and non-statutory committees. The policy supports the effective identification, reporting, recording and management of actual, perceived and potential conflicts of interest and aligns with the Public Sector Commission's *Commissioner's Instruction 40: Ethical Foundations*.

All new SCS Division staff and other individuals engaged in the Authority's functions must comply with the Authority's *Code of Conduct*. They are required to read, sign and return the *Code of Conduct*, confirming their understanding of their ethical obligations and accountabilities. Existing staff reaffirm their commitment to these standards annually. Additionally, SCS Division staff are expected to adhere to the Department's *Code of Conduct* and the *Equal Opportunity, Discrimination, and Harassment Policy and Procedures*.

As the Authority's secretariat is provided by the Department, a written exemption has been obtained from the Public Sector Commission regarding the development of a separate Equal Opportunity (EO) Policy for the Authority.

The Authority strives to address complaints promptly and effectively. All complaints are recorded and managed according to established policies and procedures to ensure a consistent and fair approach.

Security Screening and Working with Children Checks

Upon commencement, the Board and Committee members, SCS Division staff, and other individuals performing the Authority's functions, including casual employees, are required to undergo security screening. This process is facilitated by the Department's Screening Unit, which provides a Nationally Coordinated Criminal History Check clearance upon application. Additionally, individuals are required to obtain a current *Working with Children Check* where applicable to their role and responsibilities.

Work, health and safety and injury management

In accordance with the *Work Health and Safety Act 2020 (WA)*, a person conducting a business or undertaking must establish a Health and Safety Committee within two months of receiving a request from a health and safety representative or five or more workers, or within the period prescribed by the regulations where required.

The Authority has a Health and Safety Committee that supports compliance with the *Work Health and Safety Act 2020 (WA)* and the *Work Health and Safety Regulations 2022 (WA)*.

The Department's Work Health and Safety policies and procedures are applicable for the SCS Division staff and the Authority workplaces.

Privacy and Responsible Information Sharing

In preparation for the commencement of much of Part 2 of the *Privacy and Responsible Information Sharing Act 2024 (PRIS Act)* on 1 July 2026, the Authority continued work on the requirements outlined in its PRIS Action Plan (the Plan).

Key activities completed in line with the Plan included:

- publication of the *Privacy Policy*, *Privacy Policy Principles*, *Information Classification Policy and Procedure*, *Privacy Statement* for the Authority

Website and *Privacy Collection Notice Procedures* on the Authority website and intranet

- regular delivery of PRIS information sessions to the Executive and Management groups
- delivery of all-staff 'Introduction to PRIS' training
- development of an agency-wide Information Asset Register (IAR)
- development and inclusion of Privacy Collection Notices in instances where personal information is collected
- review of Authority contracts to identify those which involve the collection or sharing of personal information
- creation of a privacy helpdesk to support internal and external privacy-related queries.

The overarching goal for the PRIS project is to implement best practices in the collection, storage, usage, and disclosure of personal information while fostering public trust and complying with the *PRIS Act*.

Strengthening Cybersecurity and Countering Foreign Interference

In 2026, the Authority continued to enhance its cybersecurity resilience and efforts to counter foreign interference, reflecting a strategic focus on safeguarding systems, data integrity processes and providing training.

Cybersecurity initiatives focused on auditing existing controls and uplifting information security practices. Ongoing work continues to further elevate the Authority's cybersecurity and to counter foreign interference posture in line with government standards and strategic risk management objectives.

Recordkeeping

Compliance with recordkeeping requirements

The Authority is committed to fulfilling its obligations under section 19 of the *State Records Act 2000* (the *SR Act*). This commitment includes managing its electronic records and information in line with the Authority’s approved *Recordkeeping Plan*, known as the *Joined Department of Education and School Curriculum and Standards Authority Recordkeeping Plan*. Sections 14 and 28 of the *SR Act* require the Plan be reviewed every five years following its previous approval, with the next review due in 2027.

The Authority is managing the retention and disposal of its administrative and functional records within a statutory framework in accordance with approved retention and disposal authorities. These include the *General Retention and Disposal Authority for State Government Information* (DA2023-004) and the *Functional Retention and Disposal Schedule* (RD2011047/3). Emphasis is placed on maintaining good recordkeeping practices, particularly in the management and retention of personal information. This supports compliance with the *Privacy and Responsible Information Sharing Act 2024*, which commenced on 1 July 2026, and aligns with the recommendations mandated by the *Royal Commission into Institutional Responses to Child Sexual Abuse*.

Recordkeeping efficiency and effectiveness

The Authority continued to enhance its records and information management practices throughout the agency with a primary focus on ensuring business needs are met efficiently and in compliance with records management requirements using the agency-wide electronic document and records management system (EDRMS).

The following records and information management initiatives were accomplished in 2025–26:

- successful upgrade of the Authority’s EDRMS to the latest and most stable version. The upgrade enabled the Authority to take advantage of new system enhancements, including integration with Microsoft 365 applications such as Teams, and supported compliance with the Authority’s cybersecurity requirements in line with the Australian Signals Directorate’s Essential Eight framework
- launch of a new ticketing system to streamline the helpdesk process providing remote access, a more user-friendly experience and a seamless approval process through a workflow function
- development and implementation of a Small Group Moderation workflow template to enhance efficiency and accountability of the process. The workflow was developed in consultation with the business process owner, tested and is now operational
- support provided to the Authority’s Information Governance team with the implementation of the information classification labels within the EDRMS environment, in accordance with the Authority’s *Information Classification Policy* (ICP)
- continued development of records and information management processes supporting new and ongoing programs and projects undertaken by the Authority.

Table 30: Records registered in EDRMS in 2025–26

Electronic record type	Total number of electronic files created
Document	117 725
Email	65 519
Electronic file only	748

Recordkeeping induction and training

The Authority continued to ensure that all new employees received comprehensive training to gain an understanding of the State Government's recordkeeping requirements.

In 2025–26, the Records Management team conducted 34 training sessions, primarily focusing on introduction to EDRMS and recordkeeping, as well as more advanced topics such as workflow and Web Client functionalities. All 77 attendees provided positive feedback for the quality and clarity of these sessions.

New employees also completed the Department's mandatory online training on *Privacy, Records and Information Sharing Management* upon commencement of their employment.

In 2025–26, the Records Management team processed a total of 1344 help requests via its ticketing system, most of which were resolved within one to two days.

Additionally, the Records Management team participated in industry-led training sessions to stay informed of emerging trends, challenges and best practices in records and information management, ensuring the Authority's processes remain aligned with industry standards.

Freedom of Information

The Authority recognises that any person has a right to be given access to documents of the Authority subject to, and in accordance with, the *Freedom of Information Act 1992 (FOI Act)*.

The Authority continues to ensure compliance with the *FOI Act* and is committed to facilitating public access to information while upholding the privacy and integrity of records. In the reporting period, the Authority received a total of 37 FOI applications.

Of the 37 valid applications, 36 were for personal information and one application was for non-personal information.

Of the 37 applications, one was transferred to another agency and one was withdrawn.

A Notice of Decision was provided to all valid applications within the timeframes provided by the *FOI Act*.

There were no applications pending at the end of the financial year.

Information Statement

The Authority's *Information Statement* (the *Statement*), prepared in accordance with sections 96 and 97 of the *FOI Act*, is available on the Authority website. It provides information about the Authority's structure and functions, the types of documents it holds and how to apply for access to those documents.

Audit and Risk Management Committee

The Authority's Audit and Risk Management (ARM) Committee assists the Board to discharge its responsibilities and provides the framework for the conduct of the Authority's audit and risk functions. The Board appoints the Chair of the ARM Committee.

The ARM Committee membership comprises the Chair, two external independent representatives and the Audit Manager. Meetings are also attended, as observers, by the Chair of the Board, senior officers of the SCS Division and a representative from the Department's Risk and Assurance Directorate.

A Risk Management Working Group (RMWG) reports to the ARM Committee. The RMWG manages the operational aspects of the Authority's risk management matters and brings new and potential risks to the ARM Committee's attention.

The *ARM Committee Charter* sets out the scope, purpose and terms of reference for the Authority's ARM Committee.

The Authority's risk management program is detailed in its *Risk Management Framework* (the *Framework*). The Framework and its supporting documentation ensure delivery of a coherent and comprehensive system of risk management that addresses variations in the nature, degree and likelihood of risk. All policies under the Committee's responsibility are reviewed on schedule in accordance with the Authority's policy register.

Public Interest Disclosure

The Authority's *Public Interest Disclosure Procedures* comply with the *Public Interest Disclosure Act 2003*. The Authority strongly encourages disclosure, in the appropriate manner, of any information regarding possible corrupt or improper conduct. The Authority's Public Interest Disclosure Officers are

Board-appointed and have undergone training in the requirements of the role.

The Authority received no public information disclosures in 2025–26.

Accountability and Integrity

The Authority continued to reinforce its commitment to ethical conduct by reviewing and assessing its *Integrity Framework* maturity in 2025–26. The Board, Statutory Committee members, and staff are all expected to ensure that the Authority's operations are conducted in an ethical, transparent, accountable, and equitable manner.

SCS Division staff are required to complete the Department's mandatory online *Accountable and Ethical Decision-Making* training upon commencement, with subsequent renewal every three years.

The Department's policies and procedures provide clear guidelines for SCS Division staff on reporting alleged misconduct or inappropriate behaviour, and for managing such reports in a structured and accountable manner. Staff are actively encouraged to report any integrity breaches they observe and to contribute suggestions for strengthening the Authority's integrity practices.

Research involving students

The *School Curriculum and Standards Authority Amendment Act 2017* (*Amendment Act*) and corresponding Regulations enable the Authority to conduct, promote or participate in research involving students. The Authority established an Ethics Review Committee to make recommendations to the Authority's Board with respect to external requests for student data for the purposes of research.

The Authority received one request for disclosure of de-identified data during the 2025–26 reporting period for consideration by the Board. The outcome of

this request was that it received Board approval and the data was subsequently disclosed.

The Ethics Review Committee continues to meet on a regular basis.

WA Multicultural Policy Framework

As the Authority's secretariat is provided by the Department, the Authority has received a written exemption from the Office of Multicultural Interests regarding the creation of a separate multicultural plan. The SCS Division staff continue to implement the *Department's Multicultural Plan 2026–2029* to support and promote cultural and linguistic diversity in carrying out the Authority's functions.

Further details can be found in the Department's annual report.

Workforce inclusiveness

As the Authority's secretariat is provided by the Department, workforce diversity and inclusion are supported through the Department's policies and initiatives.

Expenditure on advertising, market research, polling and direct mail

No expenditure was incurred for advertising, market research, polling or direct mail campaigns during the reporting period.

Consultant expenditure for strategic advice

No consultants were engaged by the Authority for strategic advice during the reporting period.

Financial Management Manual

The Authority's *Financial Management Manual* (the *FMM*) has been prepared in accordance with Treasurer's instruction 4 *Risk management and internal control* – Requirement 1 *Financial management manuals*.

The *FMM* sets out practices, procedures and policies that safeguard the Authority's assets, ensure complete and accurate financial records and guide staff on all finance-related matters.

As employees of the Department, SCS Division staff must comply with both the Authority's and Department of Education's *FMM*.

5

Appendices



Image: monkeybusinessimages, iStock

APPENDIX A Examinations and awards data

2017–2025 ATAR course examination data

Table 31: Examination enrolments* – four or more ATAR course examinations (as at October 2017 and 2018[†] and December 2019–2025[‡])

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Gender									
Male	6 069	6 039	5 553	5 420	5 339	4 931	4 846	4 989	5 031
Female	7 374	7 165	6 716	6 471	6 234	5 554	5 601	5 676	5 839
Other[§]	-	-	-	-	-	-	7	14	14
Systems/sector									
Government	5 404	5 369	4 972	4 931	4 917	4 475	4 598	4 743	5 090
Non-government	6 859	6 631	6 253	5 817	5 734	5 239	5 143	5 259	5 189
Offshore international	1 180	1 203	1 044	1 141	927	782	712	675	600
Non-school candidates	0	1	0	3	3	1	1	2	5
Location									
Metropolitan	10 644	10 427	9 748	9 482	9 324	8 589	8 614	8 881	9 089
Country	1 619	1 574	1 477	1 269	1 330	1 126	1 128	1 121	1 190
Offshore international	1 180	1 203	1 044	1 141	927	782	712	675	600
Non-school candidates	0	1	0	3	3	1	1	2	5

* Examination enrolments include students in Year 10, Year 11, Year 12 and post-Year 12.

† The data in this table is based on ATAR course examination enrolments in October 2017 and 2018 and should not be compared with data provided on the number of examination sittings as at 31 December each year.

‡ 2019, 2020, 2021, 2022, 2023, 2024 and 2025 data is based on ATAR course enrolments in December.

§ The Authority commenced reporting data in terms of Male, Female and Other from 2023.

Table 32: Number of candidates enrolled* for a specific number of ATAR course examinations – 2017–2025

Year	Number of ATAR course examinations candidates enrolled in						
	1	2	3	4	5	6	7
2017	1 133	623	301	3 501	8 674	1 240	28
2018	1 211	530	254	3 587	8 517	1 065	32
2019	1 225	567	222	3 582	7 709	952	26
2020	1 268	637	241	3 618	7 390	859	24
2021	1 366	697	305	3 605	7 079	872	25
2022	1 483	739	306	3 402	6 311	760	24
2023	1 677	721	254	3 542	6 149	750	13
2024	1 862	750	198	3 459	6 414	792	14
2025	1 868	672	181	3 390	6 739	744	11

* Examination enrolments include students in Year 10, Year 11, Year 12 and post-Year 12.

Table 33: Aboriginal and Torres Strait Islander students enrolled* in ATAR course examinations 2025

	Male	Female	Other	Metropolitan	Country	Government	Non-government
Aboriginal	58	81	1	88	52	77	63
Torres Strait Islander	1	2	0	2	1	2	1
Both Aboriginal and Torres Strait Islander	2	5	0	4	3	5	2
Total	61	88	1	94	56	84	66

* Examination enrolments include students in Year 10, Year 11, Year 12 and post-Year 12.

2025 WACE exhibitions and awards

Table 34: Number of exhibition and award winners by category, 2025

Award	Number awarded
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibition	52
General Exhibition (Aboriginal and Torres Strait Islander)	1
Special General Award	0
Subject Exhibition	38
Special Subject Award	1
Subject Certificate of Excellence	299
Special Subject Certificate of Excellence	7
VET Exhibition	8
Special VET Award	0
VET Certificate of Excellence	34
Special VET Certificate of Excellence	0
Certificate of Distinction	1 174
Certificate of Merit	2 536
Total	4 152

APPENDIX B Annual Estimates

Estimate of Statement of Comprehensive Income

For the year ended 30 June 2027

	Note	2026–27 Estimate \$'000		Note	2026–27 Estimate \$'000
COST OF SERVICES			Income from State Government		
Expenses			Service appropriation	3	271
Employee benefits expenses		47,646	Income from other public sector entities	2	270
Supplies and services		14,233	Services received free of charge	1	58,307
Depreciation and amortisation expenses		271	Total income from State Government		58,848
Accommodation expenses		3,204			
Other expenses		2	SURPLUS/(DEFICIT) FOR THE PERIOD		-
Total cost of services	1, 2	65,356	TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD		-
Income					
User contributions, charges and fees		4,828			
Grants and contributions		39			
Recoveries for national testing		1,611			
Other revenue		30			
Total income		6,508			
NET COST OF SERVICES		58,848			

Estimate of Statement of Financial Position

For the year ended 30 June 2027

	Note	2026–27 Estimate \$'000
ASSETS		
Current Assets		
Cash and cash equivalents		1,635
Receivables		380
Total current assets		2,015
Non-Current Assets		
Amounts receivable for services	3	3,970
Property, plant and equipment		-
Intangible assets		1,268
Total non-current assets		5,238
TOTAL ASSETS		7,253
NET ASSETS		7,253
EQUITY		
Contributed equity		7,263
Accumulated surplus/(deficit)		(10)
TOTAL EQUITY		7,253

Estimate of Statement of Cash Flows

For the year ended 30 June 2027

	Note	2026–27 Estimate \$'000
CASH FLOWS FROM STATE GOVERNMENT		
Funds from other public sector entities		270
Net cash provided by State Government		270
Utilised as follows:		
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee benefits expenses		(35)
Supplies and services	4	(6,743)
GST payments to taxation authority		(213)
Receipts		
User contributions, charges and fees		4,828
Grants and contributions		39
Recoveries for national testing		1,611
GST receipts on sales		213
Other receipts		30
Net cash provided by/(used in) operating activities		(270)
Net increase/(decrease) in cash and cash equivalents		-
Cash and cash equivalents at the beginning of period		1,635
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		1,635

Notes to the Annual Estimates

For the year ended 30 June 2027

Note 1 Total cost of services and services received free of charge

Since the Machinery of Government changes on 1 July 2017, the operational management of the School Curriculum and Standards Authority (the Authority) is brought to account by the Department of Education (the Department) and the associated expenditure is recognised as “Services received free of charge”.

Note 2 Income from other public sector entities

Under the Service Level Arrangement with the Department, the Department provides a cash grant to the Authority to pay for the Board’s expenditure. Expenditure incurred by the Board for its operation is also recorded in the “Total cost of services”.

Note 3 Service appropriation

Since the Machinery of Government changes, the Authority ceased to be a separate Division of the Consolidated Account Expenditure Estimates and a single appropriation is made solely to the Department. The Department provides the Authority with a non-cash appropriation for asset depreciation.

Note 4 Supplies and services payment

The Department recoups an appropriate portion of the Authority’s own-sourced revenue for the partial recovery of the “Total cost of services”.

APPENDIX C Performance targets

Performance Management Framework 2027 Targets

For the year ended 30 June 2027

The Authority's Outcome Based Management framework is summarised in Table 35.

Table 35: Outcome Based Management framework

Government goal	Desired outcome	Service
Safe, strong and fair communities: Supporting our local and regional communities to thrive.	Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.	Student assessment, certification, curriculum development, evaluation and support.

Service: Student assessment, certification, curriculum development, evaluation and support

The Authority's service involves:

- the provision of clear assessment policy and guidelines, the provision of high quality external assessments and rigorous processes for standards setting and certification; and
- curriculum development, accreditation for all courses to ensure high quality and standards of contemporary curriculum provision and formal course review based on stakeholder feedback and consultation for Pre-primary to Year 12.

The extent that the Authority is effective in meeting the desired outcome will be measured by the scale of actual achievement against the targets as shown in Tables 36 and 37.

Table 36: Key effectiveness indicators

Key effectiveness indicators ^(a)	2027 Target
1. Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4
2. Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4
3. Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4
4. Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4

(a) The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

Table 37: Key efficiency indicators

Key efficiency indicators	2027 Target
Service: Student assessment, certification, curriculum development, evaluation and support	
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$113
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$29

APPENDIX D Feedback

Annual Report feedback form

We invite your feedback on *the School Curriculum and Standards Authority Annual Report 2025–26* (the Report).

Please take the time to share your thoughts and overall impressions of this Report with us by marking the appropriate box with ✓ and adding your comments.

The Report meets your needs.

- | | |
|---|--|
| ☐ Strongly agree | ☐ Disagree |
| ☐ Agree | ☐ Strongly disagree |

Comments (including a description of your needs):

The Report gives you a better understanding of the School Curriculum and Standards Authority's role and responsibilities.

- | | |
|------------------------------|-----------------------------|
| ☐ Yes | ☐ No |
|------------------------------|-----------------------------|

What areas did you find most useful/informative?

The Report addresses issues that are in the public interest.

- | | |
|---|--|
| ☐ Strongly agree | ☐ Disagree |
| ☐ Agree | ☐ Strongly disagree |

Comments:

How do you rate the overall quality of the Report?

- | | |
|------------------------------------|-------------------------------------|
| ☐ Excellent | ☐ Poor |
| ☐ Good | ☐ No comment |
| ☐ Average | |

Please rate the following elements of the Report.

Information content

- | | |
|------------------------------------|-------------------------------------|
| ☐ Excellent | ☐ Poor |
| ☐ Good | ☐ No comment |
| ☐ Average | |

Presentation of information

- | | |
|------------------------------------|-------------------------------------|
| ☐ Excellent | ☐ Poor |
| ☐ Good | ☐ No comment |
| ☐ Average | |

Ease of finding information☐ Excellent☐ Good☐ Average☐ Poor☐ No comment**Ease of readability and comprehension**☐ Excellent☐ Good☐ Average☐ Poor☐ No comment**Comments**

Who are you?☐ Government employee – education☐ Government employee – other☐ Private individual☐ Researcher☐ Student☐ Other**General comments**

Feedback on the Report can be

- emailed to info@scsa.wa.edu.au
- provided via electronic survey at <https://survey.au.alchemer.com/s3/391043607/Annual-Report-feedback-form>
- posted to:
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