



Government of Western Australia  
School Curriculum and Standards Authority

School Curriculum and Standards Authority

# Annual Report 2024–2025

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The Authority acknowledges and thanks our partners in the school systems/sector for images used in this report.

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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](http://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
COAT	Common oral assessment task
EAL/D	English as an Additional Language or Dialect
School systems/sector	AngliSchools, the Association of Independent Schools of Western Australia, Catholic Education Western Australia, the Department of Education
EST	Externally set task
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
RTO	Registered training organisation
SCSA	the School Curriculum and Standards Authority
the Authority	the School Curriculum and Standards Authority
the <i>Outline</i>	the <i>Western Australian Curriculum and Assessment Outline</i>
VET	Vocational education and training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

# Statement of Compliance

For the year ended 30 June 2025

HON SABINE WINTON MLA

MINISTER FOR EDUCATION; EARLY CHILDHOOD

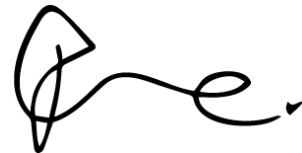
In accordance with section 63 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament, the Annual Report of the School Curriculum and Standards Authority for the financial year ended 30 June 2025.

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  
10 September 2025



Emeritus Professor Jill Downie  
Board Member  
10 September 2025





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## Section 1: Overview



## About this report

Welcome to our *2024–25 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 2024–25 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 2024–25.

### 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 2024 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 presents our audited financial statements for the year ended 30 June 2025 and key performance indicators in accordance with 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.

## 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, 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

I am pleased to present this report as Chair of the School Curriculum and Standards Authority (the Authority) Board.

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.

In 2024–25, the Board continued to work with many stakeholders, including 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. We called on these stakeholders for their expertise and experience. They helped us clarify the hopes and aspirations of our current students and they helped us identify where we need to be responsive and ready to change. In our analysis of data and our consultation with stakeholders, our commitment has been to ensure we are responsive to the needs of students, teachers and schools.

### Steady change

Curriculum reform is a complex process that takes time and attention to detail. The Authority's work with reviewing the Western Australian Pre-primary to Year 10 curriculum and adopting and adapting the Australian Curriculum version 9, and the Western Australian Certificate of Education (WACE) Refreshment, incorporating Years 11 and 12 syllabus review, is part of an ongoing and cyclical process. While we strive for consistency and steadiness, it is also important that we are flexible and respond to change and areas where improvement is needed.

Last year, I highlighted our review of the Western Australian Pre-primary to Year 10 curriculum and adopting and adapting the Australian Curriculum version 9. We are well on our way to implementing the revised curriculum for the English and Health and Physical Education learning areas in Pre-primary to Year 10. The revised Western Australian curriculum for Humanities and Social Sciences, Mathematics, Science and Technologies has been available in 2025 for familiarisation and thousands of teachers have taken advantage of professional learning opportunities as they prepare for implementation in 2026. Consultation is underway for Languages and The Arts ahead of a familiarisation year for these learning areas in 2026.

Like the work for Pre-primary to Year 10, our endeavours in Years 11 and 12 are ongoing. I am pleased with the progress made with the WACE Refreshment. The Board has consulted widely on this work. It is important to all of us, and especially our young people who are aiming to achieve a WACE, that any change enhances the opportunities that come through a senior secondary certificate of education. My thanks to everyone who has contributed to the WACE Refreshment process. In particular, thank you to those students who have provided input. As we continue with the process, the voices of students will play an important role in the Board's considerations.

## Thank you

I extend my thanks once again to my fellow Board members for their work over the past twelve months. I thank Pauline Coughlan and Lee Musumeci, who have moved on from the Board, for their service. I have been pleased to welcome Kris Stafford and Neil Fernandes to the Board and thank them for joining us. Thank you, also, to the members of the Authority's two statutory committees – the Curriculum and Assessment Committee and the Standards Committee – for their efforts throughout this reporting period.

I thank the Hon Sabine Winton MLA, the Hon Dr Tony Buti MLA and the Hon David Templeman 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 again showed a degree of commitment to the Board's work that cannot be overstated. I acknowledge Juanita Healy, Mandy Hudson and Roshan Perera for their leadership and commitment to the Board's objectives. The Board has benefited from the commitment of the Division's staff to supporting us in our focus to ensure all students have the best opportunities as they move through school and into their lives as adults.

Finally, as I have indicated earlier, the Board's achievements are made possible through the contributions of countless people. Once again, I thank everyone who engaged with the Authority for their commitment and interest. Contributions come through people fulfilling tasks associated with their everyday work, or because they are taking on an additional responsibility above their regular duties. Individuals and groups seeking advice and sharing feedback offer valuable insights that can then inform our work. Whatever contribution may have been made, it is valued. Thank you.

Mrs Pauline White

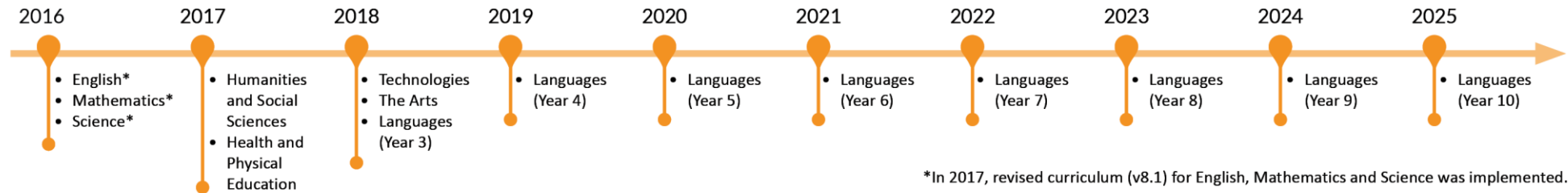
*Chair*



Image: SeventyFour via iStock

## 2024–25 At a glance

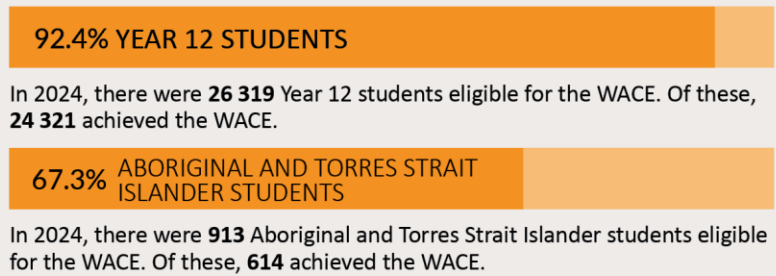
### Western Australian Curriculum and Assessment Outline – Implementation Timeline



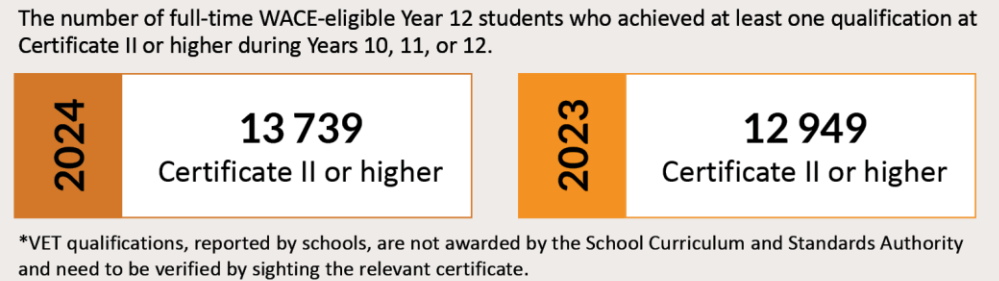
### Adopting and Adapting the Western Australian Curriculum and Australian Curriculum Version 9 – Snapshot

	2022	2023	2024	2025	2026	2027
Consultation	<ul style="list-style-type: none"> <li>English (phonic and word knowledge)</li> <li>Health and Physical Education (consent and examples of first aid)</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Humanities and Social Sciences</li> <li>Mathematics</li> <li>Science</li> <li>Technologies</li> </ul>	<ul style="list-style-type: none"> <li>The Arts</li> <li>Languages</li> </ul>		
Familiarisation		<ul style="list-style-type: none"> <li>English (phonic and word knowledge)</li> <li>Health and Physical Education (consent and examples of first aid)</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Humanities and Social Sciences</li> <li>Mathematics</li> <li>Science</li> <li>Technologies</li> </ul>	<ul style="list-style-type: none"> <li>The Arts</li> <li>Languages</li> </ul>	
Implementation			<ul style="list-style-type: none"> <li>English (phonic and word knowledge)</li> <li>Health and Physical Education (consent and examples of first aid)</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Humanities and Social Sciences</li> <li>Mathematics</li> <li>Science</li> <li>Technologies</li> </ul>	<ul style="list-style-type: none"> <li>The Arts</li> <li>Languages</li> </ul>

### WACE – Eligibility and achievement



### Vocational Education and Training (VET)



Examinations

<b>13 489</b> candidates enrolled to sit one or more ATAR course examinations	<b>55</b> ATAR course written examinations
<b>21</b> ATAR course practical examinations	<b>25</b> Interstate Languages practical examinations
<b>29</b> Interstate Languages written examinations	<b>4568</b> practical examination candidates

Offshore international curriculum programs

International schools

	Southern hemisphere academic calendar (as at 9 April 2025)			Northern hemisphere academic calendar (as at 9 April 2025)		
<b>K-10</b> implemented overseas	<b>1880</b> students	<b>11</b> schools*	<b>4</b> countries	<b>2275</b> students	<b>5</b> schools*	<b>5</b> countries
<b>Years 11/12</b> implemented overseas	<b>906</b> students	<b>20</b> schools*	<b>11</b> countries	<b>645</b> students	<b>9</b> schools*	<b>4</b> countries

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

**Exhibitions and Awards**  
4092 exhibitions and awards were granted to 3722 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 2024 NAPLAN

	3	5	7	9
Conventions of language	95.5%	96.1%	95.2%	92.1%
Numeracy	95.3%	95.8%	94.8%	92.3%
Reading	96.0%	96.6%	96.0%	93.3%
Writing	95.9%	96.5%	96.0%	93.4%



Icons by Nick Botner | Image: blickpixel via Pixabay

## Operational structure

### Responsible Minister

In 2024–25, the Authority was responsible to the Hon Dr Tony Buti MLA, Minister for Education until Wednesday, 19 March 2025 and from then to the Hon Sabine Winton MLA.

We were also responsible to the Hon Sabine Winton MLA as Minister for Early Childhood Education until 19 March 2025 and from then as Minister for Education; Early Childhood, and to the Hon David Templeman MLA, Minister for International Education until 19 March 2025 and from then to the Hon Dr Tony Buti MLA from 19 March 2025 as 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

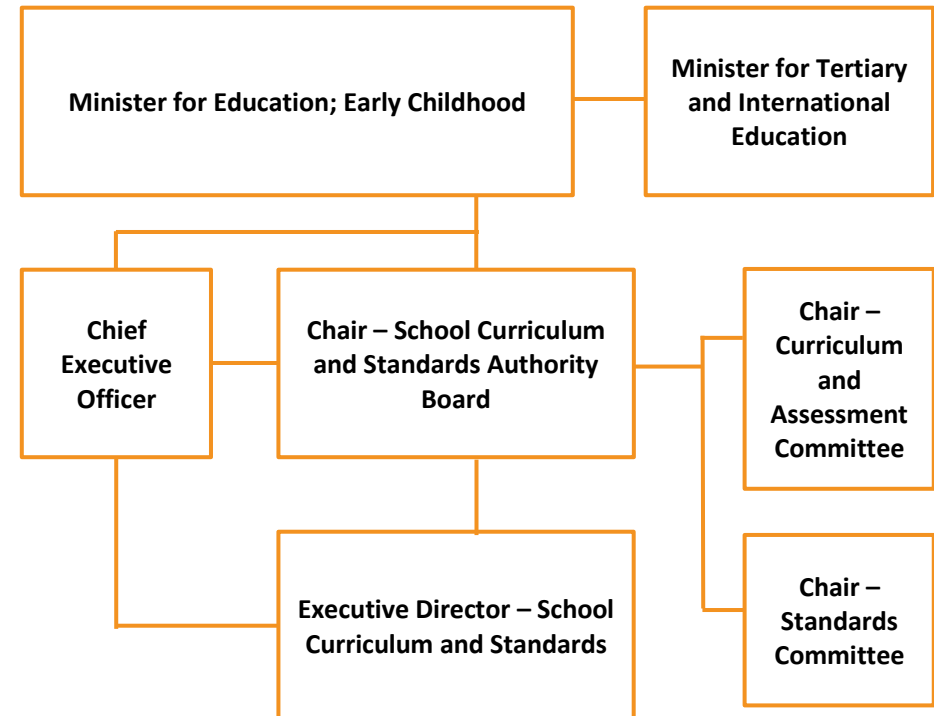
The Act provides for the Authority to have a governing body (the Board) comprising seven members, appointed by the Minister for Education, one of whom is designated as chairperson by the Minister.

### 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 2025

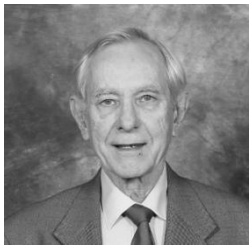


## Board membership

As at 30 June 2025, 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. Ms Pauline Coghlan and Ms Lee Musumeci completed their membership of the Board during the reporting period.



**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 policy development. She is 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).

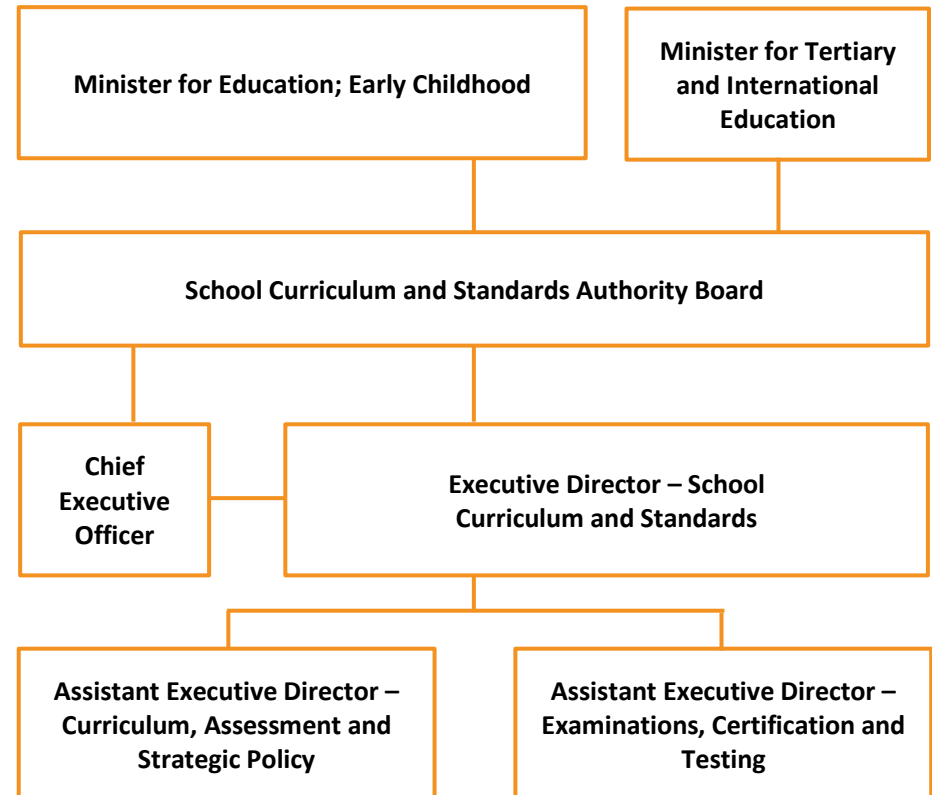
In exercising the delegations of the Board, the Executive Director – SCS is accountable to the Board. In exercising all other functions, the Executive Director – SCS is accountable to the CEO of the Authority.

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 2025)**



## Executive Group

The SCS Executive Group is responsible for 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
<b>Ms Juanita Healy</b>	Executive Director – School Curriculum and Standards
<b>Ms Mandy Hudson</b>	Assistant Executive Director – Curriculum, Assessment and Strategic Policy
<b>Mr Roshan Perera</b>	Assistant Executive Director – Examinations, Certification and Testing

Image DeshaCAM via iStock

**Ms Juanita Healy****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.



**Ms Mandy Hudson**  
**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.



**Mr Roshan Perera**  
**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 2025, the Authority’s functions were supported by the staff numbers\* (headcount) displayed in Table 1. In addition, 4511 casual staff assisted with examinations, testing and short-term syllabus development and evaluation requirements in 2024–25.

**Table 1: SCS staff numbers as at 30 June 2025**

Contract Type	Full-time	Part-time	Total
Permanent	126	61	187
Fixed-term	24	41	65
<b>Total</b>	<b>150</b>	<b>102</b>	<b>252</b>

\* Only SCS Division staff data is reported in the Authority’s annual report. The 252 staff in the 30 June headcount equated to a full-time equivalent of 207.9 staff.



Image via AISWA

## 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*
- *Copyright Act 1968 (Cwlth)*
- *Copyright Amendment (Digital Agenda) Act 2000 (Cwlth)*
- *Corruption, Crime and Misconduct Act 2003*
- *Curriculum Council (Fees and Charges) Act 2006*
- *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 2.

**Table 2: 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 are shown in Table 3. 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 4 and measure how efficiently the Authority has delivered its service.

**Table 3: Key effectiveness indicators**

	2025 Target	2025 Actual	Variance <sup>(a)</sup>
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4	3.7	0.3
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4	3.7	0.3
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4	3.6	0.2
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 4: Key efficiency indicators**

	2025 Target	2025 Actual	Variance <sup>(a)</sup>
<b>Service: Student assessment, certification, curriculum development, evaluation and support</b>			
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$100	\$89	(\$11)
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$34	\$28	(\$6)

(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 2024–25.

## 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 2024–25 financial year.

## Performance against financial targets

**Table 5: Performance against financial targets**

	2025 Target <sup>(a)</sup> \$000	2025 Actual \$000	Variance <sup>(b)</sup> \$000
Total cost of services	57,678	50,745	(6,933)
Net cost of services	52,262	46,831	(5,431)
Total Equity	7,314	7,132	(182)
<b>Net increase/(decrease) in cash and cash equivalents</b>	-	<b>(258)</b>	<b>(258)</b>

(a) As specified in the Annual Estimates submission.

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

## Section 2: Agency performance



Image via AISWA

## 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 Authority's *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* communicates the mandatory requirements for teaching the Western Australian curriculum and assessing and reporting student achievement.

This policy is supported by the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*.

##### **Review of the F–10 Australian Curriculum**

In September 2015, Australia's Education Ministers endorsed the Foundation to Year 10 (F–10) Australian Curriculum. After consultation with teachers and other stakeholders, Western Australia 'adopted and adapted' the F–10 Australian Curriculum, with the Foundation year recognised in Western Australia as Pre-primary. The Western Australian curriculum, published in the *Outline*, sets out the mandatory requirements for teaching, assessing and reporting on student achievement for all Western Australian schools and approved offshore international schools.

On 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.

On 1 April 2022, Education Ministers endorsed the Australian Curriculum version 9. The updated Australian Curriculum version 9 was published on the ACARA website on 9 May 2022.

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. This feedback was analysed and formed the basis of the Authority’s response to ACARA, as well as informing the development of the Authority’s project plan for adopting and adapting the Australian Curriculum version 9 within the *Outline*. 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*.

In 2022, the Authority developed a project plan to adopt and adapt the Australian Curriculum version 9 within the *Outline*. As part of the State Government’s 2023–24 Budget, \$24.3 million was committed to support the Authority to adopt and adapt the Australian Curriculum version 9 within the *Outline*. This work is progressing and is being undertaken to reflect the feedback that was received from over 1800 teachers who participated in public consultation workshops in 2021. The adopting and adapting of the Australian Curriculum version 9 for Languages to the *Outline* is funded through the *Better and Fairer Schools Agreement*.

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. Table 6 indicates the phased implementation of adopting and adapting the Australian Curriculum version 9 within the *Outline*.

**Table 6: Phased implementation**

Year	Consultation timeline	Familiarisation timeline	Implementation timeline
2023	English (P–10) Health and Physical Education (P–10)	English (P–6 phonic and word knowledge) Health and Physical Education (P–10 consent and examples of first aid)	
2024	Humanities and Social Sciences (P–10) Mathematics (P–10) Science (P–10) Technologies (P–10)	English (P–10) Health and Physical Education (P–10)	English (P–6 phonic and word knowledge) Health and Physical Education (P–10 consent and examples of first aid)
2025	The Arts (P–10) Languages (P–10 and 7–10 sequence)*	Humanities and Social Sciences (P–10) Mathematics (P–10) Science (P–10) Technologies (P–10)	English (P–10) Health and Physical Education (P–10)
2026		The Arts (P–10) Languages (P–10 and 7–10 sequence)	Humanities and Social Sciences (P–10) Mathematics (P–10) Science (P–10) Technologies (P–10)
2027			The Arts (P–10) Languages (P–10 and 7–10 sequence)

\* The Languages 7–10 sequence accommodates students commencing a new language in Year 7.

The review of the Australian Curriculum: Languages continued throughout 2023–24, as set out in the terms of reference for the Australian Curriculum Review. The Languages curriculum review has been conducted by ACARA in phases and the review was completed at the beginning of 2024. The Authority continued to coordinate Western Australia’s jurisdictional feedback on ACARA’s Languages curriculum as it was released for public consultation in phases across 2021–22, 2022–23 and into 2023–24.

In 2024, all Western Australian schools and approved offshore international schools implemented the revised Health and Physical Education curriculum for consent and examples of first aid, and the revised English curriculum for Pre-primary to Year 6 phonic and word knowledge.

The Authority completed the revisions to the English and Health and Physical Education curriculum in 2023. The revised curriculum for Pre-primary to Year 10 English and Pre-primary to Year 10 Health and Physical Education was published on the Authority website for familiarisation in 2024 and is being implemented in 2025.

During 2024, the Authority proposed revisions to the Pre-primary to Year 10 Humanities and Social Sciences, Mathematics, Science and Technologies curriculum. The Authority’s Curriculum Advisory Committees worked with the Authority to revise the curriculum prior to public consultation. The Authority has published the revised curriculum for Pre-primary to Year 10 Humanities and Social Sciences, Mathematics, Science and Technologies on the Authority website for familiarisation in 2025 and implementation in 2026.

During 2025, the Authority proposed revisions to the Pre-primary to Year 10 The Arts and Languages curriculum. The Authority’s Curriculum Advisory Committees have worked with the Authority to revise the curriculum prior to public consultation.

The Arts and Languages revised Pre-primary to Year 10 curriculum will be available for familiarisation in 2026 and implementation in 2027.

### **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 an individual education plan (IEP) 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 amount of support decreases as they proceed 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. The data shows 271 schools using the assessment tool and 1540 students being assessed in Term 1, 2025. It should be noted that some schools assess students each term while others may assess once per semester or year.

### 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 9 in 2024, complementing the suite of learning areas (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages at Year 8) already implemented by schools. The provision of

languages by schools is optional for Years 9 and 10. Year 10 Languages are being implemented in 2025. This completes the implementation process for the Languages started with the Year 3 curriculum in 2018.

For Languages education in Western Australia, the Authority provides syllabuses for Pre-primary to Year 10 second language learners in eleven Languages: Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Noongar (Language Revival), Punjabi and Tamil.

The Western Australian Aboriginal Languages: Noongar (Language Revival) curriculum is adapted from ACARA's *Aboriginal Languages and Torres Strait Islander Languages Framework*, which is available on the Authority website to support schools implementing local languages. The Authority's *Western Australian Aboriginal Languages (Language Revival) Template for Syllabus Development Pre-primary to Year 10 Scope and Sequence* is designed to cater for Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation. Together, the curriculum and the template will serve as models for use in the development of curriculum for other Western Australian Aboriginal Languages and provide primary and secondary students with a robust Aboriginal Language education. In 2024, the Authority published the Western Australian Aboriginal Languages: Wajarri (Language Revival) curriculum developed by a school community using the template.

### Teacher support materials

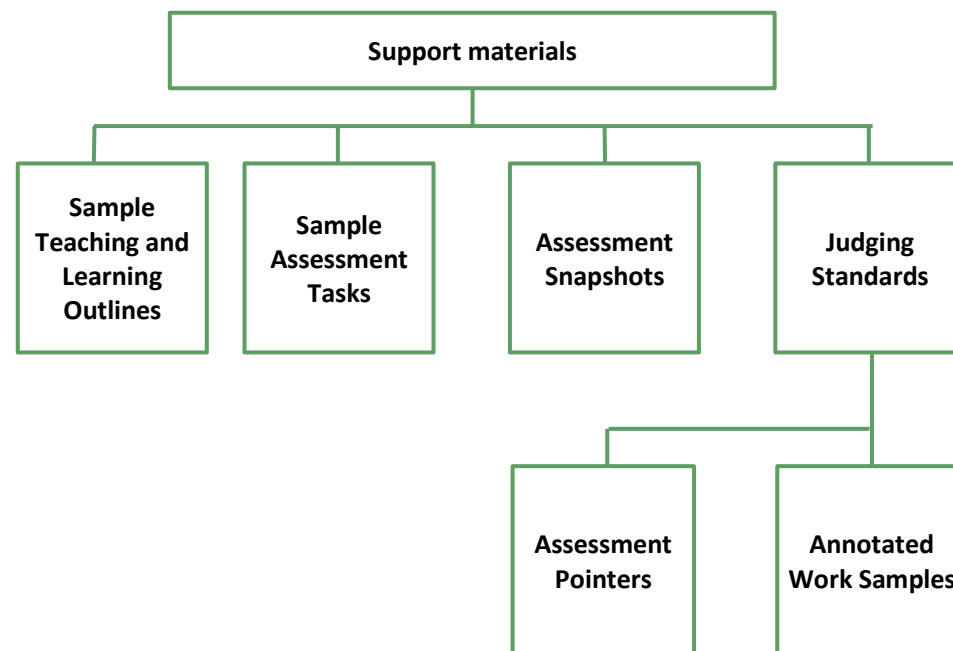
The Authority provides a range of materials to support teachers meet the expectations that underpin the Principles of Teaching, Learning and Assessment. The Principles of Teaching and Learning focus on the provision of a school and class environment that is intellectually, socially and physically supportive 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.

Figure 3: Teacher support materials



**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 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.

### Alternative curriculum/reporting recognition

In May 2025, schools with approved recognition of alternative curriculum and/or reporting on student achievement were advised that the Authority would accept from June to August 2025 submissions for alternative reporting on student achievement and curriculum submissions for Pre-primary to Year 10 English and Health and Physical Education.

In 2024–25, one school sought alternative curriculum recognition for Pre-primary to Year 10 Health and Physical Education, Science and The Arts learning areas. The Board approved these submissions and the *Alternative Curriculum/Reporting on Student Achievement Register* was updated accordingly.

### 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.

## Brightpath

The Authority licenses Brightpath for use by Western Australian schools and approved offshore international schools licensed to deliver Western Australian education programs and currently 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. 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.

In Term 4, 2024, teacher judgements were used to evaluate student growth in learning and to evaluate teaching programs. The most used scale, with 46 597 assessments completed, was Narrative. Other frequently used scales include Persuasive, with 26 501 assessments, Measurement and Geometry, with 22 455 assessments and Number and Algebra, with 28 036 assessments completed. Notably, Brightpath was most used to assess students between Pre-primary and Year 6.

The data shows that Brightpath has a consistent level of usage in Western Australian schools. Of the 701 registered schools, 535 schools were active users in Term 4, 2024, with a total of 165 245 assessments being completed and scored.

The data indicates 140 071 assessments overall for Term 1, 2025. The Narrative scale was the most popular scale. A total of 60 323 assessments were completed in narrative writing. The Persuasive and Number and Algebra scales were also commonly used. A total of 24 598 Number and Algebra scale assessments were completed, and 20 246 Persuasive scale assessments were completed. The Book Review, Response to Literature, and

Science Investigation scales were used least commonly, and in combination comprised 896 assessments.

Literacy comprises the Narrative, Persuasive, Information Report, Recount, Book Review, Response to Literature, and Oral Narrative scales. The Literacy assessments were the most widely conducted in Term 1, 2025. In total, 95 973 assessments were conducted in Literacy. Mathematics comprises Number and Algebra, Measurement and Geometry, Statistics and Probability, and General scales. In total, 43 841 assessments were conducted in Mathematics.

An additional 14 schools registered to use Brightpath in Semester 1, 2025, affording them the opportunity for efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning. Schools can collect consistent teacher judgements to evaluate school programs and support the next steps in each student's learning plan. This includes a small number of secondary schools that have registered to access both the Brightpath Literacy and Mathematics assessments.

## International education (Kindergarten to Year 10)

From July 2024 to June 2025, the Authority continued to approve the implementation of the *Outline* as part of its offshore international curriculum program.

As at 9 April 2025, the *Outline* was implemented by 15 schools in nine countries – Bangladesh, Cambodia, India, Indonesia, Laos, Lithuania, Mauritius, Türkiye and Vietnam on the Southern hemisphere and/or Northern hemisphere *Activities Schedule*. Students at these schools study the Authority's curriculum programs without leaving their own country. Offshore international student registrations in the Kindergarten to Year 10 curriculum programs in schools that are following the Southern hemisphere academic

calendar totalled 1880. There were also 2275 Northern hemisphere student registrations for Kindergarten to Year 10 during the 2024–25 academic year.

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.

### 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.

#### Moderation

Moderation processes were 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 task (EST).

#### Syllabus delivery audit

The Authority introduced the syllabus delivery audit (SDA) in 2015, and it has continued through to 2025. 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* and ensure students are being provided with the current curriculum and assessment arrangements.

#### Years 11 and 12 Foundation, General and ATAR syllabuses audited in 2025

- Year 11 Aboriginal and Intercultural Studies ATAR
- Year 12 Agribusiness ATAR
- Year 12 Agricultural Science and Technology ATAR
- Year 12 Ancient History ATAR
- Year 11 Careers and Employability General
- Year 11 Dance ATAR
- Year 12 Engineering Studies ATAR
- Year 12 Human Biology General
- Year 11 Humanities and Social Sciences in Action General
- Year 12 Indonesian: Background Language ATAR
- Year 12 Modern History ATAR
- Year 12 Physical Education Studies ATAR
- Year 11 Physics ATAR
- Year 12 Religion and Life Foundation
- Year 12 Tamil: Background Language ATAR
- Year 12 Science in Practice General.

In Term 1, 2025, approximately 1814 (2703 in 2024) 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 five days by 34 reviewers.

The syllabuses selected for inclusion in the SDA for 2025 were those with new syllabuses being taught for the first time in 2025, those changes resulting from the syllabus review process or other minor syllabus changes implemented in 2025.

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.

### **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. Seven schools were involved in this process in 2025. The Authority reviewed the documentation for 188 offerings for Year 11 and Year 12 across the seven schools.

### **Documentation and grading reviews**

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. 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.

In the reporting period, the Authority conducted 30 documentation reviews and 129 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 completed a declaration that the action would be taken.

### **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 was the review of student assessment files and a focus 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 relevant *WACE Manual*.

Consensus moderation was undertaken in three courses across ATAR and General for either Year 11 or Year 12 in 2024.

Table 7 shows 211 teachers attended the 14 in-person meetings (10 metropolitan and four regional) and four online meetings conducted in Term 3, 2024.

**Table 7: Courses involved in Consensus moderation 22 July–21 August 2024**

Course	Course type	Number of in-person meetings	Number of participants	Number of online meetings	Number of participants
Business Management and Enterprise	General Year 11	3	29	1	6
Literature	ATAR Year 12	1	8	1	7
Physics	ATAR Year 11	10	142	2	19
<b>Total</b>		<b>14</b>	<b>179</b>	<b>4</b>	<b>32</b>

### Validation meetings

Validation meetings provide Preliminary course teachers with the opportunity to build common understandings of the validation requirements for course delivery. One validation meeting for Preliminary Visual Arts was held in September 2024. Seven participants registered.

### 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 58 EST papers (courses with contexts, such as Materials Design and Technology, which has three, require separate context-based EST papers) for 2025. The Authority sent 80 839 EST papers to 263 schools. From these, the Authority selected 31 629 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 Year 12 ATAR English as an Additional Language or Dialect (EAL/D) 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 63 schools in 2025. From these, the Authority selected 376 samples for the external marking process. The COAT is part of the school's assessment program. The COAT:

- supports the fair assessment of student achievement in the Year 12 ATAR EAL/D course
- supports subsequent statistical moderation processes for the Year 12 ATAR EAL/D course
- establishes common understandings of the course standards and related content
- is not an examination and does not function as an examination.

### 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 2024 school year, all students who planned to enrol in a Year 11 WACE Language course in 2025 were required to complete an application for permission to enrol in Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Punjabi or Tamil language courses.

The Authority processed 1805 applications in total from Years 9, 10 and 11 students and determined for each student the course in which they were permitted to enrol. The Languages Enrolment Determinations Appeals Committee, an external and independent appeals committee, considered appeals from 12 students. Two 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 the 2025 Year 12 ATAR EAL/D cohort, which is following the Western Australian *Activities Schedule*, 873 students were deemed eligible and were enrolled. In the 2024–25 Northern hemisphere *Activities Schedule* cohort, 318 students were deemed eligible and enrolled in the Year 12 EAL/D ATAR course.

### International education (Year 11 and Year 12)

From July 2024 to June 2025, 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 (WAM International).

WACE International or WAM International programs were implemented in 24 schools in 12 countries: Bangladesh, Cambodia, China, India, Indonesia, Japan, Lithuania, Malaysia, Singapore, Thailand, Türkiye and Vietnam on the Southern hemisphere and/or Northern hemisphere *Activities Schedule*.

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 into universities in Western Australia and around the world.

Each offshore international school implementing the WACE International or 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.

Of the 24 schools, as at 9 April 2025, offshore international student registrations in the Year 11 and Year 12 curriculum programs in 20 schools in 11 countries following the Southern hemisphere 2024 *Activities Schedule* totalled 234 students in Year 11 and 672 students in Year 12.

There were 195 offshore international students registered in Year 11 and 450 offshore international students registered in Year 12 in nine schools in four countries following the Northern hemisphere *Activities Schedule* for the

2024–25 school year. Five of the nine schools implementing Years 11 and 12 in the Northern hemisphere *Activities Schedule*, also implement the same year levels in the Southern hemisphere *Activities Schedule*.

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

In keeping with its commitment to delivering high-quality curriculum, assessment, and achievement standards for all senior secondary students completing the WACE, the Authority has developed and published the following new courses.

#### New courses implemented in Year 11 in 2023 and Year 12 in 2024

- Years 11 and 12 Hindi: Background Language ATAR
- Years 11 and 12 Hindi: Second Language ATAR
- Years 11 and 12 Korean: Background Language ATAR
- Years 11 and 12 Korean: Second Language ATAR

#### New courses implemented in Year 11 in 2024 and Year 12 in 2025

- 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

In line with ongoing curriculum revision and development, the courses listed below were approved for retirement in the following years.

#### Courses approved for retirement in Year 11 in 2024 and Year 12 in 2025

- 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 will be examined for the last time in 2025.

#### Courses replaced by new courses in Year 12 2025 (last year of teaching)

- Year 12 Integrated Science General

### Syllabus review

The Authority gathers a range of information through monitoring the implementation of its courses. This involves:

- analysis of enrolment data
- consideration of issues identified in school moderation processes
- analysis of trends in ESTs, the COAT, school-based practical external assessment (SPEA) and ATAR course examinations
- interaction with teachers and liaison with professional associations that contribute practitioner views
- input from the Authority's Curriculum Advisory Committees, key stakeholders and representative groups
- outcomes of consultation meetings.

The senior secondary courses approved for review by the Board are listed below.

#### **Courses approved by the Board to commence review in 2023 (ongoing in 2025)**

- 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

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

#### **Years 11 and 12 Physical Education Studies ATAR revised syllabus**

In May 2024, the Board of the Authority endorsed the revised Year 12 Physical Education Studies ATAR course syllabus. The practical (performance) examination will be replaced by a SPEA to be implemented in Semester 2, 2025.

To support implementation, the Authority developed a range of assessment materials, including a user guide, handbook and a series of assessment guides to assist schools in administering the SPEA. In addition, both in-person and online professional learning sessions were provided in Semester 1, 2025 to support schools with the implementation of the revised syllabus and new SPEA.

## Registrations

Table 8 shows the school registrations of secondary students in 2024. There were just over 210 000 students between Years 7 to 12 registered in Western Australia in 2024. The number of registered Year 12 students is less than the number of registered Year 11 students (29 767 compared to 34 136).

Other registrations accounted for 5123 of all secondary registrations. This number includes students registered for home education at an Education Regional Office and at offshore international schools.

**Table 8: 2024 secondary registrations (as at 31 October 2024)**

School type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	20 710	20 991	20 938	20 729	20 644	16 883	120 895
Non-government	15 540	15 141	14 595	14 011	12 769	11 961	84 017
Other*	819	827	992	839	723	923	5 123
<b>Total</b>	<b>37 069</b>	<b>36 959</b>	<b>36 525</b>	<b>35 579</b>	<b>34 136</b>	<b>29 767</b>	<b>210 035</b>

\* Other includes offshore international and home education registrations.

Tables 9, 10 and 11 show that a total of 294 212 primary students were registered. Kindergarten and Pre-primary registrations were just over 32 000 and 35 000 respectively while the average registrations for Years 1 through to 6 were approximately 37 500.

**Table 9: 2024 primary registrations (K–2) (as at 31 October 2024)**

School type	Kindergarten	Pre-primary	Year 1	Year 2	Total
Government	23 325	25 560	26 467	26 836	102 188
Non-government	9 400	9 524	9 430	9 866	38 220
Other*	50	486	998	959	2 493
<b>Total</b>	<b>32 775</b>	<b>35 570</b>	<b>36 895</b>	<b>37 661</b>	<b>142 901</b>

**Table 10: 2024 primary registrations (3–6) (as at 31 October 2024)**

School type	Year 3	Year 4	Year 5	Year 6	Total
Government	27 340	26 135	25 921	25 938	105 334
Non-government	10 123	10 472	10 878	11 009	42 482
Other*	879	898	904	814	3 495
<b>Total</b>	<b>38 342</b>	<b>37 505</b>	<b>37 703</b>	<b>37 761</b>	<b>151 311</b>

**Table 11: 2024 primary registrations (K–6) (as at 31 October 2024)**

School type	Kindergarten–Year 2	Years 3–6	Total
Government	102 188	105 334	207 522
Non-government	38 220	42 482	80 702
Other*	2 493	3 495	5 988
<b>Total</b>	<b>142 901</b>	<b>151 311</b>	<b>294 212</b>

\* Other includes offshore international and home education registrations.

Table 12 shows the number of students born 1/7/2006–30/06/2008 registered with the Authority in 2024, including those undertaking programs other than full-time schooling. Students working with Participation Teams in the Department of Education’s Education Regional Offices include those who may have completed a course and were seeking employment, and those who were actively working with participation coordinators to identify an appropriate training program or employment.

**Table 12: 2024 student registrations – students born 1/7/2006–30/6/2008 (as at 31 October 2024)**

Engagement type	Date of birth 1/7/2006–30/6/2007	Date of birth 1/7/2007–30/6/2008
<b>A. Participating students</b>		
(i) Schooling		
• Government	17 102	19 775
• Non-government	12 364	13 200
• Home education	266	396
<b>Subtotal: participating students (i)</b>	<b>29 732</b>	<b>33 371</b>
(ii) Non-School (Notice of Arrangements)*		
• TAFE/RTO (Form A)	1 356	1 222
• Apprenticeship/traineeship (Form ATRS)	1 174	626
• Employment (Form C)	650	388
• Combination of above (Form B)	54	21
• Pending (i.e. no learning program supplied)	254	71
<b>Subtotal: participating students (ii)</b>	<b>3 488</b>	<b>2 328</b>
<b>Subtotal (i) and (ii): participating students</b>	<b>33 220</b>	<b>35 699</b>
<b>B. Non-participating students</b>		
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	2 641	1 369
<b>C. Other</b>		
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	486	391
<b>Total all students</b>	<b>36 347</b>	<b>37 459</b>

\* Data supplied by the Participation Unit – Department of Education

### Aboriginal and Torres Strait Islander student registrations

Table 13 shows the number of Aboriginal and Torres Strait Islander students born 1/7/2006–30/6/2008 registered with the Authority in 2024, including those undertaking activities other than full-time schooling.

**Table 13: Aboriginal and Torres Strait Islander 2024 student registrations – students born 1/7/2006–30/6/2008 (as at 31 October 2024)**

Engagement type	Date of birth 1/7/2006–30/6/2007			Date of birth 1/7/2007–30/6/2008		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
<b>A. Participating students</b>						
(i) Schooling						
• Government	1	106	1 332	49	1 739	2
• Non-government	1	37	417	25	479	15
• Home education	0	0	4	0	5	0
<b>Subtotal: participating students (i)</b>	<b>2</b>	<b>143</b>	<b>1 753</b>	<b>74</b>	<b>2 223</b>	<b>17</b>
(ii) Non-School (Notice of Arrangements)*						
• TAFE/RTO (Form A)	0	8	55	1	64	0
• Apprenticeship/traineeship (Form ATRS)	0	3	14	0	5	0
• Employment (Form C)	0	8	24	1	8	0
• Combination of above (Form B)	0	0	0	0	0	0
• Pending (i.e. no learning program supplied)	0	1	12	2	2	0
<b>Subtotal: participating students (ii)</b>	<b>0</b>	<b>20</b>	<b>105</b>	<b>4</b>	<b>79</b>	<b>0</b>
<b>Subtotal (i) and (ii): participating students</b>	<b>2</b>	<b>163</b>	<b>1 858</b>	<b>78</b>	<b>2 302</b>	<b>17</b>
<b>B. Non-participating students</b>						
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	25	131	133	95	82	0
<b>C. Other</b>						
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	0	15	165	10	120	0
<b>Total all Aboriginal and Torres Strait Islander students</b>	<b>27</b>	<b>309</b>	<b>2 156</b>	<b>183</b>	<b>2 504</b>	<b>17</b>

\* Data supplied by the Participation Unit – Department of Education

## 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 were open from 28 April until 4 July 2025, and claimants could apply via the ServiceWA application or paper and online forms.

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.

### ATAR course examination development

In December 2024, 244 examining panel members for 62 ATAR course examination panels were briefed regarding the development of the examination materials for the 2025 ATAR course examinations. This included four new languages examinations – Punjabi: Background and Second Languages and Tamil: Background and Second Languages. 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 2025, 62 ATAR course examination document sets (examination paper, marking keys, source booklets, recording information etc.) for the 2025 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 2025.

Sixty-five of the 244 examining panel members were involved in writing a second ATAR course examination for 13 courses for the WACE International Northern hemisphere examinations. By 30 June 2025, the document sets for these ATAR course examinations had been received by the Authority and had been checked by the relevant curriculum specialists.

### 2024 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 2024, the Authority conducted 84 separate examinations, comprising 55 ATAR course examinations and 29 interstate-sourced examinations. The ATAR course examinations for 2024 were held from Monday, 28 October to Friday, 15 November. At least two examinations were conducted each day during the examination period, the most being five.

For the 2024 school year, the Authority recorded that:

- 10 679 (39.0 per cent) of Year 12 students who undertook full-time WACE studies were enrolled to sit four or more ATAR course examinations – 10 454 (40.7 per cent) in 2023, 10 497 (41.9 per cent) in 2022, 11 623 (45.4 per cent) in 2021, 11 892 (46.8 per cent) in 2020, 12 269 (48.7 per cent) in 2019

- a total of 13 489 students were enrolled to sit one or more ATAR course examinations
- of the students who enrolled in four or more examinations, 83.2 per cent studied at a school in the metropolitan area, compared with 10.5 per cent for students who 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
- 105 Year 12 Aboriginal and Torres Strait Islander students were enrolled to sit one or more ATAR course examinations and 60 sat four or more ATAR course examinations
- not all candidates enrolled in an examination sat the examination. There were 593 candidates absent from 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 2024 ATAR course examinations.

### 2024 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 21 ATAR courses and undertaken by 4568 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 25 Interstate Languages.

### Access for candidates with special examination provisions

A total of 1243 applications for equitable access adjustments (formerly referred to as special examination provisions) were received for 2024. This represents 9.2 per cent of the number of candidates who were enrolled to sit at least one ATAR course examination. When compared to the applications received in 2023, the greatest increases have been in the categories of attention deficit hyperactivity disorder (ADHD) (28.5 per cent), illness (6.9 per cent) and vision (4.2 per cent).

### Breach of examination rules

In 2024, the Breach of Examination Rules Committee found 70 candidates had breached examination rules. There were 16 breaches for the practical examinations and 54 breaches for the written examinations. Nine candidates appealed the Committee's decision and the Committee reduced the penalty it had applied for one candidate.

### Sickness/misadventure consideration

In 2024, 646 candidates applied for sickness/misadventure consideration, representing a decrease of 0.6 per cent on the number of applications received in 2023.

### 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. Forty-nine candidates requested a results check, involving 85 written and practical examinations.

For the 2024 ATAR course examinations, 21 candidates applied to see a breakdown of their examination marks in 43 examinations. A further 83 candidates requested a copy of one or more of their examination scripts, and 154 scripts were provided.

### Physical Education Studies in 2025

The SPEA will be administered in Term 3, 2025.

As of June 2025, 1478 students are preparing to undertake their SPEA in one of ten selected sports during Weeks 2 to 8 of Term 3 (Monday, 28 July to Friday, 12 September 2025). School will have two ways to administer the SPEA.

- Authority-administered SPEA – to support schools that do not have the minimum number of students required and have exhausted all options for establishing a collaborative SPEA, the Authority may schedule a SPEA session at an appropriate venue of its choosing.
- Collaborative SPEA – a school may choose to combine with another school/s to form a collaborative SPEA where schools organise a shared venue for their students and teachers to undertake the SPEA for one or more sports. The collaborative SPEA is hosted and coordinated by a single school.

### Vocational education and training (VET)

In 2024, 13 739 full-time WACE-eligible Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12, compared with 12 949 in 2023. This equates to an overall six per cent increase in completed qualifications. In 2024, 4091 students achieved a

Certificate III qualification, and 2211 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 2024, schools reported data for 461 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 2024, there were 26 319 Year 12 students who were eligible for a WACE. Of these students, 24 321 (92.4 per cent) achieved a WACE.

Of the Year 12 students eligible for a WACE in 2024, there were 913 Aboriginal and Torres Strait Islander students. Of these students, 614 (67.3 per cent) achieved a WACE.

Table 14 shows the Achievement of a WACE 2014–24 and Table 15 shows the Achievement of a WACE by Aboriginal and Torres Strait Islander students 2014–24.

**Table 14: Achievement of a WACE 2014–2024**

WACE status   Year	2014*	2015	2016†	2017	2018	2019	2020	2021	2022	2023	2024
Number of WACE-eligible students	15 607	23 475	23 360	24 332	24 347	24 097	24 335	24 504	23 932	24 687	26 319
Number of WACE-eligible students who achieved a WACE	14 982	22 630	21 473	22 174	22 293	22 008	22 265	22 376	21 850	22 879	24 321
Percentage of WACE-eligible students who achieved a WACE	96.0	96.4	91.9	91.1	91.6	91.3	91.5	91.3	91.3	92.7	92.4

\* The decrease in the number of 'eligible' Year 12 enrolments can mainly be attributed to the 'half-cohort' of students. A legislated change to the school starting age in Western Australian schools created a half-cohort of students that moved through schools from 2001 (Kindergarten) to 2014. This group exited the system as Year 12 students in 2014.

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

**Table 15: Achievement of a WACE by Aboriginal and Torres Strait Islander students 2014–2024**

WACE status   Year	2014*	2015	2016†	2017	2018	2019	2020	2021	2022	2023	2024
Number of WACE-eligible students	402	617	565	661	687	733	715	686	734	803	913
Number of WACE-eligible students who achieved a WACE	372	553	417	459	494	511	506	475	502	576	614
Percentage of WACE-eligible students who achieved a WACE	92.5	89.6	73.8	69.4	71.9	69.7	70.8	69.2	68.4	71.7	67.3

\* The decrease in the number of 'eligible' Year 12 enrolments can mainly be attributed to the 'half-cohort' of students. A legislated change to the school starting age in Western Australian schools created a half-cohort of students that moved through schools from 2001 (Kindergarten) to 2014. This group exited the system as Year 12 students in 2014.

† 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 on Friday,

15 November 2024 to consider eight applications from six schools. All 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.

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. No applications were received in 2024, so the VET WACE Requirements Special Considerations Committee did not meet.

### Exhibitions and awards

A total of 4092 exhibitions and awards were granted to 3722 students. The Minister for Education announced the winners of the Beazley Medals at The Constitutional Centre on Wednesday, 18 December 2024. The full list of award winners was published on the Authority website that same day.

The Beazley Medal: WACE was awarded to Ethan Yap from Perth Modern School and the Beazley Medal: VET was awarded to Kevin Castle from Kent Street Senior High School.

A ceremony was held at Government House Ballroom on Thursday, 13 February 2025. 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.

Jayda Key from Duncraig 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.

Indyanna Treloar from Hedland 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 2024 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 13 ATAR courses:

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

The 2024–25 ATAR course written examinations (Northern hemisphere) were held from Monday, 24 March to Friday, 4 April 2025. Thirteen examinations

were held over ten 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 2024–25, the Authority recorded that:

- 455 students were enrolled to sit at least one ATAR course examination and 370 students were enrolled to sit at least four of the 13 ATAR course examinations on offer
- not all candidates enrolled in an examination sat the examination. There were 73 candidates absent from a written examination
- there were 11 applications for special provisions for the examinations
- there were 23 breaches of examination rules by candidates, and one appeal that was dismissed
- one application was received for sickness/misadventure consideration
- a total of ten examination scripts were requested by four students and no students requested for a results check or 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, 2024
- had an optional window for the 2025 Year 10 cohort to sit in Term 4, 2024 (as Year 9 students)
- had three windows in Semester 1, 2025.

Students in the current Year 10 cohort were provided with three windows in 2024–25 to sit the OLNA:

- 2024 (as Year 9 students) in the Term 4 window
- 2025 (as Year 10 students) in the two Term 2 windows.

Students in the current Year 11 cohort were provided with six windows in 2024–25 to sit the OLNA:

- 2024 (as Year 10 students) in the two Term 3 windows and the Term 4 window
- 2025 (as Year 11 students) in the Term 1 window and the two Term 2 windows.

Students in the current Year 12 cohort were provided with five windows in 2024–25 to sit the OLNA:

- 2024 (as Year 11 students) in the two Term 3 windows
- 2025 (as Year 12 students) in the Term 1 window and the two Term 2 windows.

In this reporting period, approximately 37 000 numeracy assessments, 30 000 reading assessments and 35 500 writing assessments were completed by students across all testing windows. Cumulatively, there were approximately 102 500 assessments undertaken across all six testing windows.

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 in overcoming any technical issues. The Authority recorded 88 breaches of the OLNA rules in 2024–25. This represented a total of 0.1 per cent of all OLNA assessments undertaken by students.

### 2024 student performance in the OLNA

In this reporting period, 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 OLN 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.

In February 2023, the Education Ministers:

- approved the introduction of new NAPLAN scales from 2023
- agreed a new time series would begin from 2023, noting NAPLAN results reported on the new scales would not be comparable with 2008–2022 results
- agreed to 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 2024, there were 145 397 students in Years 3, 5, 7 and 9 eligible for participation in NAPLAN. Tables 16–19 reflect the final participation status of these students for each test.

**Table 16: Participation status of eligible students for the 2024 NAPLAN Writing test**

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 686	95.9	1.6	2.3	1.8
Year 5	35 368	96.5	1.4	2.0	1.5
Year 7	34 548	96.0	1.2	3.5	0.4
Year 9	33 255	93.4	1.2	6.2	0.3
<b>Total</b>	<b>138 857</b>				

\* 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 2024 NAPLAN Reading test**

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 715	96.0	1.6	2.1	1.9
Year 5	35 412	96.6	1.4	2.0	1.4
Year 7	34 515	96.0	1.2	3.6	0.4
Year 9	33 214	93.3	1.2	6.4	0.3
<b>Total</b>	<b>138 856</b>				

\* 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 2024 NAPLAN Conventions of Language test**

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 514	95.5	1.6	2.6	1.9
Year 5	35 212	96.1	1.4	2.5	1.4
Year 7	34 227	95.2	1.2	4.4	0.4
Year 9	32 793	92.1	1.2	7.5	0.3
<b>Total</b>	<b>137 746</b>				

\* 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 19: Participation status of eligible students for the 2024 NAPLAN Numeracy test**

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	35 430	95.3	1.6	2.9	1.8
Year 5	35 103	95.8	1.4	2.8	1.4
Year 7	34 099	94.8	1.2	4.8	0.4
Year 9	32 855	92.3	1.2	7.4	0.3
<b>Total</b>	<b>137 487</b>				

\* 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.)

## 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.

#### Web 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 2024–25, 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 English and Health and Physical Education
- 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 creation of online surveys for various consultation processes and information gathering
- the development of a web application to streamline online application processes
- the review of website information architecture for informed changes and improvements

- the redesign and development of various web pages for future deployment
- refined 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 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 2024–25 include the:

- *WACE Manual 2025*
- *Year 12 Information Handbook 2024 Part II* (July 2024)
- *Year 12 Information Handbook 2025 Part I* (March 2025)
- *Year 10 Information Handbook 2025*
- *Externally Set Task Handbook 2025*
- *Common Oral Assessment Task Handbook 2025*
- *2025 Activities Schedule* and *2025 Term Planner*
- *Data Procedures Manual 2025*
- *Physical Education Studies School-based Practical External Assessment Handbook 2025*
- *2025–26 Activities Schedule (Northern Hemisphere)*.

Regular circulars were published online to ensure subscribers were informed of the latest information about school curriculum and assessment, standards and certification of student achievement in Western Australia.

In 2025, the Authority's Circulars were realigned to focus on readers in primary and secondary schools.

Realigning the Circulars from *Kto10* and *11to12* to *Kto6* and *7to12* provides an opportunity to focus content that may be more relevant to primary and secondary contexts.

The realignment has allowed Authority staff to target its messaging. In particular, the *Kto6 Circular* will allow for the inclusion of a focus on highlighting resources and support materials.

In the initial stage of the realignment, current subscribers to the *Kto10 Circular* were directed to the *Kto6 Circular* and current subscribers to the *11to12 Circular* were directed to the *7to12 Circular*.

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](mailto:info@scsa.wa.edu.au), and 3348 queries were responded to in the reporting period. This compares to 3015 queries during 2023–24.

### Student Records Management System (SRMS)

In 2024–25, 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 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. In 2025, information for students and parents regarding the WACE language applications process has been updated and now caters to 23 non-English languages.

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 Jobs, Tourism, Science and Innovation
- 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 2024–25 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.

In June 2023, a review of senior secondary school pathways was launched in a bid to help all Western Australian students reach their full potential through their post-school study, training or employment pursuits. The *Pathways to Post-School Success* (Pathways) review was led by the Department of Education in partnership with Catholic Education Western Australia and the Association of Independent Schools of Western Australia. The Pathways review ran alongside the WACE Refreshment.

## Support

A range of briefings and support was offered to stakeholders, particularly teachers, school administrators and school support staff.

For the reporting period, 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

During the reporting period, the Authority provided in-person and online professional learning 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*.

The Authority offered half-day and full-day professional learning workshops in metropolitan and regional areas. The workshops focussed on 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 meetings

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

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

**Table 20: Adopting and Adapting – Familiarisation and Implementation meetings – Pre-primary – Year 6**

Learning area	Focus	Number
English	Familiarisation	9
English	Implementation	4
Health and Physical Education	Implementation	2
Humanities and Social Sciences	Familiarisation	10
Mathematics	Familiarisation	10
Science	Familiarisation	10
Technologies	Familiarisation	10

**Table 21: Adopting and Adapting – Familiarisation and Implementation meetings – Years 7 to 10**

Learning area	Focus	Number
English	Familiarisation	9
English	Implementation	4
Health and Physical Education	Implementation	2
Humanities and Social Sciences	Familiarisation	4
Mathematics	Familiarisation	6
Science	Familiarisation	6
Technologies	Familiarisation	4

**Table 22: Adopting and Adapting – Familiarisation and Implementation meetings – Pre-primary to 10**

Pre-primary to Year 10	Focus	Number
Health and Physical Education	Familiarisation	12

### Small group moderation seminars

In Term 1, 2025, the Authority provided three online seminars to assist senior secondary teachers delivering Year 12 ATAR courses that require their school to participate in the small group moderation process. The online seminars were attended by 106 teachers with representation from across the school systems/sector, onshore and offshore. 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.

### Years 11 and 12 course-specific workshops

The Authority provided a number of 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, course-specific workshops were held for:

- Years 11 and 12 Aboriginal and Intercultural Studies ATAR
- Year 12 Agribusiness ATAR
- Year 12 Agricultural Science and Technology ATAR
- Year 12 Ancient History ATAR
- Year 11 Dance ATAR
- Year 12 Engineering Studies ATAR
- Year 12 Hindi: Background Language ATAR
- Year 12 Modern History ATAR
- Year 11 Physics ATAR
- Year 12 Punjabi: Background Language ATAR
- Year 12 Tamil: Background Language ATAR
- Years 11 and 12 Mathematics Foundation
- Year 12 Religion and Life Foundation
- Year 11 Careers and Employability General
- Year 12 Human Biology General
- Year 11 Humanities and Social Sciences in Action General
- Year 12 Science in Practice General.

### Meeting WACE Requirements seminars

In 2025, the Authority conducted 13 Meeting WACE Requirements seminars, 12 online and one 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.

### Student Information Records System (SIRS)

Five SIRS information and training sessions were conducted in March, 2025. Three of these sessions were conducted online, while two sessions were conducted onsite. For the online sessions held, there were 84 attendees, of whom 22 were from international schools. For the sessions held onsite, there were 16 attendees.

### 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.

**Table 23: Teaching and assessment workshops**

Course	Year
Aboriginal and Intercultural Studies ATAR	Years 11 and 12
Agribusiness ATAR	Year 12
Agricultural Science and Technology ATAR	Year 12
Ancient History ATAR	Year 12
Engineering Studies ATAR	Year 12
Geography General	Year 12
Health Studies General	Year 12
Human Biology General	Year 12
Mathematics Foundation	Years 11 and 12
Modern History ATAR	Years 11 and 12
Outdoor Education General	Year 12
Physical Education Studies General	Year 12
Religion and Life Foundation	Year 12
Science in Practice General	Year 12

### 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 2025 testing event. These adaptive courses provided short updates for staff currently trained in NAPLAN and more comprehensive information for new staff. More than 7300 users registered for these courses.

### External committees (non-statutory)

In 2024–25, the Board convened several external committees to ensure responsiveness to the needs of its key stakeholders.

**Figure 4: 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) – 54 committees provide advice on senior school courses and programs
- Early Childhood to Early Adulthood (K–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 2025, the Authority advertised for new members across all Curriculum Advisory Committees as the tenure of many members concluded at the end of 2024. This resulted in 117 practising teachers, together with representatives from the university and training sectors, plus industry and community representatives, joining 45 committees encompassing all phases of learning.

In 2024–25, the Authority held 79 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) and Years 11 and 12 Curriculum Advisory Committees (Late Adolescence). 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 school courses.

### Aboriginal art work

The Authority has completed the process of commissioning an artwork by a Western Australian Aboriginal artist to be used as part of the Authority's corporate branding and communications in coming years.

The artwork was created by Tyrown Waigana. Mr Waigana is a Wardandi Noongar (south-west cape country) and Ait Koedhal (Torres Strait Islander) multidisciplinary artist and graphic designer who is based in Perth.

The artist's statement explains that this artwork is about the School Curriculum and Standards Authority supporting children's learning journeys through to adulthood, while paying respects to Whadjuk Noongar Boodjar from where they operate and the rest of Western Australia.

The core oval shape in this design represents the Authority and the connecting pathways stemming from that symbolise children's learning journeys. The circles on the journey incrementally increase in size reflecting children's educational trajectory as they grow and learn. The fluid patterning on the perimeter of the work is a visual for the Derbarl Yerrigan (Swan River) reflecting an icon of Whudjuk Boodja and showing where the Authority is based. There are eight panels in the piece, each with a different pattern; these represent Western Australia through its vastness and diversity of landscape.

### 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 has commenced work to link the WASN to the Schools USI.

## Section 3: Significant issues impacting the Authority



## Context and landscape

In 2024–25, the Authority has continued to make progress with its priorities as detailed in the *School Curriculum and Standards Authority Strategic Plan 2024–2027*.

**Table 24: Strategic Priorities and Goals 2024–27**

Priority	Goal
<b>Curriculum, assessment and standards</b>	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.
<b>Examinations, testing and certification</b>	Develop and administer high-quality examination, testing and certification programs that instil confidence in the Western Australian curriculum and standards of achievement.
<b>Communication, engagement and partnerships</b>	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.

As we look towards 2026 and beyond, the Authority notes the global environment continues to be marked by social and technological change. Student and teacher wellbeing have emerged as clear priorities over recent years in the Authority’s consultation processes. The Authority has responded

with advice about assessment in Years 11 and 12 and has invited feedback on its *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Policy Standard*. Further consideration of the Authority’s *Equitable Access to Assessment Policy and Guidelines* has continued since they were reviewed in 2023 in relation to adjustments for the Online Literacy and Numeracy Assessment (OLNA). The impacts of generative artificial intelligence remain unclear, and the Authority is monitoring developments in the application and governance of the emerging technologies in this area. Within this context, and as indicated in our 2023–24 annual report, there is a need for resilience and responsiveness to address the rate of change and achieve the best outcomes for students.

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

The Authority provides ongoing support to teachers and educators to support the implementation of the revised *Kindergarten Curriculum Guidelines* (the *Guidelines*) that were released in 2023. The *Guidelines* provide early childhood educators with a framework to plan appropriate programs for children in this important year of their education. There is not a defined curriculum for the Kindergarten year; rather, the *Guidelines* support the development of curriculum appropriate to children’s needs and their transition to school. The Board expects the establishment of an Office of Early Childhood within the Department of the Premier and Cabinet will provide the Authority with an opportunity to further support the implementation of effective early childhood education in Western Australia.

The Authority’s work on reviewing the Pre-primary to Year 10 Western Australian Curriculum and adopting and adapting the Australian Curriculum version 9 within the *Outline* has continued. Through extensive consultation

and ongoing professional support in a phased implementation process, thousands of teachers have engaged in this important curriculum review process. The implementation of the Western Australian Curriculum: English and Western Australian Curriculum: Health and Physical Education in 2025 has been well received. As the Humanities and Social Sciences, Mathematics, Science and Technologies learning areas move from the familiarisation phase in 2025 to implementation in 2026, the Authority is working to provide ongoing support. This is important for all teachers but particularly so for primary school teachers who may be teaching across all eight learning areas. Consultation for The Arts and Languages is underway. With implementation of these final two learning areas scheduled for 2027, the Authority is looking forward to the ongoing support of the revised curriculum in the *Western Australian Curriculum and Assessment Outline* in 2028 when all eight learning areas are in place.

### Refreshing the Western Australian Certificate of Education

The WACE Refreshment process continues the Board's commitment to providing a robust, rigorous and contemporary senior secondary certificate of education (SSCE) that aligns with others across the nation and internationally. The Board has continued its WACE Refreshment and has been working with the Minister for Education; Early Childhood and the school systems/sector on this project.

Managing the complexities of curriculum reform while maintaining stability and clarity for students, teachers and the Board's broader stakeholder community is central to the Authority's ongoing work.

Syllabus review, curriculum reform and the WACE Refreshment offer much to the students and community of Western Australia. This year, the Board has made significant progress in its WACE Refreshment in being able to announce its decision to remove Diploma level qualifications from inclusion in the WACE from 2027. In 2026, the Board will be working to act on

consultation and analysis to specify a list of Certificate IV qualifications that can be used towards the WACE. Looking toward 2027, students who take a Tertiary preparation endorsed program (TPEP) for unit equivalence will also need to complete an ATAR course in Year 12. Communicating the value and appropriateness of these changes, and others arising through the WACE Refreshment, will be a core activity for the Authority over the coming years.

As an Australian SSCE, the WACE provides a qualification that enables young people to make a successful transition to the next stage of their life and learning. It assesses and certifies achievement against standards for broad and diverse learners and provides a foundation for transition to a range of post-schooling pathways including work and further study.

The WACE certifies a quality and quantity of learning. It is rigorously quality assured and provides an equitable and transparent measure of what a young person knows and can do. It recognises student achievements through the application of fair, accurate, valid and reliable assessment of their learning and clear, comprehensive and useful reporting of their achievements to assist them with their transitions to the next phase of their lives. The WACE Refreshment will ensure our students continue to receive a robust SSCE that maintains specified standards at a time of change.

The Authority will continue to work towards delivering curriculum, assessment and certification that meets the needs and expectations of our stakeholders, in particular of students and teachers. Providing support through high quality materials, services and processes will be central to this objective.

## Section 4: Disclosures and legal compliance



## Financial Statements

### CERTIFICATION OF FINANCIAL STATEMENTS

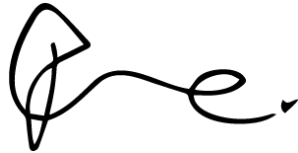
#### For the financial year ended 30 June 2025

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 2025 and the financial position as at 30 June 2025.

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*  
10 September 2025



Emeritus Professor Jill Downie  
*Board Member*  
10 September 2025



Ms Trish Fraga-Diaz  
*A/Chief Finance Officer*  
10 September 2025



## Auditor General

### INDEPENDENT AUDITOR'S REPORT

2025

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 2025, 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 2025 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 they determine 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](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 2025, and the controls were implemented as designed as at 30 June 2025.

### 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 2025 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 2025 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 2025.

### 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 entity'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 Financial Sustainability - 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 2025, 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 School Curriculum and Standards Authority for the year ended 30 June 2025 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 entity 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  
12 September 2025

## STATEMENT OF COMPREHENSIVE INCOME

For the year ended 30 June 2025

	Note	2024–25 \$'000	2023–24 \$'000
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expenses	2.1	38,105	34,328
Supplies and services	2.2	9,278	8,483
Depreciation and amortisation expenses	4.1.1, 4.2.1	271	522
Accommodation expenses	2.2	2,939	2,597
Other expenses	2.2	152	(2)
<b>Total cost of services</b>		<b>50,745</b>	<b>45,928</b>
<b>Income</b>			
User contributions, charges and fees	3.2	2,323	1,741
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,521	1,478
Other revenue	3.5	31	32
<b>Total income</b>		<b>3,914</b>	<b>3,290</b>
<b>NET COST OF SERVICES</b>		<b>46,831</b>	<b>42,638</b>
<b>Income from State Government</b>	3.1		
Service appropriation		271	522
Income from other public sector entities		200	200
Services received free of charge		46,266	41,907
<b>Total income from State Government</b>		<b>46,737</b>	<b>42,629</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(94)</b>	<b>(9)</b>
<b>TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD</b>		<b>(94)</b>	<b>(9)</b>

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

## STATEMENT OF FINANCIAL POSITION

As at 30 June 2025

	Note	2024–25 \$'000	2023–24 \$'000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	6.1	1,635	1,893
Receivables	5.1	258	94
<b>Total Current Assets</b>		<b>1,893</b>	<b>1,987</b>
<b>Non-Current Assets</b>			
Amounts receivable for services	5.2	3,428	3,157
Property, plant and equipment	4.1	-	-
Intangible assets	4.2	1,811	2,082
<b>Total Non-Current Assets</b>		<b>5,239</b>	<b>5,239</b>
<b>TOTAL ASSETS</b>		<b>7,132</b>	<b>7,226</b>
<b>NET ASSETS</b>			
<b>EQUITY</b>			
Contributed equity		7,142	7,142
Accumulated surplus/(deficit)		(10)	84
<b>TOTAL EQUITY</b>		<b>7,132</b>	<b>7,226</b>

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 2025

	Note	Contributed equity \$'000	Accumulated surplus/(deficit) \$'000	Total equity \$'000
<b>Balance at 1 July 2023</b>		<b>7,142</b>	<b>93</b>	<b>7,235</b>
Surplus/(deficit)		-	(9)	(9)
Total comprehensive (loss) for the period		-	(9)	(9)
<b>Balance at 30 June 2024</b>		<b>7,142</b>	<b>84</b>	<b>7,226</b>
<b>Balance at 1 July 2024</b>		<b>7,142</b>	<b>84</b>	<b>7,226</b>
Surplus/(deficit)		-	(94)	(94)
Total comprehensive (loss) for the period		-	(94)	(94)
<b>Balance at 30 June 2025</b>		<b>7,142</b>	<b>(10)</b>	<b>7,132</b>

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 2025

	Note	2024–25 \$'000	2023–24 \$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Funds from other public sector entities		200	200
<b>Net cash provided by State Government</b>		<b>200</b>	<b>200</b>
Utilised as follows:			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits expenses		(23)	(21)
Supplies and services		(4,161)	(3,479)
GST payments to taxation authority		(176)	(175)
Other payments		(4)	(41)
<b>Receipts</b>			
User contribution, charges and fees		2,139	1,741
Grants and contributions		39	39
Recoveries for national testing		1,521	1,478
GST receipts on sales		176	175
Other receipts		31	32
<b>Net cash provided by/(used in) operating activities</b>		<b>(458)</b>	<b>(251)</b>
Net increase/(decrease) in cash and cash equivalents		(258)	(51)
Cash and cash equivalents at the beginning of the period		1,893	1,944
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	6.1	<b>1,635</b>	<b>1,893</b>

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 2025

### 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 entity on 10 September 2025.

#### 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

AAS 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 OUR 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:

	Notes	2024–25 \$'000	2023–24 \$'000
Employee benefits expenses <sup>(a)</sup>	2.1	38,105	34,328
Other expenditure	2.2	12,369	11,078

- (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

	2024–25 \$'000	2023–24 \$'000
Employee benefits	34,015	30,846
Superannuation – defined contribution plans	4,090	3,482
<b>Employee benefits expenses</b>	<b>38,105</b>	<b>34,328</b>
Add: AASB 16 Non-monetary benefits (not included in employee benefits expense)	1	-
<b>Total employee benefits provided</b>	<b>38,106</b>	<b>34,328</b>

**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), the West State Super, other Government Employees Superannuation Board schemes 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**

	2024–25 \$'000	2023–24 \$'000
<b>Supplies and services</b>		
Communication services	192	153
Consumables	699	596
Consumables – Utilities	34	67
Equipment purchases (\$4,999 and below)	769	512
Remuneration of members of the Board	199	192
Insurance	511	462
Repairs and maintenance	95	126
Service and contracts	5,234	4,536
Service and contracts – property	119	105
Staff-related expense	41	32
Travel	266	305
Other	1,119	1,397
<b>Total supplies and services expenses</b>	<b>9,278</b>	<b>8,483</b>
<b>Accommodation expenses</b>		
Office rental	2,273	2,020
Other accommodation expenses	666	577
<b>Total accommodation expenses</b>	<b>2,939</b>	<b>2,597</b>
<b>Other expenses</b>		
Expected credit losses expense	20	(2)
Insurance performance adjustments	132	-
<b>Total other expenses</b>	<b>152</b>	<b>(2)</b>
<b>Total other expenditure</b>	<b>12,369</b>	<b>11,078</b>

**Supplies and services**

Supplies and services 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 Finance 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:

	Notes	2024–25 \$'000	2023–24 \$'000
Income from State Government	3.1	46,737	42,629
User contributions, charges and fees	3.2	2,323	1,741
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,521	1,478
Other revenue	3.5	31	32

### 3.1 INCOME FROM STATE GOVERNMENT

	2024–25 \$'000	2023–24 \$'000
<u>Appropriation received during the period (non-cash):</u>		
Service appropriation <sup>(a)</sup>	271	522
	<b>271</b>	<b>522</b>
<u>Income received from other public sector entities during the period:</u>		
Department of Education <sup>(b)</sup>	200	200
	<b>200</b>	<b>200</b>
<u>Resources received from other public sector entities during the period:</u>		
Department of Education <sup>(c)</sup>	46,253	41,894
Department of Finance	13	13
	<b>46,266</b>	<b>41,907</b>
<b>Total income from State Government</b>	<b>46,737</b>	<b>42,629</b>

- (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

	2024–25 \$'000	2023–24 \$'000
Fees from examination related services	496	534
Fees from overseas full fee paying students	1,827	1,207
<b>Total fees</b>	<b>2,323</b>	<b>1,741</b>

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

	2024–25 \$'000	2023–24 \$'000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	39	39
<b>Total grants and contributions</b>	<b>39</b>	<b>39</b>

### 3.4 RECOVERIES FOR NATIONAL TESTING

	2024–25 \$'000	2023–24 \$'000
Recovery for NAPLAN testing from non-government Western Australian system and sector	1,521	1,478
<b>Total recoveries for national testing</b>	<b>1,521</b>	<b>1,478</b>

### 3.5 OTHER REVENUE

	2024–25 \$'000	2023–24 \$'000
Other miscellaneous revenue	7	1
Sale of goods and services	24	31
<b>Total other revenue</b>	<b>31</b>	<b>32</b>

#### **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 the performance of these assets:

	Notes	2024–25 \$'000	2023–24 \$'000
Property, plant and equipment	4.1	-	-
Intangible assets	4.2	1,811	2,082
<b>Total key assets</b>		<b>1,811</b>	<b>2,082</b>

#### 4.1 PROPERTY, PLANT AND EQUIPMENT

	Computers \$'000	Furniture and Fittings \$'000	Communication equipment \$'000	Total \$'000
<b>1 July 2024</b>				
Gross carrying amount	486	2,559	39	3,084
Accumulated depreciation	(486)	(2,559)	(39)	(3,084)
<b>Carrying amount at start of the period</b>	-	-	-	-
Depreciation	-	-	-	-
<b>Carrying amount at 30 June 2025</b>	-	-	-	-
Gross carrying amount	486	-	39	525
Accumulated depreciation	(486)	-	(39)	(525)

##### ***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 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

	2024–25 \$'000	2023–24 \$'000
<u>Depreciation</u>		
Furniture and Fittings	-	251
<b>Total depreciation for the period</b>	<b>-</b>	<b>251</b>

As at 30 June 2025, there were no indications of impairment to property, plant and equipment.

All surplus assets at 30 June 2025 have either been classified as assets held for sale or have been written-off.

##### *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 using the straight-line method, 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 the impairment loss is recognised through profit and loss.

As the Authority is a not-for-profit entity, the recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

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
<b>1 July 2024</b>		
Gross carrying amount	7,586	7,586
Accumulated amortisation	(5,504)	(5,504)
<b>Carrying amount at start of the period</b>	<b>2,082</b>	<b>2,082</b>
Amortisation expense	(271)	(271)
<b>Carrying amount at 30 June 2025</b>	<b>1,811</b>	<b>1,811</b>
Gross carrying amount	7,485	7,485
Accumulated amortisation	(5,674)	(5,674)

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.

Acquisitions of intangible assets costing \$50,000 or more 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:

- a) the technical feasibility of completing the intangible asset so that it will be available for use or sale;
- b) an intention to complete the intangible asset, and use or sell it;
- c) the ability to use or sell the intangible asset;
- d) the intangible asset will generate probable future economic benefit;
- e) the availability of adequate technical, financial and other resources to complete the development and to use or sell the intangible asset; and
- f) 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

	2024–25 \$'000	2023–24 \$'000
<u>Amortisation</u>		
Intangible assets	271	271
<b>Total amortisation for the period</b>	<b>271</b>	<b>271</b>

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 <sup>(a)</sup>	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 2025, 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:

	Notes	2024–25 \$'000	2023–24 \$'000
Receivables	5.1	258	94
Amounts receivable for services	5.2	3,428	3,157

#### 5.1 RECEIVABLES

	2024–25 \$'000	2023–24 \$'000
<u>Current</u>		
Trade receivables	278	94
GST receivable	1	1
Allowance for impairment of trade receivables	(21)	(1)
<b>Total current</b>	<b>258</b>	<b>94</b>
<b>Total receivables</b>	<b>258</b>	<b>94</b>

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, they are 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)

	2024–25 \$'000	2023–24 \$'000
Non-current	3,428	3,157
<b>Balance at end of period</b>	<b>3,428</b>	<b>3,157</b>

Amounts receivable for services represents the non-cash component of service appropriations (amortisation for 2024–25 (\$271,000)). 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

	2024–25 \$'000	2023–24 \$'000
Cash and cash equivalents	1,635	1,893
<b>Total cash and cash equivalents</b>	<b>1,635</b>	<b>1,893</b>

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	2024–25 \$'000	2023–24 \$'000
<u>Financial Assets</u>			
Cash and cash equivalents	6.1	1,635	1,893
Financial assets at amortised cost <sup>(a)</sup>	5.1, 5.2	3,686	3,251
<b>Total financial assets</b>		<b>5,321</b>	<b>5,144</b>

(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 2025.

#### 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. Additionally, the employment classification for employees contracted on a fixed term basis and not employed under a specific award is currently being reviewed.

As a result, at the reporting date, the Authority is unable to measure with sufficient reliability the LSL entitlement for the mixed mode cohort and employees contracted on a fixed-term basis without a specific award.

### 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 2025.

#### 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:

	2024–25	2023–24 <sup>(c)</sup>
Compensation Band (\$)		
\$350,001 – \$400,000	1	-
\$300,001 – \$350,000	-	1
\$250,001 – \$300,000	2	-
\$200,001 – \$250,000	-	1
\$150,001 – \$200,000	-	1
\$50,001 – \$100,000	1	1 <sup>(c)</sup>
\$0 – \$50,000	18 <sup>(a)</sup>	13 <sup>(a)(b)(c)</sup>
	<b>2024–25</b>	<b>2023–24<sup>(c)</sup></b>
	<b>\$'000</b>	<b>\$'000</b>
Short-term employee benefits	990	954
Post-employment benefits	116	102
Other long-term benefits	90	(83)
<b>Total compensation of senior officers</b>	<b>1,196</b>	<b>973</b>

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

(b) One senior officer left the Authority in early 2023–24.

(c) The compensation band and the total compensation of senior officers for 2023–24 has been restated, due to the inclusion of one senior officer and the movement of one senior officer between two compensation bands. The compensation band \$0 – \$50,000 increased from 11 to 13 and the compensation band \$50,001 – \$100,000 decreased from 2 to 1 due to:

1. a revision in methodology resulting in the movement of one senior officer from the \$50,001 – \$100,000 compensation band to the \$0 – \$50,000 band. This movement requires the published 2023–24 total compensation balance of \$1.088 million to be restated as \$0.973 million, a decrease of \$0.115 million
2. the inclusion of one senior officer in the \$0 – \$50,000 compensation band who was an unpaid member through being a public servant.

### 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:

	2024–25 \$'000	2023–24 \$'000
Auditing the accounts, financial statements, controls, and key performance indicators	78	71

### 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:

	2024–25 \$'000	2023–24 \$'000
Department of Training and Workforce Development	-	1
<b>Total services provided free of charge</b>	<b>-</b>	<b>1</b>

**NOTE 9. EXPLANATORY STATEMENT**

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

	<b>Note</b>
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 2025, and between the actual results for 2025 and 2024 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. \$0.577 million being 1% of \$57.678 million), and
  - Total Assets of the annual estimates for the Statement of Financial Position (i.e. \$0.073 million being 1% of \$7.314 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. \$0.459 million being 1% of \$45.928 million), and
  - Total Assets of the previous year for the Statement of Financial Position (i.e. \$0.072 million being 1% of \$7.226 million).

## 9.1.1 STATEMENT OF COMPREHENSIVE INCOME VARIANCES

	Estimate 2024–25* \$'000	Actual 2024–25 \$'000	Actual 2023–24 \$'000	Variance			Variance between actual results for 2025 and 2024		
				Variance between actual and estimate \$'000	%	Note	\$'000	%	Note
<b>COST OF SERVICES</b>									
<b>Expenses</b>									
Employee benefits expenses	42,342	38,105	34,328	(4,237)	(10%)	1	3,777	11%	A
Supplies and services	12,370	9,278	8,483	(3,092)	(25%)	2	795	9%	
Depreciation and amortisation expenses	272	271	522	(1)	(0%)		(251)	(48%)	
Accommodation expense	2,692	2,939	2,597	247	9%		342	13%	
Other expenses	2	152	(2)	150	7500%		154	7700%	
<b>Total cost of services</b>	<b>57,678</b>	<b>50,745</b>	<b>45,928</b>	<b>(6,933)</b>	<b>(12%)</b>		<b>4,817</b>	<b>10%</b>	
<b>Income</b>									
User contributions, charges and fees	3,864	2,323	1,741	(1,541)	(40%)	3	582	33%	B
Grants and contributions	39	39	39	-	0%		-	0%	
Recoveries for national testing	1,497	1,521	1,478	24	2%		43	3%	
Other revenue	16	31	32	15	94%		(1)	(3%)	
<b>Total income</b>	<b>5,416</b>	<b>3,914</b>	<b>3,290</b>	<b>(1,502)</b>	<b>(28%)</b>		<b>624</b>	<b>19%</b>	
<b>NET COST OF SERVICES</b>	<b>52,262</b>	<b>46,831</b>	<b>42,638</b>	<b>(5,431)</b>	<b>(10%)</b>		<b>4,193</b>	<b>10%</b>	
<b>Income from State Government</b>									
Service Appropriation	272	271	522	(1)	(0%)		(251)	(48%)	
Income from other public sector entities	200	200	200	-	0%		-	0%	
Services received free of charge	51,790	46,266	41,907	(5,524)	(11%)	4	4,359	10%	C
<b>Total income from State Government</b>	<b>52,262</b>	<b>46,737</b>	<b>42,629</b>	<b>(5,525)</b>	<b>(11%)</b>		<b>4,108</b>	<b>10%</b>	
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>	<b>-</b>	<b>(94)</b>	<b>(9)</b>	<b>(94)</b>	<b>0%</b>		<b>(85)</b>	<b>944%</b>	
<b>TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD</b>	<b>-</b>	<b>(94)</b>	<b>(9)</b>	<b>(94)</b>	<b>0%</b>		<b>(85)</b>	<b>944%</b>	

\* These estimates are published in the School Curriculum and Standards Authority Annual Report 2023–24, Appendix B 'Annual Estimates.'

## 9.1.2 STATEMENT OF FINANCIAL POSITION VARIANCES

	Estimate 2024–25* \$'000	Actual 2024–25 \$'000	Actual 2023–24 \$'000	Variance						
				Variance between actual and estimate			Variance between actual results for 2025 and 2024			
				\$'000	%	Note	\$'000	%	Note	
<b>ASSETS</b>										
<b>Current Assets</b>										
Cash and cash equivalents	1,944	1,635	1,893	(309)	(16%)		(258)	(14%)		
Receivables	131	258	94	127	97%		164	174%		
<b>Total Current Assets</b>	<b>2,075</b>	<b>1,893</b>	<b>1,987</b>	<b>(182)</b>	<b>(9%)</b>		<b>(94)</b>	<b>(5%)</b>		
<b>Non-Current Assets</b>										
Amounts receivable for services	3,429	3,428	3,157	(1)	(0%)		271	9%		
Property, plant and equipment	-	-	-	-	0%		-	0%		
Intangible assets	1,810	1,811	2,082	1	0%		(271)	(13%)	D	
<b>Total Non-Current Assets</b>	<b>5,239</b>	<b>5,239</b>	<b>5,239</b>	<b>-</b>	<b>0%</b>		<b>-</b>	<b>0%</b>		
<b>TOTAL ASSETS</b>	<b>7,314</b>	<b>7,132</b>	<b>7,226</b>	<b>(182)</b>	<b>(2%)</b>		<b>(94)</b>	<b>(1%)</b>		
<b>NET ASSETS</b>	<b>7,314</b>	<b>7,132</b>	<b>7,226</b>	<b>(182)</b>	<b>(2%)</b>		<b>(94)</b>	<b>(1%)</b>		
<b>EQUITY</b>										
Contributed equity	7,221	7,142	7,142	(79)	(1%)		-	0%		
Accumulated surplus/(deficit)	93	(10)	84	(103)	(111%)		(94)	(112%)		
<b>TOTAL EQUITY</b>	<b>7,314</b>	<b>7,132</b>	<b>7,226</b>	<b>(182)</b>	<b>(2%)</b>		<b>(94)</b>	<b>(1%)</b>		

\* These estimates are published in the School Curriculum and Standards Authority Annual Report 2023–24, Appendix B 'Annual Estimates.'

## 9.1.3 STATEMENT OF CASH FLOWS VARIANCES

	Estimate 2024–25* \$'000	Actual 2024–25 \$'000	Actual 2023–24 \$'000	Variance					
				Variance between actual and estimate			Variance between actual results for 2025 and 2024		
				\$'000	%	Note	\$'000	%	Note
<b>CASH FLOWS FROM STATE GOVERNMENT</b>									
Funds from other public sector entities	200	200	200	-	0%		-	0%	
<b>Net cash provided by State Government</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>-</b>	<b>0%</b>		<b>-</b>	<b>0%</b>	
Utilised as follows:									
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>									
<b>Payments</b>									
Employee benefits expenses	(22)	(23)	(21)	(1)	5%		(2)	10%	
Supplies and services	(5,594)	(4,161)	(3,479)	1,433	(26%)	5	(682)	20%	E
GST payments on purchases	(1)	-	-	1	(100%)		-	0%	
GST Payments to taxation authority	(212)	(176)	(175)	36	(17%)		(1)	1%	
Other payments	-	(4)	(41)	(4)	100%		37	(90%)	
<b>Receipts</b>									
User contributions, charges and fees	3,864	2,139	1,741	(1,725)	(45%)	6	398	23%	
Grants and contributions	39	39	39	-	0%		-	0%	
Recoveries for national testing	1,497	1,521	1,478	24	2%		43	3%	
GST receipts on sales	213	176	175	(37)	(17%)		1	1%	
Other receipts	16	31	32	15	94%		(1)	(3%)	
<b>Net cash provided by/(used in) operating activities</b>	<b>(200)</b>	<b>(458)</b>	<b>(251)</b>	<b>(258)</b>	<b>129%</b>		<b>(207)</b>	<b>82%</b>	
Net increase/(decrease) in cash and cash equivalents	-	(258)	(51)	(258)	0%		(207)	406%	
Cash and cash equivalents at the beginning of the period	1,944	1,893	1,944	(51)	(3%)		(51)	(3%)	
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	<b>1,944</b>	<b>1,635</b>	<b>1,893</b>	<b>(309)</b>	<b>(16%)</b>		<b>(258)</b>	<b>(14%)</b>	

\* These estimates are published in the School Curriculum and Standards Authority Annual Report 2023–24, Appendix B 'Annual Estimates.'

## 9.1 EXPLANATORY STATEMENT (CONTINUED)

### Major estimate and actual (2025) variance narratives

#### Statement of Comprehensive Income

- 1 The 2024–25 employee benefits expenses were \$4.237 million (or 10%) lower than the 2024–25 Estimate. The variance is mainly due to lower than expected expenditure related to the work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools.
- 2 The 2024–25 supplies and services expenses were \$3.092 million (or 25%) lower than the 2024–25 Estimate. The variance is mainly due to lower than expected operational costs related to the National Assessment Program – Literacy and Numeracy, the implementation of the project to adopt and adapt the Australian Curriculum Version 9.0 in Western Australian schools, and the International Education Program.
- 3 The 2024–25 actual user contributions, charges and fees were \$1.541 million (or 40%) lower than the 2024–25 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.
- 4 The 2024–25 actual services received free of charge from the Department of Education were \$5.524 million (or 11%) lower than the 2024–25 Estimate. The variance is mainly due to reduced employee benefits expenses (see Note 1) and supplies and services expense (see Note 2) incurred in the operational management of the Authority.

#### Statement of Cash Flows

- 5 The 2024–25 supplies and services expenses were \$1.433 million (or 26%) lower than the 2024–25 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 2024–25. The reduced contribution is due to lower than expected revenue from the International Education Program (see Note 3).
- 6 The 2024–25 user contributions, charges and fees were \$1.725 million (or 45%) lower than the 2024–25 Estimate due to lower than expected revenue from the International Education Program (see Note 3).

## Major actual (2025) and comparative (2024) variance narratives

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### Statement of Comprehensive Income

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- A** The 2024–25 employee benefits expenses were \$3.777 million (or 11%) higher than the 2023–24 Actual. The variance is mainly due to the work undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools.
- 
- B** The 2024–25 user contributions, charges and fees were \$0.582 million (or 33%) higher than the 2023–24 Actual. The variance is mainly due to the increase in revenue from the expansion of the Authority’s International Education Program.
- 
- C** The 2024–25 actual services received free of charge from the Department of Education were \$4.359 million (or 10%) higher than the 2023–24 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

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- D** The variance of \$0.271 million (or 13%) in the value of intangible assets between the 2024–25 Actual and the 2023–24 Actual represents the 2024–25 depreciation expense.
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### Statement of Cash Flows

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- E** The 2024–25 supplies and services expenses were \$0.682 million (or 20%) higher than the 2023–24 Actual. The variance is mainly due to a higher contribution to the Department of Education for increased expenses incurred on behalf of the Authority (see Note C). The contribution is mainly funded by increased revenue from the Authority’s International Education Program.
-

## Audited key performance indicators

### Certification of key performance indicators

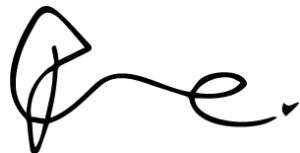
We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the School Curriculum and Standards Authority's performance, and fairly represent the performance of the Authority for the financial year ended 30 June 2025.



Mrs Pauline White

*Chair*

10 September 2025



Emeritus Professor Jill Downie

*Board member*

10 September 2025

## Key performance indicators

**Table 25: 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 2024–25 and its outcomes remained the same as specified in the *School Curriculum and Standards Authority Annual Report 2023–24*.

## 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 26: Key effectiveness indicators**

Key effectiveness indicators	2023 Actual	2024 Actual	2025 Target	2025 Actual <sup>(a)</sup>	Variance between 2025 Actual and 2025 Target <sup>(b)</sup>	Variance between 2025 Actual and 2024 Actual <sup>(c)</sup>
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.7	3.7	3.4	3.7	0.3	-
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.6	3.6	3.4	3.7	0.3	0.1
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.6	3.6	3.4	3.6	0.2	-
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.3	3.2	3.4	3.3	(0.1)	0.1

(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: 331 (75.9% response rate; total number of members: 436)

KEI 4: Number of question responses received from attendees at Consensus moderation meetings during the financial year 2024–25: 211 (100% response rate; total number of attendees: 211).

(b) There was no material variance between the 2025 Actual and the 2025 Target.

(c) There was no material variance between the 2025 Actual and the 2024 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 27: Key efficiency indicators**

Key efficiency indicators	2023 Actual	2024 Actual	2025 Target	2025 Actual	Variance between 2025 Actual and 2025 Target	Variance between 2025 Actual and 2024 Actual
<b>Service: Student assessment, certification, curriculum development, evaluation and support</b>						
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$74	\$80	\$100	\$89	(\$11) <sup>(a)</sup>	\$9 <sup>(b)</sup>
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$30	\$30	\$34	\$28	(\$6) <sup>(c)</sup>	(\$2) <sup>(d)</sup>

(a) The 2025 actual is lower than the 2025 target mainly due to lower than expected expenditure related to the work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools.

(b) The 2025 actual is higher than the 2024 actual mainly due to an increase in employee benefits expense, particularly related to the work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools.

(c) The 2025 actual is lower than the 2025 target mainly due to lower than expected operational costs for NAPLAN.

(d) The 2025 actual is lower than the 2024 actual mainly due to lower operational costs for evaluation materials and an increase in students enrolled in NAPLAN.

## 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 to be paid to the Authority.

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 the regulations, 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's Costing and Pricing Government Services guidelines, the regulatory fees for 2024–25 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 into the Authority's account as per section 24(1) of the *Act*.

### Capital Works

#### Capital projects incomplete

There were no incomplete capital projects as at 30 June 2025.

#### Capital projects complete

No capital projects were completed in 2024–25.

## 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 28: Remuneration of Members of the Board 2024–25**

Name	Position	Term of appointment	Membership length (2024–25)	Type of remuneration	Base salary/sitting fee	Actual remuneration (2024–25) <sup>(a)</sup>
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	2 years	12 months	Annual	\$29,348	\$29,254
Ms Pauline Coghlan	Member	4 years	6 months	Annual	\$29,348	\$14,515
Emeritus Professor Jill Downie	Member	3 years and 8 months	12 months	Annual	\$29,348	\$29,254
Mr Neil Fernandes	Member	2 years and 4 months	1 month	Annual	\$29,348	\$0
Ms Lee Musumeci	Member	4 years	9 months	-	-	-
Ms Denise O'Meara	Member	4 years	12 months	Annual	\$29,348	\$29,254
Ms Kristine Stafford	Member	4 years	7 months	Annual	\$29,348	\$14,740
<b>Total</b>						<b>\$199,462</b>

(a) The 2024–25 actual remuneration may be impacted by adjustments.

**Table 29: Remuneration of Members of the Standards Committee 2024–25**

Name	Position	Term of appointment	Membership length (2024–25)	Type of remuneration	Base salary/sitting fee	Actual remuneration (2024–25) <sup>(a)</sup>
Ms Pauline Coghlan	Chair	4 years	6 months	Meeting	\$825	\$2,475
Emeritus Professor Jill Downie	Chair	1 year	6 months	Meeting	\$825	\$2,475
Ms Jocelyn Cook	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Anne Ford	Member	3 years	12 months	Meeting	\$537	\$2,148
Ms Melissa Gillett	Member	2 years	12 months	-	-	-
Ms Valerie Gould	Member	4 years	12 months	Meeting	\$537	\$2,685
<b>Total</b>						<b>\$13,005</b>

(a) The 2024–25 actual remuneration may be impacted by adjustments.

**Table 30: Remuneration of Members of the Curriculum and Assessment Committee 2024–25**

Name	Position	Term of appointment	Membership length (2024–25)	Type of remuneration	Base salary/sitting fee	Actual remuneration (2024–25) <sup>(a)</sup>
Ms Denise O’Meara	Chair	4 years	12 months	Meeting	\$825	\$5,775
Mr Jeffrey Allen	Member	4 years	12 months	Meeting	\$537	\$2,685
Ms Elizabeth Blackwell	Member	4 years	2 months	-	-	-
Mr Martin Clery	Member	4 years	12 months	-	-	-
Mr Phillip Collins	Member	4 years	3 months	Meeting	\$537	\$0
Ms Amanda Connor	Member	4 years	12 months	Meeting	\$537	\$1,611
Mr Armando Giglia	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Kya-Louise Graves	Member	4 years	12 months	Meeting	\$537	\$537
Ms Jillian Jamieson	Member	4 years	4 months	Meeting	\$537	\$1,074
Mr Peter Lilywhite	Member	4 years	12 months	-	-	-
Dr Steven Males	Member	4 years	12 months	Meeting	\$537	\$3,759
Ms Brenda Micale	Member	4 years	3 months	Meeting	\$537	\$0
Ms Rosemary Simpson	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Kristine Stafford	Member	4 years	4 months	Meeting	\$537	\$2,148
Ms Deborah Taylor	Member	4 years	12 months	-	-	-
Ms Bronwyn Tester	Member	4 years	12 months	Meeting	\$537	\$3,759
<b>Total</b>						<b>\$27,792</b>

(a) The 2024–25 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.

#### 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 2024–25 financial year.

### 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 2023–2027), 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. The Authority has completed all but one of the 23 actions under the seven strategies in the DAIP 2023–27. 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 2023–2027. The Authority also participates in the International Day of Disability each December, promoting DAIP 2023–27 to staff and creating an environment where people with disability feel welcomed and accepted.

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

### Commitment to Equitable Access and Language Services

The Authority remained committed 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 were actively promoted to staff engaged in the use of interpreting and translation services.

As part of our ongoing commitment to improving accessibility and support for culturally and linguistically diverse communities, key documents relating to WACE language course applications were translated into 23 non-English languages during the 2024–2025 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 selected for translation:

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

These translated documents are now 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 2025, the Board membership comprised five females and two males. One Board member was of Aboriginal or Torres Strait Islander background.

As at 30 June 2025, the Standards Committee comprised five females and the Curriculum and Assessment Committee membership 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*. As part of this commitment, the Authority reviewed and updated its *Code of Conduct* in October 2024. All new SCS Division staff, as well as other individuals engaged in the Authority’s functions, were provided with the combined *Code of Conduct* and *Conflict of Interest Statement*. These individuals were required to read, sign their acceptance, and return the document, confirming their understanding of their ethical obligations and accountabilities. Existing staff reaffirm their commitment to these standards on an annual basis.

In 2024–25, the Authority reviewed its *Integrity Framework* maturity, developed in alignment with the Public Sector Commission’s integrity framework requirements. The framework, aimed at preventing misconduct and corruption, was communicated to all staff and is incorporated into the induction process for new staff.

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.

## Occupational safety, health and injury management

In accordance with the *Work Health and Safety Act 2020* Division 4, section 75 (1), the person conducting a business or undertaking (PCBU) at a workplace must establish a Health and Safety Committee for the business or undertaking or part of the business or undertaking.

The Authority has a Health and Safety Committee that facilitates compliance with the *Work Health and Safety Act 2020* and the *Work Health and Safety Regulations 2022*.

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

## Privacy and Responsible Information Sharing

In preparation for the implementation of the *Privacy and Responsible Information Sharing Act 2024 (PRIS Act)*, the Authority began working on the requirements outlined in its PRIS Action Plan (the Plan). To maintain transparency and accountability, PRIS Readiness Reports highlighting progress were submitted to the Department of Premier and Cabinet – Office of Digital Government.

In 2024–25, the Discovery Project was launched to support the Authority in assessing its current readiness for PRIS compliance. The project aims to

identify areas of compliance that require attention while prioritising critical enhancements to the agency's information governance framework. The overarching goal is to implement best practices in the collection, storage, usage, and disclosure of personal information while fostering public trust.

The Authority progressed the development of its Information Asset Register to ensure compliance with the *Information Classification Policy*. In addition to these ongoing efforts, actions were taken to establish an information classification labelling protocol to enhance data security and accessibility.

## Strengthening Cybersecurity and Countering Foreign Interference

In 2025, 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.

Several cybersecurity initiatives reached key milestones during the year. 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 continues to uphold its obligations under section 19 of the *State Records Act 2000* (WA) (*Records Act*), ensuring that its electronic records and information management practices align with the Authority's Recordkeeping Plan, officially known as the *Joined Department of Education and School Curriculum and Standards Authority Recordkeeping Plan* (Recordkeeping Plan).

The Recordkeeping Plan remains operational for a three-year period, with a scheduled review in 2027, in compliance with section 28 of the *Records Act*.

In 2023, the General Retention and Disposal Authority for State Government (GRDASG) (DA2023-004) was approved by the State Records Commission, following a recommendation from the State Records Advisory Committee. The Authority promptly adopted the GRDASG, incorporating its provisions into its electronic document and records management system (EDRMS) retention and disposal schedule, thereby ensuring consistent and compliant retention and disposal decisions for its corporate records.

The retention and disposal of functional records are governed by the *Functional Retention and Disposal Schedule* (the FRDS) (RD2011047/3). The Authority has provided feedback on the FRDS update and on the specific requirements related to the *Royal Commission into Institutional Responses to Child Sexual Abuse*. This feedback is currently pending approval from the State Records Commission.

#### **Implementation of the Western Australia Information Classification Policy**

In 2024–25, the Authority's Records Management unit made significant progress towards developing the Authority's *Information Classification Policy*, which is aligned to the Western Australia *Information Classification Policy* (WA ICP). Introduced by the Department of Premier and Cabinet – Office of Digital Government in June 2020, the WA ICP mandates that public agencies classify information based on its level of sensitivity and associated risks. This classification ensures that information is appropriately protected from unauthorised use and disclosure.

The Authority is actively progressing through the discovery phase of this initiative in line with the Western Australian Government's requirements. This work is critical in enhancing the security and management of information across the Authority.

#### **Recordkeeping efficiency and effectiveness**

The Authority continued to innovate its records and information management practices across the agency, focusing mainly on electronic records management. The following records and information management initiatives were accomplished in 2024–25:

- progressed work towards upgrade of the Authority's Electronic Document and Records Management System (EDRMS) to the latest version. The upgrade will allow the Authority to utilise new system enhancements. The upgrade is expected to improve cybersecurity measures for the Web Client that align with the Australian Cybersecurity Centre's *Essential Eight Maturity Model*.
- reviewed and streamlined the filing structure for business units, including Examination Logistics, Programs and Data, K–10 Testing (OLNA and NAPLAN), to ensure compliant recordkeeping.
- developed records management processes to support strategic projects including:
  - International Education Program
  - review of the WA Curriculum, including adopting and adapting the Australian Curriculum version 9
  - *Better and Fairer Schools Agreement* initiative which aims to create a more equitable and effective education system.

Further, the Records Management staff significantly contributed to agency-wide projects such as:

- Cybersecurity and Countering Foreign Interference to ensure that the EDRMS Web Client security is not compromised
- Privacy and Responsible Information Sharing (PRIS) to ensure that personal and sensitive information and data collection, use, disclosure

and security are managed responsibly in accordance with the *PRIS Act* and *Records Act* requirements.

**Table 31: Records registered in EDRMS in 2024–25**

Electronic record type	Total number of electronic files created
Document	111 637
Email	68 872
Electronic file only	696

### Recordkeeping induction and training

The Authority remained committed to ensuring that all SCS Division staff supporting its statutory functions received comprehensive training to meet the State Government's recordkeeping standards. In the past year, the Records Management team conducted 25 training sessions, inducting staff in and equipping staff with the knowledge to effectively use the Authority's EDRMS and workflow functions. These sessions received positive feedback from all 72 attendees for their clarity and quality.

In addition to this training, all SCS Division staff were required to complete the Department's mandatory online *Records Awareness Training* upon commencement of their employment, ensuring they had a foundational understanding of records management practices.

During 2024–25, the Authority's records management helpdesk processed a total of 1471 requests, with the majority resolved within a same-day turnaround.

## 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 16 FOI applications. Of the 16 applications, three applications were deemed invalid:

- two applicants did not provide an Australian address
- one applicant requested to remove personal information from the Authority records but failed to provide proof of identity.

Of the remaining 13 valid applications received, one application was for non-personal information (relating to equitable access adjustments for ATAR course examinations for students with disabilities), and 10 applications were requests for personal information. Of the latter 10 applications:

- one application was transferred to another agency
- two applications were responded to under Order to Produce (OTP)
- one application was dealt with under the *FOI Act*.

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

Two applications were pending at the end of the financial year, awaiting scope of request clarification and proof of identity.

The Authority conducted an annual review of its *Freedom of Information Policy and Operating Manual (the Manual)*. The *Manual* is published on the Authority's intranet to ensure staff have ready access to the current procedures.

The Authority's *Public Information Statement*, which complies with the *FOI Act*, is available for public access on the Authority website. This describes the structure and functions of the Authority and outlines the types of documents and student records held, with instructions on how to apply for and access the documents.

In accordance with the *FOI Act*, the Authority submits an annual report to the Office of the Information Commissioner at the end of each financial year. This report addresses the statutory requirements of the *FOI Act* and includes information on any minor updates to the *Public Information Statement*, as well as data related to FOI access applications.

### Audit and Risk Management Committee

The Authority's Audit and Risk Management (ARM) Committee assists the Board to discharge its responsibilities properly and to provide 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. In addition, ARM Committee meetings are attended by the Chair of the Board, senior officers of the SCS Division and a representative from the Department's Risk and Assurance Directorate, as observers.

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 captures new and potential risks for the ARM Committee's attention.

The *ARM Committee Charter* provides the scope, purpose and terms of reference for the Authority's ARM Committee. This document is reviewed and updated annually.

The Authority's risk management program is detailed in the Authority's *Risk Management Framework* (the *Framework*). The Framework and its relevant documentation ensure delivery of a coherent and comprehensive system of risk management that covers variations in the nature, degree and likelihood of risk. All policies under the committee's responsibility undergo scheduled reviews in accordance with the Authority's policy register.

### Public Interest Disclosure

The Authority's *Public Interest Disclosure Procedures* are reviewed on a regular basis and complies 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 2024–25.

### Accountability and Integrity

The Authority continued to reinforce its commitment to ethical conduct by reviewing and assessing its *Integrity Framework* maturity in 2024–25. 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 enhancing the Authority's integrity practices as part of their onboarding.

### 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 two requests for disclosure of de-identified NAPLAN data during the 2024–25 reporting period for consideration by the Board. The Ethics Review Committee continues to meet on a regular basis.

### 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 2021–2025* to support and promote cultural and linguistic diversity in carrying out the Authority functions.

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

### Advertising, market research, polling and direct mail

No expenditure was incurred for advertising, market research, polling or direct mail campaigns 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*.

# Appendices



Image via Department of Education

## APPENDIX A Examinations and awards data

### 2014–2024 ATAR course examination data

**Table 32: Examination enrolments (four or more ATAR course examinations) as at October 2016–18\* and December 2019–2024†**

	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>Gender</b>									
Male	6 305	6 069	6 039	5 553	5 420	5 339	4 931	4 846	4 989
Female	7 427	7 374	7 165	6 716	6 471	6 234	5 554	5 601	5 676
Other‡	-	-	-	-	-	-	-	7	14
<b>Systems/sector</b>									
Government	5 443	5 404	5 369	4 972	4 931	4 917	4 475	4 598	4 743
Non-government	7 126	6 859	6 631	6 253	5 817	5 734	5 239	5 143	5 259
Offshore international	1 163	1 180	1 203	1 044	1 141	927	782	712	675
Non-school candidates	0	0	1	0	3	3	1	1	2
<b>Location</b>									
Metropolitan	10 888	10 644	10 427	9 748	9 482	9 324	8 589	8 614	8 881
Country	1 681	1 619	1 574	1 477	1 269	1 330	1 126	1 128	1 121
Offshore international	1 163	1 180	1 203	1 044	1 141	927	782	712	675
Non-school candidates	0	0	1	0	3	3	1	1	2

\* The data in this table is based on ATAR course examination enrolments in October 2016–18 and should not be compared with data provided on the number of examination sits as at 31 December each year.

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

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

**Table 33: Number of candidates enrolled for a specific number of ATAR course examinations (2016–24)**

Year	Number of ATAR course examinations candidates enrolled in							
	1	2	3	4	5	6	7	8
2016	1 120	541	360	3 564	8 808	1 327	32	1
2017	1 133	623	301	3 501	8 674	1 240	28	0
2018	1 211	530	254	3 587	8 517	1 065	32	0
2019	1 225	567	222	3 582	7 709	952	26	0
2020	1 268	637	241	3 618	7 390	859	24	1
2021	1 366	697	305	3 605	7 079	872	25	0
2022	1 483	739	306	3 402	6 311	760	24	0
2023	1 677	721	254	3 542	6 149	750	13	0
2024	1 862	750	198	3 459	6 414	792	14	0

**Table 34: Aboriginal and Torres Strait Islander students enrolled in ATAR course examinations 2024**

	Male	Female	Other	Metropolitan	Country	Government	Non-government
Aboriginal	32	69	1	71	31	57	45
Torres Strait Islander	1	0	0	1	0	0	1
Both Aboriginal and Torres Strait Islander	1	1	0	2	0	0	2
<b>Total</b>	<b>34</b>	<b>70</b>	<b>1</b>	<b>74</b>	<b>31</b>	<b>57</b>	<b>48</b>

## 2024 WACE exhibitions and awards

**Table 35: Number of exhibition and award winners by category, 2024**

Award	Number awarded
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibition	50
General Exhibition (Aboriginal and Torres Strait Islander)	1
Special General Award	0
Subject Exhibition	39
Special Subject Award	1
Subject Certificate of Excellence	292
Special Subject Certificate of Excellence	7
VET Exhibition	7
Special VET Award	0
VET Certificate of Excellence	31
Special VET Certificate of Excellence	1
Certificate of Distinction	1 180
Certificate of Merit	2 481
<b>Total</b>	<b>4 092</b>



## Estimate of Statement of Financial Position

For the year ended 30 June 2026

	Note	2025–26 Estimate \$'000
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents		1,640
Receivables		289
<b>Total current assets</b>		<b>1,929</b>
<b>Non-Current Assets</b>		
Amounts receivable for services	3	3,700
Property, plant and equipment		-
Intangible assets		1,538
<b>Total non-current assets</b>		<b>5,238</b>
<b>TOTAL ASSETS</b>		<b>7,167</b>
<b>NET ASSETS</b>		<b>7,167</b>
<b>EQUITY</b>		
Contributed equity		7,074
Accumulated surplus/(deficit)		93
<b>TOTAL EQUITY</b>		<b>7,167</b>

## Estimate of Statement of Cash Flows

For the year ended 30 June 2026

	Note	2025–26 Estimate \$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>		
Funds from other public sector entities		270
<b>Net cash provided by State Government</b>		<b>270</b>
Utilised as follows:		
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Payments</b>		
Employee benefits expenses		(26)
Supplies and services	4	(6,698)
GST payments to taxation authority		(213)
<b>Receipts</b>		
User contributions, charges and fees		4,702
Grants and contributions		39
Recoveries for national testing		1,696
GST receipts on sales		213
Other receipts		17
<b>Net cash provided by/(used in) operating activities</b>		<b>(270)</b>
Net increase/(decrease) in cash and cash equivalents		-
Cash and cash equivalents at the beginning of period		1,640
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>		<b>1,640</b>

## Notes to the Annual Estimates

**For the year ended 30 June 2026**

### 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 2026 Targets

#### For the year ended 30 June 2026

The Authority's Outcome Based Management framework is summarised in Table 36.

**Table 36: 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 37 and 38.

**Table 37: Key effectiveness indicators**

Key effectiveness indicators <sup>(a)</sup>	2026 Target
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4
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 38: Key efficiency indicators**

Key efficiency indicators	2026 Target
<b>Service: Student assessment, certification, curriculum development, evaluation and support</b>	
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$111
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$28

## APPENDIX D Feedback

### Annual Report feedback form

We invite your feedback on *the School Curriculum and Standards Authority Annual Report 2024–25* (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):

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#### 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?

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#### The Report addresses issues that are in the public interest.

- Strongly agree
  Disagree  
 Agree
  Strongly disagree

Comments:

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#### 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**

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Feedback on the Report can be

- emailed to [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)
- provided via electronic survey at <https://survey.alchemer.com/s3/8464347/Annual-Report-feedback-form>
- posted to:

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