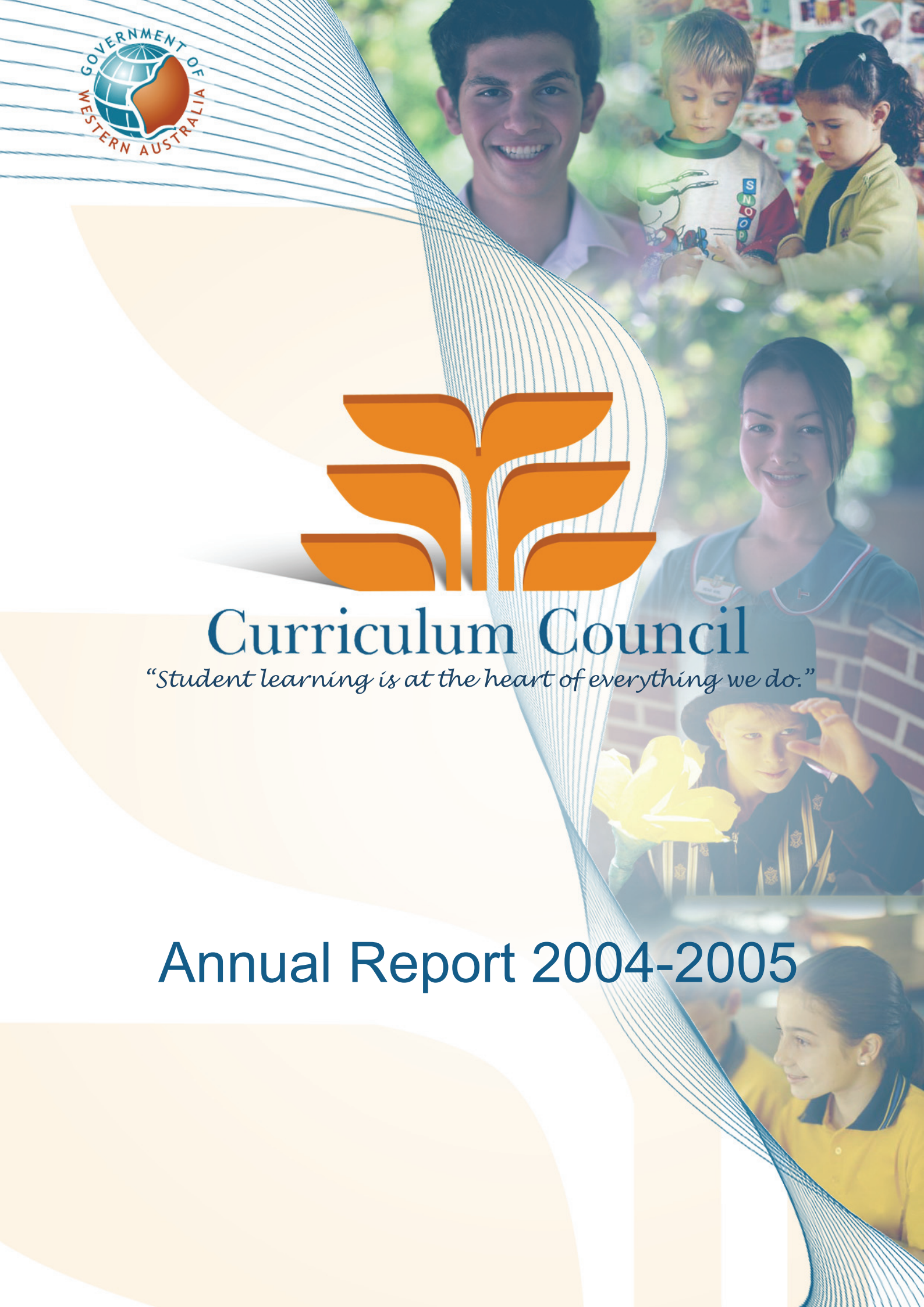# Curriculum Council

"Student learning is at the heart of everything we do."

Annual Report 2004-2005

REPORT OF THE CURRICULUM COUNCIL

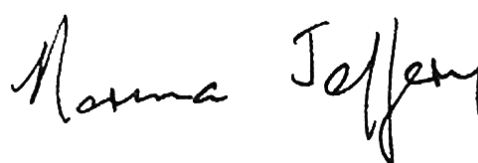Hon. Ljiljanna Ravlich MLA
Minister for Education and Training

Dear Ms Ravlich

In accordance with Section 66 of the *Financial Administration and Audit Act 1985,* we
hereby submit the eighth annual report of the Curriculum Council for the year 1 July 2004 to
30 June 2005.

Yours sincerely

THERESE TEMBY   NORMA JEFFERY
CHAIR OF THE COUNCIL   **CHIEF EXECUTIVE OFFICER**

19 August 2005

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Tables

Figures

Membership of the 2004–05 Learning Area Committees, Curriculum Framework Working Parties, 2004 Examining Panels (TEE), 2004 Syllabus Committees and 2004 Accreditation Panels is available from the Curriculum Council.

Council has complied with all relevant legislation.

ACRONYMS

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

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

CHAIR'S REPORT

School education is a critical element of our society. It is important that students have an experience of schooling that is enjoyable and meaningful to them at their particular stage of schooling. Education also needs to equip them for the future whether that is further study, training or the workforce. Therefore, it is essential that curriculum enables teaching and learning that is relevant for students today and for their future.

The Curriculum Council, as the body responsible for developing strategic direction for K-12 curriculum in Western Australia, is very aware of the key role curriculum development has in supporting the centrality of teaching and learning in schools. To this end, Curriculum Council members are representative of all stakeholders involved in education. The Council also has actively encouraged an open collaborative and consultative approach to curriculum development.

This year has been a challenging year for the Council. A significant number of initiatives have been under development by the Council and the Council secretariat, supported by a large group of people from within the education sector.

The implementation of the *Curriculum Framework* has continued in schools. While in the past, schools have voluntarily reported on progress with the implementation, this year all school sector/systems were required to report to the Council on set parameters with respect to the implementation of the *Framework*. *Curriculum Framework Curriculum Guides* and the *Curriculum Framework Progress Maps* were finalised and made available to teachers in all schools.

A major area of activity has been the implementation of the new Years 11 and 12 curriculum. Whilst there has been considerable debate about the approach of the new system, the Council has taken on all points of view and continued to review all deliberations and decisions. A guiding principle in the decision-making process has always been: "What is in the best interest of our students?"

The Aviation course was launched and began for Year 11 students at the beginning of this year. English, Media and Engineering courses will commence for Year 11 students in 2006. The implementation process for the new system has involved an extraordinary amount of work by all staff of the Curriculum Council. There has also been an unprecedented level of involvement of teachers in schools. On behalf of the Curriculum Council, my sincere thanks to you all for your commitment to the developmental work for the new system.

On behalf of the Curriculum Council, my thanks to the Hon. Alan Carpenter, Minister for Education and Training until early March 2005, for his support of the Council. To the Hon. Ljiljanna Ravlich, the current Minister of Education and Training, our thanks for her support of the curriculum directions, particularly for Years 11 and 12.

The Curriculum Council secretariat is an outstanding dedicated group of people. On behalf of the Curriculum Council, my thanks to Mrs Norma Jeffery and her staff for all their work throughout the year.

In conclusion, I would like to thank all members of the Council for their support and commitment to school education in Western Australia.

THERESE TEMBY

CHIEF EXECUTIVE OFFICER'S REPORT

The Curriculum Council secretariat faced a challenging year in 2004-05. The strong public and media interest in the implementation of the new Western Australian Certificate of Education ensured a demanding time for all involved.
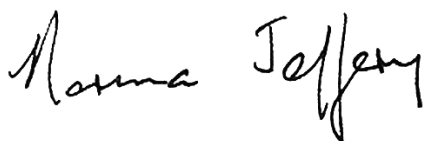
The secretariat has consulted and collaborated widely in all of its activities throughout the year. The Council has met its responsibilities with the support of educators, schools, representatives of sector/systems, Vocational Education and Training (VET) organisations, universities and the community. Education in Western Australia continues to be noteworthy for strong working relationships and cohesion across the system.

Whilst the broad priorities of the Education portfolio provide a contextual framework, the 2004-05 Strategic Plan has formed the basis of the Council's activities in the past year. Key activities include:

- **Continued development and support for the implementation of the *Curriculum Framework*:** *Curriculum Framework Progress Maps* and *Curriculum Framework Curriculum Guides* were published to considerable approbation, and work continues on developing further support materials.

- **Implementation of post-compulsory education changes, the new Western Australian Certificate of Education:** The development of the new courses continues, although certain aspects of the schedule have been adapted to take into account issues of preparedness in the wider teaching community. The appointment of a Ministerial Taskforce to address public debate is a welcome development, and the Council secretariat has worked closely with the Taskforce to clarify and advise on policy issues.

- **Quality assurance of VET for school-aged students:** There has been ongoing support for schools with respect to the policy framework for Vocational Education and Training. Quality assurance processes for Structured Workplace Learning and stand-alone VET have been reviewed. The Council has contributed to a number of reviews and initiatives, including trialling of standards mapping, and identifying skill-sets for post-compulsory VET courses.

- **Development of a new Student Records Management System:** Development is well under way, with implementation to be carried out on schedule.

- **Establishment of shared designated services with the Department of Education and Training** has proceeded according to a rational timetable, consistent with the decisions of the Shared Services Management Board.

Secretariat staff should be commended for their commitment and effort over the year, and I would also like to acknowledge Council members, the members of our many workshops, committees, reference and consultation groups and working parties for their part in the work of the Curriculum Council.

I would like to make personal mention of Therese Temby, who has led the Council with assurance through challenging times. I am sure all members of the secretariat have appreciated her support and guidance.

NORMA JEFFERY

ABOUT THE CURRICULUM COUNCIL

The Curriculum Council of Western Australia sets curriculum policy directions for kindergarten to Year 12 schooling in WA. The Council was established in 1997 as a consultative body to drive major educational reform throughout the State and provide critical education services. It superseded the Secondary Education Authority.

The Council serves:

- 369,008 students from kindergarten to Year 12 in every school (government and non-government) in WA and their 29,165 teachers
- parents, school administrators, representative bodies of the educational systems and sectors, including the Department of Education and Training (DET), the Catholic Education Office (CEO) and the Association of Independent Schools of WA (AISWA), training institutions and universities, and the community of Western Australia.

Chaired by Mrs Therese Temby, the Council has 13 members who represent DET, CEO and AISWA, the training sector, the university sector, teacher interests, industry and the community. It is supported by a secretariat of approximately 100 staff.

Legislative Framework

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

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

Government Goals

The Curriculum Council contributes to the State Government's Goal 1: People and Communities: To enhance the quality of life and well being of all people throughout Western Australia.

Mission

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

This is identified in the budget papers as two outcomes:

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

The services linked to these outcomes are detailed in the section on Agency Level Government Desired Outcomes, Services and Performance Information.

Purpose

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

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

Principles

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

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

Values

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

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

For our organisation this means:

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

Outcomes

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

1. An agreed kindergarten to Year 12 Curriculum Framework is developed.
   [Service 1]

2. The Curriculum Framework is implemented for students from kindergarten to Year 12.
   [Services 1 & 2]

3. Priorities are identified and relevant support documentation is developed in a timely manner to facilitate the implementation of the Curriculum Framework.
   [Services 1 & 2]

4. Professional development plans and guidelines to support implementation of the Curriculum Framework are developed.
   [Service 1]

5. Post-compulsory courses of study are developed and accredited to meet identified student needs.
   [Service 2]

6. Assessments of student achievement are valid and credible in the post-compulsory years.
   [Service 3]

7. Accurate information on student achievement is provided to inform the community and to facilitate post-school choice.
   [Service 3]

8. The Council is recognised as a consultative and collaborative forum/organisation.
   [All services]

9. The Secretariat is structured, resourced and managed so that the Council is able to fulfil its kindergarten to Year 12 statutory functions and responsibilities in an efficient and effective manner.
   [All services]

MEMBERSHIP OF THE COUNCIL

From left (seated): Barbara Bosich, Therese Temby, Greg Robson; (standing) Gail Barrow, Ken Harrison, Anne Wright, Graham Rixon, Mike Keely, Ron Dullard, Irene Ioannakis and Margaret Banks. Absent: Norma Jeffery and Robert Player.

Members

Chair	Mrs Therese Temby
Deputy Chair	Mr Graham Rixon
Chief Executive Officer	Mrs Norma Jeffery
Industry, Education or Community Affairs	Ms Barbara Bosich (Early childhood education) Ms Lucina Cross (Aboriginal education) (to Oct 2004) Ms Gail Barrow (Aboriginal education) (from Nov 2004) Dr Irene Ioannakis (Industry)
Department of Education and Training	Mr Greg Robson Mrs Margaret Banks
Catholic Education Office	Mr Ron Dullard
Association of Independent Schools of WA	Mr Graham Rixon
Vocational Education and Training	Mr Robert Player
Universities	Professor Max Angus (to March 2005) A/Professor Ken Harrison (from April 2005)
Teacher interests Representative of State School Teachers' Union of WA and Independent School Salaried Officers Association	Mr Mike Keely
Parent interests Representative of WA Council of State School Organisations and Parents and Friends Federation of WA	Mrs Anne Wright

Curriculum Council

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                    │  Minister for Education │
                    │       and Training      │
                    └─────────────────────────┘
                                │
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                    │    Curriculum Council   │
                    │        13 members       │
                    │ including Chief Executive Officer │
                    └─────────────────────────┘
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Curriculum Framework Committee	Aboriginal Education Advisory Committee	Post-Compulsory Education Committee

Reference Groups Focus Groups Working Parties		Syllabus Committees PCI Reference Groups Working Parties

Curriculum Council Secretariat

Chief Executive Officer Norma Jeffery	Office of the CEO Rosemary Naughton

Manager Post-Compulsory Implementation Adele Bradley	Director Curriculum Mark Brown	Director Accreditation and Moderation Rees Barrett	Manager Certification and Examinations Jenny Morup	Director Corporate Services Danny McEvoy

Manager Post-Compulsory Implementation — Adele Bradley
- Course development
- Communication to parents and educators
- Professional development
- Planning and implementation

Director Curriculum — Mark Brown

Five Curriculum Teams
Managers:
Robyn Smith, Graham Baker, Beverley Pascoe, Hugh Alguire, Leon Deleuil
- *Curriculum Framework* development and review
- Support materials development and dissemination
- Implementation arrangements and accountability
- Development and accreditation of post-compulsory subjects
- Moderation of post-compulsory student assessment

Manager Certification and Examinations — Jenny Morup
- Preparation, conduct and reporting of external assessment of post-compulsory students
- Certification of post-compulsory student achievement
- Awards and exhibitions

Director Corporate Services — Danny McEvoy
- Human resources management
- Information services
- Financial services
- Library and records management

As at 30 June 2005 Total staff: 100; casual staff: 1,500 (for examinations)

SUMMARY OF ACHIEVEMENTS

Curriculum Framework

Systems to implement the *Curriculum Framework* as part of whole-school planning are under development in 85.4% of all schools, with an additional 12.0% of schools having fully embedded the *Curriculum Framework* into their whole-school planning.

Mechanisms to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis are under development in 87.5% of all schools, while 9.7% of schools have these mechanisms fully embedded.

Monitoring of the students' progressive achievement of the outcomes in the *Curriculum Framework* is under development in 86.3% of all schools, while 10.4% of schools have this fully embedded.

Progress maps

The Council has completed work on the development of progress maps, which provide for schools a means for describing progressive student achievement of the outcomes in the *Curriculum Framework*. The *Curriculum Framework Progress Maps* comprise nine books— an overview and one book for each of the eight learning areas. The Department of Education and Training has used the *Curriculum Framework Progress Maps* as the basis for producing its *Outcomes and Standards Framework*.

Curriculum guides

As recommended in the report *Investing in Government Schools: Putting Children First* (2001), the Council undertook development of curriculum guides. The guides describe content for what students should be taught in relation to the outcomes in the *Framework.* The guides have been published and distributed to all schools. Along with the *Progress Maps*, they support the planning and monitoring of student achievement in schools.

Post-Compulsory Education Implementation

The Council's report of the Post-Compulsory Education Review, *Our Youth, Our Future* (2002) outlined a new system of curriculum for Years 11 and 12. In August 2002, the process of developing up to 50 new courses to replace all current Years 11 and 12 subjects began. At June 2004, preliminary drafts had been prepared for 26 courses. As at June 2005:
- preliminary consultation drafts had been developed and published for 46 courses
- action research had been completed in 32 courses
- 10 courses were at the formal consultation stage
- four courses were accredited.

All 20 courses scheduled for implementation in 2007 will be accredited by December 2005.The remaining 20 courses, scheduled for implementation in 2008, will be accredited by September 2006.

Brochures explaining the proposed changes to parents were distributed to all schools in June. Training and information packs for communicating to parents were provided to nominated senior staff at schools.

ARM panels: Assessment, review and moderation (ARM) panels were established for 25 courses. Each ARM panel will provide advice to the Council on various aspects of the course development, implementation, assessment and moderation.

By June 2005, professional development had been provided for all senior secondary administrators (the first two of three days) and the third of five days of professional development had been provided for teachers of the English, Engineering and Media courses.

Moderation

The number of assessment seminars increased by 24% from the previous year. Assessment seminars provide teachers with opportunities to focus on the assessment and grading of students' performance. In total, 125 seminars were held throughout the metropolitan area and Bunbury, Albany, Geraldton and Kalgoorlie, with alternative arrangements made for more remote schools.

The number of school visits increased from 1,615 to 1,881; the visitation rate (number of school visits over number of school–subject combinations) increased from 12.6% to 14.9%.

Certification and Examinations

In 2004, 17,671 Year 12 students achieved a Western Australian Certificate of Education (WACE). There were 20,517 (20,407 in 2003) Statements of Results produced for the cohort of Year 12 students with 86% of these students awarded a WACE.

In 2004, the Council issued 228 full VET qualifications to 223 Year 12 students and 977 partial qualifications to 755 Year 12 students.

1,043 secondary exhibitions and awards were presented.

Enrolment trends

More students are staying at school until the end of Year 12. Contrary to enrolment trends in recent years, slightly fewer students enrolled to sit the TEE. Students are combining TEE studies with vocational education and training (VET) programs.

CURRICULUM IMPLEMENTATION AND MAINTENANCE

The *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* details the outcomes of schooling for all students in all WA schools. It is the focus of curriculum implementation and maintenance in WA.

The Council released the *Curriculum Framework* in 1998 and implementation into all WA schools began in 1999. Since this time schools have had an initial phasing-in period however, from 2004 formal reporting on their implementation of the *Curriculum Framework* is required. The results of the 2004-05 reporting are presented in this report.

Development of an agreed curriculum framework

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

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

Review and reflection

Review and reflection on the *Curriculum Framework* is ongoing as part of the Council's activities at the State and national levels. It is also informed by the monitoring of research and trends at the international level. Staff members are constantly engaged in debate on curriculum at the national level through curriculum projects such as those initiated by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and contact is maintained with staff in the boards of studies and education departments of each State and Territory to ensure a continual exchange of ideas.

In 2004–05, the Council completed work on the development of *Curriculum Framework Progress Maps* and the *Curriculum Framework Curriculum Guides*. These support materials for teachers complement the development of the *Framework* by providing further clarification on what progressive student achievement of the outcomes in the *Framework* looks like and what students need to be taught to progress their achievement. Extensive research underpinned the development of these materials, as well as the development of new courses for post-compulsory years.

During 2004–05, the Council implemented the agreed accountability reporting requirements for implementation of the *Curriculum Framework*. This process has provided the Council and school system/sectors with data that will inform future review and reflection on the ongoing development of the *Curriculum Framework*. An action plan including use of this data and other research and consultation information is being developed in 2005–06 for implementation as part of the Council's 2005–09 Strategic Plan.

Implementation of the *Curriculum Framework*

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

Teacher professional development to support implementation

Table 1 outlines the initiatives that were used by sector/systems to support implementation of the *Curriculum Framework* in 2004–05.

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

Association of Independent Schools of Western Australia (AISWA)
Professional development in independent schools includes regular staff meetings dedicated to the *Curriculum Framework* and its implementation on a weekly or fortnightly basis. Teachers also participated in workshops, seminars and conferences held by AISWA, the Curriculum Council and the Department of Education and Training. Professional development also occurs in department (or phase) meetings within the school.
Catholic Education Office (CEO)
All Catholic schools, both primary and secondary, have developed implementation plans that identify their annual and long-term priorities in implementation of the *Curriculum Framework*. Schools have used a variety of professional development approaches, from whole-school, year, cluster and learning area meetings to focus on learning, teaching and assessment principles. There has been a focus on using the progress maps and curriculum guides. A large number of schools have also engaged in workplace learning projects in their school. In addition, there were central network and workshop meetings, and school visits by consultants to support the implementation of the *Framework.*
Department of Education and Training (DET)
The focus of the professional learning in schools involves workplace learning using action-learning processes. Schools are providing time and opportunities for teachers to engage in collaborative learning with colleagues in and across schools. There has been a particular emphasis on pedagogy, enhancing teachers' understanding and use of authentic teaching and learning strategies. With CIP Phase Two, the systemic approach to professional learning has provided teachers and school leaders access to centrally coordinated high quality professional learning programs with trained local deliverers. The *Outcomes and Standards Framework* and *Curriculum Guides* are an integral part of the Professional Learning programs.

Out of funding of $1.5 million, $300,000 was used to support implementation of change in the post-compulsory years and $4 320 was allocated for home educators.

The remaining $1,195,680 was disbursed by the Council to education providers based on student numbers from the 2004 Semester 1 student census data. Distribution was as follows:

Sector/system	Proportion	Funding	Disbursement (including GST)
AISWA	13.38%	$160,012.48	$176,013.73
CEO	17.70%	$211,684.13	$232,852.54
DET	68.91%	$823,983.39	$906,381.73

As part of this arrangement, sector/systems agreed to match the funding provided by the Council with equivalent funding from their own budgets. Table 2 shows the hours of professional development directly funded by these grants during 2004–05.

Table 2: Hours of professional development

Sector/system	Hours of funded professional development*
AISWA	18,392
CEO	13,248
DET	97,945
Total	**129,585**

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

Progress with implementation

Prior to this year judgements about progress with implementation of the *Curriculum Framework* were made each year using a Survey of Progress with Implementation of the *Curriculum Framework* that was sent to schools. Schools voluntarily responded according to a five-phase continuum of implementation with analysis of the data providing an overview of progress with implementation during the phasing-in period. In 2003–04 reported progress had continued to the extent that 56% of schools considered they were at Phase D or higher (compared with 44% in 2002–03).

In 2004–05 this method of reporting has been replaced. As required in the *Curriculum Council Act 1997*, all education providers are required to formally report on their implementation of the *Curriculum Framework* using a process for reporting negotiated with the school sector/systems and endorsed by the Curriculum Council.

Implementation of the *Curriculum Framework* in schools

This reporting is being provided in relation to the key performance indicator 'Schools that are monitoring students' progressive achievement of the *Curriculum Framework'.* Achievement of this indicator is reported against by the extent to which schools have:

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

Table 3 indicates the total number of schools that reported on their implementation of the *Curriculum Framework*.

Table 3: Numbers and percentages of respondents

School sector/systems	Number	%
Government system	723	71.3%
Catholic system	158	15.6%
AISWA sector	133	13.1%
TOTAL	1014	100%

Data on the extent to which schools were implementing the *Curriculum Framework* was gathered in relation to the three questions below. Schools responded to each question using one of the four response categories. For each question explanatory notes were provided to assist schools in making their on-balance judgments. The data for each school were validated according to school system/sector accountability processes. Verification of the accuracy of the data for each school system/sector was provided by the Director-General of the Department of Education and Training, the Director of the Catholic Education Office and the person responsible to the Board of Governors of each independent school.

Table 4: Survey questions, response categories and explanatory notes

1.   Is implementation of the *Curriculum Framework* supported by whole-school planning?

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully embedded across the school

For example:
- The school has in place processes for whole-school curriculum planning that take into account continuity and coherence of the curriculum across the span of schooling.
- Planning at the classroom level links to whole-school planning.
- Planning enables links to be made across learning areas and phases of development as appropriate.
- Planning facilitates communication of information about students' progressive achievement of the outcomes in the *Curriculum Framework* within the school and across schools.

2.   Are mechanisms in place to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis?

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully embedded across the school

For example:
- Student achievement data is used to inform whole-school and classroom curriculum planning.
- Focus of curriculum planning is on continued achievement of *Curriculum Framework* outcomes and accounts for contexts and group/individual learning needs.
- Evidence of development and implementation of a cycle of review and reflection to inform ongoing curriculum planning.

3.   Is students' progressive achievement of the outcomes in the *Curriculum Framework* being monitored?

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully embedded across the school

For example:
- Students' progressive achievement of *Curriculum Framework* outcomes is monitored using a progress map.
- Student achievement is communicated within the school as a basis for ongoing curriculum planning.
- Student achievement is reported to parents and the school community as appropriate. For example, this may take the form of reports to parents, annual reports or reports to the board or other governing bodies.

Table 5 provides the aggregated data for the total number of schools surveyed and their responses in each category for the questions below in percentages. This is represented graphically in Figure 1.

Table 5: Implementation of the *Curriculum Framework*

1. Is the implementation of the *Curriculum Framework* supported by whole-school planning?

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully embedded across the school
2.6%	**21.1%**	**64.3%**	**12.0%**

2. Are the mechanisms in place to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis?

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully embedded across the school
2.8%	**24.0%**	**63.5%**	**9.7%**

3. Is the students' progressive achievement of the outcomes in the *Curriculum Framework* being monitored?

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully embedded across the school
3.3%	**31.6%**	**54.7%**	**10.4%**

Figure 1: Percentages of implementation

Legend:
- Under consideration
- Under development by individuals
- Under development across the school
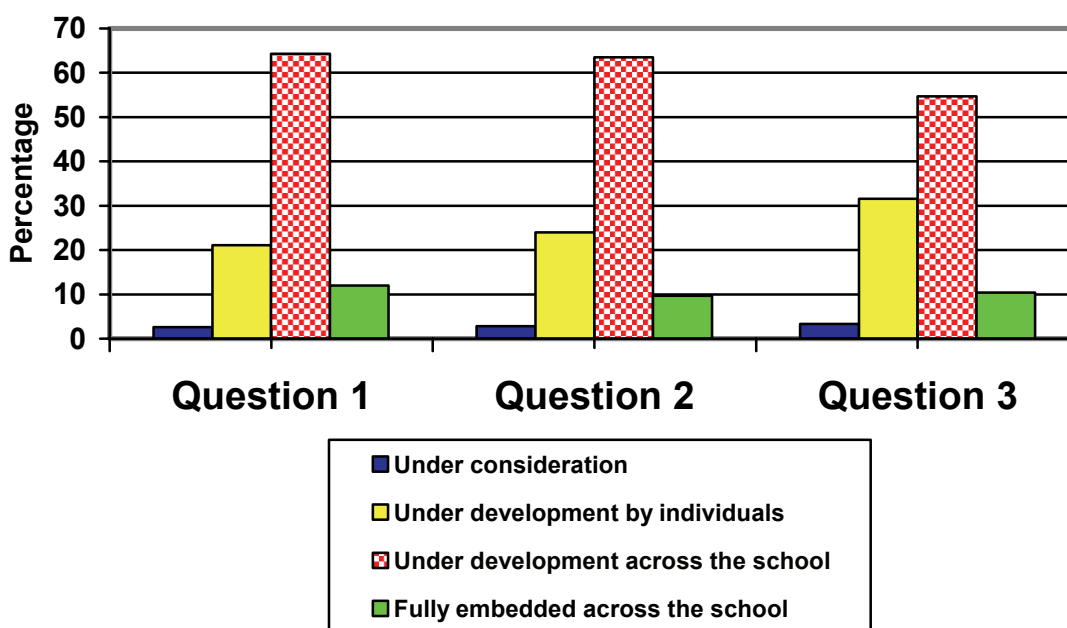- Fully embedded across the school

Table 6 provides the mean scores for all schools for the above three questions, based on the scale below:

Phase	Score
Under consideration but processes have not yet commenced	1
Under development by individuals or groups within the school	2
Under development across the school	3
Fully embedded across the school	4

Table 6: Implementation of the *Curriculum Framework* by sector

Mean responses to each question	Question 1	Question 2	Question 3
	2.9	**2.8**	**2.8**

This data indicates that since 1999 schools have made significant progress in their implementation of the *Curriculum Framework*.

Systems to implement the *Curriculum Framework* as part of whole-school planning are under development across 85.4% of all schools with an additional 12.0% of schools having fully embedded the *Curriculum Framework* into their whole-school planning.

Mechanisms to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis are under development within 87.5% of all schools, while 9.7% of schools have these mechanisms fully embedded.

Monitoring of the students' progressive achievement of the outcomes in the *Curriculum Framework* is under development across 86.3% of all schools, while 10.4% of schools have this fully embedded.

Respondents from 79 schools in Western Australia place themselves as having the *Curriculum Framework* fully implemented in their school.

Implementation of the *Curriculum Framework* by home educators

Accountability for implementation of the *Curriculum Framework* also applies to students engaged in home schooling. Data in relation to these students was gathered according to three questions modified from those used in the school survey. The questions used in the home educators survey are provided in Table 7. Responses to these questions were gathered in relation to 981 students involved in home education, and the aggregated data for each question is presented in Table 8.

Table 7: Survey questions, response categories and explanatory notes (home educators)

1.   Is the *Curriculum Framework* being implemented in your home education plan?

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school

For example:
- The home education plan provides for the *Curriculum Framework* outcomes to be achieved.
- Daily planning links to the overall home education plan.

- Planning allows information about student's achievement of the outcomes in the *Curriculum Framework* to be provided.

2.   Are there strategies in place to review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis?

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school

For example:
- Student results are used to inform home education planning.
- Individual learning needs of students are catered for in home education planning.
- A cycle of review to inform ongoing home education planning is evident.

3.   Is the student's progressive achievement of the outcomes in the *Curriculum Framework* being monitored?

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school

For example:
- A progress map is used to monitor the student's achievement of *Curriculum Framework* outcomes.
- Student achievement is reported. For example, this may take the form of reports to the Department of Education and Training.

Table 8: Implementation of the *Curriculum Framework* (home educators)

1.   Is the *Curriculum Framework* being implemented in your home education plan?

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school
137	538	258

2.   Are there strategies in place to review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis?

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school
145	583	205

3.   Is the student's progressive achievement of the outcomes in the *Curriculum Framework* being monitored?

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school
232	505	190

Support materials

The Council has continued to support the implementation of the *Framework* through the provision of curriculum materials. These materials are produced for use in professional development for teachers provided by school sector/systems and teacher-training institutions. During 2004–05, the Council completed work on the *Curriculum Framework Progress Maps* and *Curriculum Framework Curriculum Guides,* and has maintained online materials and provision of newsletters to schools.

Progress maps

The Council has completed work on the development of progress maps, which provide for schools a means for describing progressive student achievement of the outcomes in the *Curriculum Framework*. The *Curriculum Framework Progress Maps* comprise nine books— an overview and one book for each of eight learning areas. The Department of Education and Training has used the *Curriculum Framework Progress Maps* as the basis for producing its *Outcomes and Standards Framework*.

A copy of the *Curriculum Framework Progress Maps: Overview* and the books for each of the eight learning areas has been provided to each primary teacher in non-government schools—that is, 551 independent school teachers and 2,421 Catholic Education Office teachers. Non-government secondary teachers have received an *Overview* book and their relevant learning area book. These materials were distributed to 3075 independent teachers and 2,696 CEO teachers. In addition, each non-government school received two full sets of the *Curriculum Framework Progress Maps* for use by the curriculum leadership team and for the library or resource centre. These sets were sent to 133 independent schools and 158 Catholic schools. Distribution of the *Curriculum Framework Progress Maps* was completed in February 2005.

A copy of the *Outcomes and Standards Framework: Overview* and the *Outcomes and Standards Framework* books for each learning area has been provided to each primary teacher in Government schools (11,791 teachers). A total of 9,124 secondary teachers in Government schools have received an *Outcomes and Standards Framework*: *Overview* book and their relevant learning area book. In addition, each Government school (a total of 723 Government schools) has received two full sets of the *Outcomes and Standards Framework*. Distribution began in May.

Curriculum guides

As recommended in the report *Investing in Government Schools: Putting Children First* (2001), the Council undertook development of curriculum guides. The guides describe content students should be taught in relation to the outcomes in the *Framework.* The guides have been published and distributed to all schools. Along with the progress maps, they support the planning for, and monitoring of, student achievement in schools.

A set of *Curriculum Framework Curriculum Guides* (a set contains a guide for each of the eight learning areas) has been provided to each primary teacher in all schools. A total of 14,763 sets have been distributed to 11,791 Government teachers, 551 independent school teachers and 2,421 CEO teachers. Secondary teachers have received their relevant learning area book. This equates to books having been sent to 9,124 Government teachers, 3,075 independent school teachers and 2,696 CEO teachers.

In addition, all schools in WA received two full sets of the curriculum guides.

Distribution of these materials commenced in May 2005. The distribution also included sets of materials being distributed to major education stakeholders in this state and to education departments and curriculum agencies in other States of Australia.

Professional development

Publication and distribution of the progress maps and curriculum guides will be accompanied by professional development which will be provided by school sector/systems and will provide guidance in how to use these materials to support ongoing implementation of the *Framework*.

Making Progress website

The Council is continuing to publish *Curriculum Framework* support materials in electronic formats. Additional materials were placed on the *Making Progress* website, including a series of articles produced for teachers to help them understand the various ways in which the site could be used to support their teaching, learning and assessment programs. Schools were also able to obtain further copies of the *Making Progress* materials for new teachers or as a result to changes in staffing.

Curriculum Council Update

Thirty thousand copies of the *Curriculum Council Update* were distributed to all teachers in September and December 2004, and March 2005. The Council's newsletter provides information on the activities of the Council, upcoming publications, opportunities to be involved in consultation, insights into the work of teachers in schools, and professional development information.

Data from the Council's customer focus survey showed that 83.1% of teachers considered that the *Curriculum Council Update* provided them with information that assisted them with their duties.

Information sessions

The log of information sessions maintained by curriculum staff responsible for *Curriculum Framework* development shows that a combined total of 646.6 hours was spent providing 214 information sessions to various groups and organisations engaged in implementation.

Consultative processes

Consultation with teachers on the development of the progress maps and curriculum guides continued from July 2004 until publication in February and May 2005 respectively.

Consultation has occurred through:
- reference groups
- information sessions at schools and DET central and district offices, the CEO and AISWA
- feedback survey through which participants from consultation sessions were given the opportunity to provide advice on the design.

These consultative processes were undertaken to ensure that, within criteria agreed by the Curriculum Framework Committee, support materials would meet the needs of teachers from kindergarten to Year 12. Data on consultation from the Council's customer focus survey indicate that 32.7% of respondents had been involved in consultation on *Framework* support materials, 26.9% had been involved in consultation on the Post-Compulsory Education Review implementation and 62.5% had been involved in consultation in other

areas. The mean overall positive response on items related to consultation indicated an satisfaction level of 57.5%.

The following committees and groups provide input and guidance for the work of the secretariat in relation to the *Curriculum Framework*:
- Curriculum Framework Committee
- Aboriginal Advisory Committee
- Curriculum Framework Implementation Review Group
- Learning Area Support Materials Advisory Groups
- Values Consultative Group
- Inclusivity Advisory Group.

COURSE DEVELOPMENT AND APPROVAL

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

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

Table 9: Syllabus committee activity 2004 (2003 figures in brackets)

Curriculum area	No. of syllabus committees	No. of committee meetings*
The Arts	5 (5)	7 (12)
English	4 (4)	9 (8)
Health and Physical Education	5 (5)	4 (7)
Science	7 (7)	11 (5)
Languages other than English	7 (7)	9 (12)
Society and Environment	8 (8)	13 (18)
Mathematics	2 (2)	10 (4)
Technology and Enterprise	16 (16)	11 (7)
Total	**54 (54)**	**74 (77)**

* Does not include learning area post-compulsory workshops.

During 2004, 54 syllabus committees met on 74 occasions (77 in 2003). Syllabuses were reviewed for relevance in meeting student learning needs.

Reviewing subject relevance

Each committee was involved in a process of reviewing subject syllabuses and recommending modifications that would increase their relevance to student learning needs. A survey of teachers was also conducted and the results confirm a high degree of perceived subject relevance. A total of 911 teacher–subject responses on relevance were received. A survey of student perception was also conducted in 2004. A sample of 20% of student enrolments was stratified to represent city, country, government and non-government schools.

Table 10: Subject relevance: 2004 survey results (2003 figures in brackets)

	Syllabus committees			Teachers			Students		
	Number responding	**2004**	**(2003 result)**	**Number responding**	**2004**	**(2003 result)**	**Number responding**	**2004**	**(2003 result)**
Year 11 relevance	64 (59)	5.4	(5.6)	546	5.2	(5.5)	16517	4.9	(4.8)
Year 12 relevance	67 (58)	5.3	(5.64)	365	5.3	(5.5)	14985	4.9	(4.9)
Degree of Satisfaction	131(117)	76.1%	(79.9%)	911	74.4%	(78.4%)	31502	69.8%	(69.4%)

Table 11 summarises data on the 360 accredited subjects available to schools during 2004.

Table 11: Accredited subjects 2004 (2003 figures in brackets)

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

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

The number of accredited subjects listed by the Council remained stable in 2004, due mainly to the strategy of stabilising the current curriculum during the development of the new WACE. Each accredited subject included a standards framework describing expectations of student achievement. This is done in two ways:
- Grade-related descriptors are summative statements of the performance expected of students for each grade level.
- Performance criteria describe levels of student achievement outcomes in Common Assessment Framework (CAF) subjects.

Vocational Education and Training (VET) in schools

There was continued growth in the number of post-compulsory students involved with vocational education during 2004. There are three main overlapping elements in vocational education for WA post-compulsory students:
- vocational subjects accredited by the Council
- SWL skills lists accredited by the Council
- VET units of competency recognised through the National Training Framework.

2004 was the third year of implementing the Joint Policy Statement *Future Directions for VET in Schools*. The Council:

- maintained the list of qualifications and competencies for inclusion in education programs delivered by training provider schools, including new and revised Training Packages
- developed a VET version of the new Media Production and Analysis course and commenced development of VET versions for 16 other courses
- continued to publish support materials, including advice to schools on human and physical resource requirements
- collaborated with the secretariat of the Training Accreditation Council in providing information and participating as observers in registration audits
- issued Statements of Attainment and VET Certificates for students in 16 Registered Training Provider schools
- participated in the ACACA VET in Schools Committee to explore ways of achieving national consistency for VET for school students (e.g. IT industry project)
- participated in the MCEETYA Transition from Schools Taskforce (including employability skills developments, Australian Blueprint for Career Development)
- collaborated in the support for schools in implementing AVETMISS for VET data.

At the end of 2004 the Council received a draft of the proposed new policy related to VET for school students being prepared by the Department of Education and Training. Although this draft indicated that the new policy would be implemented from and including 2005, informal advice indicates that this will be delayed until 2006.

General education with a vocational focus is now a proven strategy for increasing curriculum relevance for post-compulsory students, and will feature in approximately half of the new courses for the new WACE.

STUDENT ASSESSMENT AND CERTIFICATION

Moderation of School Assessments

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

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

Figure 2: Curriculum Council moderation strategies
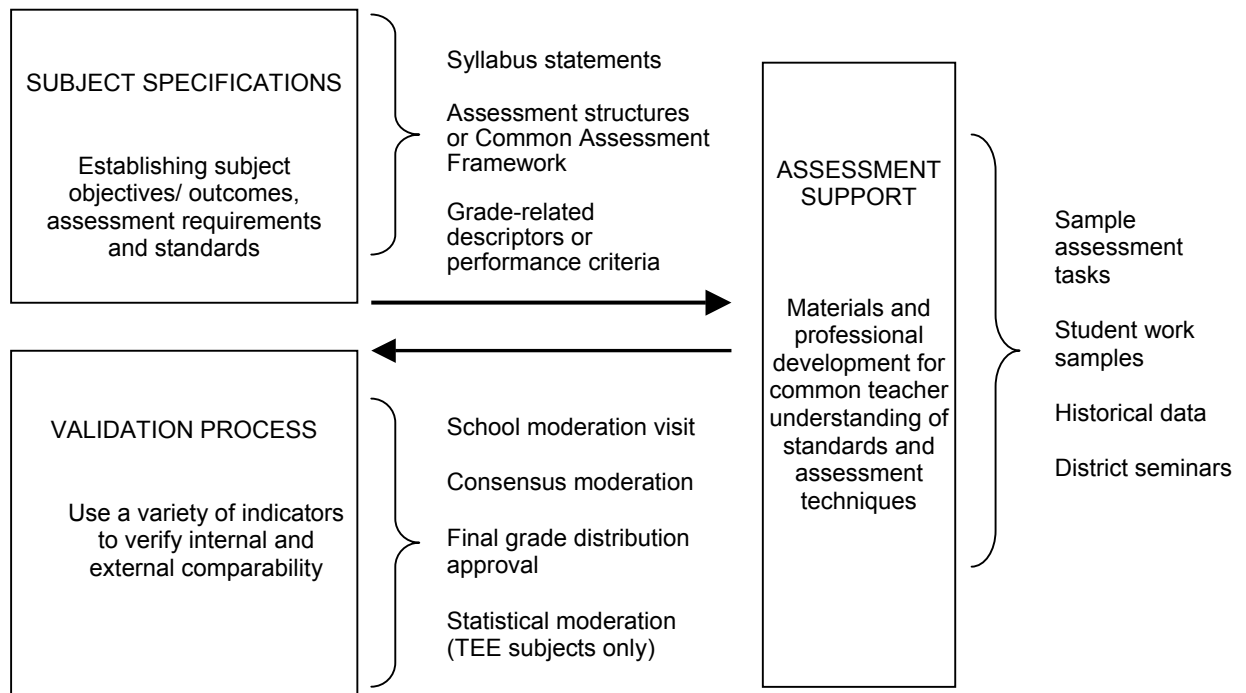
Survey data—comparability of assessment and grading

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

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

Table 12: Comparability: 2004 survey results (2003 figures in brackets)

	Syllabus committees			Teachers			Students		
	Number responding	**2004**	(2003 result)	**Number responding**	**2004**	(2003 result)	**Number responding**	**2004**	(2003 result)
Year 11 comparability	64 (57)	5.3	(5.4)	517	5.1	(6.1)	16516	4.7	(4.7)
Year 12 comparability	64 (55)	5.3	(5.5)	349	5.2	(5.9)	14984	4.8	(4.6)
Degree of satisfaction	**128** (112)	**76.3%**	(77.9%)	**866**	**73.8%**	(85.0%)	**31500**	**67.4%**	(66.7%)

Student perception survey

A survey of student perception was also conducted using a sample of 20% of student enrolments stratified to represent city and country, government and non-government schools. The response for 31,500 student–subject combinations on comparability represents approximately 15% of the estimated 2003 student–subject population.

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

Student appeals against school assessment

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

During 2004, particularly at the end of the year, curriculum officers handled a number of enquiries from parents and students expressing dissatisfaction with assessment processes in a subject in their school. Officers provided advice to these callers to explain the assessment requirements. They also explained that before lodging an appeal with the Council it was necessary to provide documentary evidence of their attempts to resolve the issue with the school. In those cases in which officers assist in the negotiation process the majority of cases are resolved to the satisfaction of the school and the student or parent.

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

Assessment seminars

Assessment seminars, which provided teachers with opportunities to focus on the assessment and grading of students' performance, were conducted in a sample of subjects during first term. This sample was negotiated in the previous year with representatives of the education systems. Attendance was optional but highly recommended. In total, 125 seminars were conducted, including seminars at the regional centres of Bunbury, Albany, Geraldton and Kalgoorlie, with alternative arrangements made for more remote schools.

Table 13: Assessment seminars 2004 (2003 figures in brackets)

The Arts	26 (10)
English	20 (20)
Health and Physical Education	6 (3)
Science	11 (4)
Languages other than English	8 (1)
Society and Environment	4 (8)
Mathematics	25 (32)
Technology and Enterprise	6 (17)
Vocational Subjects	39 (6)
Total	**125 (101)**

Assessment support materials

A total of 400 documents were included in the *Assessment Support Catalogue* published at the end of 2003 for teachers of subjects in 2004.

The range of assessment support materials made available for teachers has also been extended through increasing use of electronic media. The *Assessor Software Package* was available in 68 subjects. Curriculum officers have also included a number of support materials on the Council's website. The website has also been used to develop interactive support sites.

Table 14: Assessment support materials 2004 (2003 figures in brackets)

	Documents		Assessor software	
The Arts	57	(57)	10	(10)
English	28	(28)	4	(4)
Health and Physical Education	18	(18)	10	(10)
Science	47	(47)	2	(2)
Languages other than English	59	(59)	3	(3)
Society and Environment	44	(44)	8	(8)
Mathematics	23	(23)	0	(0)
Technology and Enterprise	102	(102)	29	(29)
Vocational Subjects	22	(22)	2	(2)
Total	**400**	**(400)**	**68**	**(68)**
VET in Schools	92	(92)	Nil	(Nil)

Consensus meetings

A total of 169 consensus meetings were conducted in 2004. Data demonstrate that 68.6% of these meetings were in WSA subjects. (Typically, school moderation visits are not conducted in the subjects selected for consensus moderation.) The degree of quality assurance provided by consensus moderation is reduced by the fact that the meetings are limited to approximately three hours.

It is compulsory for each school offering a subject to send a representative with student work samples, except in cases where the school is further than 200 kilometres from the venue. In the latter cases alternative arrangements using mail, facsimile and teleconferences are implemented. Compared with 2003 there were fewer difficulties with schools not attending consensus meetings. Each school not sending a representative is contacted and alternative arrangements negotiated (typically a grading validation exercise).

This is a concern because of its impact on the degree of confidence regarding comparability and its impact on limited moderation resources. Schools have been advised that they may be required to meet additional costs incurred in these situations.

School visits

In 2004 a total of 1,881 school visits were conducted. This figure represents a sampling rate of 14.9% of the 12,659 school–subject combinations and an increase on the visitation rate in 2003.

Table 15: 2004 moderation summary (2003 figures in brackets)

Curriculum area	Number of school–subject combinations		Number of school visits		Number of consensus meetings	
	TEE subjects (Yr 12 only)	Wholly School-Assessed subjects*	TEE subjects	Wholly School-Assessed subjects	TEE subjects	Wholly School-Assessed subjects
Languages other than English	199 (198)	234 (245)	24 (48)	19 (50)	4 (3)	4 (6)
Society and Environment	521 (532)	556 (575)	105 (75)	120 (87)	12 (12)	0 (2)
Health and Physical Education	0 (0)	778 (778)	0 (0)	118 (124)	0 (0)	13 (21)
Science	624 (630)	882 (873)	122 (102)	89 (104)	10 (14)	20 (25)
Arts	324 (326)	1291 (1,098)	28 (41)	141 (129)	15 (0)	0 (13)
English (including Voc English and ESL)	333 (352)	887 (1,002)	46 (74)	131 (131)	12 (2)	12 (18)
Technology and Enterprise Business Education/ Computing	172 (165)	809 (836)	58 (46)	216 (141)	0 (0)	16 (21)
Design and Technology/ Agriculture	0 (0)	984 (981)	0 (0)	141 (133)	0 (0)	20 (19)
Vocational subjects	(0)	2695 (2,916)	0 (0)	303 (180)	0 (0)	12 (29)
Mathematics	463 (458)	907 (891)	78 (48)	142 (102)	0 (0)	19 (29)
Total	**2,636** (2,661)	**10,023** (10,195)	**461** (434)	**1,420** (1,181)	**53** (31)	**116** (156)
	12,659 (12,856)		**1,881** (1,615)		**169** (187)	
%	**20.8%** (20.7)	**79.2%** (79.3)	**24.5%** (26.9)	**75.5%** (73.1)	**31.4%** (16.6)	**68.6%** (83.4)

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

Table 16 shows there was a decrease in the number of school–subject combinations for the first time since 1995.

The consensus meeting rates have been calculated by adding the number of schools offering the subjects included in the consensus meeting list, dividing by the total school–subject combinations and converting to a percentage. The consensus meeting rate increased compared with 2003. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) increased in 2004 (32.5% compared with 28.8% in 2003).

Table 16: Trends in school–subject combinations, visitation rates, consensus meeting rates and total coverage through validation activities

Year	School–subject	Visitation rates	Consensus meeting rates	Total coverage
1995	9610	1460 (15.2%)	2074 (21.6%)	37.8%
1996	9870	1864 (18.9%)	2871 (29.1%)	48.0%
1997	10444	1631 (15.6%)	2343 (22.4%)	38.0%
1998	10298	1577 (15.3%)	2459 (23.9%)	39.2%
1999	10716	1561 (14.6%)	2251 (21.0%)	35.6%
2000	11340	1819 (16.0%)	1807 (15.9%)	31.9%
2001	11868	1684 (14.2%)	2331 (19.6%)	33.8%
2002	12400	1792 (14.5%)	2706 (21.8%)	36.3%
2003	12789	1615 (12.6%)	2083 (16.2%)	28.8%
2004	12659	1881 (14.9%)	2224 (17.6%)	32.5%

Moderation activities in 2004 identified an increased number of major non-compliance issues. Follow up moderation in 359 cases resulted in the non-compliance issues being addressed satisfactorily.

Table 17: 2004 moderation problems: major non-compliance (2003 figures in brackets)

Learning Area	Total school–subject major non-compliance*
The Arts	25 (37)
English	68 (10)
Health and Physical Education	28 (19)
Science	65 (69)
LOTE	7 (17)
Society and Environment	12 (8)
Mathematics	2 (25)
Technology and Enterprise: Business and Computing	59 (27)
Technology and Enterprise: Design and Technology	2 (52)
Vocational Education	91 (na)
TOTAL	**359 (266)**

* Total number of major adjustments required as recorded in subject reports by learning area (includes separate counting of significant non-compliance with course outlines, assessment programs, assessment instruments, assessment records, grade distributions that presented a risk to comparability).

The database is used to monitor patterns of moderation problems requiring follow-up. Generally, the issues identified were not concentrated across subject areas in particular schools, but rather were widely dispersed on a subject department or individual teacher basis. Curriculum Officers reported the following concerns regarding levels of non-compliance with Council requirements.

- Documentation requested for the school visit was not prepared.
- When follow-up is required it is usually with teachers who are either not aware of their obligations, have not kept up-to-date, or who are openly not intending to meet the requirements. Very often the follow-up is with teachers new to WA, located in rural areas, who have limited access to support.
- There is a positive correlation between the level of in-school quality assurance and performance management processes and the level of compliance with Council requirements.

The most serious cases of non-compliance were outlined to the Post-compulsory Education Committee. The Curriculum Officers worked with these schools involved to facilitate a resolution that enabled the Council to certify grades achieved by students.

External Assessment and Certification

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

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

In 2004, the Council was responsible for the assessment and certification of 43,232 post-compulsory secondary students in WA. Of these students, 11,652 sat at least one Tertiary Entrance Examination (TEE), 9,265 students completed structured workplace learning (SWL) subjects, 5,209 students completed at least one unit of stand-alone competency only, and 5,152 students completed at least one embedded unit of competency only.

Staff responsible for Outcomes 6 and 7 were supported by:
- examining panels—one for each WA Tertiary Entrance Rank (TER) subject (31 panels)
- Special Examination Arrangements Committee
- Sickness/Misadventure Committee
- Breaches of Examination Rules Committee
- Awards and Exhibitions Committee.

Enrolment trends

More students are staying at school until the end of Year 12. Contrary to enrolment trends in recent years, slightly fewer students enrolled to sit the TEE. Students are combining TEE studies with vocational education and training (VET) programs. The number of students who sat one or more TEE subjects decreased from 12,426 in 2003 to 11,652 in 2004. Six per cent of the students who studied four or more TEE subjects also completed at least one VET unit of competency.

Figure 3: Number of candidates sitting for a specific number of TEE subjects, 2002–04
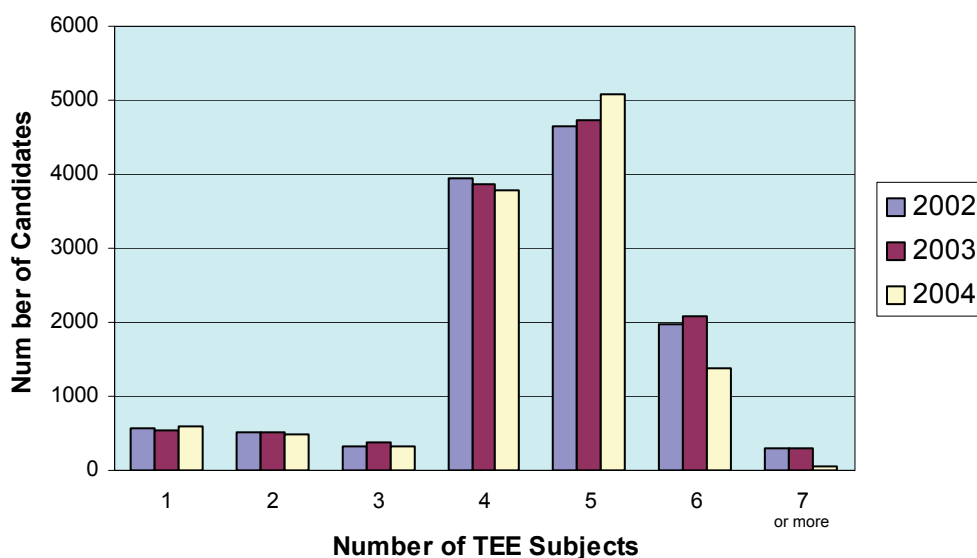
Of the 33 TEE subjects, English had the highest number of enrolments with 9,156 (2003: 9,318), Discrete Mathematics was the next highest with 7,939 (2003: 9,146) and Japanese: Advanced had the lowest with three students (2003:13, 2002:13, 2001:10).

In VET studies, there were 13,372 Year 12 and Year 11 students who participated in at least one unit of competency; of these, 83% (11,157 students) achieved competency (12,416 students in 2003 with 10,171, or 82%, achieving competency).

There is a growing trend in the number of students completing the WACE requirements over more than two years; schools are enrolling Years 8, 9 and 10 students in D or E code subjects.

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

TEE papers

In 2004, examinations were held in 33 subjects (no increase on 2002). The TEE papers were valid and fair tests that provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their achievement. Challenging questions in the papers served as good discriminators between candidates, allowing candidates to demonstrate their achievement fairly.

Access for candidates with disabilities

Candidates who cannot adequately demonstrate the full extent of their academic achievement under standard examination conditions are allowed to take the TEE under special conditions.

Figure 4: Special examination arrangements 1996–2004
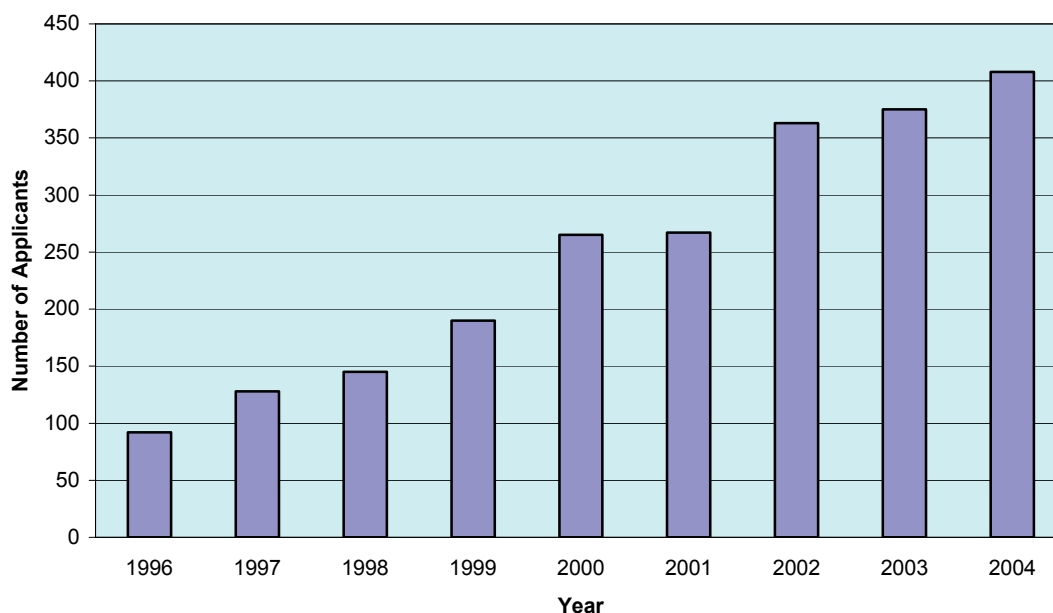
Thirty applications (7.4%) were not supported (42 in 2003—11.2%, 31 in 2002—8.5%, 21 in 2001—7.9%). Applications were received from 101 schools. There were 29 schools that submitted five or more applications and 12 schools that submitted 10 or more applications.

The 376 successful applications for special examination arrangements covered a total of 1,557 examinations, an average of 4.1 examinations per candidate.

Table 18: Special examination arrangements applications in 2004

Category	Government			Non-government			Approved	Not Approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	27	14	41	67	27	94	119	16	0	135
Hearing	2	2	3	6	3	9	11	1	1	12
Illness	10	20	30	10	17	27	53	4	0	57
Motor	1	0	1	6	0	6	7	0	0	7
Physical	11	21	32	6	21	27	57	2	0	59
Psychological	9	11	20	4	8	11	29	2	1	31
SLD	17	12	29	32	23	55	79	5	0	84
Vision	7	5	12	5	4	9	21	0	0	21
Total	**84**	**85**	**169**	**136**	**103**	**239**	**376**	**30**	**2**	**408**

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

Conduct of the TEE

Practical examinations

Practical examinations are conducted for Drama Studies, Music and seven LOTE subjects. Art visual diaries are collected, and marked in studio area groups. A total of 175 markers examined 3,192 candidates at 11 metropolitan, 10 country and 1 overseas examination centres.

Due to a decrease in overseas enrolments, only one examination centre was established overseas. The Chief Marker for German flew to Kuala Lumpur to interview 36 candidates in Malaysia. This was the first year students at the school sat the TEE. A total of seven candidates in Indonesia (6) and Singapore (1) submitted their Drama Studies performances on videotape, and two Art Visual Diaries were submitted from Indonesia.

Written examinations

The written components of examinations were held over 13 days with at least two subjects examined on each day, except the final day (one subject). There were 650 people employed as supervisors (130 Chief Supervisors and 520 Supervisors) at 181 examination centres throughout the State, interstate (one centre) and overseas (10 centres).

During the written examinations, Council staff made 79 examination centre visits to 47 examination centres. Generally, staff reported that examination accommodation was satisfactory, supervisors were proactive within the examination room, and centres were well organised.

Metropolitan, and some country, Chief Supervisors attended a three-hour training workshop at the Council that focused on examination protocol, conduct and specific duties, including the unauthorised use of applets on graphics calculators.

Breaches of examinations rules

During the written examinations, three candidates (seven in 2003) were reported to the Breaches of Examination Rules Committee as having breached the examination rules. One candidate was penalised with a loss of marks.

English Language Competence Test

The Curriculum Council English Language Competence Test was held at 129 (130 in 2003; 136 in 2002; 134 in 2001) schools for 554 (835 in 2003) students. After the number sitting had stabilised from 2001 to 2003 to around 800, the significant decrease in the number of students sitting the test in 2004 may have been attributed to changes in the tertiary entrance requirements, and increased school awareness of the target student group.

Figure 5: Participation in the English Language Competence Test
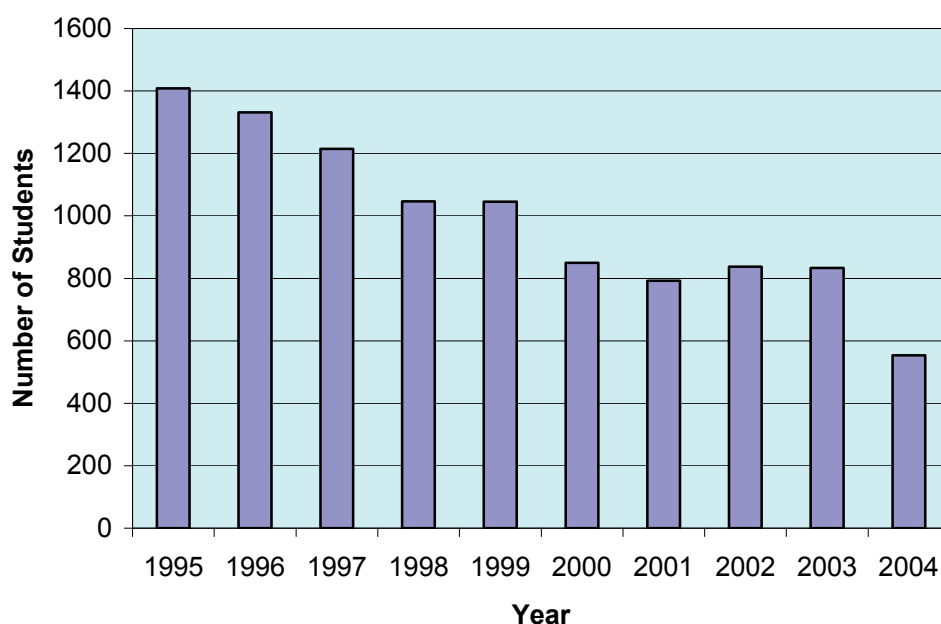
Marking of the TEE

More than 881 teachers and university lecturers were engaged in marking the 2004 TEE. Of these, 175 assessed the practical component of 10 subjects. The total marking cost of $1,029,582 was a decrease of 8.0% on 2003, due to the decrease in the number of TEE candidates.

Written papers

There were 51,540 written scripts marked (56,490 in 2003) by 706 markers. Pre-marking meetings between marking teams and chief markers established agreed marking guidelines through sample marking and discussion of the examination papers, a process overseen by Council subject moderators. A number of subjects experienced difficulties caused by markers withdrawing from the marking team very late in the process, for reasons not related to the marking process, and replacement markers were difficult to find at short notice.

Checking of marks

A total of 225 candidates requested checks in 380 examinations, representing 0.7% of requests to student–subject numbers. One error was detected. There were 135 candidates (140 in 2003) seeking a breakdown of their examination scores in a total of 395 subjects.

Requests for scripts

Candidates who sat the TEE in 2004 were given the opportunity to purchase copies of their examination scripts. Scripts were made available to candidates when all the processes connected with the TEE had been completed; 244 scripts (202 in 2003) were requested by 80 candidates (71 in 2003), raising revenue of $2,542 ($2,176 in 2003).

Special considerations for candidates

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

Table 19: Sickness/misadventure applications by school sector and gender in 2004

School type	Female		Male		Total		Enrolments**
Government	130	45.8%	58	42.3%	188	44.7%	7 282 (53.3%)
Non-government	150	52.8%	77	56.2%	227	53.9%	6 046 (44.2%)
Overseas	4	1.4%	2	1.5%	6	1.4%	339 (2.5%)
Total	284		137		421		13 667

Note 1: Enrolments=the number of school candidates enrolled to sit TEE (31/10/04)—excludes totally private candidates
Note 2: Female applicants continue to outnumber males by a factor of 2 (2.1:1, 1.97:1, 2.1:1, 1.8:1 in 2004-2001, respectively)

Table 20: Outcome of sickness/misadventure applications for 2001–04

	2001		2002		2003		2004	
All subjects accepted	428	84.4%	341	78.4%	367	88.0%	369	87.6%
No subjects accepted	44	8.7%	63	14.5%	34	8.2%	29	6.9%
Some subjects accepted	35	6.9%	31	7.1%	16	3.8%	23	5.5%
Total	507		435		417		421	

Evaluation of the TEE papers

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

Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of misranking candidates. In nine subjects (14 in 2003), the marks spanned 90 or more percentage points, and in a further 10 subjects, the range was 80–89.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60 percent. Twelve examining panels (17 in 2003) achieved the desired level of difficulty. There were no examinations with a mean mark below 50% in 2004 (1 in 2003). Four subjects had comparatively easy papers with mean marks above 65 — Calculus (65.67), German (68.06), Discrete Mathematics (69.11) and Chinese: Second Language (78.73).

Reliability

Overall, the reliabilities of all of the examinations were high in 2004 considering that they were untrialled tests; they ranged from 0.63 to 0.95 (0.54 to 0.92 in 2003). Thirteen subjects had a higher reliability in 2004 than in 2003, while 12 had lower reliabilities.

Concurrent evidence for validity

The correlations between school-based marks and the TEE were generally high (0.72 to 0.95) implying that, to a considerable extent, the TEE assessed the same achievements as school-based assessments.

Public comment

Twenty-one comments on the content of the TEE papers were received (mostly online and a few letters) from teachers and were sent to the appropriate syllabus committees for discussion.

Endorsement of TEE papers

Statistical evidence from the 2004 TEE papers indicates that the overall quality of the examinations remains high. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from:
- methodology of test construction and quality control
- high internal consistency as evidenced by high reliability statistics
- statistical evidence for concurrent validity
- overall public acceptability of the examinations.

Stakeholders, through their representation on syllabus committees and the Post-Compulsory Education Committee, concluded that the 2004 TEE papers provided valid and credible assessment of the appropriate Year 12 subjects.

Comparability of achievement in TER subjects

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

Certification of student achievement

In 2004, 17,671 Year 12 students achieved a Western Australian Certificate of Education (WACE). In 2004, there were 315 Aboriginal and Torres Strait Islander students who were eligible for a WACE. Of these, 264 achieved a WACE. There were 20,517 (20,407 in 2003) Statements of Results produced for the cohort of Year 12 students with 86% of these students awarded a WACE. There were 23,090 (22,493 in 2003) Statements of Results issued to Year 11 students who completed either at least one upper-school Curriculum Council subject or a Unit of Competency/National Training Module in 2004.

Following the signing of the *Joint Ministerial Policy Statement* in regard to the future policy directions for VET in schools, the Council, in consultation with stakeholders, issued certificates to students who completed negotiated units/modules through a school with Training Provider status. In 2004, the Council issued 228 full qualifications to 223 Year 12 students and 977 partial qualifications to 755 Year 12 students.

Acknowledging excellence

There were 1,043 exhibitions and awards (1,071 in 2003, 1029 in 2002, 1046 in 2001, 999 in 2000, 1,042 in 1999, 961 in 1998 and 892 in 1997) granted to post-compulsory students in recognition of educational excellence.

Table 21: 2004 secondary exhibitions and awards statistics

Award		Number
Beazley Medal: TEE		1
Beazley Medal: VET		1
General Exhibitions		40
Special General Award		0
Subject Exhibitions		52
TEE subjects	26	
WSA subjects	24	
Special Subject Awards		
TEE subjects	1	
WSA subjects	1	
Certificates of Distinction		373
TER subjects	241	
WSA subjects	132	
Special Certificates of Distinction		33
TER subjects	20	
WSA subjects	11	
Certificates of Excellence		543
Total		**1,043**

Awards presentation

More than 2,000 people attended the Curriculum Council Exhibition and Awards Presentation Ceremony on 2 March 2005 at Edith Cowan University, Joondalup. Students provided music and entertainment during the evening. Sponsorship worth $36,630 was raised from 12 organisations to assist with the ceremony. In-kind sponsorship was received from a further two organisations.

Public relations

From July, with the release of the TEE timetable, there was interest by each sector of the media in the activities of the Council in relation to certification and the TEE. The reporting and comments were generally positive and supportive. The main areas covered were the first practical exam (Drama Studies in the Term 3 holidays), the start of the written examinations in November, the release of secondary results (29/12/04), the release of the awards, and the release of school comparison data (league tables).

In all, there were 200 (monitored) media reports from 1 February 2004 to 31 January 2005, including:
- twelve-page *TEE Extra* colour liftout in *The West Australian* (13/8/04)
- coverage by four TV channels and other media of the start of the TEE practical examinations (5/10/04)
- four-page TEE Focus colour liftout, *The West Australian* (1/11/04)
- coverage by four TV channels and other media of the start of the TEE written examinations (8/11/04)
- extensive coverage by radio and TV news of the release of secondary results (29/12/04)
- extensive coverage by TV news of the announcement of the Beazley Medal winners by the Premier (8/1/05)
- extensive coverage by the *Sunday Times* of the Curriculum Council awards (eight-page colour liftout plus other general news stories) (9/1/05)
- extensive coverage, including an eight-page colour liftout, on the league tables in *The West Australian* (14/1/05)
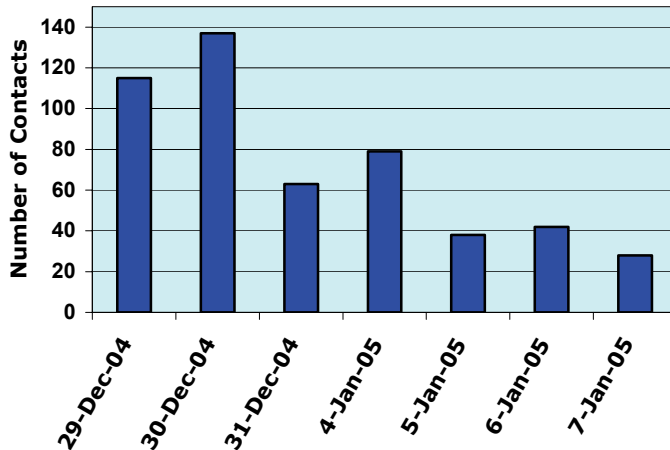
- two stories and tables in the *Sunday Times* on its league table (15/1/05).

Post-TEE counselling

There were 502 telephone and email enquiries (423 following the 2003 TEE), mainly related to the process used by the Council to adjust marks (moderation, standardisation and scaling).

Figure 6: Post-TEE counselling 2004

School statistics

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

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

OVERSEAS PROGRAM

Consistent with the State Government's Education Exports Strategy, the Council has provided its expertise and programs overseas. The Overseas Program aims to market WA curriculum products and services developed, maintained and delivered by the Council. The products range from the Tertiary Entrance Examinations (TEE) and certification of student achievement in Years 11 and 12 to the sale of books and materials. All expenses involved with the program are fully funded from income received from overseas schools.

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

Services

The moderation, examination and certification processes mirror procedures followed in WA as much as possible. Due to the distances involved, regular visiting of all schools is not sustainable, so alternative moderation strategies have been designed to ensure comparability of school assessments. Examination centres were set up in all schools for all subjects in which schools had candidates.

Schools

Table 22: Overseas schools offering TEE subjects 2004

School	Number of students
Sunway College (Malaysia)	206
Bina Nusantara High School (Indonesia)	200
KBU International (Malaysia)	44
St Francis Methodist School (Singapore)	21
Methodist College Kuala Lumpur (Malaysia)	6

The Future

- Delhi High School ceased operations due to insufficient numbers.

- Saigon International College in Ho Chi Ming City plans to start a program for about 50 Year 10 students in September 2005.

- Markets in Indonesia, Vietnam, Bangladesh and the Gulf region are being evaluated.

- The State Solicitor's Office has ruled that the Council has the right to license or accredit programs in overseas schools that are based on the *Curriculum Framework* where there is significant interest. Negotiation is under way with Education and Training International whereby the Council supplies the product and ETI conducts quality assurance processes.

- The overseas program operates in a highly competitive market. Many institutions in China are offering aggressively marketed government-accredited programs from Canada, UK and USA.

POST-COMPULSORY EDUCATION REVIEW IMPLEMENTATION

The Curriculum Council is well under way in developing the new courses for Years 11 and 12 and implementing the new Year 11 and 12 education system, as recommended in the Post-Compulsory Education Review report *Our Youth, Our Future*, which was launched in March 2002. The Council is in the process of developing 46 courses that in 2007 and 2008 will replace all current Years 11 and 12 subjects.

Course development

The stages of the development process for all courses:
- course development (6–12 months): 12-member reference groups and one or two writers develop the preliminary draft course
- preliminary consultation (1–2 months)
- action research and redrafting (4–6 months)
- formal consultation (1–4 months)
- accreditation and distribution to schools (2 months).

As at June 2005, out of the 46 courses being developed:
- Preliminary consultation drafts had been developed and published for all courses.
- Action research had been completed in 32 courses.
- Ten courses were at the formal consultation stage.
- Four courses were accredited.

All 20 courses scheduled for implementation in 2007 will be accredited by December 2005. The remaining 20 courses, scheduled for implementation in 2008, will be accredited by September 2006.

Assessment, review and moderation panels

Assessment, review and moderation (ARM) panels are being established for each course. Each ARM panel will provide advice to the Council on various aspects of the course development, implementation, assessment and moderation. Each panel comprises a core group of five to seven members, nominated by stakeholders with final selection made, according to established criteria, by the Council. By the end of June 2005, 25 ARM panels had been established.

Professional development

In consultation with the school sector/systems, the Council has developed a professional development plan for teachers and administrators to support their implementation of the new WACE.

By the end of June 2005:
- All senior secondary administrators had been provided with the first two of three days of professional development.
- The third of five days of professional development had been provided for teachers of the English, Engineering and Media courses.

The first of the five days of professional development for all secondary teachers will be held in the second half of 2005.

Communication strategy

A detailed strategy for communicating information about the new system to the different stakeholders had been developed by June 2005. In response to the strong media interest in the proposed changes, the Council worked with a public relations company to assist in communicating information about the proposed changes.

A new WACE website has been developed to provide parents and students, teachers, administrators and the media with more comprehensive and accessible information.

By June 2005, parent brochures were finalised, published and distributed to all schools to assist them in explaining the new system. Associated with this aspect of the strategy, a half-day of training and an information pack was provided to at least one senior administrator from every school.

CORPORATE SERVICES

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

The Curriculum Council secretariat and the Department of Education Services (DES) continued to share corporate services throughout the year. The secretariat provided human resources, accounts payable and accounts receivable support and information services to DES, with DES providing records management support to the Curriculum Council.

As the result of the Machinery of Government recommendations, staff have been working with Department of Education and Training staff to move to a sharing of software for payroll, finance and record keeping. The human resource information management and financial management systems are now shared, and it is expected that the records management system will be implemented in the next financial year.

Information Services

Apart from the delivery of day-to-day services to the Council secretariat and DES, the main focus for the year was the commencement of the build of the new Student Information Records System (SIRS) by the software contractor, RossLogic.

Other achievements throughout the year:
- further compliance of VET data to national AVETMIS Standards
- development of online web-based applications to collect VET registrations for non-government schools
- substantial modifications to the VET applications to be qualification-based
- purchase of software application, Teleform, to aid the electronic collection of student marks
- development of new databases to collect Council consultations and to manage booking venues for professional presentations.

Financial Services

2004–05 was a landmark year for the Financial Services section. The planned migration of the accounting system to the Department of Education and Training's (DET) ORACLE Financial Management Information System (FMIS) took place successfully on 1 March 2005. The Accounts Payable Module and General Ledger Module changed over on that date and the Fixed Assets Module followed on 1 April 2005.

DET provided the training for the Financial Services Team members and also provided an experienced system analyst to assist with the setting up of the Chart of Accounts and specific management and asset reports required by the Curriculum Council. The thorough planning, intensive training and good set-up of the modules to suit the Section's operations made the transition from Smartstream to ORACLE almost seamless.

Human Resources

Occupational health and safety

An increase in the incidence of upper back and shoulder problems has resulted in a concerted awareness raising of the need for continued self-managed OHS in conjunction with better work habits. An ergonomist was contracted to assess three workstations in association with ongoing health issues and special equipment, as recommended, was purchased. The Occupational Health and Safety Policy is addressed during inductions and is readily available to staff through the Intranet.

Workers' compensation

There have been two new claims in the 2004–05 reporting period. All other claims have been finalised. One claim has had minimal lost time (less than four weeks), the other no lost time. Both continue to be monitored and show ongoing improvement.

Equal employment opportunity

During this reporting period, the Council has initiated two temporary graduate appointments in recognition of the need for employment opportunities for young people within the secretariat. One graduate has since been successful in her application for a permanent position through the open merit selection process.

A significant number of staff continue to use the flexibility of part-time work and/or reduced hours per day to accommodate their personal needs, such as one officer opting for shorter hours before her confinement date.

Code of Conduct

As part of a review of the Curriculum Council Code of Conduct a survey was conducted early in 2005, seeking feedback on its effectiveness and the promotion of the code. An analysis of the responses indicates an awareness of the Code of Conduct and the Code of Ethics, which underpin these. Responses also indicate that content, presentation and the application of the Code of Conduct are being applied and in general, adhered to. Positive suggestions from the feedback are being incorporated into the reviewed code.

Copies of the Code of Conduct are provided and addressed during inductions and the reviewed code will be available on the Intranet.

Implementation of the Language Services Strategy

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

Public sector standards

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

Disability Service Plan (DSP)

The Council continues to monitor and review this plan and during this reporting period has made modifications to better align it with the Council's Strategic Plan and to maintain integrity with the *Disability Discrimination Act* (1992) and *Disability Standards for Education* (2005).

Inclusivity guidelines developed by the Council's Inclusivity Advisory Group, formed in 1998, continue to guide curriculum development to ensure the support documents and professional development practices developed by the Council meet the needs of all teachers and students.

In 2004–05:
* Existing progress maps for schools were reviewed and revised to develop *Curriculum Framework Progress Maps*. This review included the refinement of Foundation-level descriptions, which describe achievement for students with an intellectual disability.

A research project was undertaken on post-compulsory curriculum access for students with intellectual disabilities in government and non-government schools to inform the Curriculum Council's decisions in providing an inclusive post-compulsory curriculum and recognition of student achievement to meet the needs of all students.

A working group was established from the various sections of the Council to support the implementation of appropriate strategies for creating commitment to the DSP.

The current website is under review with a focus on meeting the Council's legal requirements with regard to equitable access for people with disabilities.

Freedom of information

There was one request during the reporting period, which was granted in full.

Energy Smart Government Policy

Table 23: Energy Smart Government Policy

Energy details	Baseline data	2004–05 actuals	Variation %
Energy consumption (GJ)	1269	1,111	-12.46
Energy costs	$55,490	$49,454	-10.87
Greenhouse gas emissions (tonnes of CO_2)	324	281	-13.28
Performance Indicators by end use category Office-combined services (area)	2,021	2,021	
MJ/sqm/annum	628	550	-12.43
MJ/occupancy people/annum	15,857	11,224	-29.22

The table represents a significant reduction in energy use and is a result of the replacement of inefficient equipment and a greater focus by staff on minimising wastage. The plan for the coming year is to consolidate this result while continuing to seek opportunities to further reduce energy consumption.

Sustainability

In order to comply with the State Sustainability Strategy (released in September 2003) and the Sustainability Code of Practice for Government Agencies (approved by Cabinet on 13 September 2004), a working party representing a cross-section of the secretariat and the Department of Education Services was formed in August 2004.

The *Code* requires agencies to address commitments and carry out actions in three areas:
- Planning, decision-making and reporting are conducted in accordance with sustainability principles.
- Agency operations support sustainability.
- Public sector employees are encouraged and empowered to support sustainability.

A three-year Sustainability Action Plan (2005–07) with 14 commitments and 40 actions was endorsed in December and submitted to the Sustainability Policy Unit.

Chief Executive Officer Norma Jeffery launched the Action Plan at a staff morning tea where a guest speaker from the Department of Agriculture informed staff of the initiatives that the Department had taken and were planning for the future.

The Action Plan (2005–2007) has identified where the Council can make an impact with people and the community (in particular with students through their courses), the economy (to ensure the Council plays its part in all procurements by getting value for money and minimising wastage), and the environment (by looking at initiatives such as better utilisation of resources including paper, water, vehicle use and electricity). The working party to this point has focused on awareness raising and inviting staff to participate in the provision of ideas and the implementation of initiatives.

Records Management

During the year 2004–05 the Council was committed to the implementation of and compliance with the Joint Record-keeping Plan for the Department of Education and Training, the Council, DES, TAFE WA colleges and the Public Education Endowment Trust. These commitments included:

- provision of feedback to the sector RKP Team on the agencies' thesaurus, retention and disposal schedule and overarching policies and procedures;

- development and implementation of the agency-specific recordkeeping policies, procedures, guidelines and work instructions

- application of the integrated education sector thesaurus to the titling of agency files

- development of and approval by the State Records Committee of the agency Ad Hoc Disposal Authority Ad 2005002

- application of retention and disposal schedules and State Records Office procedures to the agency records disposal processes

- preparations for the implementation of the education sector's shared records management software

- provision of recordkeeping advice to the agency business units

- provision of records management training to the records and agency staff

- development of and implementation of a records management induction package addressing staff responsibilities under the agency Recordkeeping Plan.

Risk Management

Risk management is an integral part of the Council's strategic planning and its operating procedures. Its purpose is to ensure that risk exposures are managed in a professional and prudent manner. Operation of the policy is in accordance with Treasurer's Instruction (TI) 109 and within the framework of the Australian/New Zealand Risk Management Standard AS/NZS 4360:1999. A thorough review was completed during the year and will be signed off early in the new financial year.

Corruption Prevention

The risk management review mentioned above included reviewing the potential for corrupt practices and strategies to minimise this risk. It was clear that our decisions to have transparency of processes, to implement a strategy of regularly reminding staff to be vigilant, and to put in place both the internal and external reporting mechanisms in place, all helped militate against corrupt practices.

Complaints Management

There were 17 complaints received this year. The average time taken for resolving complaints was 22 days. The organisation regards complaints received as an opportunity to revise processes and practices with the aim of improving services; as a result a small number of refinements have been made.

Public Interest Disclosure (PID)

The Chief Executive Officer has complied with her obligations under the *Public Interest Disclosure Act 2003*,S 23 (1) (f) by appointing a PID Officer and publishing the internal procedures relating to the agency's obligations. These procedures have been designed to provide protection for people who may wish to make a public interest disclosure. There were no public interest disclosures received during the financial year.

Recycling

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

Advertising expenditure

Electoral Act 1907 section 175ZE

In compliance with section 175ZE of the *Electoral Act 1907*, the Curriculum Council is required to report on expenditure incurred during the financial year in relation to advertising agencies, market research organisations, polling organisations, direct mail organisations and media advertising organisations.

The details of the report are as follows:
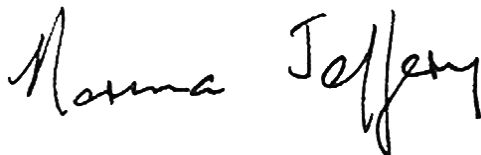
Expenditure with Advertising Agencies	**$ 2,443**
Marketforce Productions	
Expenditure with Media Advertising Agencies	**$14,900**
Mills Wilson	
TOTAL EXPENDITURE	**$17,343**

COMPLIANCE STATEMENT

Compliance with Public Sector Management Act Section 31(1)

1. In the administration of the Curriculum Council, I have complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Ethics and our Code of Conduct.

2. I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that the statement made in 1 is correct.

3. The application made for breach of standards review and the corresponding outcomes for the reporting period are:

   Number lodged: nil

   Number of breaches found,

   including details of multiple breaches of application: nil

   Number still under review: nil

Norma Jeffery
Chief Executive Officer

19 August 2005

Postal and street address
27 Walters Drive Osborne Park WA 6017

Telephone: 08 9273 6300
Facsimile: 08 9273 6301

APPENDIX 1: MAJOR AWARD WINNERS 2004

Beazley Medal: TEE
Carryn Alyce Vincec, Perth College

Beazley Medal: VET
Lachlan Joseph Patterson, WA College of Agriculture - Narrogin

General Exhibitions
Carryn Alyce Vincec, Perth College
Caroline Mei Ling Wong, Churchlands Senior High School
Katja Alexandra Bett, Rossmoyne Senior High School
Laura Marguerite Wisniewski, St Hilda's Anglican School for Girls
Timothy Leung, Hale School
Matej Malicek, Shenton College
Lauren Suzannah, Lloyd Perth College
Joe Ruiwang Zhang, Willetton Senior High School
Corrin John Boyd, Forrestfield Senior High School
Andrew David Cannon, Scotch College
Qiao-Lin Cheong, Rossmoyne Senior High School
Steven Charles Musca, Applecross Senior High School
Marc Christopher, White Hale School
Michael Raymond Power, Aquinas College
Tze-Yew Lim, Rossmoyne Senior High School
Natalie Akl, Bunbury Catholic College
Danielle Cara Atlas, Carmel School
Darren Michael Kirke, Frederick Irwin Anglican School
Justin Nicholas Tadros, Christ Church Grammar School
Melissa L Watts, Presbyterian Ladies' College
Catherine Siu Ling Ko, Rossmoyne Senior High School
Jennifer Louise Watson, Applecross Senior High School
Falk Reinholz, Shenton College
Anthony Kuok Lim, Wesley College
Timothy James Greer, Christ Church Grammar School
Akshat Vij, Wesley College
Nicole Kate Steer, Willetton Senior High School
Martin Jong-Soong Foo, Carine Senior High School
Gaurav Nagarajan Ghosh, Christ Church Grammar School
Callum James Jones, Rossmoyne Senior High School
Cindy Josepha Kalai, St Hilda's Anglican School for Girls
Brandon Bern Jern Lau, Rossmoyne Senior High School
Lavinia Alina Petrescu, Rossmoyne Senior High School
Jessica Anne Hewitt, Methodist Ladies' College
Kristen May Maughan, Bunbury Catholic College
Emmanuel Aneesh Anthony, Shenton College
Alistair Rowcroft, Guildford Grammar School
Anne Patricia Williams, St Mary's Anglican Girls' School
Felicity Jia Lee, Penrhos College
Edward Clarence Fearis, Scotch College

Subject Exhibitions
Accounting: Raymond Ralph Chester-Wallis, Shenton College
Ancient History: Laurentia Charmaine De Bruyn, Churchlands Senior High School
Applicable Mathematics: Corrin John Boyd, Forrestfield Senior High School
Art: Keegan James Blair, Applecross Senior High School
Biology: Corrin John Boyd, Forrestfield Senior High School
Calculus: Joe Ruiwang Zhang, Willetton Senior High School

Chemistry: Steven Charles Musca, Applecross Senior High School
Discrete Mathematics: Andrew Portelli, Winthrop Baptist College
Drama Studies: Rosanna Kathryn Hill, Penrhos College
Economics: Edward Clarence Fearis, Scotch College
English: Samuel John Jorgensen, Swan Christian College
English As A Second Language: Mykhaylo Chumak, Como Secondary College
English Literature: Baxter Roberts, Hale School
French: Tamsin Leigh Moran, Presbyterian Ladies' College
Geography: Gemma Hayley, St Mary's Anglican Girls' School
German: Louisa Maree Fitzhardinge, Penrhos College
History: Michael Raymond Power, Aquinas College
Human Biology: Alistair Rowcroft, Guildford Grammar School
Indonesian: Second Language: Lauren Suzannah Lloyd, Perth College
Information Systems: Michael David Hamer, St Stephen's School - Duncraig
Italian: Vanessa Malu, Churchlands Senior High School
Japanese: Second Language: Lisa Mayumi Coffman, Woodvale Senior High School
Music: Yiyun Loei, Mercedes College
Physical Science: Fiona Margaret Stretch, St Mary's Anglican Girls' School
Physics: Gar-Wing Truong, Guildford Grammar School
Political And Legal Studies: Jason Anton Pasqua, Aquinas College
Animal Production And Marketing: Lachlan Joseph Patterson, WA College of Agriculture Narrogin
Art And Design: Emily Catherine Howell, Santa Maria College
Beliefs And Values: Kenneth Ken-Yan Tam, Newman College
Business Information Technology: Anthony Patrick Morrison, Lumen Christi College
Computer Fundamentals: Kathleen Jane Varela, Ocean Reef Senior High School
Health Studies: Natalie Jayne Browne, Woodvale Senior High School
Independent Living: Chansuda Phila, John Forrest Senior High School
Industry Information Technolog: Kattie Jane Muir, Penrhos College
Interactive Media: Erik Laszlo Bruz, Ursula Frayne Catholic College
Management And Marketing: Deepali Shah, Churchlands Senior High School
Modelling With Mathematics: Kristian Gregory Dewsnap, Trinity College
Outdoor Education: Michelle Louise Smith, Sevenoaks Senior College
Physical Education Studies: Michelle Louise Smith, Sevenoaks Senior College
Plant Production And Marketing: Lachlan Joseph Patterson, WA College of Agriculture Narrogin
Senior English: Jade Elizabeth Lindley, Methodist Ladies' College
Senior Science: Mlaine Anne Hanson, Methodist Ladies' College
SWL - Automotive: Vanessa Alician Stoney, Santa Maria College
SWL - Business and Clerical: Stephanie Vanessa Patniotis, Penrhos College
SWL - Community Services, Health and Education: Mia Ashlee Edge, St Mary's Anglican Girls' School
SWL - Design: Christopher Ryan Street, Lake Joondalup Baptist College
SWL - Information Technology: Leigh Thomas Ottaviano, Lake Joondalup Baptist College
SWL - Primary Industries: Kimberley Jayne Braithwaite, Mt Barker Senior High School
SWL - Sales and Personal Service: Crystal Lee Brough, Mandurah Senior College
Work Studies: Heeransingh Jason Hardowar, Willetton Senior High School

Special Subject Awards
English as a Second Language: Omega Wai Yan Leong, Sunway College
Early Childhood Studies: Courtney Arendt, Bunbury Catholic College

Appendix 2: Curriculum Framework Committee

Role

To advise the Council and act within the authority delegated by the Council on the implementation and review of the *Curriculum Framework*.

Terms of Reference

The Curriculum Framework Committee has delegated authority to:

1. Provide advice to the Curriculum Council on:
    - the development, preparation and revision of the *Curriculum Framework* for schooling
    - communications and implementation arrangements for the *Curriculum Framework*
    - identification of priorities for the development of support documentation and professional development plans to support the implementation of the *Curriculum Framework*
    - the identification of reporting requirements in relation to the *Curriculum Framework*
    - development of guidelines for exemption from the *Curriculum Framework*.
2. Develop support documents and professional development plans for implementation of the *Curriculum Framework* in accordance with priorities set by the Council.
3. Monitor implementation of the *Curriculum Framework* reporting requirements approved by the Council.
4. Consider applications for exemptions from the *Curriculum Framework*.
5. Refer matters arising from terms of reference 2, 3 and 4 to the Council.
6. Provide a forum for consultation with and collaboration between school sector/systems, the academic community and community representatives on curriculum from Kindergarten to Year 12.
7. Consider any matter referred to the Committee by the Council.

Chair

Ms Barbara Bosich	Curriculum Council member and Director, Early Learning Centre, Christ Church Grammar School

Members

Dr Lennie Barblett	Edith Cowan University
Ms Sheena Barber (from January 2005)	Catholic Education Office
Ms Gail Barrow (to March 2005)	Department of Education and Training
Mr Bernard Boss (to September 2004)	Catholic Education Office
Mr Michael Ciccarelli (from January 2005)	Catholic Education Office
Ms Valerie Gould	Association of Independent Schools of WA
Ms Shani Graham	Fremantle Primary School
Ms Lea Hadley	Carlisle Primary School
Ms Eirlys Ingram	Cecil Andrews Senior High School
Ms Jayne Johnston	Department of Education and Training
Ms Pam Moss	Department of Education and Training
Ms Geri O'Keefe	Catholic Education Office
Mr Michael O'Neill (to January 2005)	Catholic Education Office
Mr Tony Pullella (to June 2005)	St Mark's Anglican Community School
Assoc. Prof. Bruce Shortland-Jones	Curtin University of Technology
Ms Maureen Thomson (from Sept 2004 – Nov 2004)	Catholic Education Office

Appendix 3: Post-Compulsory Education Committee

Role

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

Terms of Reference

The Post-Compulsory Education Committee has delegated authority to:

1. Develop and accredit post-compulsory subjects that are relevant to the needs of students, including admission to vocational education and training, university education and employment

2. Coordinate assessment of achievement of students undertaking post-compulsory schooling, including the conduct, method, and comparability of those assessments

3. Oversee matters related to VET in Schools

4. Provide a forum for consultation with and collaboration between secondary education sector/systems, post-secondary education sectors and community representatives on post-compulsory schooling

5. Refer any matter arising from terms of reference 1, 2 or 3 that the Committee considers should be considered or resolved by the Council

6. Consider and draw to the attention of the Council the likely impact on schools, financial or otherwise, of any changes to the development and accreditation of post-compulsory subjects or assessment of student achievement or admission requirements of post-secondary institutions

7. Consider matters referred to the Committee by the Council.

Chair

Mr Graham Rixon — Curriculum Council Deputy Chair and Principal, Penrhos College

Members

Ms Mary Ballantine (from February 2005)	Department of Education and Training (Training)
Mr John Barich	Parents' interests
Ms Valerie Gould	Association of Independent Schools of WA
Mr Geoff Hawke	Training Accreditation Council
Ms Michelle Hoad (to January 2005)	Department of Education and Training (Training)
Mr Neil Hunt	Department of Education and Training (Schools)
Mrs Lois Joll (from June 2005)	Department of Education and Training
Dr Susan Jordan (to Sept 2004)	Curtin University
A/Prof Jane Long	The University of Western Australia
A/Prof. David Macey	Murdoch University
Mr Iain McDougall	Hospitality Group Training (WA)
Mr Frank Mahony (to September 2004)	Teachers' interests
Mrs Cheryll Meade (from April 2005)	Challenger TAFE
Ms Pam Moss (to June 2005)	Department of Education and Training
Mr John Nelson	Catholic Education Office
Prof Jennifer Nicol (to Dec 2004)	Notre Dame University
A/Prof Michael O'Neill (from Dec 2004)	Notre Dame University
A/Prof Judith Rivalland	Edith Cowan University
Mr Paul Shanahan (from April 2005)	Teachers' interests
Prof Bruce Shortland-Jones (from Sept 2004)	Curtin University of Technology
Ms Sue Slavin (to April 2005)	Challenger TAFE

Appendix 4: Aboriginal Advisory Committee

Role

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

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

While the current committee is not representative of a wide range of Aboriginal people drawn from the sectors and the Aboriginal Education and Training Council, nominations have been sought to address this.

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

Chair

Ms Lucina Cross (to February 2005)   Curriculum Council member and principal of
                                            Nullagine Primary School

Ms Gail Barrow (from February 2005)   Department of Education and Training

Members

Ms Donella Brown (to June 2005)   Clontarf Aboriginal College

Ms Robyn Collard   Catholic Education Office

Ms Sandra Harris   Department of Education and Training

Ms Dorothy Ruben   Gwynne Park Primary School

Appendix 5: Functions of the Curriculum Council

Curriculum Framework

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

9. (1) It is a function of the Council to:

(a) control, direct and coordinate the development of a curriculum framework for schooling

(b) approve a curriculum framework for schooling

(c) evaluate, review and revise as it thinks fit the curriculum framework

(d) determine and coordinate arrangements to be used or followed for the implementation of the curriculum framework

(e) identify priorities and develop, distribute and evaluate curriculum documentation and other materials which facilitate implementation of the curriculum framework

(f) develop professional development plans necessary to support implementation of the curriculum framework

(g) establish, in accordance with the approved curriculum framework, the minimum requirements for graduation from secondary school and for the issue of a certificate of student achievement

(h) establish, determine the criteria for, and administer, exhibitions and awards to be granted in recognition of student achievement.

Post-compulsory Schooling

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

12. It is a function of the Council to:

(a) establish guidelines for the development and accreditation of courses of study in which students undertaking post-compulsory schooling may be assessed for purposes of certification

(b) accredit and evaluate courses of study prepared by the Council, or prepared in accordance with guidelines approved by the Council

(c) accredit, for the purposes of certification of students undertaking post-compulsory schooling, partially completed secondary courses of study taken outside the State

(d) after consultation with such persons and bodies having functions relating to secondary education, vocational education and training, and university education as the Council thinks fit, establish and carry into effect procedures for:

(i) assessment of achievement of students undertaking post-compulsory schooling, and the proper conduct of that assessment, including school and external assessment for the purposes of certification

(ii) ensuring the comparability of assessments of student achievement

(e) after consultation with such persons and bodies having functions relating to secondary education, vocational education and training and university

education as the Council thinks fit, determine the courses of study to be assessed within secondary schools or by the Council for the purpose of entrance to a university or as a prerequisite for vocational education and training

(f)   consult with universities, and persons and bodies having functions relating to vocational education and training, with respect to requirements and procedures for admission to university and vocational education and training, and review from time to time the effects of those requirements and procedures

(g)   provide information to universities, and persons and bodies having functions relating to vocational education and training, on the achievement of students seeking admission to university or to vocational education and training.

Obligations

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

16. (1)   In performing its functions the Council is to have regard to the capacity, financial and otherwise, of education providers to respond to decisions of the Council and to the impact of the decisions on education providers.

(2)   In performing its functions the Council may act alone or in conjunction with any person, firm, department of the Public Service, government agency or instrumentality, or government of any other place.

(3)   The Council is to:

(a)   consult and collaborate with such persons and bodies having functions relating to education and training and members of the community as the Council thinks fit in relation to the performance of its functions

(b)   provide a forum for consultation and collaboration between persons and bodies having functions relating to secondary education and vocational education and training and universities on matters relating to admission to university and vocational education and training

(c)   advise and confer with employers, organisations of employees and employers, and such other persons and bodies as the Council thinks fit, with respect to recognition by those persons and bodies of courses of study assessed by the Council or within secondary schools, and advise those persons and bodies with respect to levels and methods of assessment and methods of certification

(d)   provide structures for cooperation and consultation in relation to professional development and the development of support documentation.

Appendix 6: Information Statement

This information summary is published by the Council in accordance with the requirements of Section 94 of the *Freedom of Information Act 1992*. The Council is pleased to comply with this requirement and welcomes enquiries under the *Freedom of Information Act*. An updated information summary will be published every 12 months in the annual report.

1. Policy and administrative documents

The Council policy and administrative documents are as follows:

- accounting manual
- annual financial accounts
- annual reports
- budget statements
- Council agendas
- Council minutes
- Curriculum Council statistics book
- examiners' reports
- financial reports
- information brochures
- policy documents
- standing committee agendas
- standing committee minutes
- strategic plan
- syllabus manuals.

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

2. Structure and functions of the Council

The Council consists of 13 members:

(i)   a chairperson is appointed by the Minister

(ii)   the Chief Executive Officer

(iii)   11 other persons appointed by the Minister

Of the persons appointed under (iii):

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

(b)   two are to be nominated by the Director-General of the Department of Education and Training

(c)   one is nominated by the Catholic Education Commission

(d)   one is nominated by the Association of Independent Schools of Western Australia

(e)   one is nominated by the chief executive as defined in the Vocational Education and Training Act 1996

(f)   one is nominated by either:

the Vice-Chancellor of Curtin University of Technology

the Vice-Chancellor of Edith Cowan University

the Vice-Chancellor of Murdoch University

the Vice-Chancellor of the University of Western Australia or

the Vice-Chancellor of the University of Notre Dame Australia

as determined by the Minister

(g)   one is a representative of the interests of teachers and is to be appointed on the recommendation of the State School Teachers' Union of Western Australia and the Independent Schools Salaried Officers' Association, and

(h)   one is to be a representative of the interests of parents of children attending school and is to be appointed on the recommendation of the Western Australian Council of State School Organisations (Inc.) and the Parents and Friends' Federation of Western Australia (Inc.)

The Council is to ensure that:

(a) each school receives free of charge a hard copy of the most recent curriculum framework approved by the Council, and

(b) the current framework is made available to the public in any manner the Council thinks fit.

See Appendix 5 for Functions of the Council.

3.   Standing committees of the Council

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

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

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

The standing committees are supported by the committees, groups and working parties listed in the Curriculum Council structure in this report.

4.   Delegation

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

5.   Public participation

Members of the public (defined as students, parents, teachers, staff of tertiary institutions, employers and interested members of the general public) may be affected by the decisions made by the Council in the areas of the *Curriculum Framework* syllabus changes, certification, assessment procedures and Tertiary

Entrance Examinations. Members of the public are able to put forward their views to the Council either by contacting the community representatives of the various committees or by writing to the Chief Executive Officer of the Curriculum Council.

6. Community consultation

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

7. Access to Council documents

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

Services and publications available to individuals at cost:

* *Curriculum Framework* documents
* teacher support materials
* duplicate copies of State certificates issued at Year 10 or Year 12
* results check of TEE subjects (time limit for request applies)
* statement of question/section marks awarded in TEE (time limit for request applies)
* equivalence statements
* past TEE papers
* solutions to past TEE papers in a variety of subjects.

8. Other information requests

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

Freedom of Information requests should be addressed to:

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

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

9.   Amendment of Council records

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

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

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

AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL
PERFORMANCE INDICATORS FOR THE YEAR ENDED 30 JUNE 2005

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Curriculum Council are relevant and appropriate to help users assess the Council's performance and fairly represent the indicated performance for the year ended 30 June 2005.

Scope

The Council's Role

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

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

Summary of my Role

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

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

D D R PEARSON
AUDITOR GENERAL
10 October 2005
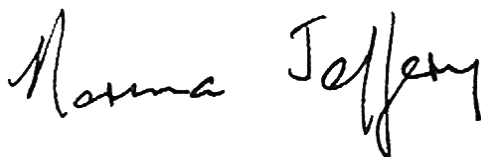
CURRICULUM COUNCIL

Certification of Performance Indicators for the year ended 30 June 2005

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Curriculum Council's performance, and fairly represent the performance of the Curriculum Council for the financial year ended 30 June 2005.

T.M.TEMBY
CHAIR OF THE COUNCIL

N. I. JEFFERY
CHIEF EXECUTIVE OFFICER

19 August 2005

AGENCY LEVEL GOVERNMENT DESIRED OUTCOMES, SERVICES AND PERFORMANCE INFORMATION

Relationship to Government Goal

Government Goal	Desired Outcomes	Services
To enhance the quality of life and wellbeing of all people throughout Western Australia	Continuous development of student learning and curriculum for Western Australian schools.	1. Curriculum Implementation and Maintenance
		2. Course Development and Approval
	An equitable student assessment system to ensure confidence is maintained in Western Australian education standards.	3. Student Assessment and Certification

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

Key effectiveness indicator 1

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

	2005 Target	2005 Actual	2004 Actual
Schools that are monitoring students' progressive achievement of the *Curriculum Framework* comprising the achievements below[a]:			
• implemented the *Curriculum Framework* supported by whole-school planning	n/a[b]	76%	n/a[b]
• mechanisms in place to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis	n/a[b]	73%	n/a[b]
• monitored student's progressive achievement of the outcomes in the *Curriculum Framework*	n/a[b]	65%	n/a[b]

(a) percentage of schools that reported that the indicator is 'under development across the school' or 'fully embedded across the school'.

(b) not applicable as previous key effectiveness indicator was based on a voluntary survey used in the initial phasing-in period of the *Curriculum Framework* in schools.

Details of Survey:
Population and Sample size: 1,021 schools; Response size: 1,014 schools; Response rate: 99.3%; Sample selection: all schools in Western Australia were surveyed.

Key effectiveness indicator 2

	2005 Target	2005 Actual	2004 Actual
Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs	100%	100%	100%

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

Population and sampling size: 164; Response size: 131; Response rate: 80% level.

There was unanimous acceptance of the Year 2004 Accreditation and Moderation Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

Service 1: Curriculum Implementation and Maintenance

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

	2005 Target	2005 Actual	2004 Actual
Cost (Efficiency)			
Average cost per teacher for documents, advice, information, consultation and monitoring [(b)]	$112	$159	$112
Average cost per teacher for professional development	$38	$41	$42

(a) The number of teachers was based on census conducted by the Department of Education and Training, the Catholic Education Office and the Association of Independent Schools of Western Australia.

(b) Higher expenditure on Services mainly from the production of curriculum guides and progress maps and the lower number of teachers resulted in the variance between the 2005 Target and the 2005 Actual.

Service 2: Course Development and Approval

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

	2005 Target	2005 Actual	2004 Actual
Cost (Efficiency)			
Average cost per course developed or reviewed and approved [a]	$4,344	$6,520	$5,044

    (a) Higher than expected costs allocation to this Service for the implementation of the recommendations of the Post-Compulsory Education Review accounted for the variance between the 2005 Target and 2005 Actual.

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

Key effectiveness indicator

	2005 Target	2005 Actual	2004 Actual
Acceptance by stakeholders that the measures of student achievement were valid and credible	100%	100%	100%

This indicator is based on unanimous acceptance of the Year 2004 Accreditation and Moderation Report and Year 2004 Certification and Examination Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

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

Service 3: Student Assessment and Certification

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

	2005 Target	2005 Actual	2004 Actual
Cost (Efficiency)			
School–subject combinations awarding numerical assessment and/or grades	$126	$133	$109
Cost per student receiving a Statement of Results	$94	$100	$84

AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL
FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2005

Audit Opinion

In my opinion,

(i) the controls exercised by the Curriculum Council provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and

(ii) the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the Council at 30 June 2005 and its financial performance and cash flows for the year ended on that date.

Scope

The Council's Role

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

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

Summary of my Role

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

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

D D R PEARSON
AUDITOR GENERAL
10 October 2005

CURRICULUM COUNCIL
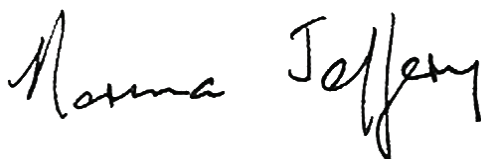
Certification of Financial Statements for the year ended 30 June 2005

The accompanying financial statements of the Curriculum Council have been prepared in compliance with the provisions of the *Financial Administration and Audit Act 1985* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2005 and the financial position as at 30 June 2005.

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

T.M. TEMBY
CHAIR OF THE COUNCIL

N. I. JEFFERY
CHIEF EXECUTIVE OFFICER

D. M. McEVOY
PRINCIPAL ACCOUNTING OFFICER

19 August 2005

Curriculum Council

Statement of Financial Performance for the year ended 30 June 2005

	Note	2005 $000	2004 $000
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	6,705	5,760
Supplies and services	3	4,967	3,885
Accommodation expenses	4	420	434
Depreciation and amortisation expenses	5	111	87
Borrowing costs expense	6	8	10
Grants and awards	7	1,531	1,355
Capital user charge	8	383	175
Total cost of services		14,125	11,706
Revenues from ordinary activities			
Revenue from operating activities			
Sales and fees	9	906	928
Commonwealth grant	10	-	20
Other grants and contributions	10	287	40
Other revenues and recoveries from ordinary activities		71	35
Total revenues from ordinary activities		1,264	1,023
NET COST OF SERVICES		12,861	10,683
REVENUES FROM STATE GOVERNMENT	11		
Service appropriations		10,996	11,039
Liabilities assumed by the Treasurer		167	-
Resources received free of charge		325	274
Total revenues from State Government		11,488	11,313
CHANGE IN NET ASSETS		(1,373)	630

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

Curriculum Council

Statement of Financial Position as at 30 June 2005

	Note	2005 $000	2004 $000
CURRENT ASSETS			
Cash assets	12	2,427	4,262
Restricted cash assets	13	35	44
Inventories	14	168	214
Receivables	15	129	21
Amount receivable for services	16	80	80
Prepayments		82	94
Total current assets		2,921	4,715
NON-CURRENT ASSETS			
Amount receivable for services	16	213	204
Office equipment and fittings	17	267	215
Intangible assets	18	59	18
Project-in-progress	19	841	491
Total non-current assets		1,380	928
Total assets		4,301	5,643
CURRENT LIABILITIES			
Payables	20	165	40
Interest-bearing liabilities	21	10	9
Provisions	22	710	579
Other liabilities	23	114	386
Total current liabilities		999	1,014
NON-CURRENT LIABILITIES			
Interest-bearing liabilities	21	104	114
Provisions	22	331	175
Total non-current liabilities		435	289
Total liabilities		1,434	1,303
NET ASSETS		2,867	4,340
EQUITY	24		
Contributed equity		3,590	3,511
Accumulated surplus		(740)	650
Reserve		17	179
TOTAL EQUITY		2,867	4,340

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

Curriculum Council

Statement of Cash Flows for the year ended 30 June 2005

	Note	2005 $000	2004 $000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriations		10,907	10,900
Capital contributions		79	79
Holding account drawdowns		80	80
Net cash provided by State Government		11,066	11,059
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(6,293)	(5,618)
Supplies and services		(4,884)	(3,524)
Accommodation expenses		(455)	(468)
Borrowing costs		(8)	(10)
Capital user charge		(383)	(175)
Grants and awards		(1,531)	(1,355)
GST payments on purchases		(430)	(423)
GST payments to taxation authority		(116)	(67)
Receipts			
Sale of goods and services		825	938
Commonwealth grants and contributions		-	20
Grants from state agencies		270	24
Grants from non-government sources		17	16
Other receipts		127	23
GST receipts on sales		116	106
GST receipts from taxation authority		398	325
Net cash used in operating activities	25	(12,347)	(10,188)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		-	-
Purchase of non-current physical assets		(554)	(448)
Net cash used in investing activities		(554)	(448)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings from the WA Treasury Corporation		(9)	(9)
Net cash used in financing activities		(9)	(9)
Net (decrease)/increase in cash held		(1,844)	414
Cash assets at beginning of the financial year		4,306	3,892
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	25	2,462	4,306

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

1.   **Significant accounting policies**

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

General statement

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

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

Basis of Accounting

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

(a)   Service appropriations

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

(b)   Contributed Equity

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

(c)   Grants and other contributions revenue

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

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

(d)   Revenue recognition

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

(e)   Acquisitions of assets

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

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

Assets costing less than $1,000 are expensed in the year of acquisition other than where they form part of a group of similar items which are significant in total.

(f)   Depreciation of non-current assets

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

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

Computer hardware	3 years
Computer software (intangible assets)	3 years
Communication and audiovisual equipment	3 years
Other equipment and fittings	5-10 years

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

(g)   Leases

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

(h)   Cash

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

(i)   Inventories

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

(j)   Receivables

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

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

(k)   Payables

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

(l)   Interest-bearing liabilities

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

(m)   Employee entitlements

Annual leave

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

Long service leave

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

Superannuation

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

From 30 June 2004, the Treasurer has assumed the liability for pension and pre-transfer benefit superannuation liabilities. The assumption was designated as a contribution by owners under Treasurer's Instruction 955(3)(iv) on 30 June 2004

The superannuation expense comprises the following elements:

(i) change in the unfunded employer's liability in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme; and

(ii) employer contributions paid to the Gold State Superannuation Scheme and the West State Superannuation Scheme.

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

A revenue "Liabilities assumed by the Treasurer" equivalent to (i) is recognised under Revenues from State Government in the Statement of Financial Performance as the unfunded liability is assumed by the Treasurer. The GESB makes the benefit payments and is recouped by the Treasurer.

The Council is funded for employer contributions in respect of the Gold State Superannuation Scheme and the West State Superannuation Scheme. These contributions were paid to the GESB during the year. The GESB subsequently paid the employer contributions in respect of the Gold State Superannuation Scheme to the Consolidated Fund.

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

Employee benefit on-costs

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

(n)   Accrued salaries

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

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

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

(p)   Comparative figures

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

(q)   Rounding of amounts

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

	2005 $000	2004 $000
2. Employee expenses		
Salaries and allowances	5,261	4,758
Superannuation	843	644
Long service leave	185	63
Annual leave	163	81
Other related expenses [a]	253	214
	6,705	5,760

(a) These employee expenses include workers compensation premiums associated with the recognition of annual and long service leave liability.

3. Supplies and services		
Consultants and contractors	4,086	3,168
Communications	167	166
Consumable supplies	594	427
Repairs and maintenance	120	124
	4,967	3,885

4. Accommodation expenses		
Lease rentals	386	374
Repairs and maintenance	9	30
Cleaning	25	30
	420	434

5. Depreciation and amortisation expenses		
Office equipment and fittings	102	82
Intangible assets	9	5
	111	87

6. Borrowing costs expense		
Interest paid to WA Treasury Corporation	8	10

	2005 $000	2004 $000
7. Grants and awards		
Grants and teacher relief payments relating to the professional development of teachers for:		
- implementation and maintenance of the *Curriculum Framework*	1,204	1,346
- implementation of the recommendations of the Post-Compulsory Education Review	319	-
Grants for Year 12 Art Exhibition and Celebrates WA	3	5
Awards for Tertiary Entrance Examinations (TEE)	5	4
	1,531	1,355

The grants and awards were provided for ordinary activities.

8. Capital user charge	383	175

A capital user charge rate of 8% has been set by the Government for 2004-05 (2003-04: 8%) and represents the opportunity cost of capital invested in the net assets of the Council used in the provision of services. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.

9. Sales and fees

Sale of TEE materials,other publications and fees from TEE related services	659	577
Fees from overseas full fee paying students [a]	247	351
	906	928

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

	2005 $000	2004 $000
10. Commonwealth grant **Other grants and contributions**		
From a Commonwealth Government agency for a project	-	20
From other State agencies and non-government sources for TEE Award Ceremony	37	37
From other State agencies for projects	250	3
	287	40
11. Revenues from State Government		
Appropriation revenue received during the year:		
Service appropriations [a]	10,996	11,039
Liabilities assumed by the Treausurer during the year:		
Superannuation [b]	167	-
Resources received free of charge [c]: Determined on the basis of the following estimates provided by agencies: Department of Education and Training (DET) – payroll services [d]	19	-
Ministry of Justice – legal services	5	8
Department of Education Services – executive and project services	301	266
	325	274

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

(b) The assumption of the superannuation liability by the Treasurer is a notional revenue to match the notional superannuation expense reported in respect of current employees who are members of the Pension scheme and current employees of who have a pre-transfer benefit entitlement under the Gold State Superannuation scheme.

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

(d) The Council used the DET's Human Resources Management Information System from 1 July 2004. DET provided the access to the application and support services and transmission of the payroll files for bank processing.

(e) The Council provided non-chargeable corporate services (human resource, financial and information system services) to the Department of Education Services. The estimated value of these services was $126,380 (2004:$116,896).

	2005 $000	2004 $000
12. Cash assets		
Cash at bank[a]	2,426	4,261
Petty cash and till float	1	1
	2,427	4,262

(a) Included in Cash at bank is an amount of $17,000 (2004: $178,810 – paid during the year ended 30 June 2005) reserved for meeting the 27th fortnight payroll mentioned in Note 24.

13. Restricted cash assets

Cash at bank held for a Commonwealth agency funded project	35	44

This represents the balance of unspent grants from a Commonwealth Government agency for a project. The grant revenue is mentioned in Note 10 above.

	2005 $000	2004 $000

14. Inventories

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

15. Receivables

Trade debtors	84	7
GST receivable	45	14
	129	21

16. Amount receivable for services

Current	80	80
Non-Current	213	204
	293	284

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

17. Office equipment and fittings

At cost	840	759
Accumulated depreciation	(573)	(544)
	267	215

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

Carrying amount at start of the year [b]	215
Additions	154
Disposals at cost	(74)
Accumulated depreciation on disposals	74
Depreciation for the year	(102)
Carrying amount at end of year	267

(b) The cost and accumulated depreciation amounts for 2004 have been revised to transfer the computer software to Intangible assets as required under the AIFRS mentioned in Note 34 below.

	2005 $000	2004 $000
18. Intangible assets		
Computer software:		
At cost	120	70
Accumulated depreciation	(61)	(52)
	59	18

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

Carrying amount at start of the year [(b)]	18
Additions	50
Disposals at cost	-
Accumulated depreciation on disposals	-
Depreciation for the year	(9)
Carrying amount at end of year	59

(b) The carrying amount for 2004 was transferred from Office equipment and fittings as mentioned in Note 17 and Note 34.

19. Project-in-progress

	2005	2004
Replacement of Student Records System, at cost	841	491
Carrying amount at start of the year	491	
Additions	350	
Carrying amount at end of year	841	

No depreciation is provided until the completion of the project.

20. Payables

	2005	2004
Trade payables	165	40

	2005 $000	2004 $000

21. Interest-bearing liabilities

WA Treasury Corporation loans:

	2005	2004
Current	10	9
Non-current	104	114
	114	123

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

22. Provisions

Current:

	2005	2004
Annual leave [a]	289	237
Long service leave [a]	421	342
	710	579
Non-Current:		
Long service leave [a]	331	175
	1,041	754

(a) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-cost for superannuation. The provisions above include this on-cost.

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

23. Other liabilities

Income in advance [a]:

	2005	2004
TEE fees from full fee paying students	114	198
Accrued salaries:		
Amount owing for 0 [b] working days (2004: 9 working days)	-	188
	114	386

(a) TEE enrolment fees for full fee paying students are payable prior to the end of the financial year whilst the examinations are conducted during the first half of the following financial year.

(b) The payment date of the last fortnight payroll occurred on 30 June 2005.

	2005 $000	2004 $000
24. Equity		
Contributed equity [(a)]		
Opening balance	3,511	2,645
Capital contributions	79	79
Superannuation liabilities assumed by the Treasurer [(b)]	-	787
Closing balance	3,590	3,511
Accumulated surplus		
Opening balance	650	76
Change in Net Assets	(1,373)	630
Transfer to Reserve	(17)	(56)
Closing balance	(740)	650
Reserve [(c)]		
Opening balance	179	123
Transfer from Accumulated surplus	17	56
Payment of 27th fortnight payroll	(179)	-
Closing balance	17	179

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

(b) The Department of Treasury and Finance implemented new accounting and reporting arrangements for budget funded statutory authorities in relating to superannuation. This resulted in the assumption of the Council's pension and pre-transfer benefit liabilities with effect from 30 June 2004.

(c) The Reserve is maintained to meet the 27th fortnight payroll The provision for each financial year is equivalent to one tenth of a fortnight payroll. The next 27th payroll is due and payable during the year ending 30 June 2017.

	2005	2004
	$000	**$000**

25. Notes to the Statement of Cash Flows

(a) Reconciliation of cash

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

	2005	2004
Cash assets (Note 12)	2,427	4,262
Restricted cash assets (Note 13)	35	44
	2,462	4,306

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

	2005	2004
Net cost of services	(12,861)	(10,683)
27th fortnight payroll funded by Reserve	(179)	-
Non-cash items:		
Resources received free of charge	325	274
Depreciation expense	111	87
Superannuation liabilities assumed by the Treasurer	167	-
(Increase)/decrease in assets:		
Receivables	(77)	(1)
Inventories	45	30
Prepayments	11	(2)
Increase/(decrease) in liabilities:		
Payables	125	(51)
Current provisions	131	42
Other current liabilities	(272)	92
Non-current provisions	156	22
Net GST receipts/(payments) (b.1)	(30)	15
Change in GST in receivables/payables (b.2)	1	(13)
Net cash used in operating activities	(12,347)	(10,188)

(b.1) This is the net GST paid/received, that is, cash transactions.

(b.2) This reverses out the GST in accounts receivable and payable.

(b.3) ATO receivable/payable in respect of GST and receivable/ payable in respect of the sale/purchase of non-current assets are not included in these items as they are not reconciling items

(c) Non-cash financing and investing activities

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

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

26. Lease commitments

	2005 $000	2004 $000

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

	2005 $000	2004 $000
Within 1 year	531	544
Later than 1 year and not later than 5 years	1,582	128
	2,113	672

27. Capital commitments

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

Within 1 year	1,281	-
Later than 1 year and not later than 5 years	401	-
	1,682	-

28. Events occurring after reporting date

On 3 January 2003, the Government announced that it was consolidating education and training into one department under one Minister. Under the arrangements, the Curriculum Council budget appropriation will be included with that for the Department of Education and Training when the appropriate amendments have been made to the *Curriculum Council Act 1997* currently being reviewed.

29. Financial instruments

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

2005	Weighted Average Effective Interest Rate %	Quarterly fixed due within 1 year %	Quarterly fixed due after 1 year $000	Non-Interest Bearing $000	Total $000
Financial assets:					
Cash assets		-	-	2,427	2,427
Restricted cash assets		-	-	35	35
Receivables		-	-	129	129
Amount receivable for services		-	-	80	80
		-	-	2,671	2,671
Financial liabilities :					
Payables		-	-	165	165
Other liabilities		-	-	114	114
Loans	7.02	10	104	-	114
		10	104	279	393
2004					
Financial assets		-	-	4,407	4,407
Financial liabilities	7.70	9	114	428	551

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

(c) Net fair value
The carrying amount of the financial assets and liabilities recorded in the Financial Statements are not materially different from their net fair values.

30. Remuneration of members of the Council and Senior Officers

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

	2005	2004
$0 - $10,000	12	13
$30,001 - $40,000	1	-
	$000	**$000**
The total remuneration of the members of the Council is:	37	-

Since August 1999, the Council's incumbent Chief Executive Officer (CEO) was also the CEO of the Department of Education Services (DES). From then, DES was responsible for the Council's CEO's payroll. However, DES payment for payroll and on-costs for the CEO's involvement in the Council's business was recognised as Resources received free of charge in the DES amount in Note 11 above. The remuneration for the CEO included above relates to fringe benefits.

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

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

	2005	2004
$0 - $10,000	1	1
$90,001 - $100,000	1	1
$110,001 - $120,000	1	2
$120,001 - $130,000	1	-
	$000	**$000**
The total remuneration of senior officers is:	340	304

Included in the band of between $0 - $10,000 for 2005 is the Director of Corporate Services. The payroll of the Director is borne by DES since October 1999. The remuneration for the Director included above relates to fringe benefits.

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

No senior officers are members of the Pension Scheme.

31. Remuneration of Auditor

	2005 $000	2004 $000

Remuneration to the Auditor General for the financial year is as follow:

	2005	2004
Auditing the accounts, financial statements and performance indicators	23 [a]	-

(a) audit fee for 2003-04 annual report.

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

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

	Note	Actual 2005 $000	Actual 2004 $000	Variation $000
Expenses from ordinary activities				
Employee expenses	(a)	6,705	5,760	+945
Supplies and services	(b)	4,967	3,885	+1,082
Grants and awards	(c)	1,531	1,355	+176
Revenues from ordinary activities				
Other grants and contributions	(d)	287	40	+247

Explanatory notes
(a) Employee expenses
The variation reflects the impact of:
- budgeted increase in staffing to carry out the Implementation of the Post-Compulsory Education Review Recommendations (PCI).

- payment of increase in award rates backdated to first pay after 26 February 2004 and 2nd increase from pay period after 26 February 2005.

(b) Supplies and services
 The substantial increase is due to :
- higher volume of payments for services such as to PCI writers factored into the project schedule.

- the planned production of *Curriculum Guides* and progress maps.

(c) Grants and awards:
Teacher relief expenditure for professional development relating to PCI accounted for the increase.

(d) Other grants and contributions
The Council received the balance of a grant from the Public Education Endowment Trust to fund the production of *Curriculum Guides*.

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

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

	Note	Actual 2005 $000	Budget 2005 $000	Variation $000
Expenses from ordinary activities				
Employee expenses	(a)	6,705	5,014	+1,691
Grants and awards	(b)	1,531	1,210	+321
Capital user charge	(c)	383	89	+294
Revenues from ordinary activities				
Sales and fees	(d)	906	744	+162

Explanatory note

(a) Employee expenses

The variation was due to :

- higher provision for long service leave due to more staff becoming eligible for the provision compounded by low clearance of leave entitlements.

- underestimation of the impact of award salary increases in the Section 42 budget.

(b) Grants and awards

The variation was due to the classification of expenditure on teacher relief for professional development in relation to PCI as services, rather than grants, in the Section 42 budget.

(c) Capital user charge

The baseline used for the computation of the Section 42 budget was lower than the actual outturn.

(d) Sales and fees

Actual sales and fees exceeded expectations.

34. The impact of adopting Australian equivalents to the International Financial Reporting Standards

The Council is required to adopt the Australian Equivalents to International Financial Reporting Standards (AIFRS) for annual reporting period ending on or after 30 June 2005. The adoption impact on the classification of Non-current assets in the Statement of Financial Position.

Reconciliation of the Council's Non-current assets under the Australian Generally Accepted Accounting Principles (AGAAP) to that under AIFRS

	$000
Office equipment and fittings under previous AGAAP, 1 July 2004	233
Reclassification of computer software to Intangible assets	(18)
Office equipment and fittings under AIFRS, 1 July 2004	215
Intangible assets under previous AGAAP, 1 July 2004	-
Reclassified from office equipment and fittings	18
Intangible assets under AIFRS, 1 July 2004	18
Impact on the Council's Total Equity, 1 July 2004, due to the adoption of the AIFRS	-

35. Service information

	Service 1		Service 2		Service 3		Total	
	2005 $000	2004 $000	2005 $000	2004 $000	2005 $000	2004 $000	2005 $000	2004 $000
COST OF SERVICES								
Expenses from ordinary activities								
Employee costs	2,046	1,639	1,410	1,216	3,249	2,905	6,705	5,760
Grants and awards	1,310	1,345	106	-	115	10	1,531	1,355
Other expenses	2,474	1,930	766	592	2,649	2,069	5,889	4,591
Total expenses from ordinary activities	5,830	4,914	2,282	1,808	6,013	4,984	14,125	11,706
Revenues from ordinary activities								
Sales and fees	52	41	2	10	852	877	906	928
Grants	250	7	-	7	37	46	287	60
Other revenues from ordinary activities	30	15	9	5	32	15	71	35
Total revenues from ordinary activities	332	63	11	22	921	938	1,264	1,023
Net cost of services	5,498	4,851	2,271	1,786	5,092	4,046	12,861	10,683

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2005

	Service 1		Service 2		Service 3		Total	
	2005 $000	2004 $000	2005 $000	2004 $000	2005 $000	2004 $000	2005 $000	2004 $000
Revenues from Government								
Service appropriations	5,240	5,398	972	567	4,951	5,074	11,163	11,039
Resources received free of charge	108	91	108	91	109	92	325	274
Total revenues from Government	5,348	5,489	1,080	658	5,060	5,166	11,488	11,313
Change in net assets	(150)	638	(1,191)	(1,128)	(32)	1,120	(1,373)	630

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

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

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