



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

# 2015-16

## ANNUAL REPORT



School Curriculum  
and Standards  
Authority

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ISSN 1440-8740  
2016/38166[v9]

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# ABOUT THIS REPORT

Welcome to our *2015–16 Annual Report*. This report is designed to provide you with information about the School Curriculum and Standards Authority (the Authority) and its purpose, services and performance.

Our report addresses the reporting requirements in *Treasurer’s Instruction 903: agency annual reports* and the Western Australian public sector *Annual reporting framework: 2015/16 reporting year*.

It presents our work in the context of the priorities stated in our strategic plan, budget papers and other significant documents and outlines our contribution to broader government desired outcomes.

The report is in eight sections:

- **2015–16 at a glance** includes an overview from the Chair of the Board and Chief Executive Officer and summarises the highlights of the year.
- **About us** includes information about our role, vision, goals, values, key stakeholders, agency structure and legislation.
- **Significant issues** affecting the agency outlines our key challenges and opportunities and how we are addressing them.
- **Our performance** includes information about our performance against financial targets, a summary of our performance management framework and our performance against each priority area in our strategic plan.
- **Disclosures and legal compliance** includes information required by Government agencies.
- **Financial statements** provide information about our financial performance and financial position.
- **Key performance indicators** outline our effectiveness and efficiency performances.
- **Appendix A** contains detailed 2015 Western Australian Certificate of Education (WACE) examination data.

Note: The Authority has responsibility for Kindergarten to Year 12 but generally reports data from Pre-primary onwards as Kindergarten is not a compulsory year of schooling in Western Australia.

# 2015–16 AT A GLANCE

## Chair of the Board and Chief Executive Officer's foreword

This has been a year of strong continuation for the Authority as staff have worked assiduously to provide curriculum, assessment and standards that will prepare students for the future and enable them to achieve at the highest level. Kindergarten to Year 10 (K–10) is now more fully equipped with more curriculum and resources than ever before. New examinations and moderation processes have been developed that further cement the agenda to reform the Western Australian Certificate of Education (WACE) in Years 11 and 12. In terms of our Strategic Plan these are two key priorities that have been the focus of the Authority's work over the past three years.

The *Western Australian Curriculum and Assessment Outline* (the *Outline*) has been consolidated as the source of mandated Pre-primary–Year 10 (P–10) curriculum, assessment and reporting requirements for Western Australian schools. The early release of The Arts, Humanities and Social Sciences, Health and Physical Education, and Technologies P–10 syllabuses in July 2015 means teachers have additional time to familiarise themselves with the content prior to implementation in 2018. Publication of language syllabuses for P–10 in July 2016 will embed the *Outline* as the source for curriculum and assessment for all learning areas across Years P–10. In addition we have committed to producing support materials for teachers which will aid them in delivering, assessing and reporting of student achievement in relation to the Western Australian curriculum.

The Authority is committed to providing a curriculum that is inclusive of all students and this year a key area of attention for the agency has been the initial trial of Abilities Based Learning Education, Western Australia (ABLEWA) for students with disability and additional learning needs. The use of ABLEWA to describe progress increments, even if they are small, is having a powerful impact, with parents especially.

In the area of innovation, the Authority's purchase of Brightpath software is sharpening assessment practices to ensure teaching and learning, and subsequently grading, reflect common understandings and clear achievement standards. This tool will be rolled out over the next few years.

As the Test Administration Authority for the National Assessment Program – Literacy and Numeracy (NAPLAN), the agency's leadership in Western Australia has seen collaboration with the Association of Independent Schools WA, Catholic Education WA and the Department of Education in facilitating the transition to NAPLAN Online for selected schools in 2017–2018, ahead of participation by all schools in 2019.

The Authority's data management efficiency has been enhanced with the phased development of a new Student Records Management System. This will provide for the storage of student registration data, achievement data, NAPLAN data, vocational education and training data and state level

reporting data across P–12 and will enable the Authority to meet its key reporting remit under the *School Curriculum and Standards Authority Act 1999*.

We have addressed quality assurance of curriculum and assessment through a syllabus delivery audit and externally set tasks (EST) conducted across General and Foundation courses in Year 12 for the first time in 2016. Through the ESTs the Authority has been able to focus on developing common teacher understandings about course content and marking standards. Online Literacy and Numeracy Assessment data, EST data and the syllabus delivery audit process enable the Authority to 'triangulate' student achievement data to ensure curriculum delivery and assessment standards are fair and appropriate, giving students the best opportunity for success at school.

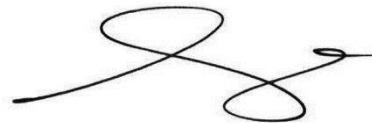
In terms of communication, a new web content management system has been implemented in response to increased visitor numbers to the Authority website. The redesigned site reflects our goal to continue to improve the way we do things by better delineating WACE structures and our K–10 functions. Work on developing a parent website and the linking of social media content to core business activities through the Authority's Facebook and Twitter pages are key stakeholder communication strategies.

Recognising the undiminished role of face-to-face communication, the Authority delivered briefings across the state about the implementation of changes to the WACE. The briefings provided a channel for sharing clear messages in a forum that builds the Authority's capacity to listen and respond to stakeholder concerns. We consider this open forum an important communication channel with our state's school leaders.

We want to reiterate our commitment to do things better within the Authority as we seek to do our best for schools, teachers and the community. We acknowledge the pivotal role of the Authority's Board and thank the many volunteer advisory groups for the wealth of advice they have given generously during 2015–16. Support from the Association of Independent Schools WA, Catholic Education WA and the Department of Education, the Western Australian Council of State School Organisations, the Parents and Friends Federation of Western Australia and teachers' professional associations is valued and essential, as are the countless voluntary hours given by teachers, school leaders and school administrators. Our thanks to the Authority staff for their unstinting efforts to support the people we serve. A special thank you to everyone who has worked tirelessly to compile this report. We would also like to acknowledge the efforts of schools and teachers throughout the implementation of the WACE reforms and the Kindergarten to Year 10 curriculum.

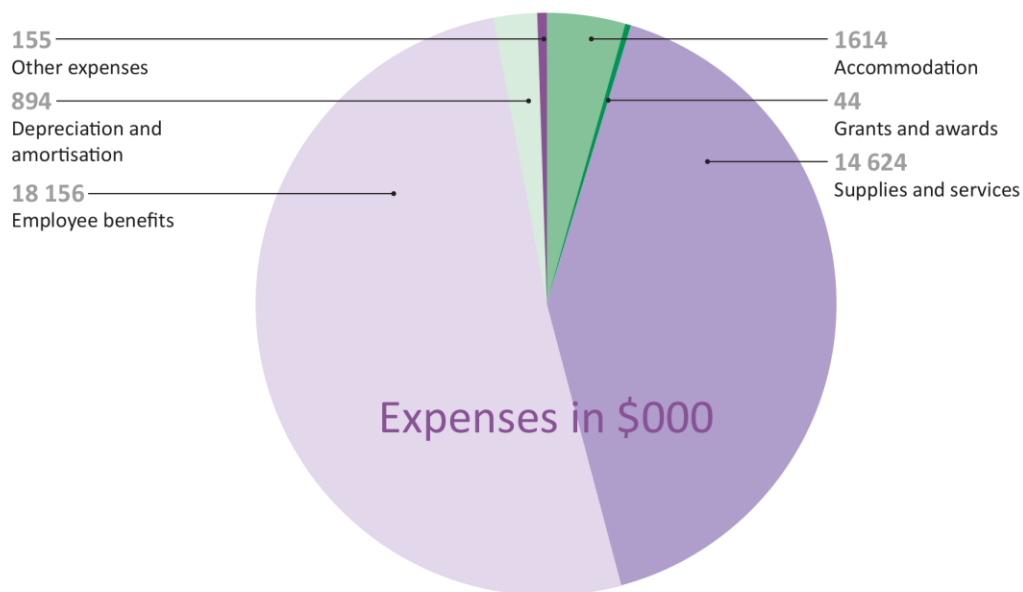
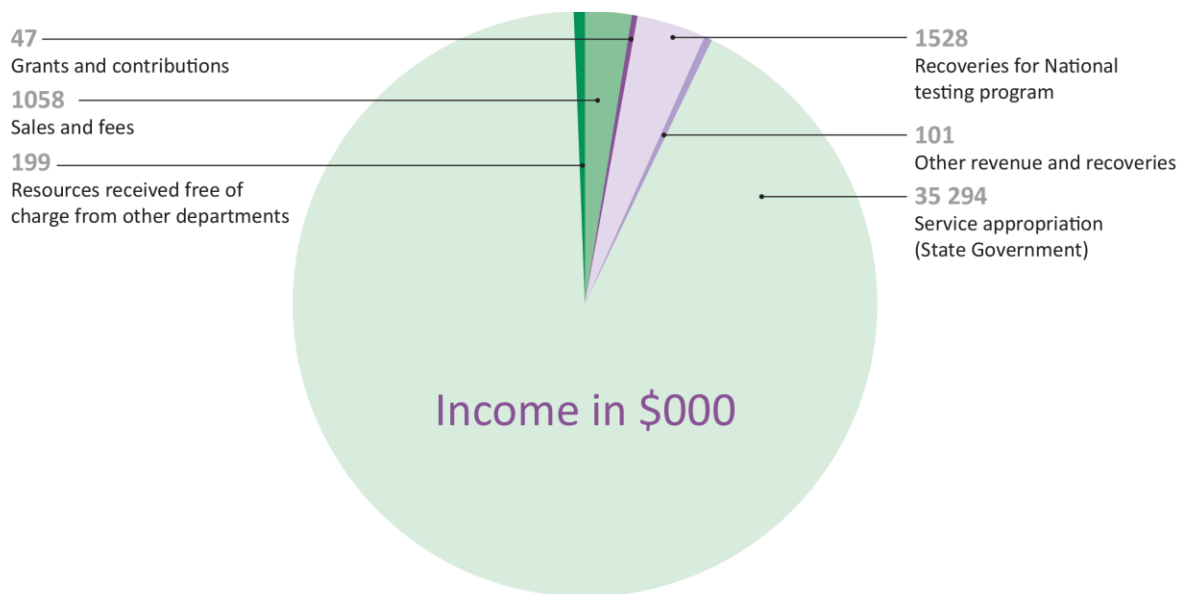


**Emeritus Professor Patrick Garnett**  
Chair



**Mr Allan Blagaich**  
Chief Executive Officer

# Financial overview








# Highlights

## Strategic goal 1: Provision of high-quality curriculum, assessment and standards

Goal: Develop Kindergarten to Year 12 curriculum, assessment, standards and support resources that allow all students to achieve to the full extent of their capabilities.

### Kindergarten – Year 10

	<p><b>Abilities Based Learning Education, Western Australia (ABLEWA)</b></p> <p>124 schools took part in a validation and trial of this resource for teachers of students with disability and additional learning needs.</p>	<p><b>Brightpath</b></p> <p>The Authority commenced a trial of the Brightpath assessment management software in March 2016 involving the primary schools previously engaged with Brightpath and adding a further 60 schools from across Western Australia.</p>
	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"><li>• There were 125 737 students from Years 3, 5, 7 and 9 who were eligible to undertake the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2015.</li><li>• Online marking of Writing and Reading was carried out over a period of three weeks by 220 markers</li></ul>	
<p><b>Pre-primary to Year 10 syllabuses</b></p> <ul style="list-style-type: none"><li>• The syllabuses for the Western Australian curriculum for English, Mathematics and Science were updated to include v8.1 of the Australian curriculum.</li><li>• Syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies and The Arts were published at the beginning of Semester 2, 2015 to allow additional time for schools to familiarise themselves with the year-level syllabuses.</li><li>• Achievement standards were developed for Humanities and Social Sciences and Health and Physical Education and published in the syllabuses in November 2015.</li><li>• The Authority has adopted and adapted the Australian curriculum for Languages, developing and publishing year-level syllabuses for six languages – Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language.</li></ul>		
	<p><b>Pre-primary to Year 10 Support Materials</b></p> <p>Assessment Tasks, Assessment Snapshots and Judging Standards materials were developed for Humanities and Social Sciences, Health and Physical Education, Technologies, and The Arts.</p>	
<p><b>International Schools</b></p> <p>There were two international schools offering the <i>Western Australian Curriculum and Assessment Outline</i> for students from Pre-primary through to Year 10.</p>		



## Year 11 and 12



### WACE Examinations

- A total of 111 separate written examinations were conducted, comprising 84 WACE course examinations and 27 interstate-sourced examinations. The interstate-sourced examinations were attended by 349 candidates.
- A total of 25 practical examinations were set and conducted in 16 WACE courses. These were attended by 8918 candidates.
- 58.3 per cent (13 680) of Year 12 students who undertook full-time WACE studies sat four or more WACE examinations. This compares to 58.6 per cent (9152) in 2014 (the half-cohort created by raising the school-starting age for Year 1 in 2003) and 57.6 per cent (13 205 students in 2013).
- 15 349 students sat one or more WACE examination.

### Access for Candidates with Disability

- A total of 597 applications (436 in 2014; 562 in 2013) were received for 2015. This represents 3.8 per cent (4.1 per cent in 2014; 3.6 per cent in 2013) of the number of candidates who were enrolled to sit at least one WACE examination.

### Achievements

- A total of 23 475 Year 12 students were eligible for the WACE. Of these, 22 630 (96.4 per cent) achieved the WACE.
- A total of 1277 exhibitions and awards were granted to 970 Year 12 students.
- In 2015 there were 617 Aboriginal and Torres Strait Islander students eligible for a WACE, 553 (89.6 per cent) of whom achieved a WACE.



### School Moderation Program

- There were 189 grading reviews conducted on courses/stages at schools where the difference between the WACE examination mark distribution and the school mark distribution indicated the possibility of assessment issues, or when reviews were requested by schools.
- For schools in their first or second year of delivery of WACE courses, 24 documentation reviews were conducted.

### International Schools

There were 14 international schools in seven countries offering the WACE with 456 students enrolled in Year 11 and 1247 students enrolled in Year 12.



# Strategic goal 2: Implementation of the Western Australian Certificate of Education 2015–16

Goal: Develop and implement curriculum, assessment, certification and enabling policies and strategies to support the successful implementation of WACE 2015–16.



## Teacher Support Materials

Over 300 teacher support resources were created for 107 Year 12 courses to support understanding of syllabus delivery and assessment requirements to meet the course standards.

## Online Literacy and Numeracy Assessment (OLNA)

- Approximately 12 000 numeracy assessments, 9000 reading assessments and 10 000 Writing assessments were completed by Year 10 and Year 11 students during the September 2015 round of the OLNA.
- Approximately 21 000 numeracy assessments, 20 000 reading assessments and 24 000 Writing assessments were completed by Year 10, Year 11 and Year 12 students during the March 2016 round of the OLNA.
- An Example test was developed and released for each of the Numeracy, Reading and Writing components to allow students to experience a full-length test as preparation for the OLNA
- Interim reports were provided to schools in October 2015 for OLNA assessments undertaken in September 2015, and in May 2016 for assessments undertaken in March 2016 by Year 10, Year 11 and Year 12 students who had not met the minimum standard of literacy and numeracy.



## Languages

- A total of 2155 applications from students planning to enrol in a Year 11 WACE language course for 2015 were processed.
- The application process for eligibility to study English as an Additional Language or Dialect was reviewed and streamlined; 2059 applications were processed and 2020 were approved.



## Syllabus Delivery Audit

Over four days, by 90 reviewers – 30 Principal Consultants from the Authority and 60 experienced teachers – reviewed approximately 4700 documents against the WACE 2015–16 requirements for course and assessment outlines.



## Externally Set Tasks

Sample ESTs were developed for 56 non-examinable Year 12 courses to support the implementation of ESTs in Semester 2, 2016.

## School Moderation

- 139 documentation reviews followed on from the syllabus delivery audit.
- 189 grading reviews were conducted on particular courses/stages at schools, where the difference between the WACE examination mark distribution and the school mark distribution indicated the possibility of assessment issues. Other schools were involved in the program on their request.
- 105 document reviews were conducted in Term 1 2016 as part of the support program for new schools.



# Strategic goal 3: Governance and organisational capability

Goal: Implement accountable and transparent governance that supports our operations and responsiveness to change and the needs of our partners.



## Assets and Resources

An independent audit of the Authority's assets and resources was conducted to ensure compliance with relevant Acts, legislation and policy.

## Structure

The Authority's organisational structure was reviewed to ensure that the Authority continues to be best placed to conduct its functions in accordance with the *School Curriculum and Standards Authority Act 1997* and the agency's strategic plan.

As of 30 June 2016

- Full-time staff: 81 permanent and 34 fixed-term (compared with 30 June 2015 87 permanent and 43 fixed-term)
- Part-time staff: 18 permanent and 19 fixed term (compared with 30 June 2015 17 permanent and 13 fixed-term)



## Recordkeeping and Documents

The 'Going Electronic' project is progressing with the following electronic materials generated in 2015–16:

- 81 468 documents
- 25 411 emails
- 692 files/containers.



## Websites

The Authority's three public-facing websites were integrated, completing the work of implementing the new web content management system which began in 2014–15.



## Workforce Diversity

- 44.5 per cent of the Authority's employees are aged 55 years or over; 75 per cent aged over 45 years; 6.5 per cent are aged below 25 years.
- Employees with culturally diverse backgrounds represent 15.6 per cent of the Authority's employees compared with 12.4 per cent across the public sector.
- Females comprise 67 per cent of the Authority's workforce compared with 72.4 per cent within the Western Australian public sector.
- The proportion of permanently employed staff is 50.7 per cent compared with 70.7 per cent of the public sector.
- The percentage of part-time employees is 19.1 per cent compared with 34 per cent of the public sector.

## Payments

Online payment methods were introduced to improve client service facilities and reduce administrative burden.



## Strategic goal 4: Communication, collaboration and partnerships

Goal: Consult with, and respond to the needs of, our partners to ensure the provision of quality curriculum, assessment and standards.

### External Committees

The School Curriculum and Standards Authority Board convened external committees to ensure responsiveness to the needs of its key stakeholders. Committees were responsible for providing advice to the Authority on matters related to:

- the P–10 syllabuses and Judging Standards development
- trialling and validation of Abilities Based Learning Education, Western Australia (ABLEWA)
- WACE course syllabus development, implementation and review
- school assessment and moderation
- external assessments (WACE examinations and externally set tasks)
- trends and issues pertaining to courses and endorsed programs.



### Briefings

The Authority's Chief Executive Officer delivered ten briefings to 362 secondary school leaders across Western Australia to explain changes to the WACE. A webinar was attended by 32 people from remote areas.

### Website Improvements

The following website improvements were undertaken:

- review of content on the main Authority website and the introduction of information that supports reforms to the WACE in 2015 and 2016
- redesign of the WACE 2015–16 site to accommodate an increase in the volume of content
- implementation of a new web content management system, including redesigns for consistent branding across two of the three websites
- migration of content from the Australian Curriculum, Assessment and Reporting Authority (ACARA) to the Authority website
- design, development and delivery of the ABLEWA website for a state-wide trial.



### Queries

Stakeholders are encouraged to send queries to the Authority through its info@ email address and 2346 queries were responded to in the reporting period.

# ABOUT US

The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Western Australian Minister for Education and is administered by a board consisting of seven members.

## Our vision

To provide quality curriculum, assessment and reporting of standards of achievement of all students studying the Western Australian curriculum, so that they become confident, creative learners and active, informed citizens who contribute positively to society.

## Our role

Our role is to:

- develop and accredit school curriculum
- assess student achievement in relation to the curriculum through the administration of standardised testing and Western Australian Certificate of Education (WACE) examinations\*
- report student achievement in terms of standards established for the curriculum.

*\*From 2016 the Authority will shift to ATAR course examinations as the external assessment for the WACE.*

## Our goals

*The School Curriculum and Standards Authority Strategic Plan 2013–2016, endorsed by the Authority's Board on 7 October 2013, has four strategic priorities:*

- provision of high-quality curriculum, assessment and standards
- implementation of the Western Australian Certificate of Education 2015–16
- governance and organisational capability
- communication, collaboration and partnerships.

## Our values

- Quality
- Integrity
- Respect

# Our stakeholders

- Students and teachers from Kindergarten to Year 12 in all Western Australian schools – both government and non-government – and approved international schools.
- Parents and home educators.
- School administrators.
- Bodies representative of the education sector/systems, including the Department of Education (DoE), Catholic Education Western Australia (CEWA) and the Association of Independent Schools of Western Australia (AISWA).
- TAFEs, universities and employers.
- National education authorities.

# Strategic priorities

Each strategic priority has a goal with activities identified to direct our endeavours in meeting those goals.

## Strategic goal 1: Provision of high-quality curriculum, assessment and standards

Goal: Develop Kindergarten to Year 12 curriculum, assessment, standards and support resources that allow all students to achieve to the full extent of their capabilities.

### Strategic activities

- Develop clear syllabuses so that all teachers in all schools across Western Australia have a clear understanding of the knowledge, understanding, skills, values and attitudes that students are expected to acquire (K–10).
- Provide for the development and accreditation of courses for schooling (11–12).
- Establish standards of student achievement and provide for the assessment and certification of student achievement in relation to those standards (P–12).
- Establish and maintain a database of information relating to students' participation and achievement during their school years (K–12).
- Prepare reports of student achievement in Western Australia and in overseas schools using the Western Australian curriculum (P–12).
- Provide formal acknowledgement of outstanding achievement in secondary school achievement through the provision of exhibitions and awards (11–12).

## Strategic goal 2: Implementation of the Western Australian Certificate of Education 2015–16

Goal: Develop and implement curriculum, assessment, certification and enabling policies and strategies to support the successful implementation of WACE 2015–16.

### Strategic activities

- Listen to and communicate with teachers, schools, students, parents and the education community when designing and developing WACE 2015–16 to meet the curriculum, assessment and certification needs of students and schools.
- Collaborate with the education and training sectors/systems when developing policies and strategies to enable effective implementation of WACE 2015–16.
- Monitor and review processes to support improvement in the implementation of WACE 2015–16, and the external assessment of course achievements.

## Strategic goal 3: Governance and organisational capability

Goal: Implement accountable and transparent governance that supports our operations and responsiveness to change and the needs of our partners.

### Strategic activities

- Promote a dynamic and ethical organisational culture that encourages and recognises innovation, values diversity and motivates and enables staff to develop their potential.
- Demonstrate integrity, transparency and timeliness in the development of policies and the provision of services.
- Identify and implement improvements in business processes and practices through accountable decision making, effective leadership, strategic planning and quality-assurance processes.
- Strive for maximum operational efficiency and service delivery through the development and implementation of new and emerging technologies.
- Provide high-quality, cost-effective and timely advice to the Board of the Authority and its committees.
- Monitor and effectively manage the Authority's financial, physical and human resources.

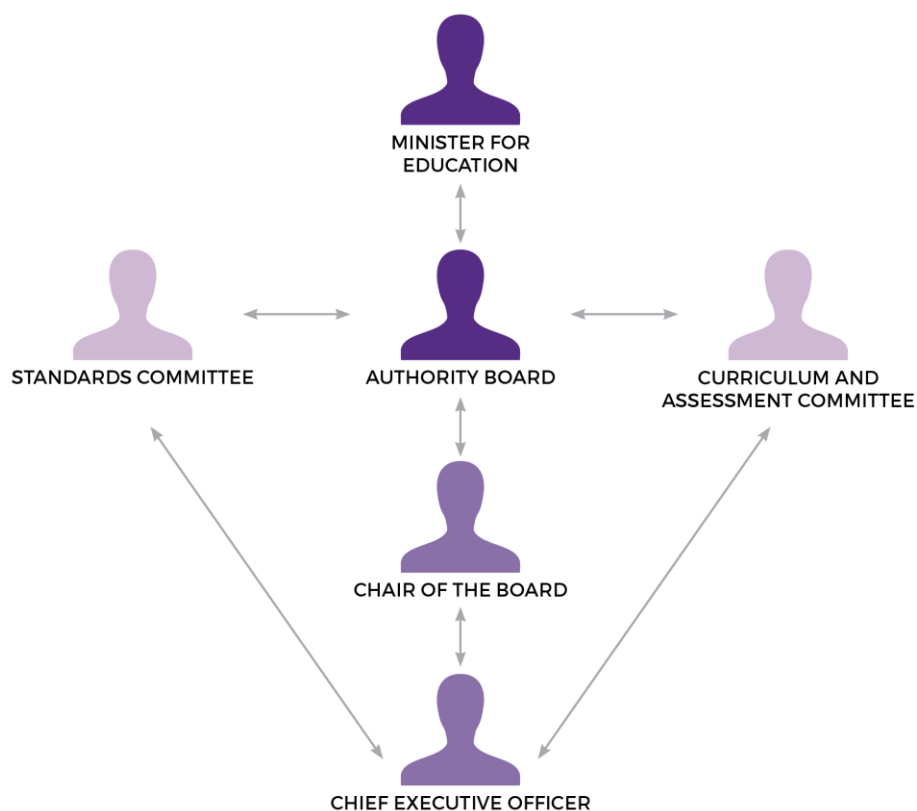
## Strategic goal 4: Communication, collaboration and partnerships

Goal: Consult with, and respond to the needs of, our partners to ensure the provision of quality curriculum, assessment and standards.

### Strategic activities

- Ensure that our partnerships focus on the best outcomes for all students studying the Western Australian curriculum.
- Use inclusive consultation and communication to develop customer-focused and effective partnerships across government, industry and the community.
- Promote understanding and acceptance of the vision and values of the Authority.
- Engage with stakeholders and the community in the development of Authority services.
- In accordance with the *School Curriculum and Standards Authority Act 1997*, provide the Minister for Education, the Board of the Authority, schools and the community with timely, high-quality, evidence-based advice on key educational matters.
- Contribute responsively and effectively to national and state policy debate on matters related to Authority functions.

## Agency structure





## Responsible Minister

The School Curriculum and Standards Authority is responsible to the Hon Peter Collier, MLC, Minister for Education.

## The Board

The *School Curriculum and Standards Authority Act 1997* provides for the Authority to have a governing body (the Board) consisting of seven members, one of whom is designated as chairperson by the Minister for Education.

The Minister is to ensure that the members of the Board have, between them, the knowledge, experience and expertise needed to enable the Authority's functions under this Act to be performed effectively.

## Board membership

### **Emeritus Professor Patrick Garnett (Chair)**

A former Deputy Vice-Chancellor of Edith Cowan University, Emeritus Professor Garnett has extensive teaching experience in chemistry and science, and with involvement in the application of new technologies, including online learning. He also has extensive experience in educational leadership and management.

### **Chapple Professor David Andrich**

Professor Andrich has been Chapple Professor of Education at the University of Western Australia since 2007. He has conducted research at a national and state level in certification and selection into tertiary education.

### **Dr Lennie Barblett**

Dr Barblett is a Senior Lecturer in Early Childhood Studies at the School of Education at Edith Cowan University. Her research encompasses a wide range of topics in early childhood education, including care innovation and workforce best practice, community partnerships, social and emotional development in young children, and an evaluation of the kindergarten and pre-primary profile.

### **Ms Lucina Cross (until December 2015)**

Ms Cross is a Martu and Yamatji woman with more than 20 years of experience in education, particularly in the Mid-West and North-West of Western Australia.

### **Ms Margaret Herley**

Ms Herley completed a two-year contract with Curtin University as Director of Partnerships in the School of Education. She was previously Principal of Iona Presentation College.

### **Dr Bruce Matthews**

Dr Matthews was Headmaster at Bunbury Cathedral Grammar School from 1998 to 2011. He was previously Deputy Headmaster and Head of Senior School at Guildford Grammar School.

### **Dr Ruth Shean**

Dr Shean is the Director General of the Department of Training and Workforce Development. She has broad experience in education, and comprehensive knowledge of government.

### Dr Lynette Henderson-Yates (from February 2016)

Dr Henderson-Yates is an Aboriginal woman from Derby and has more than 30 years' experience in Aboriginal education. Dr Henderson-Yates is a former school deputy principal and has taught at primary, secondary and tertiary levels.

## Statutory committees

As prescribed in the *School Curriculum and Standards Authority Act 1997*, two statutory committees provide advice to the Board: the Curriculum and Assessment Committee and the Standards Committee.

### Curriculum and Assessment Committee

The Curriculum and Assessment Committee advises and makes recommendations to the Authority's Board on the provision of an outline of curriculum and assessment for schools, the development and accreditation of courses for schooling and on the establishment and maintenance of a database of information relating to participation, achievements and records of assessment of students.

For committee membership details, refer to the *Governance and organisational capability* section on page 50.

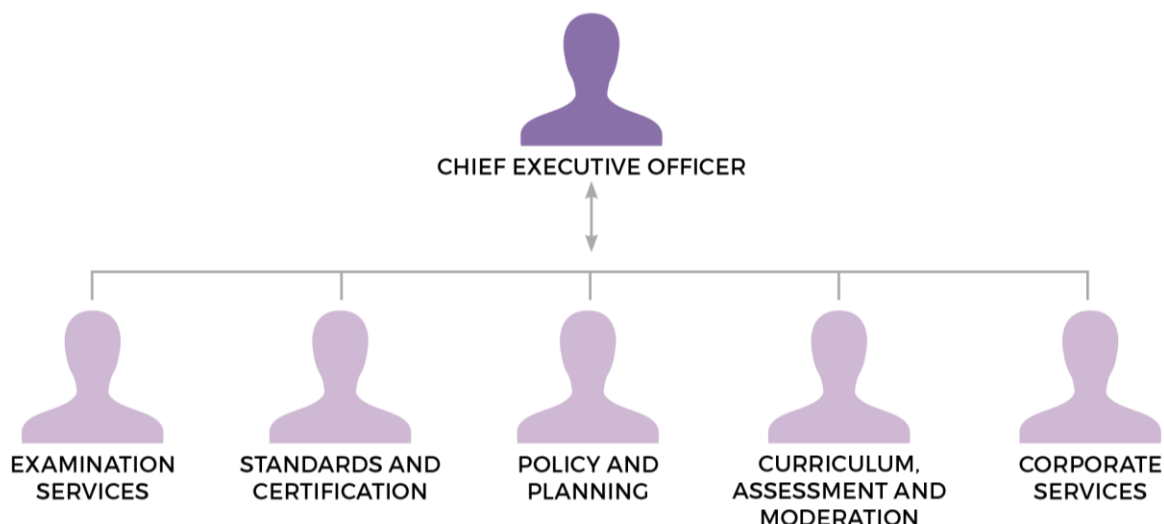
### Standards Committee

The Standards Committee advises and makes recommendations to the Authority's Board on the provision and monitoring of standards of student achievement and the assessment and certification of student achievement according to those standards.

For committee membership details, refer to the *Governance and organisational capability* section on page 50.

## Organisational structure

The Authority has five directorates: Examination Services; Standards and Certification; Policy and Planning; Curriculum, Assessment and Moderation; and Corporate Services. The directors and the Chief Executive Officer together form the Executive Group of the Authority.



## Directorates

**Examination Services** is responsible for ensuring equitable and rigorous senior secondary examinations are developed, implemented and reviewed. The directorate also develops and maintains strategies to acknowledge student performance and develops online examination structures. The directorate is responsible for the design, implementation and evaluation of educational measurement activities in Years 10, 11 and 12, including the implementation and management of the Online Literacy and Numeracy Assessment (OLNA) and externally set tasks (ESTs).

**Standards and Certification** is responsible for the implementation and evaluation of standards for Kindergarten to Year 12 and the implementation of logistics for the delivery of NAPLAN across Western Australia. The directorate ensures that data is of the highest integrity and that it is collected, manipulated, analysed and reported within all required timelines. It is also responsible for ensuring that there is a strong interface between schools and the Authority for the purpose of data transferal. The Standards and Certification Directorate manages all reporting requirements for the Authority and assures the accuracy of any data reported to stakeholders.

**Policy and Planning** is responsible for research of best practice in curriculum, standards, moderation, certification and reporting. It is responsible for planning and developing the policies, programs, systems and innovations associated with the work of the Authority. The directorate manages projects across the Authority and is also responsible for Board and Committee services. It focuses on both national and international best practice and ensures that the Authority remains responsive to the needs of the Board and the Minister.

**Curriculum, Assessment and Moderation** is responsible for directing and managing the implementation of policies and programs of the Authority associated with curriculum K–12. The directorate manages curriculum development, assessment and moderation, including the implementation and evaluation of curriculum and assessment support materials.

**Corporate Services** is responsible for leading the development, implementation and review of strategic human resource management and ensuring that effective and efficient human resource policies, systems and practices are adopted, embedded and reported across the Authority. The directorate also manages the financial accounting, budgeting, corporate records management and copyright compliance systems to ensure they meet the Authority's strategic and corporate objectives.

# Staff

## Executive Group

The Executive Group is responsible for establishing, maintaining and monitoring the Authority's governance structures, and for providing corporate oversight and administration of the Authority's resources.

**Table 1: Members of School Curriculum and Standards Authority Executive Group**

Name	Position title
Mr Allan Blagaich	Chief Executive Officer
Mr Steve Donatti	Director, Examination Services
Mr Russell Dyer	Director, Standards and Certification
Ms Juanita Healy	Director, Policy and Planning
Ms Janine Nairn	Director, Corporate Services
Ms Robyn Smith	Director, Curriculum, Assessment and Moderation

## Staff numbers

As of 30 June 2016 the Authority had the staff numbers (head count) displayed in Tables 2 and 3.

**Table 2: Full-time**

Contract type	Head count
Permanent	81
Fixed term	34

**Table 3: Part-time**

Contract type	Head count
Permanent	18
Fixed term	19

# Legislation

## Enabling legislation

The School Curriculum and Standards Authority operates under the *School Curriculum and Standards Authority Act 1997*. The Authority is responsible for:

- setting standards of student achievement and for the assessment and certification of student achievement according to those standards
- developing an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement
- developing and accrediting courses for schools
- maintaining a database of information relating to:
  - the participation by students during their school years in education, training or employment, as provided by the *School Education Act 1999*
  - the achievement of students during those years
  - records of assessment in respect of students.

## Administered legislation

The Minister for Education also administers the following related legislation:

- *Education Service Providers (Full Fee Overseas Students) Registration Act 1991*
- *School Education Act 1999*
- *Vocational Education and Training Act 1996*.

## Other key legislation

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

- *Auditor General Act 2006*
- *Corruption and Crime Commission Act 2003*
- *Copyright Act 1968* (Cwlth)
- *Copyright Amendment (Digital Agenda) Act 2000* (Cwlth)
- *Copyright Amendment (Moral Rights) Act 2000* (Cwlth)
- *Disability Services Act 1993*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Industrial Relations Act 1979*
- *Legal Deposit Act 2012*
- *Minimum Conditions of Employment Act 1993*
- *Occupational Safety and Health Act 1984*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *Salaries and Allowances Act 1975*
- *State Records Act 2000*
- *State Supply Commission Act 1991*
- *Vocational Education and Training Act 1996*
- *Workers' Compensation and Injury Management Act 1981*

# SIGNIFICANT ISSUES

## 2015–16 Western Australian Certificate of Education reform

On 21 January 2013, Cabinet approved reforms to the Western Australian Certificate of Education (WACE). The WACE is the certificate that students in Western Australia receive on successful completion of their senior secondary education.

To achieve a WACE from 2016 students will be required to demonstrate breadth and depth of study, reach specified achievement standards, including a minimum standard of literacy and numeracy, and achieve an Australian Tertiary Admission Rank (ATAR) or minimum Certificate II training qualification. Year 11 students began studying the revised WACE in 2015.

During 2015–16 development of support materials continued. In addition, the Year 11 course syllabuses were updated to include revised grade descriptions.

## Western Australian Curriculum and Assessment Outline

The *Western Australian Curriculum and Assessment Outline* (the *Outline*) is for all students from Kindergarten to Year 10 in Western Australia and approved international schools. The *Outline* replaces the *Curriculum Framework* and will be fully implemented by 2018. It sets out the curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement.

During 2015–16, the Authority continued to update the *Outline* by adopting and adapting the Australian curriculum to suit the needs of Western Australian schools and students. The Western Australian government has allocated a total of \$20 million to the Authority, over eight years to the 2017–18 financial year, to undertake this work.

Information published within the updated *Outline*, during 2015–16, includes:

- the Pre-primary to Year 10 year-level syllabuses for Health and Physical Education, Technologies, and The Arts
- initial support materials for teachers.

In addition, the revised v8.1 English, Mathematics and Science curriculum released by ACARA was published as part of the Western Australian curriculum

# OUR PERFORMANCE

## Performance against financial targets

Our results in 2015–16 against agreed financial targets are outlined below.

<b>Financial targets</b>	<b>2016 Target<sup>(a)</sup> \$000</b>	<b>2016 Actual \$000</b>	<b>Variance<sup>(b)(c)</sup> \$000</b>
Total cost of services	37 874	35 487	(2 387)
Net cost of services	35 449	32 753	(2 696)
Total equity	6 522	11 649	5 127
Net increase/(decrease) in cash held	(53)	996	943

<b>Staff</b>	<b>Number</b>	<b>Number</b>	<b>Number<sup>(d)</sup></b>
Approved full time equivalent (FTE) staff	147	140	(7)

(a) As specified in the 2015–16 State Budget Statements.

(b) Throughout 2015–16, the Authority’s management and staff deployed more efficient and effective ways to deliver services in order to confine expenditure within the limited budget resources while meeting service goals.

(c) Further explanations of the variations are contained in Note 38. ‘Explanatory statement’ of the notes to the Financial Statements.

(d) The lower number of FTE was mainly due to more effective deployment of staff to meet the Public Sector Workforce Reform savings imposed by the State Government during the 2013–14 State Budget process.

# Performance management framework

The Authority's desired outcome is 'Quality curriculum outline (Kindergarten to Year 12), assessment (Year 3 to Year 12) and certification (Year 11 and Year 12) in Western Australia'.

The Authority performs the following services to meet the desired outcome:

- Service 1: Curriculum Development, Evaluation and Support
- Service 2: Student Assessment and Certification.

The Authority's effectiveness and efficiency in meeting targets specified in the 2015–16 State Budget Statements are shown in the following tables. More details are provided in the *Detailed information in support of key performance indicators* section beginning on page 111.

Key effectiveness indicators <sup>(b)</sup>	2016 Target <sup>(a)</sup>	2016 Actual	Variance
Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	4.2	4.2	–
Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	4.2	4.2	–
Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	4.2	4.2	–

(a) The scale range is from 1 (low) to 5 (high).

(b) As specified in the 2015–16 State Budget Statements.



Key efficiency indicators	2016 Target <sup>(a)</sup>	2016 Actual	Variance <sup>(b)</sup>
<b>Service 1: Curriculum development, evaluation and support</b>			
Key efficiency indicator:			
1. Average cost per registered school for syllabus development and review (Pre-primary – Year 12)	\$8 562	\$7 940	(\$622) <sup>(c)</sup>
<b>Service 2: Student assessment and certification</b>			
Key efficiency indicators:			
2. Average cost per enrolled student for moderation (Years 3–12)	\$101	\$92	(\$9)
3. Average cost per enrolled student for external assessment (Years 11–12)	\$242	\$205	(\$37)
4. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$42	\$50	(\$8)
5. Average cost per enrolled Year 12 student for certification	\$1 119	\$913	(\$206) <sup>(c)</sup>

(a) As specified in the 2014–15 State Budget Statements.

(b) Explanations of the variations are provided in the *Detailed information in support of key performance indicators* section on page 112.

(c) The drops in the average cost for indicators 1 and 5 between the 2016 Target and the 2016 Actual were due to lower service costs.

# Report on operations

## Strategic goal 1: Provision of high-quality curriculum, assessment and standards

Goal: Develop Kindergarten to Year 12 curriculum, assessment, standards and support resources that allow all students to achieve to the full extent of their capabilities.

### The Australian Curriculum

The Authority continued to work collaboratively with the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australasian Curriculum, Assessment and Certification Authorities (ACACA), all states and territories, and the school systems/sector in Western Australia towards achieving a high-quality Australian curriculum.

In Western Australia, the Authority continues to work closely with the Department of Education (DoE), Catholic Education Western Australia (CEWA) and the Association of Independent Schools of Western Australia (AISWA), principals and teachers to ensure that the Australian curriculum is adopted and adapted to suit the needs of Western Australian schools and students and that its implementation is well supported.

The adoption and adaption of the Australian curriculum has been used to develop the Western Australian curriculum, which is published in the *Western Australian Curriculum and Assessment Outline* (the *Outline*).

### The Western Australian Curriculum and Assessment Outline

#### Kindergarten to Year 10

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

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

#### Implementing the Pre-primary to Year 10 Western Australian curriculum

The *Review of the Australian Curriculum Final Report* was published by the Australian Government in October 2014. As a result of the review, ACARA released v8.1 in September 2015. The Authority revised the Western Australian curriculum for English, Mathematics and Science to include v8.1 of the Australian Curriculum. Teachers have 2016 to familiarise themselves with the revised curriculum and may use it in 2016 if they choose. The version used in 2015 is available as PDF documents in the

*Outline* and schools may continue to use it in 2016 if they choose. The revised curriculum for English, Mathematics and Science will be fully implemented by schools by the end of Semester 1, 2017.

The Authority released the syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, and The Arts at the beginning of Semester 2, 2015 to allow additional time for schools to familiarise themselves with the year-level syllabuses from Pre-primary to Year 10. The curriculum in each learning area was adopted and adapted from the Australian curriculum to meet the needs of Western Australian schools and students. This included adapting ACARA's History, Civics and Citizenship, Economics and Business, and Geography curriculum to develop the Humanities and Social Sciences syllabus.

Achievement Standards were developed for Humanities and Social Sciences and Health and Physical Education and published in the syllabuses in November 2015. Achievement standards for The Arts Languages and Technologies will be completed in 2016.

## Syllabus development

Following a comprehensive overview of the provision of Pre-primary to Year 12 language education in and out of school settings in Western Australia, undertaken in 2014–15, the Authority Board adopted the following policy position in relation to the Pre-primary to Year 10 Languages learning area:

- Where possible, schools should provide Languages education from Pre-primary to Year 10. As a minimum, schools must offer:
  - in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language, commencing with Year 3 in 2018 (extending to Year 4 in 2019, Year 5 in 2020 and Year 6 in 2021)
  - in both Years 7 and 8, compulsory Languages education in a minimum of one language, commencing with Year 7 in 2022 (and Year 8 in 2023).
- In Years 9 and 10 the study of Languages is optional.
- The study of one of the Aboriginal and Torres Strait Islander Languages is acceptable.
- Recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of a foreign or Indigenous language.
- Auslan is an acceptable alternative to the study of a language other than English.
- Schools may offer a different language from those for which syllabuses are provided in the *Outline* (e.g. Arabic, Hebrew, Hindi, Korean, Modern Greek, Vietnamese, first or background language Chinese). Where schools offer a different language (or curriculum at a different level) from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline*, teachers will need to exercise their professional judgement in the adaptation of the ACARA curriculum or alternative syllabuses.

As a consequence of this position, during the reporting period, the Authority collaborated with teachers to adopt and adapt the Australian curriculum for Languages to develop year-level syllabuses for six languages – Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language.

These syllabuses contain:

- a year-level description, which indicates a focus for the content, the progression and the pitch of the content
- content descriptions – what teachers are expected to teach
- an achievement standard – describes the characteristics of student achievement.

With extensive consultation and collaboration, the Authority has:

- identified core content (mandatory) and additional content for Languages
- changed the organisation of the curriculum from 2–3 year bands to year-level syllabuses.

The curriculum was made available to schools from the beginning of Semester 2, 2016 for familiarisation.

## Teacher support materials

Work has continued on the development of teacher support materials. Support materials consist of *Assessment Tasks*, *Assessment Snapshots* and *Judging Standards* resources (that include assessment pointers and annotated work samples).

***Assessment Tasks and Marking Guidelines*** illustrate how teachers can use best practice for the creation of activities used to assess student achievement.

***Assessment Snapshots*** illustrate how assessment principles (informed by the most recent research) can be applied to assessment tasks. Snapshots were developed for Humanities and Social Sciences, Health and Physical Education, Technologies, and The Arts.

***Judging Standards*** resources, designed to help teachers report student performance, include:

- **assessment pointers**, which offer a point of reference for teachers to make an on-balance judgment about student achievement, based on what has been taught and assessed during a reporting period
- **annotated work samples**, which indicate the qualities of achievement that students may typically demonstrate at each grade. These work samples identify aspects of the achievement standard evident in students' work.

***Judging Standards*** resources have been developed by teacher analysis of student work and can be used to assist whole-school planning and individual classroom practice related to teaching, assessment and the reporting of student achievement.

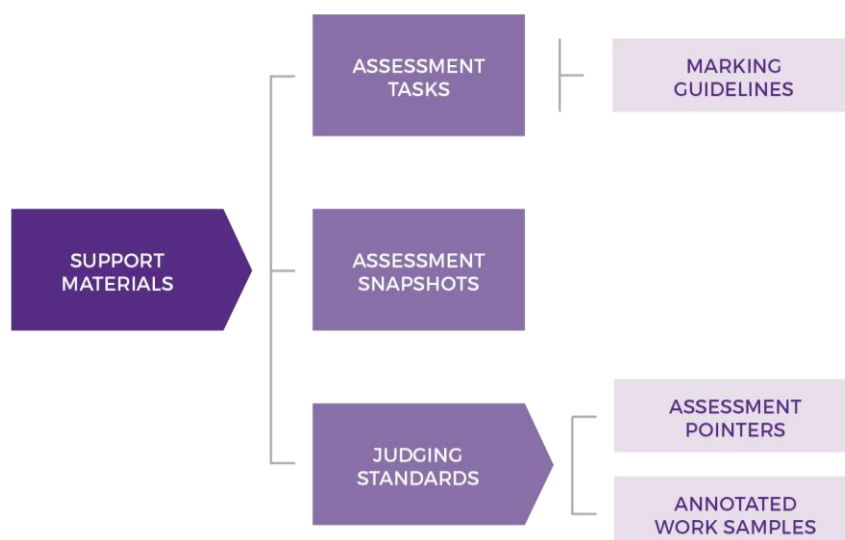
Development of *Judging Standards* resources for Humanities and Social Sciences and Health and Physical Education was completed in 2015 and these were published in the *Outline* in Term 2 2016.

Development of *Judging Standards* resources for Speaking and Listening in English was completed and the resources were published in the *Outline* in Term 2 2016 to support teachers in their 2016 Semester 1 reporting.

Assessment Activities for Humanities and Social Sciences, Health and Physical Education, Technologies, and The Arts were developed during 2015 and will be progressively uploaded during 2016. Sample Assessment Activities for Languages were developed in 2016 and distributed to trial

schools to provide work samples to inform the development of the Judging Standards materials for all six languages.

**Figure 1: Teacher support materials**



## Implementation requirements timeline

Requirements for the implementation of the Pre-primary to Year 10 learning area syllabuses are outlined in Table 4.

**Table 4: Implementation schedule**

Year	Learning area	Implementation requirements
2017	Humanities and Social Sciences Health and Physical Education	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2017	Revised curriculum (v8.1) for English Mathematics Science	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2018	Technologies The Arts Languages – Year 3	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2019	Languages – Year 4	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2020	Languages – Year 5	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2021	Languages – Year 6	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2022	Languages – Year 7	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2023	Languages – Year 8	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.

## Delivery

Ongoing changes were made to the Authority's K–10 website to include v8.1 of the Australian curriculum syllabuses for English, Mathematics and Science as part of the *Outline*, and to add syllabus material for Humanities and Social Sciences, Technologies, The Arts, Health and Physical Education to the *Outline*. The syllabuses for Languages were not published during the reporting period but were held over until the beginning of Semester 2, 2016, in line with the school calendar.

## Abilities Based Learning Education Western Australia (ABLEWA) project

The ABLEWA project involved a diverse range of cross sectoral schools participating in a trial throughout Semester 2, 2015 which enabled them to have access to the Abilities Based Learning and Education Support (ABLES) Curriculum and Assessment Tool developed in Victoria, and in return, provide critical advice and feedback to the Authority in respect of the validity of curriculum content and the assessment tool.

In addition, trial participants provided the Authority with feedback regarding the level and type of teacher support required to support implementation; ease of use and navigation; communication strategies required for a broad audience; and other policy and advice required to support the implementation. A further critical element was feedback on the effectiveness of the ABLES online Professional Learning Modules in assisting them to use the ABLES Curriculum and Assessment Tool.

As a result, the ABLEWA curriculum (non-mandatory) for English, Humanities and Social Sciences, Health and Physical Education, Mathematics, Science, Technologies, and The Arts was integrated into the *Outline* as Stages A to D during Term 1 2016.

Redevelopment of the professional learning modules and adjustments to the assessment tool have also been undertaken for implementation in Semester 2, 2016. The ABLEWA suite of resources will assist teachers to recognise and respond to the diverse learning needs of students with disability and additional learning needs, and to assess and report student learning, monitor student progress and provide accurate intervention advice.

The School Curriculum and Standards Authority acknowledges the development of the ABLES Assessment Tool by the University of Melbourne and the Department of Education and Training, Victoria and the Victorian Curriculum and Assessment Authority for their development and publication of the ABLES Curriculum and Support Materials.

## Brightpath project

The Authority purchased the Brightpath Software Licence with the intention of providing all schools in Western Australia with access to the support that Brightpath affords to classroom teachers and administrators. Brightpath is a proven and robust web-based assessment and reporting software solution that allows teachers to make reliable assessments of student achievements in a range of areas based on classroom assessment tasks. It facilitates the efficient and systematic collection of school-wide data to support rigorous evaluation of both teaching and learning.

The software records the results of assessments and reports a range of formative and summative information to teachers and principals. This provides an informed basis for developing teaching programs targeting the needs of individual students.

The Authority commenced a trial of the Brightpath software in March 2016 with primary schools previously engaged with Brightpath. In consultation with the school systems/sector, processes were established to identify additional schools to join the project later in 2016. A further 60 schools from across Western Australia have registered and will join the project at determined points of entry throughout 2016. Online course workshop materials are available to support school leaders in training their teachers.

Collaborative work has also commenced between the Brightpath team and the Authority's Curriculum, Assessment and Moderation Directorate in establishing the scope of work for the expansion of the assessment rulers that are currently available. This work will progress throughout 2016 and beyond, and align closely with the review of the Authority's Judging Standards resources.

### English as an Additional Language or Dialect (EAL/D) teacher resource project

The Authority worked with representatives of the school systems/sector to customise and rebrand English as an Additional Language or Dialect (EAL/D) Teacher Resources developed by ACARA. The ACARA materials are licensed under a Creative Commons Attribution Non-commercial Share Alike 3.0 Australia licence and may be attributed for unmodified and modified use. The project also involves liaison with the Department of Education (the Department) regarding the use of materials produced by the Department: cross-curriculum support materials and the *EAL/D Progress Map*.

The work with the ACARA documents includes developing an EAL/D diversity statement, and reviewing and customising the ACARA overview and advice document and annotated content description documents for English, History, Mathematics and Science to support teachers across all school systems and sectors.

The teacher resource project involves the development of annotated work samples across the four phases of EAL/D learning progression (Beginning, Emerging, Developing and Consolidating) within the three stages of schooling (Early Childhood, Middle Childhood and Lower Secondary) to be embedded within the *Western Australian Curriculum and Assessment Outline* to support the teaching and learning of EAL/D students.

Work on the project progressed well in 2015–16 and will continue in 2016–17.

### International education

The Authority's international education program is offered in seven countries – Bangladesh, China, Malaysia, Philippines, Singapore, Vietnam and Zimbabwe – and includes:

- Pre-primary to Year 10 *Outline*
- Year 11 and Year 12 WACE
- Year 12 one-year Australian Matriculation (AUSMAT).

There are 14 international schools offering the Western Australian programs. Students at these schools are able to study for the same qualification and curriculum program as Western Australian Pre-primary to Year 12 students without leaving their own country. The senior program provides a seamless transition into universities within Australia and around the world.

Each school offering the WACE was visited twice each year by the Authority’s Principal Consultant, International Education. The first visit focused on a review of the school’s Year 12 WACE statistical reports produced by the Authority, based on the previous year’s WACE examinations.

The second visit focused on a review of Year 12 WACE documentation. The review considered course outlines, assessment outlines, marking keys, student assessment records, internal school comparability plans and small-group moderation comparability plans where relevant.

**Table 5: Overseas student enrolments in WACE programs at 31 December 2015**

School	Year 11	Year 12
African School of Higher Education	–	13
Australian International School, Dhaka	11	0
Australian International School, Manila	0	8
China-Australia College, Zhengzhou	38	36
First City University College, Kuala Lumpur	0	36
Methodist College, Kuala Lumpur	–	135
National Institute of Technology, Beijing	282	101
Saigon International College, Ho Chi Minh City	50	42
Shanghai Gold Apple School, Shanghai	57	34
St Francis Methodist School, Singapore	18	14
Sunway University College, Johor Bahru	–	77
Sunway College, Kuala Lumpur	–	751
<b>Total</b>	<b>456</b>	<b>1247</b>

Schools offering the Pre-primary to Year 10 Western Australian curriculum were also visited twice. The visits focused on implementation of the curriculum, reviewing teachers’ student learning programs and their assessment of student progress, including reporting on student achievement to parents. These schools included the Australian International School, Dhaka; Western Australian International School System (formerly known as Western Australian Primary and High School); and OzPhil College of Cavite in the Philippines, but they are not included in the table above as their student enrolment numbers are not collected by the Authority.

### National Assessment Program – Literacy and Numeracy (NAPLAN)

The School Curriculum and Standards Authority is the Test Administration Authority in Western Australia for NAPLAN.

This assessment – undertaken annually by students throughout Australia in Years 3, 5, 7 and 9 – provides an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

In 2015 the online marking of Writing and Reading was carried out over a period of three weeks by 220 markers. Individual student reports were provided to schools to distribute to parents from 17 August 2015.



In 2015 there were 125 737 students in Years 3, 5, 7 and 9 eligible for participation in NAPLAN. The following tables reflect the final participation status of these students for each test.

**Table 6: Participation status of eligible students for 2015 NAPLAN Language Conventions test**

	Eligible students	Participated* (%)	Participated* (number)	Exempt (%)	Absent (%)	Withdrawn (%)
<b>Year 3</b>	34 152	95.5	32 615	1.2	2.7	1.8
<b>Year 5</b>	31264	96.1	30 013	1.2	2.8	1.1
<b>Year 7</b>	30 065	96.0	28 870	1.3	3.6	0.4
<b>Year 9</b>	30 256	94.6	28 612	1.2	5.2	0.3
<b>Total</b>	<b>125 737</b>					

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

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

**Table 7: Participation status of eligible students for 2015 NAPLAN Numeracy test**

	Eligible students	Participated* (%)	Participated* (number)	Exempt (%)	Absent (%)	Withdrawn (%)
<b>Year 3</b>	34 152	94.9	32 412	1.1	3.4	1.7
<b>Year 5</b>	31 264	95.4	30 013	1.2	3.5	1.1
<b>Year 7</b>	30 065	95.2	28 627	1.2	4.4	0.4
<b>Year 9</b>	30 256	93.9	28 408	1.2	5.8	0.3
<b>Total</b>	<b>125 737</b>					

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

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

**Table 8: Participation status of eligible students for 2015 NAPLAN Reading test**

	Eligible students	Participated* (%)	Participated* (number)	Exempt (%)	Absent (%)	Withdrawn (%)
<b>Year 3</b>	34 152	95.3	32 532	1.2	3.0	1.8
<b>Year 5</b>	31 264	95.8	29 959	1.2	3.0	1.1
<b>Year 7</b>	30 065	95.5	28 706	1.3	4.1	0.4
<b>Year 9</b>	30 256	94.1	28 480	1.2	5.6	0.3
<b>Total</b>	<b>125 737</b>					

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

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

**Table 9: Participation status of eligible students for 2015 NAPLAN Persuasive Writing test**

	Eligible students	Participated* (%)	Participated* (number)	Exempt (%)	Absent (%)	Withdrawn (%)
<b>Year 3</b>	34 152	95.3	32 530	1.2	3.0	1.8
<b>Year 5</b>	31 264	95.7	29 925	1.2	3.1	1.2
<b>Year 7</b>	30 065	95.8	28 799	1.3	3.8	0.4
<b>Year 9</b>	30 256	94.3	28 539	1.2	5.4	0.3
<b>Total</b>	<b>125 737</b>					

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

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

## Year 7 to Year 12

### Standards and Certification

#### Retention and participation

2015 was the first year that Year 7 students were included in the registration data as secondary school students. Registration totals in 2015 (177 358) now include Year 7 students. The registration statistics show there was a small increase in Year 11 students, a decrease in numbers across all cohorts from Years 8 to 10, while the Year 12 students significantly increased with a return to a full cohort after the 2014 half-year cohort. [Note: The decrease in the number of 'eligible' Year 12 enrolments can mainly be attributed to the 'half-cohort' of students. A legislated change to the school starting age in Western Australian schools created a half-cohort of students that moved through schools from 2001 (Kindergarten) to 2014. This group finally exited the system in 2014 (Year 12).]

The total increase of 243 students for Years 8–11 between 2014 and 2015 is minimal (0.19%). The Year 12 increase in 2015 reflects the significant difference from the half year cohort – an additional 8566 students. As in all previous years, the number of Year 12 students in 2015 is less than the number of Year 11 students in 2014. Numbers generally decrease up to 5000 and in 2015 a decrease of 3610 was recorded. The number of Year 8, 9, 10 and 11 students remained steady at around 30 000.

In 2015, 3768 seventeen-year-olds were registered as being engaged in programs other than full-time school: including employment, training organisation courses and/or apprenticeships/traineeships, or as working with the Engagement and Transition officers at the Department. Comparisons with the 2014 half-year cohort are not valid; however, in 2013 there were 3373 students in the same category.

**Table 10: 2015 School registrations**

School type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	16 992	17 047	17 452	17 961	18 389	14 488	102 329
Non-government	12 393	12 656	12 510	12 598	11 687	10 508	72 352
Other	289	236	272	327	429	1 124	2 677
	<b>29 674</b>	<b>29 939</b>	<b>30 234</b>	<b>30 886</b>	<b>30 505</b>	<b>26 120</b>	<b>177 358</b>

## Year 11 and Year 12

### Western Australian Certificate of Education (WACE)

The Authority is implementing reforms to the WACE, which is awarded to students who achieve the required standards in Year 11 and Year 12. This section refers to the Authority activities regarding the WACE.

For information about progress of the reforms, please refer to the section in the report entitled *Strategic goal 2: Implementation of Western Australian Certificate of Education (WACE) 2015–16*.

## Standards and Certification

Table 11 shows the number of students born between 1/1/1998 and 30/6/1998 (generally in Year 12 in 2015) and from 01/07/1998 to 30/06/1999 (generally in Year 11 in 2015) by category.

**Table 11: Participation of students born between 1/1/1998 and 30/6/1998 and between 1/7/1999 to 30/6/2000 in schooling and in non-school programs in 2015**

	Date of Birth 1/1/1998–30/6/1999	Date of Birth 1/7/1999–30/6/2000
A. Participating students		
(i) Schooling		
Government	14 397	17 038
Non-government	10 665	11 554
Home education	72	114
	<b>25 134</b>	<b>28 706</b>
(ii) Non-school program (Notice of Arrangements)		
TAFE/RTO (Form A)	1412	1153
Apprenticeship/traineeship (Form ATRS)	1444	644
Employment (Form C)	631	229
Combination of above (Form B)	9	0
Pending (i.e. no learning program supplied)	123	57
	3619	2083
<b>Sub-total: participating students</b>	<b>14 397</b>	<b>30 789</b>
B. Non-participating students		
(i) Schooling		
Left secondary education/provider (no Notice of Arrangements)	495	410
Not re-registered from previous year	176	148
	671	558
(ii) Non-school program		
Rejected (no learning program supplied)	116	37
Cancelled (withdrawn from learning program)	738	242
	854	279
<b>Sub-total: Non-participating students</b>	<b>1525</b>	<b>837</b>
C. Other students		
Whereabouts unknown	503	328
Working with DoE Engagement and Transition officers	149	63
Graduated from secondary school	850	10
Left Western Australia	27	26
Deceased	2	2
<b>Sub-total: Other</b>	<b>1531</b>	<b>429</b>
<b>Total all students</b>	<b>31 809</b>	<b>32 055</b>

Note: These figures were taken as a 'snapshot' on 31/10/2015 (census date) and do not include full-fee paying students or overseas students.

## Year 12 Aboriginal/Torres Strait Islander student registrations

Table 12 indicates the number of Year 12 Aboriginal and Torres Strait Islander students registered with the Authority between 2014 and 2015, and those undertaking programs other than full-time schooling.

**Table 12: Aboriginal/Torres Strait Islander 2014–15 student registrations**

	Date of Birth 1/1/1997–30/6/1997			Date of Birth 1/7/1997–30/6/1998		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
<b>A. Participating students</b>						
(i) Schooling						
Government	2	136	802	54	1200	16
Non-Government	12	34	324	34	297	13
Home Education	–	–	–	–	1	–
	<b>14</b>	<b>170</b>	<b>1036</b>	<b>88</b>	<b>1498</b>	<b>29</b>
(ii) Non-School (Notice of Arrangements)						
TAFE/RTO (Form A)	–	10	63	1	66	–
Apprenticeship/Traineeship (Form ATRS)	–	1	16	–	6	1
Employment (Form C)	–	1	19	–	6	–
Combination of above (Form B)	–	–	1	–	–	–
	–	<b>12</b>	<b>99</b>	<b>1</b>	<b>78</b>	<b>1</b>
<b>Sub-total: participating students</b>	<b>14</b>	<b>182</b>	<b>1139</b>	<b>89</b>	<b>1579</b>	<b>30</b>
<b>B. Non-participating students</b>						
Includes students who have left secondary education, not re-registered, on cancelled or pending Notices of Arrangements	8	47	134	40	89	1
<b>C. Other</b>						
Includes students whose whereabouts are unknown, already graduated, left Western Australia etc.	–	27	256	2	195	2
<b>Total all Aboriginal and Torres Strait Islander students</b>	<b>22</b>	<b>256</b>	<b>1525</b>	<b>131</b>	<b>1860</b>	<b>33</b>

## School-based assessment

The Authority continued to provide support for judging the standards of school-based assessment in the WACE, through the *Guide to Grades*, for the final years of Stage 2 and Stage 3 courses for Year 11 and Year 12.

The standards for WACE examinations, expressed in terms of the bands Excellent, High, Satisfactory, Limited and Inadequate, also continued to be supported through a modified evidence-based standards-setting processes in 2014.

This work involved:

- using the previous years' evidence from standards-setting panels (for Stage 2 and Stage 3 examinations) to identify band cut-offs and generalised descriptions of performance for each band
- ensuring reporting of student performance across examinations reflected clear articulation of the standard, for parents, teachers and the community.

## Examinations

As part of its legislated role to develop and maintain a database of student participation and achievement, the Authority gathers, collates and reports on WACE examinations. In the 2015 school year the Authority recorded that:

- 58.3 per cent (13 680) of Year 12 students who undertook full-time WACE studies sat four or more WACE examinations. This compares to 58.6 per cent (9152) in 2014 (the half-cohort) and 57.6 per cent (13 205 students in 2013).
- 15 349 students sat one or more WACE examination.
- Of the students who enrolled in four or more examinations, 80.5 per cent studied at a school in the metropolitan area. This compares with 12 per cent for students who studied at a country school.
- The most frequent number of WACE examinations in which students enrolled over the past six years was five.
- More females were enrolled to sit the examinations than males.
- 795 Year 12 Aboriginal/Torres Strait Islander students enrolled with the Authority in 2015. Of those, 150 were enrolled to sit one or more WACE examinations.
- 693 students were granted an exemption from sitting one or more Stage 3 examinations.
- Not all candidates enrolled in an examination actually sat the examination.

For detailed data about 2015 WACE examination data, please refer to Appendix A.

Note: Students who sat four or more WACE course examinations were eligible for an ATAR. In 2015, Stage 2 examinations were not compulsory.

### Written examinations

The Authority conducted 111 separate examinations comprising 84 WACE course examinations and 27 interstate-sourced examinations. The WACE course examinations were held from Monday, 2 November to Friday, 20 November 2015. At least two examinations were conducted each day during the exam period, the most being ten. The examination timetable was well received by examination candidates.

Examination papers were checked to ensure they were valid and fair tests that provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their achievement.

Refinements made to the WACE examination processes were the:

- revision and publication of new training handbooks for supervisors
- introduction of an online portal for supervisors
- extension of the online marking of written scripts to include Religion and Life Stage 3.

Staff managing the examination process were supported by:

- examining panels – one for each WACE examination
- curriculum specialists – one for each stage of the WACE examination
- Special Examination Arrangement Panel
- Sickness/Misadventure Committee
- Examination Breaches Committee
- Appeal to Breach of Examination Rules Committee
- Appeal to Sickness/Misadventure Committee
- Appeal to Non-Genuine Attempt Committee
- Appeal to Special Examination Arrangements Committee
- Awards and Exhibitions Committee.

### **Practical examinations**

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

Twenty-five practical examinations were set and conducted in Western Australia in 16 WACE courses and attended by 8918 candidates. Depending on the course, the practical examinations – worth between 25 per cent and 50 per cent of the total WACE examination – constituted a substantial portion of the final combined mark.

The Authority also conducted 23 languages examinations that were set interstate.

### **Access for candidates with disability**

A total of 597 applications (436 in 2014; 562 in 2013) were received for 2015. This represents 3.8 per cent (4.1 per cent in 2014; 3.6 per cent in 2013) of the number of candidates who were enrolled to sit at least one WACE examination. When compared to the applications received in 2014, the greatest increases have been in the categories of hearing (114%), fine motor (34%) and psychological/neurological disabilities (90%). If compared to 2013, the greatest increases are in hearing (50%) and psychological (48%) categories with a decrease of 10% in specific learning disorders and 22% in illness categories.

### **Exemption from sitting the examinations**

Examinations in WACE courses were compulsory for students who were enrolled in a pair of Stage 3 units. Year 12 students could apply for an exemption if they were enrolled in at least 220 nominal hours of VET and were enrolled in three or fewer examinable pairs of Stage 3 units. In addition, students studying six or seven courses could apply for an exemption, so they would have to sit a maximum of only five examinations. Refer to Appendix A.

### **Opting out of Stage 2 examinations**

In 2015, 3861 students opted out of sitting the Stage 2 examination. Refer to Appendix A for school sector/system breakdown of numbers.

### **Breach of examination rules**

In 2015 the Breach of Examination Rules Committee found that 88 candidates had breached examination rules. All but 16 of the breaches were for the practical examinations. Seven candidates

appealed the committee's decision. The appeals committee ruled that all of these candidates had breached the examination rules. One of the candidates had the penalty reduced.

### **Non-genuine attempt in an examination**

Candidates who did not make a genuine attempt in an examination did not receive a course report for that course, and the grades for the units studied for the course did not count towards the C grade average required for the WACE.

Of the 72 508 candidate course examinations, 590 instances of not making a 'genuine attempt' were reported. There were 242 candidates who were deemed to have made a non-genuine attempt in one or more examination and who did not achieve the WACE.

Three candidates appealed their 'non-genuine attempt' classification. Two of the appeals were upheld.

### **Sickness/misadventure consideration**

In 2015, 648 candidates applied for sickness/misadventure consideration, which represents an increase (83.2 per cent) on the number of applications received in 2014 and 8 per cent more than in 2013, the previous full-cohort year.

### **Checking of marks**

After receiving their statement of results, candidates had the opportunity to have their scripts checked to confirm that each question attempted had been awarded a mark and that the mark had been recorded correctly. A total of 110 candidates requested a results check, involving 169 written and practical examinations. Four changes were implemented.

In the 2015 school year, 14 candidates applied to see a breakdown of their examination marks in 24 examinations. There were 21 candidates who requested a copy of their examination scripts and 34 scripts were provided.

## **Student achievement**

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

In 2015 there were 23 475 Year 12 students who were eligible for the WACE. Of these, 22 630 (96.4 per cent) achieved the WACE.

Table 13 indicates that the percentage of the eligible cohort who achieved the WACE between 2006 and 2009 hovered at about 96 per cent, and then increased slightly to 97 per cent for the next four years. In 2014 and 2015, the percentage of the eligible cohort that achieved the WACE reverted to 96 per cent.



**Table 13: Achievement of a WACE 2006–2015**

	2006	2007	2008	2009	2010	2011	2012	2013	2014*	2015
<b>Eligible for a WACE</b>	18 817	19 121	18 853	19 845	21 296	21 621	21 879	22 934	15 607	23 475
<b>Achieved a WACE</b>	18 041	18 357	18 092	19 096	20 713	21 057	21 284	22 229	14 982	22 630
<b>Percentage of eligible cohort</b>	95.9	96.0	96.0	96.2	97.3	97.4	97.0	96.9	96.0	96.4

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

As shown in Table 14, in 2015 there were 617 Aboriginal and Torres Strait Islander students eligible for a WACE. Of these, 553 achieved a WACE. Caution should be taken when interpreting Table 14 figures for years before 2008 because the collection of data relating to Aboriginal and Torres Strait Islander status was unreliable. From 2008 it was mandatory for schools to indicate if a student was an Aboriginal/Torres Strait Islander. Prior to this year, such demographic background information was required only for student achievements in vocational education and training (VET).

**Table 14: Achievement of a WACE by Aboriginal and Torres Strait Islander students, 2006–2015**

	2006	2007	2008	2009	2010	2011	2012	2013	2014*	2015
<b>Eligible for a WACE</b>	295	286	362	367	460	469	437	600	402	617
<b>Achieved a WACE</b>	265	251	312	328	422	432	407	558	372	553
<b>Percentage of eligible cohort</b>	89.8	87.8	86.2	89.4	91.7	92.1	93.1	93.0	92.5	89.6

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

### Exhibitions and awards

A total of 1277 exhibitions and awards were granted to 970 students.

The Minister for Education announced the winners of the Beazley Medals at Kings Park on Thursday, 31 December 2015. The full list of award winners was published on the Authority's website that same day and in *The West Australian* newspaper on Saturday, 2 January 2016.

Sixty-six award recipients were presented with their awards at a ceremony held at Government House Ballroom on Wednesday, 17 February 2016. The five Western Australian universities jointly sponsored the Beazley Medal: WACE. AustralianSuper sponsored the Beazley Medal: VET.

## Strategic goal 2: Implementation of the Western Australian Certificate of Education (WACE) 2015–16

Goal: Develop and implement curriculum, assessment, certification and enabling policies and strategies to support the successful implementation of WACE 2015–16.

The Authority is implementing a series of reforms to the WACE, awarded to Year 12 students who achieve set standards. The reforms were introduced following a review of the WACE, released in December 2012 by the Senior School Curriculum and Certification Committee as *The Western Australian Certificate of Education 2015, Responding and Adapting*. The committee reported that:

- Enrolments in less difficult subjects were much higher than envisaged and significant numbers of students were not undertaking courses commensurate with their ability.
- Low and declining enrolments in the more difficult Stage 2 subjects resulted in examinations for those subjects being unviable.
- The structure of WACE courses needed to be aligned with the Senior Secondary Australian curriculum to provide year-long courses at Year 11 (comprising two units) and Year 12 (comprising two paired units) rather than WACE's three major stages, which often had multiple semester-length units at each stage.
- Some students graduating with a WACE were reported by employers, universities and training providers as being poorly prepared in terms of minimum literacy and numeracy.
- The Authority was unable to provide adequate information about students' standards of achievement in Preliminary course units, Stage 1 course units and some endorsed programs.

Following the WACE review in 2012, the Western Australian government announced reforms in 2013. These included:

- Stage 1, Stage 2 and Stage 3 courses (each with varying degrees of difficulty) would be removed and replaced with new Year 11 and Year 12 General and Australian Tertiary Admission Ranking (ATAR) courses. (Note: General course units are designed for students aiming to undertake further training or enter the workforce directly from school. ATAR course units are designed for students seeking admission to university.)
- Students would have the opportunity to achieve a WACE by completing a Certificate II (or higher) in training programs or ATAR subjects, thereby allowing them to undertake courses commensurate with their abilities and interests.
- Introduction of a minimum literacy and numeracy standard (the first of its kind in Australia) to ensure students with a WACE were better equipped for the workforce and further education and training.

The first two reforms were implemented in 2015 for Year 11 students and in 2016 for Year 12 students. The assessment process for demonstrating a minimum literacy and numeracy standard began in 2014 for students who were in Year 10, and will be reported on for the first time in 2016.

## Curriculum

Changes to requirements for the WACE come into play in 2016. As part of the changed WACE requirements, courses for Year 11 and Year 12 have been revised. Implementation of the new and revised courses for Year 11 began in 2015. Implementation of Year 12 courses followed in 2016.

### Support materials

Teacher support resources for Year 12 courses were completed to assist teacher understanding of syllabus delivery and assessment requirements to meet the course standards.

The teacher support resources for each course consist of:

- a sample course outline which demonstrates how syllabus content for a course can be delivered over the school year
- an assessment outline which details the tasks to be assessed across required task types for the year and the weightings for each task
- a sample task and marking key for each task type for the course.

Publication of the support materials for Year 12 courses commenced in Semester 1, 2015 and was completed by the close of Term 3 2015.

**Table 15: Support materials developed by the Authority for Year 12**

Course type	Number of courses	Number of support documents
ATAR Year 12	57	169
General Year 12	50	150
<b>Total</b>	<b>107</b>	<b>309</b>

\*Interstate language courses provided with only the course and assessment outlines, some courses have materials for more than one context.

Grade Descriptions – Interim grade descriptions for the Year 11 and Year 12 courses were developed to assist teacher judgements of standards. The 107 Year 11 ATAR and General course grade descriptions were reviewed during 2015 and 2016 against evidence from collected student samples. The revised grade descriptions are being progressively uploaded to the Authority website as they are developed.

Annotated student samples – Samples of Year 11 student work at the A, B and C levels have been collected. The samples relate to the range of assessment task types for each course. These samples are being annotated and are being progressively uploaded to the Authority website as they are developed.

### Online Literacy and Numeracy Assessment (OLNA)

As part of the WACE reforms, students need to demonstrate a minimum standard in literacy and numeracy to achieve a WACE from 2016. This standard, based on Level 3 of the *Australian Core Skills*

*Framework*, is regarded as essential for students to meet the demands of everyday life and work in a knowledge-based economy.

A student can first demonstrate their ability to meet the minimum standard through achieving a Band 8 or higher in the NAPLAN assessment in Year 9. Students who do not pre-qualify through the Year 9 NAPLAN assessment must sit the OLNA. Students will have up to six opportunities (two per year) from Year 10 to Year 12 to demonstrate the required standard. After Year 12, there will be opportunities available to school leavers to sit the OLNA to demonstrate the required standard, but they will be required to meet the WACE requirements in place in the year they demonstrate the standard.

Support is provided to students in Year 11 and Year 12 who have not met the minimum standard through Foundation courses. The Foundation courses have been developed to assist teachers to provide a focus on functional literacy and numeracy skills, practical work-related experience, and an opportunity to build personal skills that are important for life and work.

## Staged approach

Following on from the introduction of the OLNA to Year 10 students in 2014:

- In September 2015, only students from Year 10 and Year 11 who had not demonstrated the minimum standard in reading, writing and/or numeracy were required to sit the OLNA.
- In March 2016, only students from Years 10–12 who had not demonstrated the minimum standard in reading, writing and/or numeracy were required to sit the OLNA.

Schools use the OLNA results to:

- guide 2017 Year 11 course selections for current Year 10 students
- refine Year 11 and Year 12 course enrolments for current Year 11 students
- ensure interventions are in place to support students.

## Implementation

The OLNA was administered twice during the reporting period: in September 2015 (the fourth round) and March 2016 (the fifth round).

For the fourth round, schools were provided with a two-week window in which to schedule Year 10 and Year 11 students who had either not pre-qualified through Year 9 NAPLAN or met the standard through previously completing the OLNA to sit the relevant OLNA component. Approximately 12 000 numeracy assessments, 9000 reading assessments and 10 000 writing assessments were completed by students during this round.

For the fifth round, schools were provided with a three-week window in which to schedule Year 10, Year 11 and Year 12 students, who had either not pre-qualified through Year 9 NAPLAN or met the standard through previously completing the OLNA, to sit the relevant OLNA component. Approximately 21 000 numeracy assessments, 20 000 reading assessments and 24 000 writing assessments were completed by students during this round.

Support was provided to schools through the Authority's regular communications with schools advising about test logistic requirements, deadlines and technical matters. During the test windows, the Authority's OLNA helpdesk assisted schools to overcome technical issues.

An Example test was developed and released for each of the Numeracy, Reading and Writing components to allow students to experience a full length test as preparation for the OLNA.

## Student performance

In this reporting period, the Authority provided schools with interim reports that identified each student's performance in the OLNA in respect of the following categories of achievement:

- **Category 1** – students who have not demonstrated the minimum standard may require specific learning interventions to assist them to meet the standard in the future.
- **Category 2** – students who have not yet demonstrated the minimum standard but are likely to do so before the end of Year 12.
- **Category 3** – students who have demonstrated the minimum standard, either through OLNA or by pre-qualifying through Year 9 NAPLAN.

## Enrolment process for WACE Languages courses

In the 2016 school year, all students planning to enrol in a Year 11 WACE Language course were required to complete an application for permission to enrol in Chinese, French, German, Indonesian, Italian or Japanese language course.

The Authority processed 2155 applications in total and determined for each student the course in which they were permitted to enrol. An external and independent appeals panel considered appeals from 48 students. Thirteen of these appeals were upheld.

## Enrolment process for English as an additional language or dialect (EAL/D)

In the 2015 school year, all students planning to enrol in a Year 12 EAL/D course were required to complete an application for eligibility.

The Authority processed 2059 applications in total; 2020 were approved. An external and independent appeals panel considered two appeals. Neither of these appeals was upheld.

## Moderation

Moderation processes have been established and implemented to ensure that standards for marks and grades can be compared across the state. This provides teachers with a reliable standard to assess student work. Processes include the school moderation program (documentation and grading reviews), a syllabus delivery audit, consensus moderation (suspended until 2018) and externally set tasks.

## School moderation program

The school moderation program is mainly conducted through school visits for particular courses, based on evidence of potential delivery and/or assessment issues.

## Syllabus delivery audit

The syllabus delivery audit, conducted online, was undertaken by the Authority for the second time in 2016. The audit is designed to ensure that all schools are delivering and assessing the correct syllabus to comply with WACE 2015–16 requirements. In 2016 the process reviewed documents associated with the delivery of all Year 12 General and Foundation courses.

The audit process was undertaken by the Authority using a revised, more user-friendly web-based process. To assist schools to upload information to the database, the Authority provided a detailed procedures manual and an IT helpdesk.

In Term 1 2016 approximately 4700 documents were reviewed against the WACE 2015–16 requirements for course and assessment outlines to identify the degree of compliance. The review was undertaken over four days by 90 reviewers – 30 Principal Consultants from the Authority and 60 experienced teachers who were selected following an expression of interest process.

Reports were provided online in real time to schools on their compliance level and the reason for any non-compliance. The overall compliance rate achieved by schools was 82 per cent.

The Authority initiated a review in Term 2 2016 of the minority of schools identified as having significant non-compliance issues in one or more subjects. This review ensured each school:

- had overseen the required modification of the audited document/s
- was using appropriate assessment tasks and marking keys to assess student work.

## School moderation

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

In 2015–16 the Authority conducted 139 documentation reviews following on from the syllabus delivery audit to ensure schools had undertaken the required changes to the documentation to meet the compliance requirements of the Authority.

The Authority also conducted 189 grading reviews on particular courses/stages at schools where the difference between the WACE examination mark distribution and the school mark distribution indicated the possibility of assessment issues. Other schools were involved in the program on their request. Feedback was provided to each school on the findings.

As part of the support program for new schools, 105 document reviews were conducted in Term 1 2016. The reviews were conducted for four schools in their first year of delivering WACE courses in the senior secondary years.

Feedback was provided to each school on whether the documentation met requirements. Where issues were identified at a documentation review or a grading review, required actions were documented and the principal completed a declaration that the action would be completed.

## Consensus moderation meetings

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

No consensus moderation program was conducted in 2015–16 during the implementation of new WACE courses in Year 11 and Year 12.

## Externally set tasks

Externally set tasks (ESTs) are mandatory assessments developed by the Authority for Year 12 General and Foundation courses. This new moderation process was conducted for the first time in Term 2 2016.

The Authority will use judgements made by schools of student achievement against these tasks to compare standards across the state. This process is designed to:

- assist in establishing common understandings amongst teachers of the course content and marking standards
- assist in ensuring the fair assessment of student achievement in Year 12 General and Foundation courses
- inform the Authority's selection of schools for which grading reviews will be conducted.

Sample ESTs were developed for 56 courses to indicate to teachers and students the style of the assessment tasks. Schools were informed in Term 3 2015 of the content from the Unit 3 syllabus on which the task would be based. Each EST was developed by an independent panel, wherever possible consisting of one or more practising teachers familiar with the course.

## Research

### OLNA report

The Authority's Board commissioned a report, to be prepared by Professor Jim Tognolini and Ms Carol Taylor about the Online Literacy and Numeracy Assessment (OLNA) component of the Western Australian Certificate of Education (WACE). Professor Tognolini is Honorary Professor at the University of Sydney, Adjunct Professor at the University of Western Australia and Professor Fellow at the University of Wollongong, and Ms Taylor is an Education Consultant and former Chief Executive Officer of the New South Wales Board of Studies.

The report will document the following information:

- why a literacy and numeracy standard is a requirement for students to receive a WACE
- how students are required to demonstrate achievement of the literacy and numeracy standard
- how the WACE literacy and numeracy standard was determined (including the psychometric evidence that underpins the standard).

The final report will be presented to the Authority's Board in Semester 2, 2016.

## Review the use of technology in Mathematics education and the related use of CAS calculators in external examinations report

In 2015, the Authority commissioned Murdoch University to review the use of technology in Mathematics education and the related use of computer algebra system (CAS) calculators in external examinations and post-school tertiary education settings.

The research team presented an overview of the research activities and findings to the Standards Committee, the Curriculum and Assessment Committee and Mathematics Course Advisory Committee. The final report was presented to the Board of the Authority in December 2015. The Authority's Board made recommendations in relation to the use of calculators in examinations, support for teachers in the implementation and use of technology in the classroom and clarification in the syllabus on the use of technology in developing deep mathematical understanding.

The final report has been published on the Authority website.



## Strategic goal 3: Governance and organisational capability

Goal: Implement accountable and transparent governance that supports our operations and responsiveness to change and the needs of our partners.

### Governance

The Authority's policies, plans, processes, purchasing and service provision are all designed to be transparent and accountable. Activities undertaken by the Authority are regularly reviewed, evaluated and audited to ensure that quality and performance targets are met.

This process extends to all services offered by the Authority to schools, students, parents and the wider community. This ensures that all staff continue to provide high-quality and customer-focused service that is responsive to the needs of our partners.

### School Curriculum and Standards Authority Board

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

Under Schedule 1, Division 1, Clause 3 of the Act, a member holds office for a term not exceeding four years, excepting the chairperson where the term of appointment does not exceed five years. A member is eligible to be re-appointed at the end of that term.

**Table 16: Members of the Board**

Name	Position	Term expiry
<b>Emeritus Professor Patrick Garnett</b>	Chair	18 December 2016
<b>Professor David Andrich</b>	Member	18 December 2017
<b>Dr Lennie Barblett</b>	Member	18 December 2018
<b>Ms Lucina Cross</b>	Member	18 December 2015
<b>Ms Margaret Herley</b>	Member	18 December 2019
<b>Dr Bruce Matthews</b>	Member	18 December 2019
<b>Dr Ruth Shean</b>	Member	18 December 2017
<b>Dr Lynette Henderson-Yates</b>	Member	18 December 2018

### Statutory committees

#### Curriculum and Assessment Committee

The Curriculum and Assessment Committee advises and makes recommendations to the Authority's Board on the provision of an outline of curriculum and assessment for schools, the development and accreditation of courses for schooling and the establishment and maintenance of a database of information relating to participation, achievements and records of assessment of students.

The roles and responsibilities of the Curriculum and Assessment Committee are set out in Section 9 of the *School Curriculum and Standards Authority Act 1997*.

**Table 17: Members of Curriculum and Assessment Committee**

Name	Position
<b>Ms Margaret Herley (Chair)</b>	School Curriculum and Standards Authority Board member
<b>Associate Professor Caroline Barratt-Pugh</b>	Edith Cowan University
<b>Ms Elizabeth Blackwell</b>	Kapinara Primary School
<b>Ms Gabrielle Doyle</b>	Catholic Education WA
<b>Mr Ian Elder</b>	Santa Maria College
<b>Ms Fiona Forbes</b>	Peel Language Development School
<b>Ms Janette Gee</b>	Western Australian Secondary School Executives Association
<b>Mr Lindsay Hale</b>	Department of Education
<b>Mr Ian Kenny</b> (two months)	Department of Training and Workforce Development
<b>Mr Tony Misich</b>	Former public school principal
<b>Mr Mark Newhouse</b>	Association of Independent Schools of Western Australia
<b>Ms Katherine Ward</b>	Kent Street Senior High School
<b>Mr Roderick (Rod) Wood</b>	Peter Moyes Anglican Community School
<b>Ms Melanie Sorensen</b> (replacement for Mr Ian Kenny, six months)	South Metropolitan TAFE

### Standards Committee

The Standards Committee advises and makes recommendations to the Authority's Board on the provision and monitoring of standards of student achievement and the assessment and certification of student achievement according to those standards.

The roles and responsibilities of the Standards Committee are set out in Section 9 of the *School Curriculum and Standards Authority Act 1997*.

**Table 18: Members of the Standards Committee**

Name	Position
<b>Dr Bruce Matthews (Chair)</b>	School Curriculum and Standards Authority Board member
<b>Associate Professor Stephen Humphry</b>	The University of Western Australia
<b>Mr Chris Booth</b>	Willetton Senior High School
<b>Mr Neil Fernandes</b> (two months)	Central Institute of Technology
<b>Ms Keryl Caird</b> (Replacement for Ms Lis Turner for a 12-month period)	Willandra Primary School
<b>Mr Blair Marsh</b> (replacement for Mr Neil Fernandes, six months)	South Metropolitan TAFE
<b>Ms Elisabeth Turner</b> (12 months leave of absence from January 2015)	Waggrakine Primary School

## Program governance process

The Authority's Program Governance Group comprises the Chief Executive Officer and the five Directors. The Chief Executive Officer reports decisions of the Program Governance Group to the Authority's Board, as required.

The purpose of the Group is to ensure:

- a systematic approach is taken to the registration, approval and review of all projects/programs undertaken by directorates or collectively as an agency
- projects/programs are undertaken in accordance with the *School Curriculum and Standards Authority Act 1997*
- relevant legislated functions and processes are adhered to.

To do this, the Group:

- reviews project proposals submitted and either endorses a proposal or provides feedback to the responsible directorate
- reviews and endorses project plans for forwarding to the Chief Executive Officer
- monitors the progress of projects/programs.

Meetings are held regularly and out-of-session consultation and decisions may occur. The Group met seven times and endorsed and monitored the following projects:

- Kindergarten – Year 10 (K–10) Functions and Implementation of the Australian curriculum Phases 2 and 3 – Components 1–7
- E-Records Project (Stage 2 'Going Electronic')
- Review of the use of technology in Mathematics education and the related use of CAS calculators in external examinations
- Online Literacy and Numeracy Assessment
- Online Literacy and Numeracy Assessment (OLNA) report project
- Parent website
- Student Records Management System
- English as an Additional Language or Dialect teacher resource project
- Abilities Based Learning and Education Western Australia (ABLEWA)
- Brightpath
- NAPLAN Online.

## Audit and Risk Management (ARM) Committee

The ARM Committee was established in accordance with section 53(1)(d) of the *Financial Management Act 2006* to assist the Board and management to properly discharge their responsibilities and to help achieve sound managerial control over the Authority's activities.

This committee's Charter provides the framework for the conduct of the audit and risk functions of the Authority. An audit and risk working group reports to this committee and manages the operational aspects of the Authority's risk management matters, including the *Risk Register*, *Business Continuity Management Plan* and *Pandemic Management Plan*.

The Authority has a centralised and systematic risk management program which is detailed in its *Risk Management Framework*. The Authority's major focuses in 2015-16 have been:

- developing a comprehensive *Risk Register* that covers each function of the Authority to effectively identify, monitor and manage risk
- finalising the *Business Continuity Management Plan* to ensure continuity of key business functions in the event of disaster
- finalising the *Pandemic Management Plan* to ensure effective management of a pandemic
- reviewing the disaster recovery plans in key areas to ensure functionality as soon as possible following a major incident.

The framework and its relevant documentation ensure delivery of a coherent and comprehensive system of risk management that covers variations in the nature, degree and likelihood of risk.

The main focus of the Risk Management Working Group during 2015-16 was to finalise development and implementation of the *Business Continuity Management Plan* and the *Pandemic Management Plan*, in accordance with relevant legislation and Australian Standards®.

Significant work was completed to analyse and redesign the *Risk Register*, ensuring that risks were identified and control measures implemented. The Authority's *Pandemic Management Plan* was reviewed and updated. Disaster recovery plans are in place for all key areas of the Authority.

*Treasurer's Instructions, Part XI* requires the Authority to establish and maintain an effective internal audit function. In accordance with this requirement, the Internal Audit Committee authorised the following audit in 2015–16.

### **Property and asset management**

The Authority engaged Quantum Assurance to perform an audit of its Assets and Resource Management. The Authority has assets with a total cost of \$3.1 million, comprising renovations to the office building of nearly \$2 million, furniture and fittings and IT assets.

The audit objectives were to:

- ensure compliance with relevant policies, procedures and guidelines relating to assets and resource management
- ensure effective recordkeeping processes
- identify areas of best practice and improvements.

The audit identified 15 recommendations for improvement in this area, all of which have been acknowledged, and work has commenced to address these findings. Quantum Assurance concluded that the Authority's policies relating to assets and resource management comply with legislation and government guidelines and these policies are being complied with.

The Authority's *Financial Management Manual* outlines the processes for the custody of property and other property, including fleet vehicles and telecommunication devices.

### **Resource agreement**

The Authority met all targets outlined in its Resource Agreement 2015–16.

## Procurement and contract procedures

The Authority is currently updating its internal procurement policy and procedures, as well as all procurement and contract documents and templates, in accordance with the Department of Finance Government Procurement Transformation Program. This will increase organisational and structural flexibility and reduction of red tape in procurement processes.

## Organisational capability

### Workforce and diversity management

#### Snapshot of current workforce

- The Authority has a workforce profile with 44.5 per cent of employees aged 55 years or over and 75 per cent aged over 45 years of age. In terms of the youth cohort, 6.5 per cent of the Authority's employees are aged below 25 years, compared with 4.4 per cent for the Western Australian public sector. The average employee age across all levels is high at 53.4 years.
- The Authority currently has no Aboriginal employees.
- Employees with culturally diverse backgrounds represent 15.6 per cent of the Authority's employees, compared with 12.4 per cent across the public sector.
- Females comprise 67 per cent of the Authority's workforce, compared with 72.4 per cent within the Western Australian public sector, with the gender pay gap in median salaries smaller than the pay gap across the public sector. The most highly represented *Public Service and Government Officers General Agreement (PSGOGA)* equivalent classification is Level 7, with 31.4 per cent of males and 41.9 per cent of females employed at this level.
- The proportion of permanently employed staff is 50.7 per cent, compared with 70.7 per cent of the public sector.
- The percentage of part-time employees is 19.1 per cent, compared with 34 per cent of the public sector.

### Workforce and diversity planning

The Chief Executive Officer and the Executive Group have endorsed workforce management and diversity planning as a priority and are committed to applying workforce planning within the Authority that is consistent with Part IX of the *Equal Opportunity Act 1984* and aligns to the outcome standards framework of the Office of Equal Employment Opportunity.

The Workforce and Diversity Management Plan for 2015–2018 (the plan) was endorsed by the Public Sector Commission on the 19 January 2016. The Authority continues monitoring initiatives within each of the seven strategies of the plan to ensure all are responsive to our operational needs. The Authority's values of 'Quality, Integrity and Respect' underpin all of the initiatives and tasks outlined in the plan.

In 2015 the plan was updated to include a specific strategy for Aboriginal employment. This strategy aims to build the representation of Aboriginal employees in the state public sector and supports the Government's target of 3.2 per cent Aboriginal representation.

Initiatives to address the Authority's Aboriginal employment strategy include:

- creating a culturally inclusive workplace
- attracting Aboriginal people to our workforce

- building capability and careers
- fostering Aboriginal leaders
- accountability.

The key objectives of the plan against which we measure our success are:

- recognition of the value of equity and diversity
- that the work environment is free from harassment and discrimination
- employment programs and practices recognise and include strategies for equal employment opportunity (EEO) groups to achieve workplace diversity
- the ability to attract and retain a skilled workforce
- the ability to build the capacity of staff
- provision of strategic leadership
- an efficient and flexible workforce
- an effective Aboriginal employment strategy.

## Employee capability

Job descriptions are aligned with the *Public Sector Commission's Capability Framework*. Capability comparison profiles are used as a tool to identify individual professional development needs and to enhance performance management discussions.

Professional development opportunities are provided in-house and staff are also encouraged to investigate other opportunities as part of their performance management discussions.

A major challenge for the Authority in the current fiscal climate is implementing succession planning for key roles. The Authority has continued its *Professional Learning Program for Managers* and expanded the program to include aspirant managers. The program includes two days of formal learning to increase the confidence, knowledge, ability and effectiveness of staff currently employed in a management role within the Authority or those who have been identified as an aspirant manager.

The program aligns with the Authority's *Workforce and Diversity Management Plan* and addresses issues highlighted in the 2014 Public Sector Commission's Employee Perception Surveys. Feedback from attendees has been overwhelmingly positive, with participants reporting that the program increased confidence, knowledge and ability in undertaking a managerial role.

## Leave liability

To manage leave liability at approved levels, all staff are required to have leave plans authorised at the commencement of each year. A mid-year review is conducted for monitoring of leave taken and these measures have led to a continual decrease in the Authority's leave liability.

## Staff security screening

As a prerequisite to employment at the Authority, all staff (including those employed on a casual basis) are required to undergo strict security screening. This screening is conducted through CrimTrac by the provision of a National Police History Check clearance. If relevant to the position, individuals are also required to provide a current Working with Children Check. Staff are also required to provide proof of educational qualifications as part of the selection process.

## Business processes redesigned

As part of the *Going Electronic* project, a number of business processes were redesigned in 2015–16 resulting in greater accountability and quality assurance, improved strategic planning and effective time management. The number of electronic workflow processes were increased throughout all business areas and work has commenced to introduce electronic scanning and digitalisation of paper-based forms. Once implemented, the system will reduce the administration burden on staff and streamline processes for Authority clients.

## Physical resources

### Vehicle review

A review of the Authority's fleet vehicles was undertaken to confirm that the fleet composition and the use of vehicles achieved operational needs and met cost efficiency targets. As a result, the fleet was reduced by one vehicle, leaving an overall total of nine vehicles, including senior officers' vehicles.

### Strategic Asset Plan

The Authority's 10-year *Strategic Asset Plan 2014–24* was reviewed and updated as part of the Authority's corporate planning and budgeting cycle.

The focus of the plan is its strategic alignment and enablement of the Authority's service delivery drivers, including the *School Curriculum and Standards Authority Act 1997* and the ICT Strategic Review.

Key priorities include the new student record management system, implementation of ABLEWA, an online teacher curriculum support tool, online examination delivery and ICT maintenance.

## Web presence

Improvements in the Authority's digital culture have been made to support the daily operations and service delivery through online tools. These include:

- implementation of a new web content management system
- development of training packages to enable engagement with stakeholders in an online environment
- efficiencies in the way content is published online within the Authority
- the use of webinars as a means of communicating directly with groups of stakeholders, particularly school leaders and teachers, in regional, rural and remote locations
- use of social media as a means of broadcasting information and developing relationships with stakeholder groups.

## NAPLAN Online

The transition of the NAPLAN assessments from a paper-based to online mode of delivery will commence across Australia in 2017, with voluntary take-up by jurisdictions and/or schools.

The School Curriculum and Standards Authority, as the Test Administration Authority for Western Australia, is responsible for overseeing the implementation of the transition.

A three-year timeline will be implemented.

**Table 19: NAPLAN Online Implementation Timeline**

<b>Year</b>	<b>School participation in NAPLAN Online</b>
2017	A small percentage of schools will volunteer to implement NAPLAN Online in Western Australia
2018	<b>An increased percentage of schools will volunteer to implement NAPLAN Online in Western Australia</b>
2019	<b>All schools will implement NAPLAN Online in Western Australia</b>

The Authority is working with school systems/sector representatives to identify schools participating in the transitional implementation in 2017 and 2018.

In preparation for participation in 2017 NAPLAN Online, the nominated schools will participate in a range of trials and studies over the latter half of 2016.

In 2017 and 2018 schools not engaged in the implementation of NAPLAN Online will continue with paper-based testing.

The assessment window for paper-based testing remains unchanged. The assessment window for online testing will be extended to nine days and will commence on the same day as the paper-based tests.



## Strategic goal 4: Communication, collaboration and partnerships

Goal: Consult with, and respond to the needs of, its partners to ensure the provision of quality curriculum, assessment and standards.

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

### Communication

#### Website revision

The Authority's website is critical to dissemination of information and communication with key stakeholders, namely teachers, school administrators, secondary school students and parents. In 2015–16 improvements were made to the Authority website through the visual integration of the *Outline* and the WACE 2015–16 sub-sites into the main site.

#### Publications

The agency's approach to publishing has continued to focus on reader engagement and increased accessibility. Key publications of 2015–16 include the:

- *WACE Manual 2015–16 [Revised edition]*
- *Year 12 Information Handbook 2016*
- *Year 10 Information Handbook 2016*
- *Data Procedures Manual 2016.*

Regular K–10 and 11–12 digital circulars were published to ensure subscribers are kept up to date with the latest information about school curriculum and assessment, standards and certification of student achievement in Western Australia.

#### Parent website

During 2016 work commenced on developing a parent website. The purpose of the website is to provide accessible information to parents about Kindergarten to Year 12 curriculum, assessment and reporting on student achievement.

The Authority consulted with key parent/friends association stakeholders in the conceptual development of the website to ensure that it will meet the needs of the intended audience.

Development of the website and content is currently in progress.

#### Feedback

Stakeholders are encouraged to send queries to the Authority through its *info@* email address and 2346 queries were responded to in the reporting period.

## Webinars

Communication with teachers in rural, remote and international locations was supported through webinars.

## Social media

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

- expanding Facebook activities to include a page dedicated to teachers, and repositioning the original page to focus on information for students in Years 10–12 who are working towards a WACE, their parents and the community
- continuing to use the Authority’s Twitter account
- linking social media content to core business activities, key dates and publication of materials
- introducing a blog for students and parents, teachers and the community
- refining Authority’s social media policy and procedures.

## Collaboration and partnerships

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

Stakeholders the Authority regularly consults with include the Department of Education, Association of Independent Schools of Western Australia, Catholic Education Western Australia, Department of Training and Workforce Development, universities, the Western Australian Council of State School Organisations and the Parents and Friends Federation of Western Australia.

Consultation with all stakeholders has been conducted in a variety of ways, including seminars, workshops, webinars and/or teacher forums. Feedback has been provided on development of key documents, including syllabuses and teacher resources supporting policies and procedures.

Engagement of, and acceptance by, stakeholders is used to measure the Authority’s performance in providing curriculum development, evaluation and support for Western Australian schools. Specific key effectiveness indicators are used to measure stakeholder engagement with, and acceptance of:

- responsive syllabuses, accreditation and review
- comprehensive and easily understood assessment policy and support
- valid and reliable external and school-based assessments.

For details about the Authority’s performance regarding consultation and collaboration, please refer to page 25 for our report against our Key effectiveness indicators.

Additional details about the Authority’s consultation and collaboration with key stakeholders in developing these outputs can be found in the *Report on operations* section of this report, under:

- Strategic goal 1: Provision of high-quality curriculum, assessment and standards
- Strategic goal 2: Implementation of the Western Australian Certificate of Education (WACE) 2015–16.

The following significant developments are among those reported in these sections:

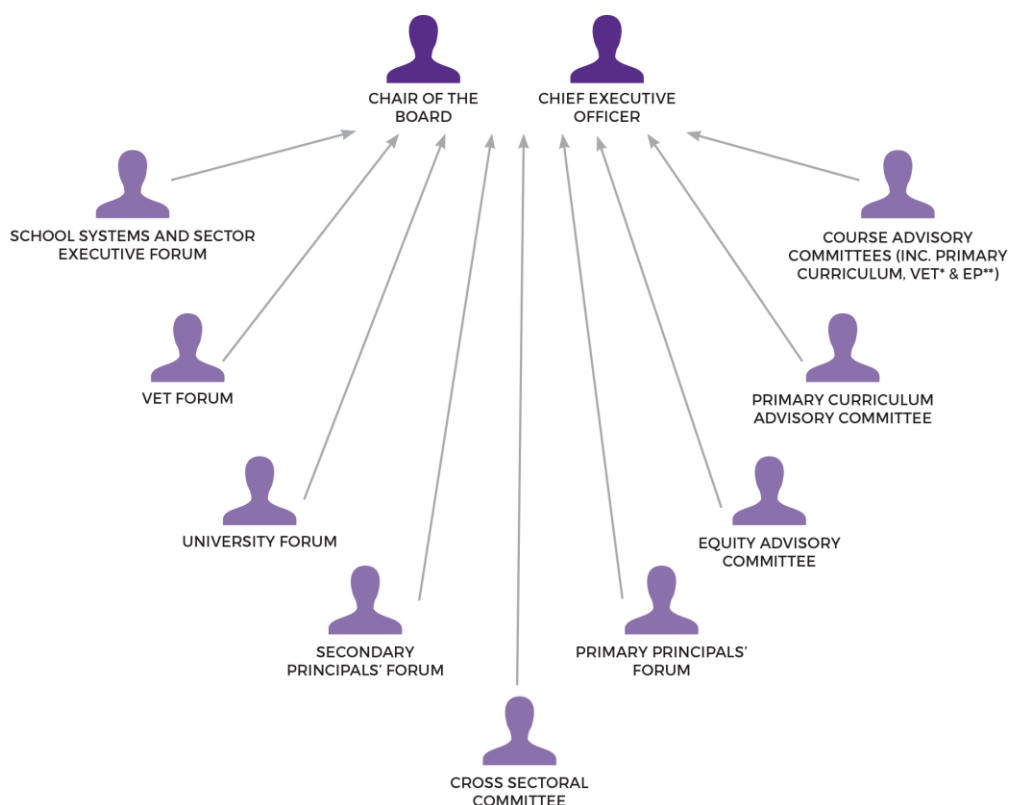
- Improvements in the usability of the *Western Australian Curriculum and Assessment Outline* website were made in response to feedback received from teachers and other stakeholders.
- The Authority collaborated with 124 schools to validate an assessment tool for the Abilities Based Learning Education, *Western Australia* (ABLEWA) project. This represents the inclusion of an additional 108 schools following the first 16 in the original trial.
- At the commencement of 2015, 14 two-hour seminars were held to assist school personnel with the familiarisation and use of the Student Information Records System (SIRS). A total of 120 people applied to attend these sessions; 106 actually attended. There is no cost for attendance at these familiarisation seminars. Two sessions were held in Bunbury.
- The Authority’s Chief Executive Officer delivered ten ‘key messages’ briefings across Western Australia about the implementation of the WACE reforms. The briefings were attended by 362 school leaders. A separate webinar was held for staff in remote areas. This was attended by 32 people.

## External committees

The School Curriculum and Standards Authority Board has convened external committees to ensure responsiveness to the needs of its key stakeholders.

In 2015–16 the Authority held 47 course advisory committee meetings to support development of all WACE courses, including vocational education and training (VET) industry specific courses.

**Figure 2: External committees**



\* Vocational Education and Training

\*\* Endorsed Programs

Committees were responsible for providing advice to the Authority on matters related to:

- Pre-primary to Year 10 curriculum and assessment
- WACE course syllabus development, implementation and review
- school assessment and moderation
- external assessments (WACE examinations and externally set tasks)
- senior secondary Australian curriculum development
- trends and issues pertaining to courses.

## Teacher seminars and workshops

Fourteen learning area-specific seminars were provided for 267 teachers who are new to, or inexperienced in, the delivery of WACE courses.

In addition, eight webinar presentations were conducted for 41 new and inexperienced teachers who were located in non-metropolitan schools.

Two seminars were provided for teachers involved in a small group moderation partnership.

Two information sessions were provided for teachers and school administrators involved in the enrolment process for WACE languages courses.

52 Humanities and Social Sciences seminars were held for 144 Heads of Learning Area.

247 teachers teaching the ATAR English course attended workshops held by the Authority.

78 *Western Australian Curriculum and Assessment Outline* information sessions were held with a range of stakeholders.

# DISCLOSURES AND LEGAL COMPLIANCE

## Disability Access and Inclusion Plan

The *Disability Services Act 1993* requires all Western Australian public agencies to have a Disability Access and Inclusion Plan (DAIP). The Authority's *Disability Access and Inclusion Plan 2011–2016*, designed to ensure people with disability can access the services and facilities it provides, was endorsed by the Executive Group and lodged with the Disability Services Commission in November 2011. It is publicly available on the Authority's website and on the Authority's intranet.

The Disability Access and Inclusion Committee comprises staff who volunteer their time and expertise and have an interest in ensuring that people with disability can access services and facilities provided by the Authority. One of the Committee's ongoing initiatives is for continual improvement of our website accessibility. In 2016 the Authority implemented a new content management system. The Authority website (including the now integrated *Western Australian Curriculum and Assessment Outline* and Years 11 and 12 sites) meets the minimum required Web Content Accessibility Guidelines 2.0 (WCAG 2.0) standard. With the implementation of a new Web Content Management System, which includes an inbuilt accessibility checker, the Authority website is moving towards a higher accessibility standard rating.

Recruitment and selection panel training was also delivered to staff, with a major focus of this training being related to equal opportunity awareness.

The Authority has a complaints management policy to assist the agency's stakeholders. The Authority aims to address complaints in a timely and effective manner. Complaints received are registered as part of the Authority's accountability procedures.

Two committee meetings were held during 2015–16, and the committee will continue to work in 2016 towards developing a new DAIP for 2017-2021.

## Compliance with public sector standards and ethical codes

The Authority is committed to ongoing compliance with the public sector standards and the Public Sector Commissioner's *Code of Ethics* through the Authority's *Code of Conduct*.

The Authority annually reviews its *Code of Conduct*, in accordance with the public sector *Code of Ethics*. Both of these documents are published on the Authority's intranet. All staff are provided annually with a copy of the *Code of Conduct*, with staff being required to sign and return the document, stating that they understand their obligations and accountability. New staff joining the Authority sign the Authority's *Code of Conduct* at commencement.

## Freedom of Information

The Authority's *Freedom of Information Policy* has been developed in accordance with the *Freedom of Information Act 1992*. The Authority recognises that any person has a right to be given access to particular documents of the Authority subject to, and in accordance with, the *Freedom of Information Act 1992*. The Authority website contains an information statement which documents the purpose of the Authority and how to access information.

The Authority has three staff members trained in handling Freedom of Information matters and a comprehensive procedures manual to assist staff to deal with applications received.

The Authority received three Freedom of Information applications in 2015–16, all of which were managed internally and resolved.

## Staff induction

All new staff members must participate in the Authority's induction program within two weeks of commencement. The program is conducted by the Compliance and Executive Support Officer with follow-up training provided by our human resources, copyright and records management teams. Initial induction includes the role and structure of the Authority, *Code of Conduct*, occupational safety and health information, and an overview of policies, procedures and guidelines. An induction by the relevant line manager is also provided to new staff members regarding the specific requirements of their role. This includes handover, communication processes, timelines and expectations.

## Occupational safety, health and injury management

The Authority's *Occupational Safety and Health Policy and Procedures*, which complies with the *Occupational Safety and Health Act 1984*, is available on the Authority's intranet. The policy and procedures document the Authority's commitment to:

- providing and maintaining a healthy and safe working environment for all staff, contractors and visitors
- ensuring that staff, contractors and visitors are not exposed to anything in the work environment which may result in injury or harm to their health.

The Authority had no reports of major accidents in the workplace in 2015-16.

## Occupational Safety and Health Committee

The Authority has a dedicated Occupational Safety and Health (OSH) Committee to review current issues and to implement strategies and initiatives that ensure continuous improvement for staff safety.

The following initiatives were completed during the reporting period as a service to our staff:

- *Lunch and Learn* presentation on health-related topics presented by the Authority's employee assistance provider, *PeopleSense*
- provision of flu vaccinations, both on-site or via a voucher, for interested staff

- installation of nine 'standing desks' (*Varidesks*) in various locations for all staff to access
- development of an ongoing health and wellbeing program and action plan
- development of an occupational safety and health risk register
- two workplace inspections by the Authority's two members of the OSH committee.

An array of relevant information is located in a dedicated occupational safety and health section on the intranet. Staff are actively encouraged to report any safety and health concerns to committee members for resolution. The following mechanisms are in place to ensure that OSH and injury management matters are formally addressed:

- signage is located throughout our offices, identifying committee membership and members' contact details
- the Authority has an occupational safety and health policy and an injury management system, both accessible on the intranet by all staff
- staff are immediately advised of any temporary safety and/or health issues in the workplace through email and intranet alerts
- the Authority has a dedicated safety and health section on its intranet. This includes policy and procedures as well as an Accident and Incident Reporting form
- staff are regularly updated on workplace health and safety matters via email and/or the intranet.

## Compliance with the injury management requirements of the *Workers' Compensation and Injury Management Act 1981*

The Authority's *Injury Management System and Workers' Compensation Policy and Procedures* has been developed and implemented in accordance with the *Workers' Compensation and Injury Management Act 1981* (the Act).

The Authority has a well-developed injury management system that includes a return-to-work program. This program has a focus on safe and early return to meaningful work in accordance with the Act. Information about this program is located on the intranet, and human resources staff also assist employees with their return to work following an injury.

## Occupational safety and health management system

An external safety consultant was engaged in 2015 to undertake an assessment of the Authority's OSH management system against the requirements of the *WorkSafe Plan*. The Authority's communication and consultation mechanisms were highlighted as an area of strength, with staff given numerous opportunities to be involved in the way safety is managed throughout the organisation.

Key areas identified for further improvement included formalising of our existing training processes into a more integrated approach, and a clearer strategic planning of OSH improvements through a dedicated safety improvement plan. Both of these recommendations are currently being addressed by the OSH committee in consultation with staff.

**Table 20: Occupational, safety and health performance for 2015–16**

Measure	Actual results			Results against target	
	2013–14	2014–15	2015–16	Target	Comment on result
Number of fatalities	–	–	–	–	–
Total claims lost time injury or disease	1	1	–	–	–
Lost time severe claims	–	1	–	–	–
Percentage severity rate (estimated 60 or more days lost from work)	–	–	–	–	–
Percentage of managers and supervisors trained in occupational safety, health and injury management responsibilities	87%	87%	93%	Greater than or equal to 80%	OSH refresher training to managers to be organised during 2016–17

## Public interest disclosure

The Authority's *Public Interest Disclosure Policy* was developed and implemented in accordance with the *Public Interest Disclosure Act 2003*. The Authority strongly encourages staff and other key stakeholders to disclose, in the appropriate manner, any information regarding possible corrupt or improper conduct.

The Authority's Executive group is committed to taking all reasonable steps to provide protection for people who make such disclosures from any detrimental action in reprisal for the making of a public interest disclosure. It does not tolerate any of its officers, employees or contractors engaging in acts of victimisation or reprisal against those who make public interest disclosures. In 2015–16 there were no public information disclosure matters received by the Authority.

The Authority currently has two staff members formally trained in handling public information disclosure matters.

## Recordkeeping

In accordance with s.19 of the *State Records Act 2000*, the Authority has a Recordkeeping plan that has been approved by the State Records Commission under s.23 of the Act.

The joint Recordkeeping Plan for the Department of Education, the School Curriculum and Standards Authority, the Department of Education Services, the Public Education Endowment Trust and the Country High School Hostels Authority was updated in November 2012, remains current and is due for updating in March 2017.



## Record keeping efficiency and effectiveness

Quantum Management Consulting and Assurance audited the efficiency and effectiveness of the Authority's record keeping systems in April 2014, in accordance with Part 3, Division 4 of the *State Records Act 2000*. The audit confirmed that the Authority's records management framework fully complies with the *State Records Commission (SRC) Standard 2* requirements.

In this reporting period the emphasis was placed on enactment of recommendations provided by the auditor in respect of digital recordkeeping. As an outcome, further progress of the *Going Electronic Project Stage 2*, towards a digital work environment, took place. This involved:

- digitalisation of microfiches containing historical students achievement data
- planning for implementation of Web-based forms
- identification of a scanning solution to digitise incoming hard copy applications and forms
- identification of paper-based processes to be digitised
- upgrade of electronic recordkeeping system from TRIM 7.34 to HPRM 8.3
- development of training programs and materials.

Additionally, in the third year of the Corporate Records Management's work towards digitalisation, all documents and the majority of file/containers are now created in a digital format only.

**Table 21: Total electronic records created in TRIM/HPRM in the 2015–2016 financial year**

Electronic record type	Total number of electronic files created
Document	81 468
Email	25 411
File/Container	692

## Record keeping training

All new staff members are required to attend an induction and training session to gain an understanding of the public sector record keeping obligations, and to become acquainted with the use of HPRM to support the Authority's compliance and transition towards the digital environment.

### Training

In April 2016 the previous electronic record keeping system, TRIM, was replaced by the next-generation HPRM 8.3 version. This version provides users with an improved interface and additional advanced features.

All Authority staff were invited to attend the HPRM induction session and three HPRM hands-on workshops presented to provide an extensive overview of the new system's capabilities.

Additionally, throughout the year all staff have been offered TRIM hands-on workshops, group and individual training sessions to ensure that the record keeping system is used effectively. Several workflow training sessions were also provided to selected staff involved in the workflow processes.

**Table 22: Attendance rates at TRIM/HPRM training sessions provided during the 2015–16 financial year**

Training session type	Total number of staff trained
HPRM Workshop – Module 1	22
HPRM Workshop – Module 2	28
HPRM Workshop – Module 3	21
HPRM Induction	115
TRIM Induction	12
TRIM Workflow Function	37

## Accountability and integrity

In 2015–16 89 staff members attended a half-day workshop on Accountable and Ethical Decision Making. Over the past five years, 95% of current Authority staff have undertaken formal training in this area.

The Authority has strict internal processes that provide clear guidance in the management of any reports of misconduct or inappropriate behaviour. These processes are documented in the Authority’s *Misconduct Management Policy and Procedures* and the *Employee Performance Policy*.

The process applied to manage misconduct, breaches of discipline and grievances dependent upon the allegation. Routine and simple issues are managed by trained staff, whereas the Authority uses the assistance of external consultants when resolving more complex matters. Misconduct and behaviour are discussed during staff induction, and documents relating to accountability and integrity are also available on the Authority’s intranet.

All employees are expected to abide by the Public Sector Commissioner’s *Code of Ethics* and the Authority’s internal *Code of Conduct*, as well as relevant legislation contained within the *School Curriculum and Standards Authority Act 1997*.

In 2015–16 the Authority received two allegations of misconduct, of which one was finalised and the other is currently under investigation.

## Language services policy

The Authority is committed to ensuring that all clients have equitable access to information and services, as per the guidelines set out by the *Western Australian Language Services Policy and*

*Guidelines 2014*. This commitment ensures effective communication between service providers and clients to deliver high quality services and programs that meet the needs of Western Australia's diverse population.

In the reporting period the Authority provided four Braille papers for Stage 3 examinations.

## Ministerial directives

No ministerial directives were received during the financial period.

## Contracts with senior officers

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

## Other financial disclosures

The Authority charges for services rendered on a full or partial cost recovery basis. These fees were determined in accordance with the *Costing and Pricing Government Services: Guidelines for Use by Agencies in the Western Australian Public Sector* published by the Department of Treasury.

## Capital works

### Capital projects incomplete

Scoping and design of a Student Records Management System commenced in 2015–16 utilising \$800 000 of internal funds carried over from expenditure savings in 2014–15. The Authority also continued with the development of an online curriculum programming tool for Kindergarten to Year 10 project approved in the 2014–15 State Budget at the total project cost of \$740 000.

### Capital projects completed

No capital projects were completed during 2015–16.

## Credit cards – authorised use

Officers and Board members of the Authority hold corporate credit cards where their functions warrant the use of this facility. During 2015–16 there was one case of unauthorised use of a corporate credit card (card). In the course of using a card, the employee gained personal loyalty points from numerous store incentive programs. Disciplinary action was instigated and finalised during the reporting period. The personal gain was immaterial and the Authority did not suffer any financial losses that needed to be recovered from the employee.

## Board and committee remuneration

Members of the Board or a committee are to be paid such remuneration and travelling and other allowances as determined by the Minister on the recommendation of the Public Sector Commissioner.

**Table 23: Remuneration of Members of the Board**

Position	Name	Type of remuneration	Period of membership	Gross/actual remuneration 2015–16
Chair	Emeritus Professor Patrick Garnett	Annual	Twelve months	\$38 817
Member	Chapple Professor David Andrich	Annual	Twelve months	\$24 377
Member	Dr Lennie Barblett	Annual	Twelve months	\$24 377
Member	Ms Lucina Cross	Annual	Six months	\$11 827
Member	Ms Margaret Herley	Annual	Twelve months	\$24 377
Member	Dr Bruce Matthews	Annual	Twelve months	\$24 377
Member	Dr Ruth Shean	N/A	Twelve months	–
Member	Dr Lynette Henderson-Yates	Annual	Four months	\$8 487

**Table 24: Remuneration of Members of the Curriculum and Assessment Committee**

Position	Name	Type of remuneration	Period of membership	Gross/actual remuneration 2015–16
Chair	Ms Margaret Herley	Per meeting	Twelve months	\$2 200
Member	Associate Professor Caroline Barratt-Pugh	Per meeting	Twelve months	\$1 110
Member	Ms Elizabeth Blackwell	N/A	Twelve months	–
Member	Ms Gabrielle Doyle	N/A	Twelve months	–
Member	Mr Ian Elder	Per meeting	Twelve months	\$1 110
Member	Ms Fiona Forbes	N/A	Twelve months	–
Member	Ms Janette Gee	N/A	Twelve months	–
Member	Mr Lindsay Hale	N/A	Twelve months	–
Member	Mr Ian Kenny	N/A	Two months	–
Member	Mr Tony Misich	Per meeting	Twelve months	\$1 480
Member	Mr Mark Newhouse	Per meeting	Twelve months	\$1 480
Member	Ms Katherine Ward	N/A	Twelve months	–
Member	Mr Roderick (Rod) Wood	Per meeting	Twelve months	\$1 110
Member	Ms Melanie Sorensen	N/A	Six months	–

**Table 25: Remuneration of Members of the Standards Committee**

<b>Position</b>	<b>Name</b>	<b>Type of remuneration</b>	<b>Period of membership</b>	<b>Gross/actual remuneration 2015–16</b>
<b>Chair</b>	Dr Bruce Matthews (Chair)	Per meeting	Twelve months	\$3 120
<b>Member</b>	Associate Professor Stephen Humphry	Per meeting	Twelve months	\$2 030
<b>Member</b>	Mr Chris Booth	N/A	Twelve months	–
<b>Member</b>	Mr Neil Fernandes	N/A	Two months	–
<b>Member</b>	Ms Keryl Caird	N/A	Six months	–
<b>Member</b>	Ms Elisabeth Turner	N/A	Six months	–
<b>Member</b>	Mr Blair Marsh	N/A	Six months	–

# Statement of Compliance with the *Electoral Act 1907* Section 175ZE (Advertising)

## Advertising

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

Total expenditure for 2015–16 was \$5557.

Expenditure was incurred in the following areas.

<b>Expenditure category and organisations</b>	<b>Amount</b>	<b>Total by category</b>
<b>Advertising agency:</b>		<b>\$2 162</b>
Adcorp Australia Limited	\$2 162	
<b>Market research organisations</b>	Nil	Nil
<b>Poling organisations</b>	Nil	Nil
<b>Direct email organisations:</b>		<b>\$3 395</b>
Campaign Monitor	\$2 446	
SurveyGizmo	\$949	
<b>Media advertising organisations</b>	Nil	Nil
<b>Total Expenditure for period from 1 July 2015 to 30 June 2016</b>		<b>\$5 557</b>

# FINANCIAL STATEMENTS

## Certification of financial statements

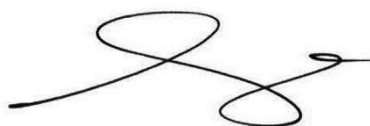
**For the year ended 30 June 2016**

The accompanying financial statements of the School Curriculum and Standards Authority have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2016 and the financial position as at 30 June 2016.

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



**Emeritus Professor Patrick Garnett**  
**CHAIR**



**Mr Allan Blagaich**  
**CHIEF EXECUTIVE OFFICER**



**Ms Yee Han Seetoh**  
**CHIEF FINANCIAL OFFICER**

**Date:** 22 August 2016

# Financials and performance



## Auditor General

### INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

SCHOOL CURRICULUM AND STANDARDS AUTHORITY

#### Report on the Financial Statements

I have audited the accounts and financial statements of the School Curriculum and Standards Authority.

The financial statements comprise the Statement of Financial Position as at 30 June 2016, the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

#### *Opinion*

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the financial position of the School Curriculum and Standards Authority at 30 June 2016 and its financial performance and cash flows for the year then ended. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions.

#### *Board's Responsibility for the Financial Statements*

The Board is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and the Treasurer's Instructions, and for such internal control as the Board determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility for the Audit of the Financial Statements*

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements based on my audit. The audit was conducted in accordance with Australian Auditing Standards. Those Standards require compliance with relevant ethical requirements relating to audit engagements and that the audit be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Authority's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Board, as well as evaluating the overall presentation of the financial statements.

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



## **Report on Controls**

I have audited the controls exercised by the School Curriculum and Standards Authority during the year ended 30 June 2016.

Controls exercised by the School Curriculum and Standards Authority are those policies and procedures established by the Board to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions.

### ***Opinion***

In my opinion, in all material respects, the controls exercised by the School Curriculum and Standards Authority are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2016.

### ***Board's Responsibility for Controls***

The Board is responsible for maintaining an adequate system of internal control to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of public and other property, and the incurring of liabilities are in accordance with the Financial Management Act 2006 and the Treasurer's Instructions, and other relevant written law.

### ***Auditor's Responsibility for the Audit of Controls***

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the controls exercised by the School Curriculum and Standards Authority based on my audit conducted in accordance with Australian Auditing and Assurance Standards.

An audit involves performing procedures to obtain audit evidence about the adequacy of controls to ensure that the Authority complies with the legislative provisions. The procedures selected depend on the auditor's judgement and include an evaluation of the design and implementation of relevant controls.

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

## **Report on the Key Performance Indicators**

I have audited the key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2016.

The key performance indicators are the key effectiveness indicators and the key efficiency indicators that provide information on outcome achievement and service provision.

### ***Opinion***

In my opinion, in all material respects, the key performance indicators of the School Curriculum and Standards Authority are relevant and appropriate to assist users to assess the Authority's performance and fairly represent indicated performance for the year ended 30 June 2016.

### ***Board's Responsibility for the Key Performance Indicators***

The Board is responsible for the preparation and fair presentation of the key performance indicators in accordance with the Financial Management Act 2006 and the Treasurer's Instructions and for such controls as the Board determines necessary to ensure that the key performance indicators fairly represent indicated performance.

*Auditor's Responsibility for the Audit of Key Performance Indicators*

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the key performance indicators based on my audit conducted in accordance with Australian Auditing and Assurance Standards.

An audit involves performing procedures to obtain audit evidence about the key performance indicators. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments the auditor considers internal control relevant to the Board's preparation and fair presentation of the key performance indicators in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the relevance and appropriateness of the key performance indicators for measuring the extent of outcome achievement and service provision.

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

**Independence**

In conducting the above audits, I have complied with the independence requirements of the Auditor General Act 2006 and Australian Auditing and Assurance Standards, and other relevant ethical requirements.

**Matters Relating to the Electronic Publication of the Audited Financial Statements and Key Performance Indicators**

This auditor's report relates to the financial statements and key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2016 included on the Authority's website. The Authority's management is responsible for the integrity of the Authority's website. This audit does not provide assurance on the integrity of the Authority's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.



DON CUNNINGHAME  
ASSISTANT AUDITOR GENERAL FINANCIAL AUDIT  
Delegate of the Auditor General for Western Australia  
Perth, Western Australia

24 August 2016

# Statement of comprehensive income

For the year ended 30 June 2016

	Note	2016 \$000	2015 \$000
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	6	18 156	18 165
Grants and awards	7	44	52
Supplies and services	8	14 624	13 249
Accommodation expenses	9	1 614	1 559
Depreciation and amortisation expense	10	894	878
Other expenses	11	155	295
<b>Total cost of services</b>		<b>35 487</b>	<b>34 198</b>
<b>Income</b>			
<b>Revenue</b>			
Fees	12	1 058	988
Grants and contributions	13	47	47
Recoveries for National testing	14	1 528	1 525
Other revenue and recoveries	15	101	98
<b>Total revenue</b>		<b>2 734</b>	<b>2 658</b>
<b>Total income other than income from State Government</b>		<b>2 734</b>	<b>2 658</b>
<b>NET COST OF SERVICES</b>		<b>32 753</b>	<b>31 540</b>
<b>Income from State Government</b>		16	
Service appropriation		35 294	31 352
Resources received free of charge		199	177
<b>Total income from State Government</b>		<b>35 493</b>	<b>31 529</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>2 740</b>	<b>(11)</b>
<b>OTHER COMPREHENSIVE INCOME</b>		-	-
<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>		<b>2 740</b>	<b>(11)</b>

The Statement of Comprehensive Income should be read in conjunction with the accompanying notes. See also Note 37 'Schedule of income and expenses by service'.

# Statement of financial position

As at 30 June 2016

	Note	2016 \$000	2015 \$000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	17	7 632	2 636
Restricted cash and cash equivalents	18	–	2 097
Amount receivable for services	19	150	390
Receivables	20	229	259
Prepayments	21	585	429
<b>Total current assets</b>		<b>8 596</b>	<b>5 811</b>
<b>Non-Current Assets</b>			
Restricted cash and cash equivalents	18	–	1 903
Amount receivable for services	19	3 428	2 607
Prepayments	21	759	614
Plant and equipment	22	2 201	2 423
Intangible assets	23	672	1 177
Intangible asset in progress	24	822	327
<b>Total non-current assets</b>		<b>7 882</b>	<b>9 051</b>
<b>TOTAL ASSETS</b>		<b>16 478</b>	<b>14 862</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	25	14	898
Provisions	26	4 253	4 392
Other liabilities	27	49	35
<b>Total current liabilities</b>		<b>4 316</b>	<b>5 325</b>
<b>Non-Current Liabilities</b>			
Provisions	26	513	628
<b>Total non-current liabilities</b>		<b>513</b>	<b>628</b>
<b>TOTAL LIABILITIES</b>		<b>4 829</b>	<b>5 953</b>
<b>NET ASSETS</b>		<b>11 649</b>	<b>8 909</b>
<b>EQUITY</b>			
Contributed equity	28	7 925	7 925
Accumulated surplus		3 724	984
<b>TOTAL EQUITY</b>		<b>11 649</b>	<b>8 909</b>

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

## Statement of changes in equity

For the year ended 30 June 2016

	Note	Contributed Equity \$000	Accumulated surplus/(deficit) \$000	Total Equity \$000
<b>Balance at 1 July 2015</b>	28	7 925	984	8 909
Total comprehensive income for the year		–	2 740	2 740
Transactions with owners in their capacity as owners		–	–	–
<b>Balance at 30 June 2016</b>		<b>7 925</b>	<b>3 724</b>	<b>11 649</b>
<b>Balance at 1 July 2014</b>	28	<b>7 925</b>	<b>995</b>	<b>8 920</b>
Total comprehensive income for the year		–	(11)	(11)
Transactions with owners in their capacity as owners		–	–	–
<b>Balance at 30 June 2015</b>		<b>7 925</b>	<b>984</b>	<b>8 909</b>

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

# Statement of cash flows

For the year ended 30 June 2016

	Note	2016 \$000	2015 \$000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Service appropriation		34 432	30 534
Holding account drawdowns		281	990
<b>Net cash provided by State Government</b>		<b>34 713</b>	<b>31 524</b>
<i>Utilised as follows:</i>			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(18 810)	(18 139)
Grants and awards		(44)	(51)
Supplies and services		(15 371)	(13 956)
Accommodation		(1 571)	(1 725)
GST payments on purchases		(1 201)	(949)
GST payment to taxation authority		–	(102)
<b>Receipts</b>			
Grants and subsidies		47	47
Fees		1 072	959
Recoveries for National testing		1 528	1 526
Other receipts		101	97
GST receipts on sales		215	199
GST receipts from taxation authority		978	844
<b>Net cash used in operating activities</b>	29	<b>(33 056)</b>	<b>(31 250)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
<b>Receipts</b>			
Proceeds from sale of non-current assets		–	–
<b>Payments</b>			
Purchase of non-current physical assets		(661)	(970)
<b>Net cash used in investing activities</b>		<b>(661)</b>	<b>(970)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>996</b>	<b>(696)</b>
Cash and cash equivalents at the beginning of period		6 636	7 332
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	29	<b>7 632</b>	<b>6 636</b>

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

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# Notes to the financial statements

## 1. Australian Accounting Standards

### General

The Authority's financial statements for the year ended 30 June 2016 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' refers to Standards and Interpretations issued by the Australian Accounting Standard Board (AASB).

The Authority has adopted any applicable, new and revised Australian Accounting Standards from their operative dates.

### Early adoption of standards

The Authority cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. There has been no early adoption of Australian Accounting Standards that have been issued or amended (but not operative) by the Authority for the reporting period ended 30 June 2016.

## 2. Summary of significant accounting policies

### General Statement

The Authority is a not-for-profit reporting entity that prepares general purpose financial statements that have been prepared in accordance with *Australian Accounting Standards, the Framework, Statements of Accounting Concepts* and other authoritative pronouncements of the AASB as applied by the *Treasurer's Instructions*. Several of these are modified by the *Treasurer's Instructions* to vary application, disclosure, format and wording.

The *Financial Management Act 2006* and the *Treasurer's Instructions* impose legislative provisions that govern the preparation of financial statements and take precedence over *Australian Accounting Standards, the Framework, Statements of Accounting Concepts* and other authoritative pronouncements of the AASB.

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

### Basis of Preparation

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

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

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

Note 3 'Judgements made by management in applying accounting policies' discloses judgements that have been made in the process of applying the Authority's accounting policies resulting in the most significant effect on amounts recognised in the financial statements.

Note 4 'Key sources of estimation uncertainty' discloses key assumptions made concerning the future, and other key sources of estimation uncertainty at the end of the reporting period, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

### **Reporting Entity**

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

### **Contributed Equity**

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

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

### **Income**

#### **Revenue recognition**

Revenue is recognised and measured at the fair value of consideration received or receivable. Specific recognition criteria must also be met before revenue is recognised for the following major business activities:

#### *Sale of goods*

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

#### *Provision of services*

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

#### *Service appropriations*

Service appropriations are recognised as revenues at fair value in the period in which the Authority gains control of the appropriated funds. The Authority gains control of appropriated funds at the time those funds are deposited to the bank account or credited to the 'Amounts receivable for services' (holding account) held at Treasury.

#### *Grants, donations, gifts and other non-reciprocal contributions*

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

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

### *Gains*

Realised and unrealised gains are usually recognised on a net basis. These include gains arising on the disposal of non-current assets and some revaluations of non-current assets.

### **Plant and Equipment**

#### **Capitalisation/Expensing of assets**

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

#### **Initial recognition and measurement**

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

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

#### **Subsequent measurement**

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

#### **Depreciation**

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

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

Computer hardware.....	3 years
Communication and audio visual equipment.....	3 years
Other equipment and fittings .....	5–10 years

### **Intangible Assets**

#### **Capitalisation/Expensing of assets**

Acquisitions of intangible assets and internally generated intangible assets costing \$5 000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful lives. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

All acquired and internally developed intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

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

Intangible assets in progress are not amortised until it is fully completed.

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life which is reviewed annually) on the straight line basis using rates which are reviewed annually. All intangible assets controlled by the Authority have a finite useful life and zero residual value. The expected useful lives for each class of intangible asset are:

Software <sup>(i)</sup> .....	3 years
Student Information and Records System .....	7–10 years

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

### **Computer software**

Software that is an integral part of the related hardware is recognised as property, plant and equipment. Software that is not an integral part of the related hardware is treated as an intangible asset. Software costing less than \$5 000 is expensed in the year of acquisition.

### **Website costs**

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

### **Impairment of Assets**

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

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

Intangible assets with an indefinite useful life and intangible assets not yet available for use are tested for impairment at the end of each reporting period irrespective of whether there is any indication of impairment.

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

## **Leases**

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

## **Financial Instruments**

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

- Receivables, and
- Financial liabilities measured at cost.

Financial instruments have been disaggregated into the following classes:

### *Financial Assets*

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

### *Financial Liabilities*

- Payables
- Other liabilities.

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

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

## **Cash and Cash Equivalents**

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

## **Accrued Salaries**

Accrued salaries (Note 25 'Payables') represent the amount due to staff but unpaid at the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Authority considers the carrying amount of accrued salaries to be equivalent to its fair value.

The accrued salaries suspense account (Note 18 'Restricted cash and cash equivalents') consists of amounts paid into the Department of Treasury's suspense account over a period of 10 financial years to largely meet the additional cash outflow in each eleventh year when 27 pay days occur instead of the normal 26. No interest is received on this account.

## **Receivables**

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

## **Amounts Receivable for Services (Holding Account)**

The Authority receives income from the State Government partly in cash and partly as an asset (holding account receivable). The accrued amount appropriated is accessible on the emergence of the cash funding requirement to cover leave entitlements and asset replacement.

## **Payables**

Payables are recognised when the Authority becomes obliged to make future payments as a result of a purchase of assets or services at fair value, as they are generally settled within 30 days.

## **Provisions**

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

### ***ii. Provisions – Employee Benefits***

All annual and long service leave provisions are in respect of employees' services up to the end of the reporting period.

#### **Annual Leave**

Annual leave is not expected to be settled wholly within 12 months after the end of the reporting period and is therefore considered to be 'other long-term employee benefits'. The annual leave liability is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

When assessing expected future payments consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

The provision for annual leave is classified as a current liability as the Authority does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting period.

### **Long Service Leave**

Long service leave not expected to be settled wholly within 12 months after the end of the reporting period is measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

When assessing expected future payments, consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

Unconditional long service leave provisions are classified as current liabilities as the Authority does not have an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period. Pre-conditional and conditional long service leave provisions are classified as non-current liabilities because the Authority has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

### **Deferred Leave**

The provision for deferred leave relates to Public Service employees who have entered into an agreement to self-fund an additional 12 months leave in the fifth year of the agreement. The provision recognises the value of salary set aside for employees to be used in the fifth year. This liability is measured on the same basis as annual leave. Deferred leave is reported as a current provision as employees can leave the scheme at their discretion at any time.

### **Superannuation**

The Government Employees Superannuation Board (GESB) administers public sector superannuation arrangements in Western Australia in accordance with legislative requirements.

Eligible employees contribute to the Pension Scheme, a defined benefit pension scheme closed to new members since 1987, or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme closed to new members since 1995.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension Scheme or the GSS became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). From 30 March 2012, existing members of the WSS or GESBS and new employees have been able to choose their preferred superannuation fund provider. The Authority makes contributions to GESB or other fund providers on behalf of employees in compliance with the *Commonwealth Government's Superannuation Guarantee (Administration) Act 1992*. Contributions to these accumulation schemes extinguish the Authority's liability for superannuation charges in respect of employees who are not members of the Pension Scheme or GSS.

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

The Authority has no liabilities under the Pension Scheme or the GSS. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits attributable to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the Authority to the GESB.

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

*iii. Provisions – Other*

**Employment On-Costs**

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

**Superannuation Expense**

Superannuation expense is recognised in the profit or loss of the Statement of Comprehensive Income and comprises employer contributions paid to the GSS (concurrent contributions), the WSS, the GESBS, or other superannuation funds. The employer contribution paid to the GESB in respect of the GSS is paid back into the Consolidated Account by the GESB.

**Assets and Services Received Free of Charge or for nominal cost**

Assets or services received free of charge or for nominal cost that the Authority would otherwise purchase if not donated, are recognised as income at fair value of the assets or services where they can be reliably measured. A corresponding expense is recognised for services received. Receipts of assets are recognised in the Statement of Financial Position.

Assets or services received from other State Government agencies are separately disclosed under Income from State Government in the Statement of Comprehensive Income.

**Comparative Figures**

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

**3. Judgements made by management in applying accounting policies**

The preparation of financial statements requires management to make judgements about the application of accounting policies that have a significant effect on the amounts recognised in the financial statements. The Authority evaluates these judgements regularly.



#### 4. Key sources of estimation uncertainty

Key estimates and assumptions concerning the future are based on historical experience and various other factors that have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities within the next financial year.

##### Long Service Leave

Several estimations and assumptions used in calculating the Authority's long service leave provision include expected future salary rates, salary inflation, discount rates, employee retention rates and expected future payments. Changes in these estimations and assumptions may impact on the carrying amount of the long service leave provision.

#### 5. Disclosure of changes in accounting policy and estimates

##### (a) Initial application of an Australian Accounting Standard

The Authority has applied the following Australian Accounting Standards effective for annual reporting periods beginning on or after 1 July 2015 that impacted on the Authority:

**AASB 2013-9** Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instrument

Part C of this Standard defers the application to AASB 9 to 1 January 2017. The application of AASB 9 was subsequently deferred to 1 January 2018 by AASB 2014-1. The Authority has not yet determined the application or the potential impact of AASB 9.

**AASB 2014-8** Amendments to Australian Accounting Standards arising from AASB 9 (December 2014) – Application of AASB 9 (December 2009) and AASB 9 (December 2010) [AASB 9 (2009 and 2010)]

This Standard makes amendments to AASB 9 Financial Instruments (December 2009) and AASB 9 Financial Instruments (December 2010), arising from the issuance of AASB 9 Financial Instruments in December 2014. The Authority has not yet determined the application or the potential impact of AASB 9.

**AASB 2015-3** Amendments to Australian Accounting Standards arising from the withdrawal of AASB 1031 Materiality.

This Standard completes the withdrawal of references to AASB 1031 in all Australian Accounting Standards and interpretations, allowing that Standard to be effectively withdrawn. There is no financial impact.

##### Future impact of Australian Accounting Standards not yet operative

The Authority cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 *Application of Australian Accounting Standards and Other Pronouncements*. Consequently, the Authority has not applied early any of the following Australian Accounting Standards that have been issued that may impact the Authority. Where applicable, the Authority plans to apply these Australian Accounting Standards from their application date.

**Title and Operative for reporting periods beginning on/after:**

<p><b>AASB 9</b> Financial instruments</p> <p>This Standard supersedes AASB 139 Financial Instruments: Recognition and Measurement, introducing a number of changes to accounting treatments. The mandatory application date of this Standard is currently 1 January 2018 after being amended by AASB 2012-6, AASB 2013-9 and AASB 2014-1 'Amendments to Australian Accounting Standards'. The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 15</b> Revenue from contracts with customers</p> <p>This Standard establishes the principles that the Authority shall apply to report useful information to users of financial statements about the nature, amount, timing and uncertainty of revenue and cash flows arising from a contract with a customer. The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 2010-7</b> Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 &amp; 1038 and Int 2, 5, 10, 12, 19 &amp; 127]</p> <p>This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010. The mandatory application date of this Standard has been amended by AASB 2016-6 and AASB 2014-1 to 1 January 2018. The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 2014-1</b> Amendments to Australian Accounting Standards</p> <p>Part E of this Standard makes amendments to AASB 9 and consequently amendments to other Standards. It has not yet been assessed by the Authority to determine the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 2014-4</b> Amendments to Australian Accounting Standards – Clarification of acceptable methods of depreciation and amortisation (AASB 116 and 138)</p> <p>The adoption of this Standard has no financial impact for the Authority as depreciation and amortisation is not determined by reference to revenue generation, but by reference to consumption of future economic benefits.</p>	1 January 2016
<p><b>AASB 2014-5</b> Amendments to Australian Accounting Standards arising from AASB 15</p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including interpretations) arising from the issuance of AASB 15. The mandatory application date of this Standard has been amended by AASB 2015-8 to 1 January 2018. The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2017

**Title and Operative for reporting periods beginning on/after:**

<p><b>AASB 2014-7</b> Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)</p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including interpretations) arising from the issuance of AASB 9 (December 2014). The Authority has not yet determined the application or the potential impact of the Standard.</p>	<p>1 January 2018</p>
<p><b>AASB 2014-8</b> Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)</p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including interpretations) arising from the issuance of AASB 9 (December 2014). The Authority has not yet determined the application or the potential impact of the Standard.</p>	<p>1 January 2018</p>

## 6. Employee benefits expense

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Wages and salaries <sup>(a)</sup>	15 705	15 837
Superannuation – defined contribution plans <sup>(b)</sup>	2 451	2 328
	<b>18 156</b>	<b>18 165</b>

(a) Includes the value of fringe benefits to employees plus the fringe benefits tax component, leave entitlements including superannuation contribution component.

(b) Defined contribution plans include West State, Gold State and GESB and other eligible funds.

(c) Employment on-costs such as workers' compensation insurance are included at Note 11 'Other expenses'. The employment on-costs liability is included at Note 26 'Provisions'.

## 7. Grants and awards

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Grants to universities for research under the Australian Research Council linkage projects <sup>(a)</sup>	30	40
Grants for Year 12 Perspective (Art Exhibition) and Performing Arts Perspective <sup>(a)</sup>	5	3
Awards for educational excellence	9	9
	<b>44</b>	<b>52</b>

(a) The grants were provided for ordinary activities.

## 8. Supplies and services

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Consultants and contractors	13 445	12 580
Communications	200	166
Consumable supplies	979	503
	<b>14 624</b>	<b>13 249</b>

## 9. Accommodation expenses

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Lease rentals	1 510	1 473
Cleaning	54	60
Repairs, maintenance and fit-outs	50	26
	<b>1 614</b>	<b>1 559</b>

## 10. Depreciation and amortisation expense

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Plant and equipment	318	267
Intangible assets	576	611
	<b>894</b>	<b>878</b>

## 11. Other expenses

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Audit fees <sup>(a)</sup>	34	36
Employment on-costs <sup>(b)</sup>	(47)	–
Repairs and maintenance - plant and equipment	168	259
	<b>155</b>	<b>295</b>

(a) See also Note 36 'Remuneration of Auditor'.

(b) These relate to workers' compensation insurance associated with the recognition of annual and long service leave liabilities shown in Note 26 'Provisions'.

## 12. Fees

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Fees from examination related services	333	272
Fees from overseas full fee paying students	725	716
	<b>1 058</b>	<b>988</b>

## 13. Grants and contributions

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	47	47

#### 14. Recoveries for National testing

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Recovery for NAPLAN testing from non-government Western Australian system and sector	1 528	1 525
	<b>1 528</b>	<b>1 525</b>

#### 15. Other revenues and recoveries

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Government Vehicle Scheme contributions	13	25
Sundry revenues and recoupment of expenses <sup>(a)</sup>	88	73
	<b>101</b>	<b>98</b>

(a) Includes on-costs on payroll for Authority's officers seconded to other State and Federal government agencies.

#### 16. Income from State Government

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Appropriation revenue received during the period – Service appropriations <sup>(a)(b)</sup>	34 431	31 352
Resources received free of charge:		
▪ Determined on the basis of the following estimates provided by agencies:		
▪ Department of Education – system support	152	124
▪ Department of Finance – office accommodation services	19	17
▪ State Solicitor's Office – legal services	28	36
	<b>199</b>	<b>177</b>

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

(b) Where assets or services have been received free of charge or for nominal cost, the Authority recognises revenue equivalent to the fair value of the assets and/or the fair value of those services that can be reliably measured and which would have been purchased if they were not donated, and those fair values shall be recognised as assets or expenses, as applicable. Where the contributions of assets or services are in the nature of contributions by owners, the Authority makes an adjustment direct to equity.

#### 17. Cash and cash equivalents

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Cash at bank	7 632	2 635
Petty cash and till floats	–	1
	<b>7 632</b>	<b>2 636</b>

## 18. Restricted cash and cash equivalents

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Accrued salaries suspense account <sup>(a)</sup>		
Current	–	2 097
Non-current	–	1 903
	<u>–</u>	<u>4 000</u>

- (a) The funds were held in the Department of Treasury (Treasury)'s suspense account used only for the purpose of meeting the 27<sup>th</sup> pay in a financial year that occurs every 11 years. Treasury released both the current and non-current portions of the restricted case to the Authority in June 2016 to meet the 27<sup>th</sup> pay that occurred on 30 June 2016 even though the non-current portion was accrued for the next 27<sup>th</sup> pay.

## 19. Amount receivable for services (Holding Account)

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Current	150	390
Non-current	3 428	2 607
	<u>3 578</u>	<u>2 997</u>

Represents the non-cash component of service appropriations. It is restricted in that it can only be used in asset replacement or payment of leave liability.

## 20. Receivables

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Receivables <sup>(a) (b)</sup>	1	39
GST receivable	228	220
	<u>229</u>	<u>259</u>

- (a) No provision for impairment is required for the receivables.  
(b) The Authority does not hold any collateral or other credit enhancements as security for receivables.

## 21. Prepayments

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Current		
Maintenance of equipment and other expenses	213	122
Software licence <sup>(a)(b)</sup>	372	307
	<u>585</u>	<u>429</u>
Non-current		
Software licence <sup>(a)(b)</sup>	759	614
	<u>1 344</u>	<u>1 043</u>

- (a) Pre-payment for an enterprise agreement for Abilities Based Learning and Educational Support (ABLES) comprises \$65 000 (current) for 2016–17 and \$145 000 (non-current) for 2017–18 and 2018–19. The 2015 comparative of \$307 000 was for a software licence mentioned in (b) below.  
(b) Pre-payment for a software licence for an online assessment tool for all Western Australian schools (Pre-primary to Year 10) comprises \$307 000 for 2016–17 and \$614 000 for 2017–18 to 2018–19.

## 22. Plant and equipment

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
At cost	3 102	3 006
Accumulated depreciation	(901)	(583)
	<u>2 201</u>	<u>2 423</u>

Reconciliation of carrying amount at the beginning and end of the financial period is set out below.

Carrying amount at start of the period	2 423	33
Impaired equipment retired during the period <sup>(a)</sup>	–	(38)
Accumulated depreciation on equipment retired	–	38
Additions	96	122
Asset transferred from renovations in progress <sup>(b)</sup>	–	2 535
Depreciation for the period	(318)	(267)
Carrying amount at end of period	<u>2 201</u>	<u>2 423</u>

(a) There were no indications of impairment to plant and equipment as at 30 June 2016.

(b) The renovations were completed in 2014–15.

## 23. Intangible assets

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Computer software:		
At cost	4 953	4 882
Accumulated amortisation	(4 281)	(3 705)
	<u>672</u>	<u>1 177</u>

Reconciliation of carrying amount at the beginning and end of the financial period is set out below.

Carrying amount at start of the period	1 177	1 576
Additions	71	212
Amortisation for the period	(576)	(611)
Carrying amount at end of period	<u>672</u>	<u>1 177</u>

## 24. Intangible assets in progress

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Reconciliation of carrying amount at the beginning and end of the financial period is set out below.		
Carrying amount at start of the period <sup>(a)(b)</sup>	327	–
Additions <sup>(a)(b)</sup>	495	327
Carrying amount at end of period	<u>822</u>	<u>327</u>

(a) The carrying amount at the start of the period for 2016 relates to the development of an online curriculum programming tool for Kindergarten to Year 10 schools. An additional \$114 353 was spent on this software during 2015–16. The project is expected to be completed in 2016–17 at an estimated total cost of \$740 000.

(b) The additions for 2015–16 also include \$357 500 for the scoping and design of a Student Records Management System (Kindergarten to Year 12) and \$22 894 for the installation of new firewall software. Both projects are expected to be completed in 2016–17.



## 25. Payables

	2016 \$000	2015 \$000
Trade payables	14	421
Accrued salaries	–	477
	14	898

There were no accrued salaries as at 30 June 2016 as the 27<sup>th</sup> pay fortnight occurred on that day.

## 26. Provisions

	2016 \$000	2015 \$000
Current:		
<b>Employee benefits provision</b>		
Annual leave <sup>(a)</sup>	1 008	1 097
Long service leave <sup>(b)</sup>	3 131	3 100
Deferred salary scheme <sup>(c)</sup>	70	105
	4 209	4 302
Other provision		
Employment on-costs <sup>(d)</sup>	44	90
	4 253	4 392
Non-Current:		
<b>Employee benefits provision</b>		
Long service leave <sup>(b)</sup>	513	628
	513	628

(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the period	638	609
More than 12 months after the end of the period	370	488
	1 008	1 097

(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the period	1 451	1 336
More than 12 months after the end of the period	2 193	2 392
	3 644	3 728

(c) Deferred salary liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the period	70	–
More than 12 months after the end of the period	–	105
	70	105

(d) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs for workers' compensation insurance. The provision is the present value of expected future payments. The associated expense is disclosed in Note 11 'Other expenses'.

Movement in employment on-cost provision:		
Carrying amount at start of period	90	90
Additional/(reduction)in provision recognised	(46)	–
Carrying amount at end of period	44	90

## 27. Other liabilities

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Income in advance: examination enrolment fees from overseas full fee paying students <sup>(a)</sup>	49	35

(a) The fees are payable prior to the end of the financial period while the examinations are conducted during the first half of the following financial period.

## 28. Equity

Equity represents the residual interest in the net assets of the Authority. The Government holds the equity interest in the Authority on behalf of the community.

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
<b>Contributed equity:</b>		
Balance at start of period	7 925	7 925
Contributions by owners – capital appropriation	–	–
Balance at end of period	7 925	7 925
<b>Accumulated surplus/(deficit):</b>		
Balance at start of period	984	995
Surplus/(deficit) for the period	2 740	(11)
Balance at end of period	3 724	984
Total equity at end of period	11 649	8 909

## 29. Notes to the Statement of Cash Flows

### Reconciliation of cash

	2016 \$000	2015 \$000
Cash and cash equivalents (Note 17)	7 632	2 636
Restricted cash and cash equivalents (Note 18)	–	4 000
	<u>7 632</u>	<u>6 636</u>

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

	2016 \$000	2015 \$000
Net cost of services	(32 753)	(31 540)
Non-cash items:		
Resources received free of charge	199	177
Depreciation and amortisation expense	894	878
(Increase)/decrease in assets:		
Current receivables <sup>(a)</sup>	30	12
Current prepayments	(156)	(360)
Non-current prepayments	(145)	(614)
Increase/(decrease) in liabilities:		
Current payables	(884)	216
Current provisions	(139)	(118)
Other current liabilities	14	(30)
Non-current provisions	(115)	129
Net GST receipts/(payments) <sup>(b)</sup>	(9)	(8)
Change in GST in receivables/payables <sup>(c)</sup>	8	8
Net cash used in operating activities	<u>(33 056)</u>	<u>(31 250)</u>

(a) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included in these items as they do not form part of the reconciling items.

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

(c) This reverses out the GST in receivables and payables.

## 30. Lease commitments

Non-cancellable operating lease commitments for office premises and vehicles, inclusive of GST where relevant, are as follows:

	2016 \$000	2015 \$000
Within 1 year	1 724	1 663
Later than 1 year and not later than 5 years	7 303	6 865
Later than 5 years	10 880	12 122
	<u>19 907</u>	<u>20 650</u>

### 31. Capital commitments

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

	2016 \$000	2015 \$000
Within 1 year <sup>(a)</sup>	13	–

(a) The 2016 commitments were contractual payments due to the main supplier for the development of an online programming tool for Kindergarten to Year 10 schooling mentioned in Note 24 'Intangible assets in progress'.

### 32. Contingent liabilities and contingent assets

There were no contingent liabilities and contingent assets as at 30 June 2016.

### 33. Events occurring after the end of the reporting period

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

### 34. Financial instruments

#### (a) Financial Risk Management Objectives and Policies

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

#### Credit risk

Credit risk arises when there is the possibility of the Authority's receivables defaulting on their contractual obligations resulting in financial loss to the Authority.

The maximum exposure to credit risk at the end of the reporting period in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairment as shown in the table at Note 34(b) 'Financial instruments disclosures' and Note 20 'Receivables'.

Credit risk associated with the Authority's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). For receivables other than government, the Authority trades only with recognised, creditworthy third parties. The Authority has policies in place to ensure that sales of services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Authority's exposure to bad debts is minimal. At the end of the reporting period there were no significant concentrations of credit risk.

#### Liquidity risk

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

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

**Market risk**

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

## (b) Financial instrument disclosures

The two tables below disclose the Authority's categories of financial instruments, credit risk, liquidity risk and interest rate exposure.

### Credit risk

The following table discloses the Authority's maximum exposure to credit risk and the ageing analysis of financial assets. The Authority's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Authority.

### Ageing analysis of financial assets

	Carrying Amount \$000	Not past due and not impaired \$000	Past due but not impaired					Impaired Financial assets \$000
			Up to 1 month \$000	1–3 months \$000	3–12 Months \$000	1–5 Years \$000	More than 5 years \$000	
<b>Financial assets 2016:</b>								
Cash and cash equivalents	7 632	7 632	–	–	–	–	–	–
Restricted cash and cash equivalents	–	–	–	–	–	–	–	–
Receivables <sup>(a)</sup>	1	1	–	–	–	–	–	–
Amount receivable for services	3 578	3 578	–	–	–	–	–	–
	<b>11 211</b>	<b>11 211</b>	–	–	–	–	–	–
<b>Financial assets 2015:</b>								
Cash and cash equivalents	2 636	2 636	–	–	–	–	–	–
Restricted cash and cash equivalents	4 000	4 000	–	–	–	–	–	–
Receivables <sup>(a)</sup>	39	–	–	34	4	1	–	–
Amount receivable for services	2 997	2 997	–	–	–	–	–	–
	<b>9 672</b>	<b>9 663</b>	–	<b>34</b>	<b>4</b>	<b>1</b>	–	–

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

## Liquidity risk and interest rate exposure

The following table discloses the contractual maturity analysis for the Authority's financial assets and liabilities and also their interest rate exposures.

### Interest rate exposure and maturity analysis of financial assets and financial liabilities

	Interest rate exposure		Nominal Amount \$000	Maturity dates				
	Carrying Amount \$000	Non-Interest Bearing \$000		Up to 1 month \$000	1–3 months \$000	3 months–1 year \$000	1–5 years \$000	More than 5 years \$000
<b>2016</b>								
Financial assets:								
Cash and cash equivalents	7 632	7 632	7 632	2 500	5 132	–	–	–
Restricted cash and cash equivalents	–	–	–	–	–	–	–	–
Receivables <sup>(a)</sup>	1	1	1	1	–	–	–	–
Amount receivable for services	3 578	3 578	3 578	–	20	130	112	3 316
	<b>11 211</b>	<b>11 211</b>	<b>11 211</b>	<b>2 501</b>	<b>5 152</b>	<b>130</b>	<b>112</b>	<b>3 316</b>
Financial liabilities <sup>(b)</sup> :								
Payables	14	14	14	14	–	–	–	–
Other liabilities	49	49	49	–	–	49	–	–
	<b>63</b>	<b>63</b>	<b>63</b>	<b>14</b>	<b>–</b>	<b>49</b>	<b>–</b>	<b>–</b>
<b>2015</b>								
Financial assets:								
Cash and cash equivalents	2 636	2 636	2 636	2 500	136	–	–	–
Restricted cash and cash equivalents	4 000	4 000	4 000	–	–	2 097	–	1 903
Receivables <sup>(a)</sup>	39	39	39	34	4	1	–	–
Amount receivable for services	2 997	2 997	2 997	–	90	300	2 607	–
	<b>9 672</b>	<b>9 672</b>	<b>9 672</b>	<b>2 534</b>	<b>230</b>	<b>2 398</b>	<b>2 607</b>	<b>1 903</b>
Financial liabilities <sup>(b)</sup> :								
Payables	421	421	421	421	–	–	–	–
Other liabilities	35	35	35	–	–	35	–	–
	<b>456</b>	<b>456</b>	<b>456</b>	<b>421</b>	<b>–</b>	<b>35</b>	<b>–</b>	<b>–</b>

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

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

### Fair values

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

## 35. Remuneration of Board members and senior officers

### Remuneration of Board members

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

	2016	2015
\$0 – \$10 000	2	1
\$10 001 – \$11 000	1	–
\$20 000 – \$30 000	4	5
\$40 000 – \$50 000	1	1
	<b>\$000</b>	<b>\$000</b>
Base remuneration and superannuation <sup>(a)</sup>	166	177
<b>Total remuneration of Board members</b>	<b>166</b>	<b>177</b>

(a) The total remuneration includes the superannuation expense incurred by the Authority in respect of the members of the Authority.

### Remuneration of senior officers

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

	2016	2015
\$200 000 – \$210 000	1	–
\$220 000 – \$230 000	–	1
\$240 000 – \$250 000	–	2
\$250 001 – \$260 000	2	–
\$260 001 – \$270 000	–	1
\$280 000 – \$290 000	1	–
\$340 000 – \$350 000	1	–
\$370 000 – \$380 000	–	1
\$440 000 – \$450 000	–	1
\$550 000 – \$560 000	1	–
	<b>\$000</b>	<b>\$000</b>
Base remuneration and superannuation <sup>(a)</sup>	1 171	1 123
Annual and long service leave accruals	706	645
Other benefits	12	31
<b>Total remuneration of senior officers</b>	<b>1 889</b>	<b>1 799</b>

(a) The total remuneration includes the superannuation expense incurred by the Authority in respect of the senior officers of the Authority. None of the senior officers are members of the Board of the Authority.



### 36. Remuneration of Auditor

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

	<b>2016</b>	<b>2015</b>
	<b>\$000</b>	<b>\$000</b>
Auditing the accounts, financial statements and key performance indicators	34	34

### 37. Schedule of income and expenses by service

	Service 1 <sup>(a)</sup>		Service 2 <sup>(b)</sup>		Total	
	2016 \$000	2015 \$000	2016 \$000	2015 \$000	2016 \$000	2015 \$000
<b>COST OF SERVICES</b>						
<b>Expenses</b>						
Employee benefits expense	6 341	6 721	11 815	11 444	18 156	18 165
Grants and awards	–	–	44	52	44	52
Supplies and services	2 116	2 385	12 508	10 864	14 624	13 249
Accommodation expenses	234	780	1 380	779	1 614	1 559
Depreciation and amortisation expenses	129	158	765	720	894	878
Other expenses	22	53	133	242	155	295
<b>Total cost of services</b>	<b>8 824</b>	<b>10 097</b>	<b>26 645</b>	<b>24 101</b>	<b>35 487</b>	<b>34 198</b>
<b>Income</b>						
<i>Revenue</i>						
Fees	–	–	1 058	988	1 058	988
Grants and contributions	–	–	47	47	47	47
Recoveries for State and National testings	–	–	1 528	1 525	1 528	1 525
Other revenue and recoveries	51	49	50	49	101	98
<b>Total revenue</b>	<b>51</b>	<b>49</b>	<b>2 683</b>	<b>2 609</b>	<b>2 734</b>	<b>2 658</b>
<i>Gains</i>						
Gain on disposal of non-current assets	–	–	–	–	–	–
<b>Total income other than income from State Government</b>	<b>51</b>	<b>49</b>	<b>2 683</b>	<b>2 609</b>	<b>2 734</b>	<b>2 658</b>
<b>Net cost of services</b>	<b>8 791</b>	<b>10 048</b>	<b>23 962</b>	<b>21 492</b>	<b>32 753</b>	<b>31 540</b>
Income from State Government						
Service appropriations	8 794	11 287	26 500	20 065	35 294	31 352
Resources received free of charge	100	89	99	88	199	177
<b>Total income from State Government</b>	<b>8 894</b>	<b>11 376</b>	<b>26 599</b>	<b>20 153</b>	<b>35 493</b>	<b>31 529</b>
<b>Surplus/(deficit) for the period</b>	<b>103</b>	<b>1 328</b>	<b>2 637</b>	<b>(1 339)</b>	<b>2 740</b>	<b>(11)</b>

(a) Service 1: Curriculum development, evaluation and support.

(b) Service 2: Student assessment and certification.

### 38. Explanatory statement

All variances between estimates (original budget) and actual results for 2016, and between the actual results for 2016 and 2015 are shown below. Narratives are provided for major variances, which are generally greater than:

- 5% and \$684 000 for the Statements of Comprehensive Income and Cash Flows; and
- 5% and \$239 000 for the Statement of Financial Position.

Statement of Comprehensive Income (Controlled Operations)	Variance Note	2016 Original Budget \$000	2016 Actual \$000	2015 Actual \$000	Variance Between 2016 Budget and 2016 Actual \$000	Variance Between 2016 Actual and 2015 Actual \$000
<b>COST OF SERVICES</b>						
<b>Expenses</b>						
Employee benefits expense	1	19 515	18 156	18 165	(1 359)	(9)
Grants and awards		15	44	52	29	(8)
Supplies and services	2,A	15 547	14 624	13 249	(923)	1 375
Accommodation expenses		1 688	1 614	1 559	(74)	55
Depreciation and amortisation expense		863	894	878	31	16
Other expenses		246	155	295	(91)	(140)
<b>Total cost of services</b>		<b>37 874</b>	<b>35 487</b>	<b>34 198</b>	<b>(2 387)</b>	<b>1 289</b>
<b>Income</b>						
<b>Revenue</b>						
Fees		824	1 058	988	234	70
Grants and contributions		–	47	47	47	–
Recoveries for National testing		1 601	1 528	1 525	(73)	3
Other revenue and recoveries		–	101	98	101	3
<b>Total revenue</b>		<b>2 425</b>	<b>2 734</b>	<b>2 658</b>	<b>309</b>	<b>76</b>
<b>Total income other than income from State Government</b>		<b>2 425</b>	<b>2 734</b>	<b>2 658</b>	<b>309</b>	<b>76</b>
<b>NET COST OF SERVICES</b>		<b>35 449</b>	<b>32 753</b>	<b>31 540</b>	<b>(2 696)</b>	<b>1 213</b>
<b>Income from State Government</b>						
Service appropriation	B	35 294	35 294	31 352	–	3 942
Resources received free of charge		110	199	177	89	22
<b>Total income from State Government</b>		<b>35 404</b>	<b>35 493</b>	<b>31 529</b>	<b>89</b>	<b>3 964</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(45)</b>	<b>2 740</b>	<b>(11)</b>	<b>2 785</b>	<b>2 751</b>
<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>		<b>(45)</b>	<b>2 740</b>	<b>(11)</b>	<b>2 785</b>	<b>2 751</b>

Statement of Financial Position (Controlled Operations)	Variance Note	2016 Original Budget \$000	2016 Actual \$000	2015 Actual \$000	Variance Between 2016 Budget and 2016 Actual \$000	Variance Between 2016 Actual and 2015 Actual \$000
<b>ASSETS</b>						
<b>Current Assets</b>						
Cash and cash equivalents		2 393	7 632	2 636	5 239	4 996
Restricted cash and cash equivalents		597	–	2 097	(597)	(2 097)
Amount receivable for services		650	150	390	(500)	(240)
Receivables		271	229	259	(42)	(30)
Prepayments	3	77	585	429	508	156
<b>Total current assets</b>		<b>3 988</b>	<b>8 596</b>	<b>5 811</b>	<b>4 608</b>	<b>2 785</b>
<b>Non-Current Assets</b>						
Restricted cash and cash equivalents		603	–	1 903	(603)	(1 903)
Amount receivable for services		2 820	3 428	2 607	608	821
Prepayments	4	–	759	614	759	145
Plant and equipment	5	77	2 201	2 423	2 124	(222)
Intangible assets	6,C	2 233	672	1 177	(1 561)	(505)
Intangible assets in progress	6,D	–	822	327	822	495
Other	5	2 248	–	–	(2 248)	–
<b>Total non-current assets</b>		<b>7 981</b>	<b>7 882</b>	<b>9 051</b>	<b>(99)</b>	<b>(1 169)</b>
<b>Total assets</b>		<b>11 969</b>	<b>16 478</b>	<b>14 862</b>	<b>4 509</b>	<b>1 616</b>
<b>LIABILITIES</b>						
<b>Current Liabilities</b>						
Payables		280	14	898	(266)	(884)
Provisions		4 120	4 253	4 392	133	(139)
Other liabilities	7	548	49	35	(499)	14
<b>Total current liabilities</b>		<b>4 948</b>	<b>4 316</b>	<b>5 325</b>	<b>(632)</b>	<b>(1 009)</b>
<b>Non-Current Liabilities</b>						
Provisions		499	513	628	14	(115)
<b>Total non-current liabilities</b>		<b>499</b>	<b>513</b>	<b>628</b>	<b>14</b>	<b>(115)</b>
<b>Total liabilities</b>		<b>5 447</b>	<b>4 829</b>	<b>5 953</b>	<b>(618)</b>	<b>(1 124)</b>
<b>NET ASSETS</b>		<b>6 522</b>	<b>11 649</b>	<b>8 909</b>	<b>5 127</b>	<b>2 740</b>
<b>EQUITY</b>						
Contributed equity		7 925	7 925	7 925	–	–
Accumulated surplus/(deficit)		(1 403)	3 724	984	5 127	2 740
<b>TOTAL EQUITY</b>		<b>6 522</b>	<b>11 649</b>	<b>8 909</b>	<b>5 127</b>	<b>2 740</b>

Statement of Cash Flows (Controlled Operations)	Variance Note	2016 Original Budget \$000	2016 Actual \$000	2015 Actual \$000	Variance Between 2016 Budget and 2016 Actual \$000	Variance Between 2016 Actual and 2015 Actual \$000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>						
Service appropriation		34 431	34 432	30 534	1	3 898
Holding account drawdowns	E	390	281	990	(109)	(709)
<b>Net cash provided by State Government</b>		<b>34 821</b>	<b>34 713</b>	<b>31 524</b>	<b>(108)</b>	<b>3 189</b>
<i>Utilised as follows:</i>						
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>						
<b>Payments</b>						
Employee benefits		(19 665)	(18 810)	(18 139)	855	(671)
Grants and awards		(15)	(44)	(51)	(29)	7
Supplies and services	F	(15 445)	(15 371)	(13 956)	74	(1 415)
Accommodation		(1 688)	(1 571)	(1 725)	117	154
GST payments on purchases	8	(360)	(1 201)	(949)	(841)	(252)
GST payment to taxation authority		–	–	(102)	–	102
Other payments		(246)	–	–	246	–
<b>Receipts</b>						
Grants and subsidies		–	47	47	47	–
Fees from services		824	1 072	959	248	113
Recoveries for State and National testings		1 601	1 528	1 526	(73)	2
Other receipts		–	101	97	(101)	4
GST receipts on sales		360	215	199	(145)	16
GST receipts from taxation authority	9	–	978	844	978	134
<b>Net cash used in operating activities</b>		<b>(34 634)</b>	<b>(33 056)</b>	<b>(31 250)</b>	<b>1 578</b>	<b>(1 806)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>						
<b>Payments</b>						
Purchase of non-current physical assets		(240)	(661)	(970)	(421)	309
<b>Net cash used in investing activities</b>		<b>(240)</b>	<b>(661)</b>	<b>(970)</b>	<b>(421)</b>	<b>309</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(53)</b>	<b>996</b>	<b>(696)</b>	<b>1 049</b>	<b>1 692</b>
Cash and cash equivalents at the beginning of period		3 646	6 636	7 332	2 990	(696)
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>		<b>3 593</b>	<b>7 632</b>	<b>6 636</b>	<b>4 039</b>	<b>996</b>

### **Notes on major variances between 2016 Original Budget and 2016 Actual**

1. The need to meet workforce reforms was the main reason for the restraint in filling staff vacancies during 2015–16 without adverse impact on staff welfare and the provision of services. This resulted in the lower actual expenditure for employee benefits expense.
2. Lower expenditure on the development of resources for curriculum and standards accounted for the savings in the expenditure for supplies and services.
3. The increase was due to the need to prepay software licences and maintenance for the online systems mentioned in Note 21 'Prepayments' of the notes to the financial statements.
4. The non-current prepayment for 2016 Actual relate to the same systems mentioned in Note 3 above. The non-current portions cover the period after 2016–17.
5. The asset 'Other' in the budget relates to renovations at the Authority's current office premises. On capitalisation in 2014–15, these were appropriately included in the asset 'Plant and equipment'. Hence the variations in these categories of assets.
6. At the time of the budget preparation, the development of the online curriculum programming tool for Kindergarten to Year 10 schools was expected to be completed and transferred to 'Intangible assets'. This did not eventuate, accounting for the variations in 'Intangible assets' and 'Intangible assets in progress'.
7. At the time of the preparation of the 2015–16 State Budget, the amount of 'Other liabilities' was flat-lined at \$548 000 from the 2014–15 State Budget as no change was permitted for this category of liabilities.
8. At the time of the preparation of the 2015–16 State Budget, the amount of 'GST payments on purchases' as flat-lined at \$360 000 from the 2014–15 State Budget to facilitate the budget preparation.
9. At the time of preparation of the 2015–16 State Budget, the 'GST receipts from taxation authority' was flat-lined at nil from the 2014–15 State Budget to facilitate the budget preparation.

### **Notes on major variances between 2016 Actual and 2015 Actual**

- A. The expenditure for the end of the calendar year 2014 compulsory examinations included in the category 'Supplies and services' for 2014–15 were for a half cohort of students. The student cohort returned to a full cohort in 2015, hence the increase in expenditure.
- B. The increase primarily reflects a reduction in service appropriations in 2014–15 by way of the return of \$3.1 million of surplus cash to the State under the Cash Management Policy. Another major factor was the additional funding of \$1.2 million for the 2015 WACE when the student cohort returned from a half cohort in 2014 to a full cohort in 2015.
- C. Amortisation of intangible assets for 2015–16 was the major factor for the lower 2016 Actual balance.
- D. Additional investment in assets of \$495 000 mentioned in Note 24 'Intangible assets in progress' of the notes to the financial statements.
- E. The variance was mainly due to non-recurrent drawdown of \$800 000 in 2014–15 for the scoping and design of a Student Records Management System (Kindergarten to Year 12) mentioned in Note 24 'Intangible assets in progress' of the notes to the financial statements.
- F. The cohort of students for 2015 WACE and 2014 WACE mentioned in Note A above also caused this variance.

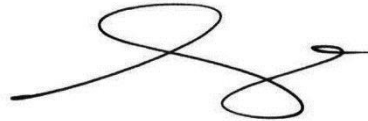
# KEY PERFORMANCE INDICATORS

## Certification of key performance indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the School Curriculum and Standards Authority's performance, and fairly represent the performance of the Authority for the financial year ended 30 June 2016.



**Emeritus Professor Patrick Garnett**  
**CHAIR**



**Mr Allan Blagaich**  
**CHIEF EXECUTIVE OFFICER**

**Date:** 22 August 2016

## Detailed information in support of key performance indicators

### Agency Level Government Desired Outcome:

Quality curriculum outline (Kindergarten to Year 12), assessment (Year 3 to Year 12) and certification (Year 11 and Year 12) in Western Australia. This outcome is consistent with the State Government's goal of 'Results-Based Service Delivery - Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians'.

### Key Effectiveness Performance Indicators:

The extent that the Authority is effective in meeting the above desired outcome is measured by the scale of actual achievement against the targets as shown in the table below.

Key effectiveness indicators (KEI) <sup>(a)</sup>	2013 Actual	2014 Actual	2015 Actual	2016 Target <sup>(b)</sup>	2016 Actual <sup>(c)</sup>	Variance Between 2016 Target and 2016 Actual	Variance Between 2016 Actual and 2015 Actual
Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	4.2	4.2	4.2	4.2	4.2	–	–
Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	4.1	4.1	4.2	4.2	4.2	–	–
Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	4.2	4.1	4.2	4.2	4.2	–	–

(a) The scale range is from 1 (low) to 5 (high).

(b) As specified in the 2015–16 State Budget Statements.

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

KEI 1: Number of surveys received from members of Course Advisory Committees: 356 (67% response rate; total number of members: 532)

KEI 2: Number of surveys received from members of Course Advisory Committees: 355 (67% response rate; total number of members: 532)

KEI 3: Number of surveys received from members of Course Advisory Committees: 338 (64% response rate; total number of members: 532).

## Services

### Service 1: Curriculum development, evaluation and support

This service involves curriculum development, accreditation for all courses to ensure high quality and standards of contemporary curriculum provision and formal course review based on stakeholder feedback and consultation for Pre-primary to Year 12.

### Service 2: Student assessment and certification

This service involves:

the provision of clear assessment policy and guidelines, the provision of high quality external assessments and rigorous processes for standards setting and certification.

Key efficiency indicators	2013 Actual	2014 Actual	2015 Actual	2016 Target <sup>(a)</sup>	2016 Actual	Variance Between 2016 Target and 2016 Actual	Variance Between 2016 Actual and 2015 Actual
<b>Service 1: Curriculum development, evaluation and support</b>							
Key efficiency indicator:							
1. Average cost per registered school for syllabus development and review (Pre-primary–Year 12)	\$30 746 <sup>(b)</sup>	\$7 435 <sup>(b)</sup>	\$9 095 <sup>(b)</sup>	\$8 562	\$7 940	(\$622)	(\$1 155) <sup>(c)</sup>
<b>Service 2: Student assessment and certification</b>							
Key efficiency indicators:							
2. Average cost per enrolled student for moderation (Years 3–12)	\$105	\$104	\$101	\$101	\$92	(\$9)	(\$9)
3. Average cost per enrolled student for external assessment (Years 11–12)	\$237	\$235	\$309	\$242	\$205	(\$37)	(\$104) <sup>(d)</sup>
4. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	– <sup>(e)</sup>	\$39 <sup>(e)</sup>	\$33 <sup>(e)</sup>	\$42	\$50	\$8	\$17
5. Average cost per enrolled Year 12 student for certification	\$987	\$1 042	\$1 331	\$1 119	\$913	(\$206)	(\$418) <sup>(d)</sup>

(a) Targets as specified in the 2015–16 State Budget Statements.

(b) The key efficiency indicator 1 was revised after the 2013–14 Mid-Year Review when the State Government provided funding to the Authority to perform the expanded functions for Kindergarten to Year 10 schooling. The 2012 Actual and 2013 Actual were based on the distribution of cost over the number of schools with Year 11 and Year 12 students. The number of schools used for 2014 Actual onwards was the total number of schools from Pre-primary to Year 12.

(c) The drop in the average cost of \$1 155 (13%) between the 2016 Actual and the 2015 Actual was due to lower service costs. The development of curriculum and support materials occurred mainly in 2013–14 and 2014–15.

(d) The average cost for indicators 3 and 5 were based on the Total Cost of Service divided by the number of students. The return of the student cohort from the half cohort in 2015 to full cohort in 2016 resulted in the reduction of the average cost between the 2016 Actual and the 2015 Actual.

(e) The conduct of NAPLAN testing was transferred from the Department of Education to the Authority in January 2013 under Section 25 of the *Financial Management Act 2006*. The key efficiency indicator 4 for NAPLAN was approved by the Department of Treasury for implementation in the 2014–15 State Budget. The approval was in time for the Authority to report the Actual for 2014–15 in the annual report for that year.



# APPENDIX A

## 2015 WACE examination data

**Table A1: Examination enrolments (four or more WACE examinations) as at October, 2007–2015**

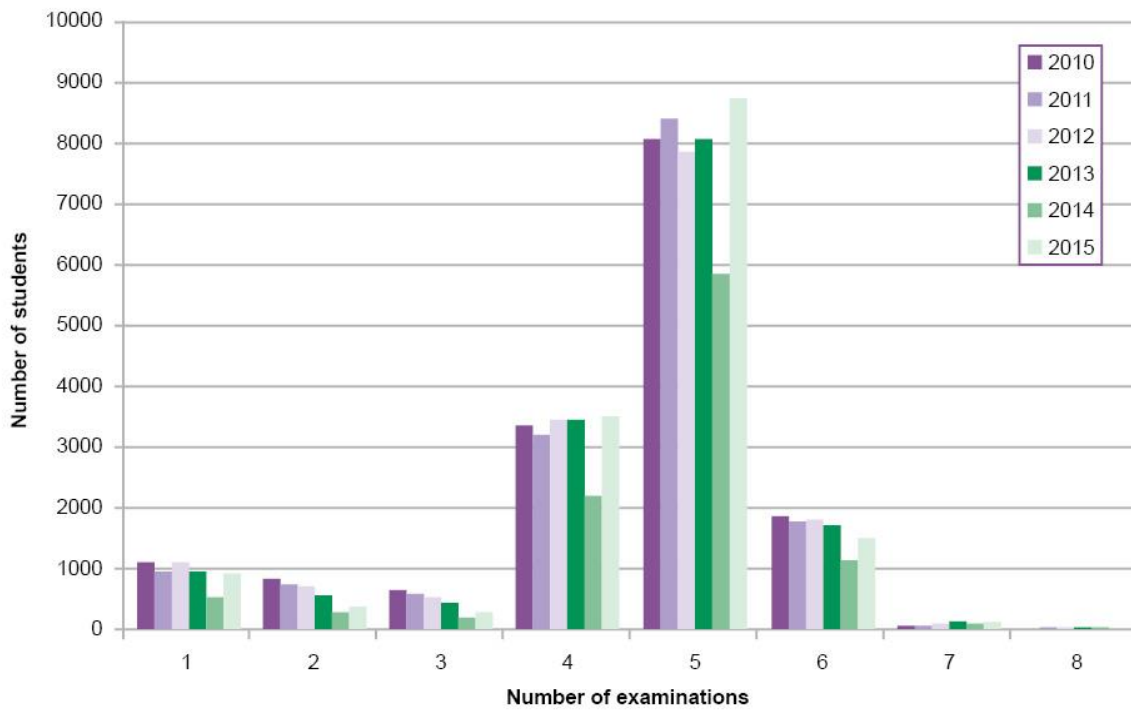
October enrolments	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Gender</b>									
Male	5183	5261	5590	6181	6145	6092	6155	4431	6439
Female	6015	6179	6539	7262	7369	7167	7245	4932	7505
<b>System/sector</b>									
Government	4824	4763	4838	5506	5374	5297	5303	3378	5568
Non-government	5952	6085	6598	7175	7251	7187	7232	4982	7322
Overseas	419	586	685	760	885	774	864	999	1050
Private candidates	3	6	8	2	4	1	1	4	4
<b>Location</b>									
Metropolitan	9313	9376	9947	10 955	10 892	10 867	10 891	7280	11 214
Country	1463	1472	1489	1726	1733	1617	1644	1080	1676
Overseas	419	586	685	760	885	774	864	999	1050
Private candidates	3	6	8	2	4	1	1	4	4

**Table A2: Change in the number of students who sat the WACE examinations (2007–2015)**

	2007	2008	2009	2010	2011	2012	2013	2014*	2015
<b>Candidates who sat at least one examination</b>	11 765	11 855	14 613	15 601	15 555	15 777	15 496	10 393	15 349
<b>Change from previous year</b>	7.4%	0.8%	23.3%	6.1%	–0.3%	1.4%	–1.8%	–32.9%	53.9%
<b>Candidates who sat at least four examinations</b>	10 757	10 982	11 785	13 266	13 199	13 001	13 386	9227	13 732
<b>Change from previous year</b>	7.7%	2.1%	7.3%	12.6%	–0.5%	–7.4%	3.0%	–31.1%	48.8%
<b>Total candidature for WACE examinations</b>	52 625	53 863	60 711	68 971	69 382	68 060	69 196	47 176	69 720
<b>Change from previous year</b>	6.8%	2.4%	12.7%	13.6%	–0.6%	2.0%	1.7%	–31.8%	67.7%

\* A legislated change to the school starting age in Western Australian schools created a half-cohort of students that moved through schools from 2001 (Kindergarten) to 2014.

**Figure 3: Number of candidates enrolled for a specific number of WACE examinations (2010–2015)**



**Table A3: Aboriginal/Torres Strait Islander students enrolled in WACE examinations 2015**

	Male	Female	Metro	Country	Govt	Non-govt
<b>Aboriginal</b>	53	83	87	49	71	65
<b>Torres Strait Islander</b>	3	2	2	3	4	1
<b>Both Aboriginal and Torres Strait Islander</b>	1	8	8	1	4	5
<b>Total</b>	<b>57</b>	<b>93</b>	<b>97</b>	<b>53</b>	<b>79</b>	<b>71</b>

## Exemption from sitting WACE examinations

The last WACE course examinations were conducted in 2015; from 2016 the external examinations will be known as ATAR course examinations. The WACE course examinations were compulsory for students enrolled in a pair of Stage 3 units. Year 12 students could apply for an exemption if they were enrolled in at least 220 nominal hours of VET in Year 12 and were enrolled in three or fewer examinable pairs of Stage 3 units. In addition, students studying six or seven courses could apply for an exemption, so they would have to sit a maximum of only five examinations.

In 2015 students enrolled in a pair of Stage 2 units could opt out of sitting the examination in that course.

**Table A4: Number of students, according to school system/sector, who applied for an exemption from sitting an examination**

System/sector	Applied for an exemption	Exemption not approved	Granted an exemption	Granted an exemption and gained at least one AQF certificate*
Anglican School Commission	10	–	10	9
Catholic Education Western Australia	149	13	136	121
Public schools	470	16	454	417
Independent	94	1	93	92
	<b>723</b>	<b>30</b>	<b>693</b>	<b>639</b>

\*Includes Vocational Education and Training Qualifications achieved in report year only

**Table A5: Number of Stage 2 examinations opted out of by students**

System/sector	Number of Stage 2 examinations opted out per student					
	1	2	3	4	5 or more	Total
Anglican School Commission	65	20	13	2	–	100
Catholic Education Western Australia	437	123	20	1	–	581
Public schools	1907	663	127	22	14	2733
Independent	287	100	42	9	–	438
Overseas	3	3	3	–	–	9
	<b>2699</b>	<b>909</b>	<b>205</b>	<b>34</b>	<b>14</b>	<b>3861</b>

In 2014 and 2015 students enrolled in a pair of Stage 2 units could opt out of sitting the examination in that course.

## 2015 WACE exhibitions and awards

**Table A6: Number of exhibition and award winners by category, 2015**

<b>Award</b>	<b>Number awarded</b>
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibitions	41
General Exhibition (Aboriginal and Torres Strait Islander)	1
General Exhibition (English as Second Language/ English as a Second Dialect)	1
Special General Award	1
Course Exhibitions	39
VET Exhibitions	4
WPL Exhibition	1
Certificates of Distinction	291
Special Certificates of Distinction	17
Certificates of Distinction (VET)	24
Certificates of Distinction (WPL)	1
Certificates of Commendation	854
<b>Total</b>	<b>1277</b>

# FEEDBACK FORM

We welcome your feedback on the School Curriculum and Standards Authority's *2015–16 Annual Report*.

What are your overall impressions of this Annual Report? Please take the time to share your thoughts.

Mark the appropriate box with

## This report meets your needs?

Strongly agree       Agree       Disagree       Strongly disagree

Comments (including a description of your needs):

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## Do you think the *2015–16 Annual Report* gives you a better understanding of the School Curriculum and Standards Authority's role and responsibilities?

Yes       No

What areas did you find most useful/informative?

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## How do you rate the overall quality of the report?

Excellent       Good       Average       Poor       No comment

Please rate the following elements of the report

### Information content

Excellent       Good       Average       Poor       No comment

### Presentation of information

Excellent       Good       Average       Poor       No comment

Ease of finding information

Excellent       Good       Average       Poor       No comment

Ease of readability and comprehension

Excellent       Good       Average       Poor       No comment

**The 2015–16 Annual Report addresses issues that are in the public interest.**

Strongly agree     Agree             Disagree         Strongly disagree

Comments (including a description of your needs):

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**Who are you?**

- Government employee – education
- Government employee – other
- Private individual
- Researcher
- School Curriculum and Standards Authority employee
- Student
- Other

**General Comments**

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**Comments or feedback on the School Curriculum and Standards Authority 2015–16 Annual Report and its contents should be addressed to:**

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