



Curriculum  
Council

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

**ANNUAL REPORT**  
**2000–2001**

## Report of the Curriculum Council

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

Dear Mr Carpenter

In accordance with Section 66 of the *Financial Administration and Audit Act 1985*, we hereby submit the fourth annual report of the Curriculum Council for the year 1 July 2000 to 30 June 2001.

Yours sincerely



LESLEY PARKER  
CHAIRPERSON  
CURRICULUM COUNCIL



PAUL ALBERT  
CHIEF EXECUTIVE OFFICER  
CURRICULUM COUNCIL

29 August 2001

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Membership of the 2000–01 Learning Area Committees, Overarching Statement Committee, Curriculum Framework Working Parties, 2000 Examining Panels (TEE), 2000 Syllabus Committees and 2000 Accreditation Panels is available from the Curriculum Council.

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

## ACRONYMS

AETC	Aboriginal Education and Training Council
AISWA	Association of Independent Schools of Western Australia
ANTA	Australian National Training Authority
ARF	Australian Recognition Framework
CAF	Common Assessment Framework
CEO	Catholic Education Office
DES	Department of Education Services
ECU	Edith Cowan University
EDWA	Education Department of Western Australia
ESL	English as a Second Language
LOTE	Languages Other Than English
NTF	National Training Framework
SSTUWA	State School Teachers' Union of WA
SWL	structured workplace learning
TAC	Training Accreditation Council
TAFE	technical and further education
TEE	Tertiary Entrance Examination(s)
UWA	University of Western Australia
VET	vocational education and training
WA	Western Australia(n)
WACE	Western Australian Certificate of Education (awarded for secondary graduation)
WACSSO	Western Australian Council of State School Organisations
WSA	wholly school-assessed

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

## CHAIRPERSON'S REPORT

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

During 2000–01 the Council met 14 times to consider a range of matters of great significance in the educational sphere.

The main areas of Council business were the implementation of the *Curriculum Framework* in all schools in Western Australia from kindergarten through to Year 12, and the Post-Compulsory Education Review, which was initiated by the Council in 1998.

The *Curriculum Framework* is now in its third year of a five-year implementation phase. An important development this year has been the agreement by all sector/systems that the Council should develop progress maps to be used in all schools to support implementation of the *Curriculum Framework*.

Following the release of the *Post-Compulsory Education Review Discussion Paper* in October 1999 and an extensive public consultation process, the Council released a review position paper in November 2000. An intensive proactive consultation period, which ended on 30 June 2001, has elicited a wealth of significant, high-quality feedback from educators, parents and industry. On behalf of the Council, I would like to thank all of those people who contributed to this successful consultation phase. The Council's task in the second half of 2001 is to carefully consider the feedback and to present final recommendations to the Minister for Education.

The Council has been supported in its endeavours by the previous Minister for Education, the Hon. Colin Barnett MLA, and the present Minister for Education, the Hon. Alan Carpenter MLA. It has also received support of the highest quality from the hardworking secretariat under the leadership of Paul Albert, and from a network of dedicated advisory and standing committees.

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



PROFESSOR LESLEY PARKER AM

## CHIEF EXECUTIVE OFFICER'S REPORT

2000–01 has been a very busy year for the Curriculum Council's secretariat.

After substantial research and 'ideas' development work by the secretariat, the Council's position paper on post-compulsory education was released in November 2000. Although the secretariat continued to research and test out ideas, the priority was the consultation process involving some 350 briefings and workshops for interest groups, teachers and schools.

The negotiation process leading to the joint ministerial policy statement *Future Directions for VET in Schools* was equally demanding, and for the first time, an award was made to the top vocational education and training (VET) school student.

The moderation process and the Tertiary Entrance Examinations (TEE) were run extremely smoothly this year, and students were able to access their results on the Internet.

The reconciliation process provided an opportunity for an organisational focus on issues associated with the education of Aboriginal children. All staff participated in a mandated full-day cultural awareness training workshop, which was followed up by a further half-day information session on intercultural communication.

The introduction of a new performance management system involved all staff participating in workshops and the trialing of an approach more directly connected with the Council's strategic plan and budget cycle.

I would like to commend all the directors, managers and staff of the Curriculum Council for their dedication and hard work over the year towards ensuring that all Western Australian children have access to the very best education. I would also like to thank all Council members, the members of our many committees, working parties, reference groups and the many participants in workshops for their contribution to the work of the Curriculum Council. In particular, I would like to thank the Chairperson of the Curriculum Council, Professor Lesley Parker, for her leadership, guidance and strong support over the year.



PAUL ALBERT

## **LEGISLATIVE FRAMEWORK**

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

The Council is responsible to the Minister for Education.

# MISSION, PURPOSE, PRINCIPLES AND VALUES

## Mission

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

This is identified in the budget papers as two outcomes:

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

## Purpose

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

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

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

### Output 1: Curriculum implementation and maintenance

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

### Output 2: Course development and approval

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

### Output 3: Student assessment and certification

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



## Principles

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

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

## Values

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

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

For our organisation this means:

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

## Outcomes

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

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

## MEMBERSHIP OF THE COUNCIL

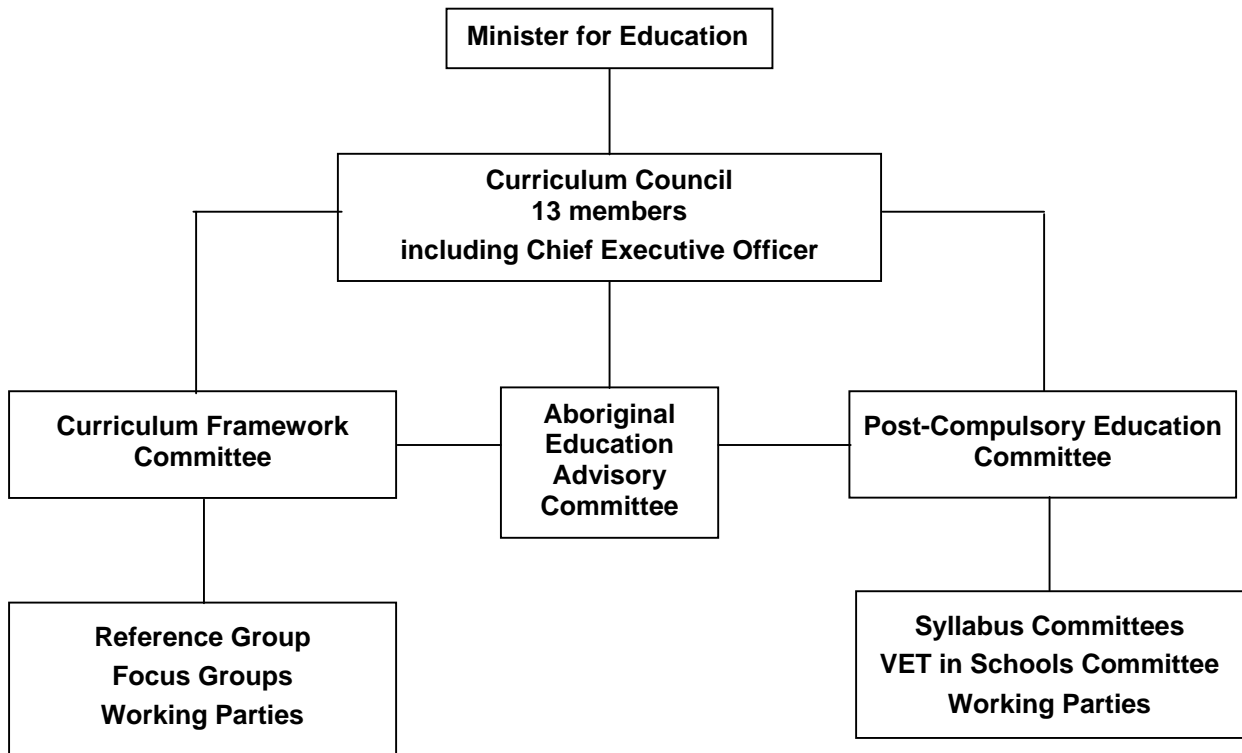


Sitting (left to right): Margaret Banks, Paul Albert, Professor Lesley Parker, Barbara Bosich.  
 Standing: Therese Temby, Associate Professor David Treloar, Malcolm Goff, John Barich, Lyndon Rowe, Mike Keely and Lucina Cross. Absent: Dianne Kerr and Graham Rixon.

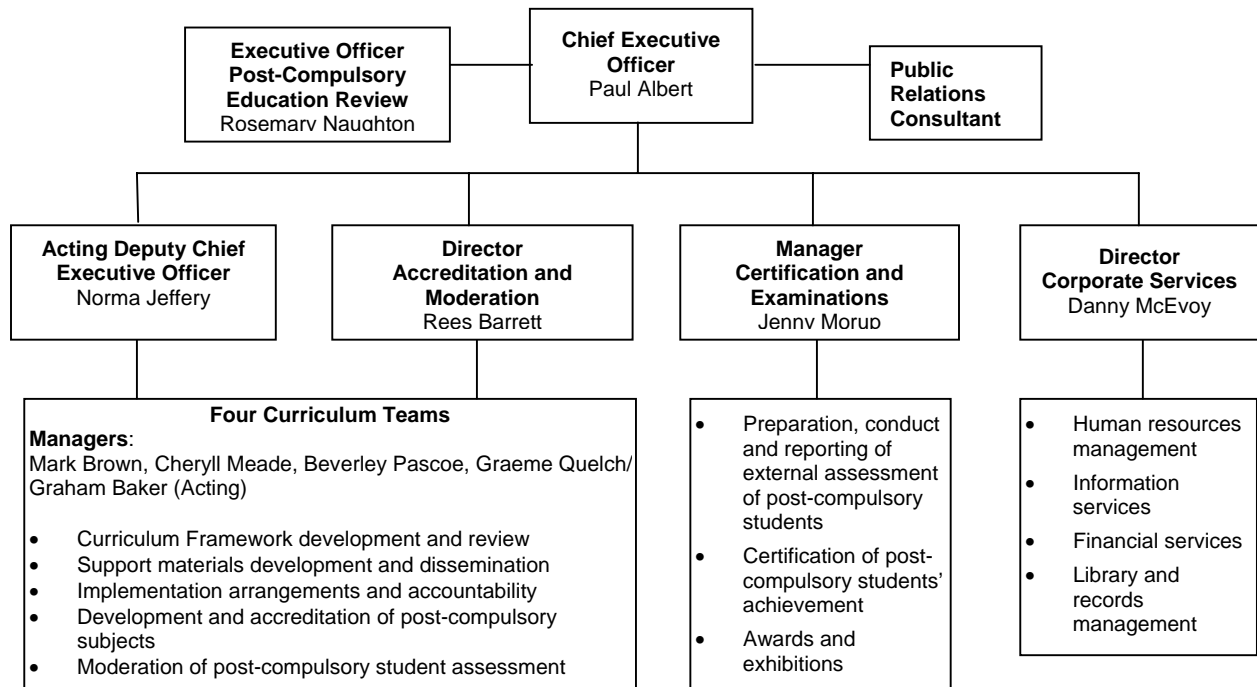
### Members

Chairperson	Professor Lesley Parker
Deputy Chairperson	Mrs Therese Temby
Chief Executive Officer	Mr Paul Albert
Industry, education or community affairs	Ms Barbara Bosich (early childhood) Ms Lucina Cross (Aboriginal education) Mr Lyndon Rowe (industry)
Education Department of WA	Ms Dianne Kerr Ms Margaret Banks
Catholic Education Commission	Mrs Therese Temby
Association of Independent Schools of WA	Mr Graham Rixon
Vocational education and training	Mr Malcolm Goff
Universities	Associate Professor David Treloar
Teacher interests Representative of State School Teachers' Union of WA and Independent School Salaried Officers Association	Mr Mike Keely
Parent interests Representative of WA Council of State School Organisations and Parents and Friends of WA	Mr John Barich

## Curriculum Council



## Curriculum Council Secretariat



## HIGHLIGHTS 2000–2001

- The *Post-Compulsory Education Review Position Paper* was released on 2 November 2000 for eight months of consultation. Consultation strategies included distribution of more than 11,000 copies of the position paper and 15,000 of both the position paper summary and the questionnaire, more than 350 information sessions in metropolitan and country areas, and a series of public meetings. As a result of this wide consultation, the Council received 155 formal written submissions and 307 completed questionnaires, with an estimated number of 3,500 people involved in providing feedback.
- In October 2000 it was agreed that Curriculum Council-endorsed progress maps would be developed for use by all schools to support implementation of the *Curriculum Framework*. A review of existing progress maps has been undertaken in preparation for development work in 2001–02.
- Development of *Curriculum Framework* support materials continued with the production of a CD-ROM of all materials produced to date for all teachers. Print copies of a new *Making Progress* series are being distributed to schools and the support website will be launched in August 2001.
- About 460 people attended the Outcomes: Making Progress Conference held in March 2001 by the Council and the Centre for Excellence in Teaching. The one-day conference (offered on two days) featured the Council's work with teachers and schools with regard to the new *Making Progress* support materials. The conference was rated by 96% of delegates as useful or very useful.
- The joint ministerial policy statement *Future Directions for VET in Schools* was negotiated and launched in December 2000. Curriculum Council officers worked with representatives of the Department of Training, the Training Accreditation Council, education sector/systems and industry to develop procedures for implementation of the policy statement. Support documents and materials were developed and presented to schools at four workshops in June 2001.
- For the first time, students were able to access their secondary school results from the Internet. More than 7,500 people, or 60% of TEE students, used the service.
- In recognition for excellence in the provision of special examination arrangements for students with disabilities, the Curriculum Council was announced the winner of the Disability Services Commission's Action on Access Award for smaller government agencies in November 2000.
- In 2000 a new student award, the Excellence in Vocational Studies Award, was introduced for the student who demonstrated the best results in a secondary school vocational program.
- Council secretariat staff participated in a mandated full day of cultural awareness training and a further half-day information session on intercultural communication.
- Statistics sent to schools, summarising the achievements of their Year 12 students, were revised after extensive consultation with sector/systems. The revision aligned the schools' statistical reports with statistics published by the media.

## CURRICULUM IMPLEMENTATION AND MAINTENANCE

The focus of curriculum implementation and maintenance is the *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia*. The *Curriculum Framework* details the outcomes of schooling for all students from kindergarten to Year 12 in all WA schools. The *Framework* is being phased in over a five-year period, which began in February 1999 and will end with full implementation in 2004. It is the first time a curriculum for all levels of schooling, developed and endorsed by all education providers in WA, is being implemented in WA schools.

### Development of an agreed curriculum framework

<i>Outcome 1: An agreed kindergarten to Year 12 Curriculum Framework is developed.</i>
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The *Curriculum Framework* was endorsed by the Council in June 1998, in accordance with the requirements of section 9(b) of the *Curriculum Council Act 1997*. Final approval for the Council to give direction to education providers to commence implementation of the *Curriculum Framework* was given by the Minister for Education in July 1998, in accordance with section 10(2) of the Act. The *Curriculum Framework* was developed in consultation with approximately 10 000 educators and community members representing all interests in schooling in WA. In particular, the Council consulted closely with the three main sector/systems representing education providers in WA: the Association of Independent Schools of Western Australia (AISWA), the Catholic Education Office (CEO) and the Education Department of Western Australia (EDWA).

### Review and reflection

In 1999 the Council began the Post-Compulsory Education Review with a view to making recommendations about arrangements for Years 11 and 12 that would enable the *Curriculum Framework* to be implemented seamlessly across all years of schooling. This review continued during 2000–01 with final recommendations due to be made to the Minister for Education late in 2001.

### National and international trends

Review of the *Curriculum Framework* is supported by the Council's research activities at the national and international levels. Council staff are constantly engaged in debate on curriculum at the national level, and maintain contacts with staff in the boards of studies and education departments of each State and Territory to ensure a continual exchange of ideas.

During 2000–01, Council staff also researched curriculum developments in Canada, England, France, Germany, Hong Kong, Korea, the Netherlands, New Zealand, Scotland, Spain and the United States. Much of this research has informed the exploratory work on proposals for the development of Council-endorsed progress maps to be used in supporting *Framework* implementation. This research and contact with other curriculum developers has also confirmed the efficacy of the *Framework* and the outcomes detailed within.

## Implementation of the *Curriculum Framework*

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

### **Teacher professional development to support implementation**

Table 1 outlines the initiatives that were used by sector/systems to support implementation of the *Curriculum Framework* in 2000–01. These initiatives were supported by funding of \$1.5 million, of which \$5,000 was allocated for home educators. The remaining \$1,495,000 was disbursed by the Council to education providers based on student numbers from the February 2000 student census data. Distribution was as follows:

<b>Sector/system</b>	<b>Proportion</b>	<b>Funding</b>	<b>Disbursement including GST</b>
AISWA	10.56%	\$157,872	\$173,659
CEO	17.36%	\$259,532	\$285,485
EDWA	72.08%	\$1,077,596	\$1,185,356

As part of this arrangement, sector/systems agreed to match the funding provided by the Council with equivalent funding from their own budgets. Table 2 shows the hours of professional development directly funded by these grants during 2000–01 and the overall hours of professional development conducted.



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

<p><b>Association of Independent Schools of Western Australia</b></p> <p>As schools move forward with their implementation of the <i>Curriculum Framework</i> there has been a noticeable shift away from full-day sessions with visiting speakers to more school-based activities. These take the form of developing common understandings about the <i>Framework</i> and the outcomes, unpacking outcomes in different learning areas, developing a whole-school approach to implementation and investigating recording and reporting strategies. This means that the majority of professional development activities are school-based and usually take place outside normal school hours, or on a dedicated professional development day at the beginning or end of term. Attendance at state conferences and seminars is down a little, but these are still seen as important by schools to ensure that staff are aware of trends and activities in other schools.</p>
<p><b>Catholic Education Office</b></p> <p>All principals, deputies and assistant principals have been involved in sessions to deepen their understanding of the <i>Curriculum Framework</i> and plan for whole-school implementation. Heads of department/learning area coordinators in secondary schools have been involved in a series of network meetings to develop their understandings and share good practice. Train the trainer sessions for primary schools have also developed the leadership of these teachers and deepened their understandings so that they can work effectively with their colleagues in schools. Most schools dedicate a specific time to the <i>Framework</i> at weekly or fortnightly meetings and most schools use their student-free days to work with the <i>Framework</i>. CEO consultants, outside providers or school-based personnel facilitate at these sessions. A number of schools are also involved in action research. Teachers have had access to a number of conferences/seminars, many with specialist input focusing on pedagogy. The CEO also designs professional development sessions in response to identified needs at the school level and facilitates network meetings, train the trainer sessions, learning area workshops and school support visits. A large number of teachers have been involved in development and trialing of a CEO progress map and the CEO literacy strategy is specifically aligned with the philosophy and practices of the <i>Curriculum Framework</i>.</p>
<p><b>Education Department of Western Australia</b></p> <p>The most common form of professional development is provided in small groups or one-on-one by Curriculum Improvement Officers. Much of this professional development is ongoing and negotiated continually among schools, teachers and districts. Schools are being very creative in the ways they find time to ensure that all staff have access to and are attending professional development. Some professional development is being provided by Senior Curriculum Officers and this, too, is negotiated through districts to meet the needs of schools. The recent evaluation of the Curriculum Improvement Program has indicated that more work needs to be done in secondary schools and in particular with school administrators. Plans and strategies are already in place to address the recommendations of the evaluation report.</p>

**Table 2: Hours of professional development**

<b>Sector/system</b>	<b>Hours of funded professional development*</b>
Association of Independent Schools	9,150
Catholic Education Office	14,172
Education Department of WA	62,654
<b>Total</b>	<b>85,976</b>

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

### **Progress with implementation**

To enable judgements to be made about progress with implementation of the *Curriculum Framework*, the continuum in the *Professional Development Guidelines*, which identifies four phases of implementation, was used as the basis for developing a survey of progress with Implementation of the *Curriculum Framework*. Data from this survey are shown in Table 3. Versions of this survey were also used in 1998–99 and 1999–2000, and these data are included in Figure 1 to provide an overview of progress with implementation in the three years since implementation commenced. The survey was sent to all schools in Western Australia (N = 1 118) and 557 responses were received, a return rate of 48.8%.

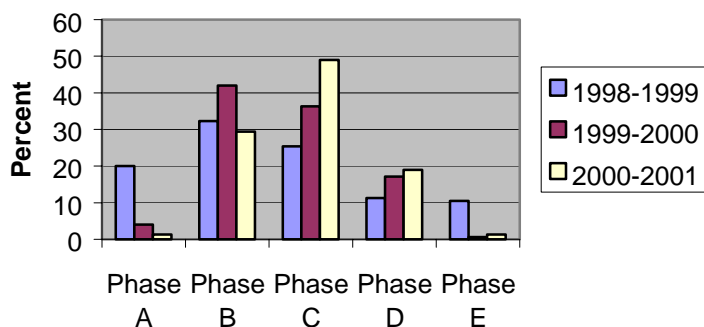
Figure 1 summarises the data from the last three annual surveys of progress with implementation of the *Curriculum Framework*. As was evident during 1999–00, an adjustment of schools' estimation of the task of implementation was observed and there was a regression during this period when compared to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

**Table 3: Progress with implementation of the *Curriculum Framework* in 2000–01**

<b>Year</b>	<b>Phase A</b> Implementation has not yet commenced	<b>Phase B</b> Familiar with the <i>Framework</i> and have begun to review current learning and teaching programs	<b>Phase C</b> Beginning to make links across phases of development and learning areas to enhance opportunities for students to achieve the outcomes in the <i>Framework</i>	<b>Phase D</b> Modifying teaching, learning and accountability practices and refining knowledge and skills in relation to the <i>Framework</i>	<b>Phase E</b> Fully implementing the <i>Framework</i> and using it for accountability purposes
1998–99	20.0	32.3	25.4	11.3	10.5
1999–00	4.0	42.0	36.3	17.1	0.6
2000–01	1.3	29.4	49.0	19.0	1.3

Note: Data shown as percentages.

**Figure 1: Comparative progress with implementation by phase**



## **Support materials**

### ***Development of Curriculum Framework support materials***

During 2000–01 curriculum development staff engaged in research and consultation to underpin development of the *Making Progress* materials that will facilitate further implementation of the *Curriculum Framework*. These materials will be distributed to schools from July 2001 and will provide the next stage of support for teachers after the *Getting Started* series.

### ***Overview of the Making Progress materials***

Design briefs for the *Making Progress* series were developed and endorsed by the Curriculum Framework Committee on the basis of a needs analysis conducted in 1999–00. Four types of materials are being produced:

- Understanding the outcomes;
- Focusing on achievement;
- Planning for learning; and
- Collaborative curriculum planning.

The materials in the *Making Progress* series are designed to support teachers as they move forward with their use of the *Curriculum Framework*. Each resource is intended to support teachers as they make progress with implementation of the *Curriculum Framework*. Overall, the materials will support a coordinated approach to outcomes-focused learning and teaching at the classroom and school levels.

## **Research**

Research was undertaken with classroom teachers, school-based curriculum leaders, and learning area experts to inform development of the *Making Progress* materials. Across the eight learning areas this resulted in an extensive examination of classroom practices and collaboration with relevant experts to:

- determine and describe the key aspects of outcomes in the *Curriculum Framework*;
- collect samples of students' work that illustrate achievement of outcomes and aspects across the phases of learning; and

- describe teachers' planning processes and learning and teaching programs that illustrate good practice in providing opportunities for students to progress in their achievement of outcomes.

Research to underpin development of the *Making Progress* materials was a significant undertaking during 2000-01. Curriculum officers involved in *Curriculum Framework* development conducted classroom-based research with 161 teachers from a total of 140 Catholic, independent and government schools in a range of metropolitan and country locations. Curriculum officers also sought expert input from 37 individuals or groups in WA, other Australian States and Territories and overseas.

### ***Consultative processes***

*Making Progress* materials are being developed through the same collaborative processes that led to development and sustained agreement on the *Curriculum Framework*. Design briefs for support materials were developed with input from and endorsement by the Curriculum Framework Committee. Advisory groups for each of the eight learning areas and values were established with members representing all sector/systems, and experts or representatives from appropriate fields to guide the development of materials and review drafts as they were written. The log of consultation sessions maintained by curriculum staff engaged in *Curriculum Framework* development shows that a combined total of 634 hours was spent engaged in a total of 302 consultation sessions with various schools, groups and organisations.

These consultative processes were undertaken to ensure that, within criteria agreed by the Curriculum Framework Committee, support materials would meet the needs of teachers from kindergarten to Year 12. Data on consultation from the Council's customer focus survey indicate that 27.8% of respondents had been involved in consultation on *Curriculum Framework* support materials, 18.6% had been involved in consultation on the Post-Compulsory Education Review and 4.4% had been involved in consultation in other areas. The mean overall positive response on items related to consultation indicated an overall satisfaction level of 89.1%.

### ***Timeline and strategy for distribution of support materials***

The *Making Progress* series print materials will begin to be distributed in August 2001. Teachers will be provided with a ring binder for storage and organisation of materials, which will be mirrored on the Council's website. This strategy of parallel production will provide the flexibility of access required to meet the needs of the diverse audience constituted by teachers, curriculum leaders and professional development providers across the State. Distribution of *Making Progress* materials will be ongoing during 2001-02.

### ***Progress maps***

At the Council's October 2000 meeting it was agreed that Council-endorsed progress maps would be developed for use by all schools to support implementation of the *Curriculum Framework*. The new progress maps would be based on the EDWA *Student Outcome Statements* and the Catholic Education trial progress maps. To facilitate development, a management committee was convened representing school sector/systems, and relevant practitioners and experts. This committee developed criteria, which were endorsed by Council, to be used in determining the characteristics of the Council-endorsed progress maps and provide guidance to review groups for each of the eight learning areas and values. In June 2001 the review groups reported on the scope of work to be undertaken in adapting and

modifying the current progress maps to meet the criteria. The management committee is due to report to Council in August 2001 on the scope of work to be done and a proposed timeline.

### ***Information sessions***

The log of information sessions maintained by curriculum staff engaged in *Curriculum Framework* development shows that a combined total of 308.25 hours was spent providing a total of 96 information sessions to various groups and organisations engaged in implementation.

### ***Materials published 2000–01***

A highlight of the Council's activities in publishing *Curriculum Framework* support materials was the focus on development of materials in electronic formats. In September 2000 a CD-ROM containing digital versions of the *Curriculum Framework* and all of the books in the *Getting Started* series was distributed to all teachers in the State. This CD-ROM provides wider access to *Curriculum Framework* support materials and a gateway to online materials in the *Making Progress* series currently being produced.

#### *Teachers Getting Started With Implementing the Curriculum Framework*

There were 30,000 copies distributed to all teachers in September 2000 of a CD-ROM containing digital versions of the *Curriculum Framework* and all of the books in the *Getting Started* series. This CD-ROM provides a valuable resource for teachers using the *Curriculum Framework*, facilitating their use of support materials by:

- enabling information to be copied and pasted into other applications to assist planning;
- enabling ideas in the *Curriculum Framework* and the *Getting Started* series to be more readily related through hypertext links;
- showing where values are embedded in the *Curriculum Framework*;
- providing links to Internet-based resources, including the *Student Outcome Statements*; and
- providing a gateway to future digital support materials currently being developed by the Council.

Data from the Council's customer focus survey showed that 78.2% of respondents considered that publication of the CD-ROM had been timely, 83.3% of teachers found the CD-ROM useful in helping them to reflect on their practices and 83.9% found this resource useful in helping them to plan at the whole-school or classroom level.

#### *Curriculum Council Update*

There were 30,000 copies distributed to all teachers in October 2000, March 2001 and June 2001. The Council's newsletter provides information on the activities of the Council, upcoming publications, opportunities to be involved in consultation, insights into the work of teachers in schools and professional development information.

Data from the Council's customer focus survey showed that 96.1% of respondents considered that publication of the *Curriculum Council Update* had been timely and 87.2% of respondents found that the *Update* provided them with information that assisted them with their duties.

During 2000–01 the Council continued to distribute support materials for the *Curriculum Framework* (including the *Curriculum Framework* itself) developed and published in earlier years. A total of 8 871 copies of the *Curriculum Framework* were issued to new or returning teachers and other education providers during 2000–01 and a further 644 copies were sold. In

addition, the Council sold 310 copies of the *Curriculum Framework* CD-ROM and 2,258 books in the *Getting Started* series to customers in WA, other Australian States and Territories and overseas buyers. These figures indicate a high level of demand for the *Curriculum Framework* and associated support materials.

### **Conference: Outcomes: Making Progress**

Development of the *Making Progress* series was underpinned by significant research partnerships with teachers and schools. A one-day conference (offered on two days) was held in March 2001 to provide an opportunity for the teachers involved to discuss their work with colleagues and to showcase these teachers' learning journeys beyond their collaboration with the Council. This conference was also designed to provide delegates with an early view of the *Making Progress* materials and an understanding of their development and intended uses.

Professor Stephen Heppell, international learning technologies expert from Ultralab, Anglia Polytechnic University's Learning Technology Research Centre, in the UK, presented the keynote address on each day of the conference and Education Minister Alan Carpenter gave an opening address to delegates on the second day.

The conference was a joint venture between Council and the Centre for Excellence in Teaching. A total of 462 delegates attended the conference, representing all school sector/systems; teachers, administration and curriculum leaders from pre-primary, primary and secondary schools; advisory, support and policy personnel at district and central offices; student teachers and academics from the various WA universities.

Feedback from delegates indicated that the conference achieved the intended goals with an overall positive response of 96% on post-conference evaluation surveys. The success of this conference indicated that it provided a useful adjunct to the production and distribution of support materials, and the Council is considering further such events in coming years.

### **Professional development plans and guidelines**

Plans for development of the *Making Progress* support materials include distribution of professional development plans and guidelines on CD-ROM. These will be distributed to curriculum leaders in schools and central or district offices and are based on identification of needs through consultation with system/sector curriculum leaders and professional development providers. A coordinated approach to distribution of the *Making Progress* materials includes seminars for professional development providers and support from the Council to assist school sector/systems to incorporate these materials into their professional development planning.

### **Consultation and collaboration**

The Council is a consultative organisation, and the *Curriculum Framework* would not have been developed and agreement about its contents and implementation would not have been reached without the collaborative processes employed by the Council. These processes continued during 2000–01, with the following committees and groups providing input and guidance for the work of the secretariat in relation to the *Curriculum Framework*:

- Curriculum Framework Committee
- Aboriginal Advisory Committee
- Curriculum Framework Implementation Review Group
- Progress Maps Management Committee

- Progress Maps Learning Area Review Groups
- Learning Area Support Materials Advisory Groups
- Values Consultative Group
- Inclusivity Consultative Group.

## COURSE DEVELOPMENT AND APPROVAL

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

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

**Table 4: Syllabus committee activity 2000 (1999 figures in brackets)**

Curriculum area	No. of syllabus committees	No. of committee meetings
The Arts	5 (5)	30 (37)
English	5 (4)	25 (26)
Health and Physical Education	5 (7)	39 (64)
Science	7 (7)	27 (32)
Languages Other Than English	7 (7)	25 (18)
Society and Environment	8 (7)	35 (33)
Mathematics	2 (2)	7 (7)
Technology and Enterprise	16 (17)	46 (68)
VET in schools	3 (1)	23 (10)
<b>Total</b>	<b>58 (57)</b>	<b>257 (295)</b>

During 2000, 58 syllabus committees met on 257 occasions (295 in 1999). As syllabuses were accredited during 1999 for a two-year period, this reduced the need to meet to review syllabuses. However, there was ongoing involvement of syllabus committees in the consultation process for the Post-Compulsory Education Review. For example, each learning area conducted a major workshop for committee members during the year. Curriculum officers also worked with committees to prepare responses to the Council's position paper.

### Reviewing subject relevance

Each committee was involved in a process of reviewing subject syllabuses and recommending modifications that would increase their relevance to student learning needs. A survey of teachers was also conducted and the results confirm a high degree of subject relevance. A total of 1,768 teacher–subject responses on relevance were received (representing approximately 21% of post-compulsory teachers in 2000). A survey of student perception was also conducted in 2000. A sample of 20% of student enrolments was stratified to represent city, country, government and non-government schools.

**Table 5: Survey results**

	2000 Committees	1999 Committees	2000 Teachers	1999 Teachers	2000 Students
Year 11 relevance	5.5	5.4	5.4	5.3	4.8
Year 12 relevance	5.5	5.4	5.4	5.3	4.9
Degree of satisfaction (%)	78.0	77.5	77.0	76.2	68.6



Table 6 summarises data on the 445 accredited subjects available to schools during 2000. Of these 87 had no student enrolments (71 were national LOTE subjects, eight were semesterised Year 11 subjects and eight were vocational subjects).

**Table 6: Accredited subjects 2000**

Learning Area	Year 11	Year 12
The Arts	11	8
English	11	5
Health and Physical Education	21	10
Science	12	7
Languages Other Than English	61	48
Society and Environment	18	9
Mathematics	9	4
Technology and Enterprise	36	23
Vocational subjects	78	74
<b>Total</b>	<b>257</b>	<b>188</b>

The number of accredited subjects listed by the Council increased in 2000 to 445 from 415 in 1999, due mainly to the introduction of additional structured workplace learning (SWL) skills lists for Year 12. Each accredited subject included a standards framework describing expectations of student achievement. This is done in two ways:

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

### **Vocational education and training (VET) in schools**

There was continued significant growth in the number of post-compulsory students involved with vocational education during 2000. There are three main overlapping elements in vocational education for WA post-compulsory students:

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

In 2000 the Council maintained 152 accredited vocational subjects (including 41 SWL skills lists). More than 6,244 students completed SWL subjects and achieved a grade (5,341 students in 1999). The largest group of students achieved a grade in vocational subjects in the Business area (2,171) ranging to the smallest number in Food Processing (24). There were 171 schools that were accredited to deliver modules/competencies, and had students who completed them.

Overall WA secondary school students participated in nearly 1.6 million hours of VET during 2000. A total of 7 049 students (7,000 students in 1999) completed 28,574 modules/competencies embedded in Council subjects (21,047 in 1999), with an additional 17,175 non-embedded modules/competencies (9,969 in 1999) being recorded on students' *Statement of Results*. Under the

new arrangements, 822 students achieved subject equivalents through successful completion of non-embedded modules/competencies.

The VET in Schools Committee was very active in developing strategies for change. It advises the Council on ways in which units of competency that may lead to a VET qualification can be integrated with current subjects and *Curriculum Framework* outcomes. A major project involving the revision of SWL skills lists to facilitate integration of VET modules/competencies was trialed in 2000. General education with a vocational focus is now a proven strategy for increasing curriculum relevance for post-compulsory students, and features strongly in the feedback provided through the Post-Compulsory Education Review conducted by the Council.

In response to issues raised through the Training Accreditation Council and industry about the varying quality of the outcomes resulting from VET in schools, a new policy was developed. The joint ministerial statement *Future Directions for VET in Schools* was launched on 4 December 2000 by the Minister for Education and the Minister for Training and Employment. Under this policy the Council will take responsibility for:

- identifying training/competencies, from relevant training packages that are appropriate for delivery as part of a school program involving a range of environments and within courses of study providing they comply with relevant licensing, regulatory and training package requirements;
- providing advice to schools on the human and physical resources required for delivery and assessment;
- quality assurance arrangements, to ensure that schools have adequate facilities and appropriately qualified teachers to teach and assess VET in accordance with the Australian Recognition Framework (ARF) standards;
- reporting of VET achievement on the *Statement of Results* and developing a process for issuing Statements of Attainment and qualifications within the parameters above; and
- providing annual reports to both Ministers on the Council's functions and responsibilities with regard to the delivery of VET in schools.

The joint policy statement acknowledged that the Council could only take on these additional responsibilities if sufficient additional resources were allocated.

### **Post-Compulsory Education Review**

Syllabus committees were involved in the process of the Post-Compulsory Education Review. Research papers describing national and international trends in accredited subjects were prepared by the Council's Curriculum Directorate and presented at committee meetings.

Investigative work was also conducted to identify possible future courses of study that would implement the *Curriculum Framework* in the post-compulsory years and be acceptable to all stakeholder groups.

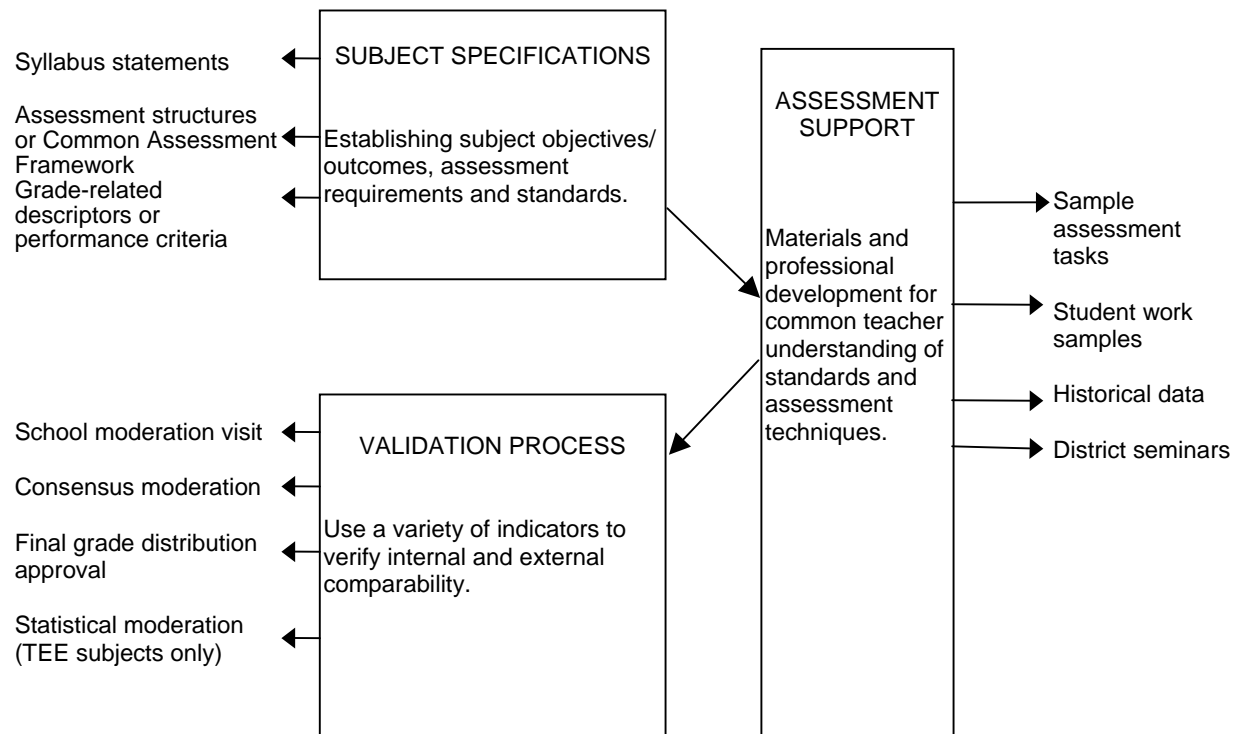
# STUDENT ASSESSMENT AND CERTIFICATION

## Moderation of School Assessments

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

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

**Figure 2: Curriculum Council moderation strategies**



### Survey data—comparability of assessment and grading

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

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

**Table 7: Survey results**

	<b>1999 Committees</b>	<b>2000 Committees</b>	<b>1999 Teachers</b>	<b>2000 Teachers</b>
Year 11 comparability	5.1	5.1	5.2	5.3
Year 12 comparability	5.3	5.1	5.4	5.4
Degree of satisfaction (%)	74.3	73.2	76.1	76.4

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

### ***Student perception survey***

A survey of student perception was also conducted using a sample of 20% of student enrolments stratified to represent city and country, government and non-government schools. The response for 22,438 student–subject combinations on relevance represents approximately 11% of the estimated 2000 student–subject population.

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

### **Student appeals against school assessment**

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

During 2000, particularly at the end of the year, curriculum officers handled a number of enquiries from parents and students expressing dissatisfaction with assessment processes in a subject in their school. Officers provided advice to these callers to explain the assessment requirements. They also explained that before lodging an appeal with the Council it was necessary to provide documentary evidence of their attempts to resolve the issue with the school. In those cases in which officers assist in the negotiation process the majority of cases are resolved to the satisfaction of the school and the student or parent.

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

### **District seminars**

District seminars, which provided teachers with opportunities to focus on the assessment and grading of students' performance, were conducted in a sample of subjects during first term. This sample was negotiated in the previous year with representatives of the education systems. Attendance was optional but highly recommended. In total, 198 seminars were conducted, including seminars at the regional centres of Bunbury and Albany and several teleconferences for more remote schools. A number of seminars were conducted after school hours.

**Table 8: District seminars 2000 (1999 numbers in brackets)**

The Arts	9 (11)
English	24 (29)
Health and Physical Education	25 (37)
Science	16 (23)
Languages Other Than English	16 (8)
Society and Environment	16 (10)
Mathematics	10 (4)
Technology and Enterprise	49 (16)
Vocational subjects	33 (13)
<b>Total</b>	<b>198 (151)</b>

**Assessment support materials**

A total of 414 documents were included in the *Assessment Support Catalogue* published at the end of 2000 for teachers of subjects in 2001. This number will be reduced progressively with the reduction in the range of subjects due to completion of the Common Assessment Framework (CAF) and Technology and Enterprise trials.

The range of assessment support materials made available for teachers has also been extended through increasing use of electronic media. The *Assessor Software Package* was available in 77 subjects. Curriculum officers have also included a number of support materials on the Council's website. The website has also been used to develop interactive support sites for three subject areas.

**Table 9: Assessment support materials 2000 (1999 numbers in brackets)**

General	Documents	Assessor Software
The Arts	53 (53)	10 (10)
English	27 (26)	6 (5)
Health and Physical Education	31 (38)	14 (4)
Science	48 (47)	2 (2)
Languages Other Than English	44 (43)	3 (0)
Society and Environment	48 (48)	10 (4)
Mathematics	24 (24)	0 (0)
Technology and Enterprise	114 (114)	30 (17)
Vocational subjects	25 (26)	2 (1)
<b>Total</b>	<b>414 (419)</b>	<b>77 (43)</b>

**Consensus meetings**

A total of 201 consensus meetings were conducted in 2000. Data demonstrate that 54.7% of these meetings were in WSA subjects. (Typically, school moderation visits are not conducted in the subjects selected for consensus moderation.) The degree of quality assurance provided by consensus moderation is reduced by the fact that the meetings are limited to approximately three hours. For the first time, consensus meetings were conducted in some CAF subjects during second term 2000. Teacher feedback indicated that these earlier meetings were important in establishing common interpretation of the subject outcomes and performance criteria.

It is compulsory for each school offering a subject to send a representative with student work samples, except in cases where the school is further than 200 kilometres from the venue. In the latter cases alternative arrangements using mail, facsimile and teleconferences are implemented. Compared with 1999 there were fewer difficulties with schools not attending consensus meetings. Each school not sending a representative is contacted and alternative arrangements negotiated (typically a grading validation exercise). This is a concern because of its impact on the degree of confidence regarding comparability and its impact on limited moderation resources.

### School visits

In 2000 a total of 1,819 school visits were conducted. This figure represents a sampling rate of 16% of the 11,340 school–subject combinations and an increase on the visitation rate in 1999.

**Table 10: 2000 moderation summary (1999 figures in brackets)**

Curriculum area	Number of school–subject combinations		Number of school visits		Number of consensus meetings	
	TEE subjects 22.4% (24.4%)	Wholly school-assessed (WSA) subjects 77.6% (75.6%)	TEE subjects 23.6% (25.7%)	WSA subjects 76.4% (74.3%)	TEE subjects 42.3% (25.3%)	WSA subjects 57.7% (74.6%)
The Arts	295 (263)	987 (932)	37 (68)	121 (119)	6 (12)	15 (7)
English (including Vocational English and ESL)	346 (343)	908 (883)	74 (61)	85 (93)	28 (0)	9 (31)
Health and Physical Education (including Career Awareness)	0 (0)	755 (957)	0 (0)	170 (164)	0 (0)	16 (32)
Science	610 (606)	833 (833)	96 (91)	116 (94)	16 (15)	12 (2)
Languages Other Than English	172 (185)	189 (189)	32 (60)	35 (51)	3 (1)	0 (4)
Society and Environment	504 (499)	565 (548)	88 (94)	96 (88)	13 (18)	2 (4)
Mathematics	451 (450)	830 (795)	51 (43)	142 (83)	13 (0)	14 (22)
Technology and Enterprise						
Business Education/ Computing	159 (148)	842 (809)	50 (29)	189 (165)	6 (3)	5 (6)
Design and Technology/ Agriculture	0 (0)	882 (899)	0 (0)	161 (131)	0 (0)	28 (27)
Vocational subjects	0 (0)	2 012 (1 260)	0 (0)	275 (176)	0 (0)	15 (5)
<b>Total</b>	<b>2,537 (2,494)</b>	<b>8,803 (8,105)</b>	<b>429 (402)</b>	<b>1,390 (1,159)</b>	<b>85 (49)</b>	<b>116 (140)</b>

Table 11 shows there was a significant increase in the number of school–subject combinations. This increase was largely in the number of schools offering WSA subjects. The long-term trend 1993–2000 shows a significant (27%) increase in the number of school–subjects to be covered with a fixed resource.

The consensus meeting rates have been calculated by adding the number of schools offering the subjects included in the consensus meeting list, dividing by the total school–subject combinations and converting to a percentage. The consensus meeting rates have decreased slightly compared with 1999. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) has also dropped. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) for 2000 was 31.9%, a decrease on the rate achieved in 1999 (35.6%).

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

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

In summary, even though the visitation rate increased in 2000, the coverage through consensus meetings was significantly lower, resulting in lower total coverage.

## External Assessment and Certification

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

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

In 2000 the Council was responsible for the assessment and certification of 40,361 post-compulsory secondary students in WA. Of these students 11,986 sat for at least one Tertiary Entrance Examination (TEE), 6,244 students were engaged in structured workplace learning (SWL), 2,123 students completed at least one non-embedded National Training Module, 5,719 students completed at least one embedded National Training Module and 4,857 studied at least one wholly school-assessed (WSA) subject.

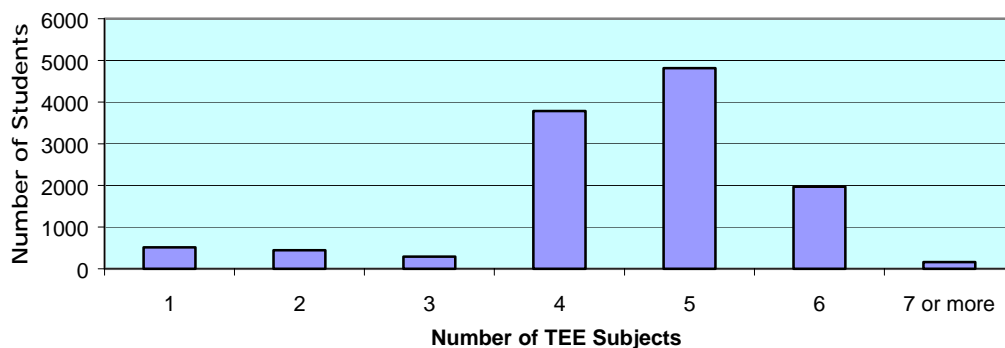
Staff responsible for Outcomes 6 and 7 were supported in their operations by the following panels and committees:

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

### Enrolment trends

More students are staying at school until the end of Year 12 and more students are sitting the TEE but are taking fewer subjects. Students are combining TEE studies with vocational education and training (VET) programs. The number of students who sat one or more TEE subjects increased slightly from 11,959 in 1999 to 11,986 in 2000. Candidates sat slightly fewer examinations in 2000 (54,461 in 2000; 54,972 in 1999). As indicated by Figure 3, the most popular number of TEE subjects sat was five.

**Figure 3: Number of candidates who sat for a specific number of TEE subjects in 2000**





Drama Studies and Information Systems are relatively new subjects and are still growing, but Political and Legal Studies (introduced in 1997) appears to have stopped increasing in popularity. In VET studies, there were 3,632 Year 12 students who participated in at least one unit of competency; of these, 83% (3 017) achieved competency (3,350 students in 1999 with 2,726, or 81%, achieving competency). There is a growing trend in the number of students completing secondary graduation over three years; schools are enrolling Year 10 students in D or E code subjects.

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

### TEE papers

In 2000, examinations were held in 33 subjects (no increase on 1999). For the first time papers were produced for practical components, as well as for written components. Two systemic changes were made to papers that assess listening comprehension: all sound recordings were produced on compact disk (CD) instead of tape cassette, and a wide right margin on papers was provided for candidates' notes.

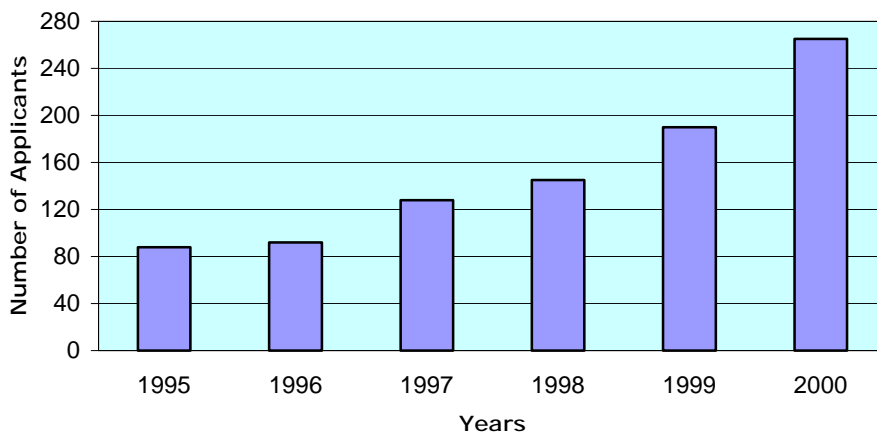
The cost of producing the WA papers was much higher in 2000 than in previous years (\$247,610 in 2000; \$195,207 in 1999) due to additional costs involved in printing (about \$32,000), increases in payments to examiners, and costs associated with the production of sound recordings.

The TEE papers for 2000 contained an unusually low level of errors. No erratum sheet was necessary, though a faulty question worth 1% was cancelled after the examination concerned.

### Access for candidates with disabilities

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

**Figure 4: Special examination arrangements 1995–2000**



Statistics for each category of disability are displayed in Table 12.

**Table 12: Special examination arrangements applications in 2000**

Category	Government			Non-government			Approved	Not approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	23	5	28	28	10	38	57	8	1	66
Hearing	1	1	2	3	2	5	7	-	-	7
Illness	10	20	30	15	20	35	61	3	1	65
Motor	2	-	2	2	-	2	4	-	-	4
Physical	8	20	28	8	18	26	47	1	6	54
Psychological	5	5	10	4	4	8	15	3	-	18
SLD	8	2	10	20	11	31	39	2	-	41
Vision	4	3	7	3	-	3	9	-	1	10
Total	61	56	117	83	65	148	239	17	9	265

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

In recognition for excellence in the provision of special examination arrangements for students with disabilities, the Council was announced the winner of the Disability Services Commission's Action on Access Award for smaller government agencies in November 2000.

## Conduct of the TEE

### *Written papers*

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

### *Sound recordings*

The sound components of LOTE and Music examinations ran smoothly this year following several improvements (several new centres were used, CDs were used for the sound component of LOTE and Music examinations and a single company was used to record, engineer and duplicate the CDs).

## English Language Competence Test

The Curriculum Council English Language Competence Test was held before the start of the written examinations.

**Table 13: English Language Competence Test results**

	Failed test		Passed test		Number who sat test
	No.	%	No.	%	
Candidates	335	39.4	515	60.6	850

## Breaches of examinations rules

During the written examinations, 15 candidates (29 in 1999) were reported to the Breaches of Examination Rules Committee as having breached the examination rules. All candidates were penalised with a loss of marks ranging from 5% to cancellation of total marks for the paper.

## Marking of the TEE

More than 820 teachers and university lecturers were engaged in marking the 2000 TEE. In addition, 148 markers were employed to assess candidates' performances, interviews or portfolios, in 12 TEE subjects that have a practical component.

The total marking cost was \$1,003,168, an increase of 8.3% on 1999, due to an increase in the total number of candidates sitting a TEE subject, an increase in the number of candidates sitting Drama Studies, and an across-the-board pay increase to markers.

## Written examinations

There were 54,461 written scripts marked (54,089 in 1999) by 680 markers. Despite the increase in payment rates, many subjects continued to experience extreme difficulty in attracting sufficient qualified people to mark examinations. While chief markers, curriculum officers and other markers addressed this problem through network contacts in the early stages of the year, it continues as an issue that needs to be addressed through regular subject meetings and further networking.

## Checking of marks

A total of 488 applications for a results check were received out of a possible 54,461, representing less than 0.01% of requests to student–subject numbers. One error was detected and corrected (1999 had 604 checks (1.11%) and two errors; 1998 had 518 checks (0.98%) and one error). The number of applications from candidates seeking a breakdown of their examination scores was 229, a relatively low number (637 requests in 1999; 933 in 1998).

## Special considerations for candidates

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

**Table 14: Sickness/misadventure applications by school sector and gender in 2000**

School Type	Female		Male		Total		Enrolments
Government	146	32.0%	86	18.9%	232	50.9%	7,296 (55.6%)
Non-government	124	27.2%	95	20.8%	219	48.0%	5,528 (42.1%)
Overseas schools	3	0.7%	2	0.4%	5	1.1%	308 (2.3%)
Total	273	59.9%	183	40.1%	456		13,132

Note: Enrolments figures are based on the number of school candidates enrolled to sit TEE (15/1/2000).

**Table 15: Outcome of sickness/misadventure applications for 1998–2000**

Outcome of Applications	1998		1999		2000	
All subjects accepted	357	88.4%	426	82.6%	367	80.5%
No subjects accepted	25	6.2%	67	13.0%	49	10.7%
Some subjects accepted	22	5.4%	23	4.5%	40	8.8%
Total	404		516		456	

The number of applications received for psychological problems continued to increase (130 applications in 2000; 108 in 1999; 87 in 1998). Of the 1,124 applications (relating to individual examination performances rather than candidates) approved for written papers, 649 (58%) were from students who did worse in the TEE than expected from their school results.

### **Evaluation of the TEE papers**

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

#### ***Full use of the marking scale***

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates. In 13 subjects (12 in 1999) the marks spanned 90 or more percentage points, and in a further seven subjects the range was 80–89.

#### ***Level of difficulty***

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60%. Thirteen examining panels (14 in 1999) achieved the desired level of difficulty. The only examination with a mean mark below 50% was Drama Studies, where the standards-referenced marking principles put the mean mark beyond the control of the examiners.

#### ***Reliability***

Overall, the reliabilities of all of the examinations were high in 2000 considering that they were untrials tests; they ranged from 0.73 to 0.97 (0.74 to 0.92 in 1999).

#### ***Concurrent evidence for validity***

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

#### ***Public comment***

Only 23 online comments and three letters on the content of the TEE papers were received from teachers and were sent to the appropriate syllabus committees for discussion.

#### ***Conclusion***

Statistical evidence from the 2000 TEE papers indicates that the overall quality of the examinations remains high. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from:

- the methodology of text construction and quality control;
- the statistical evidence for concurrent validity; and

- the overall public acceptability of the examinations.

Stakeholders, through their representation on syllabus committees and the Post-Compulsory Education Committee, concluded that the 2000 TEE papers provided valid and credible assessment of the appropriate Year 12 subjects.

### **Comparability of achievement in TER subjects**

The marks-adjusting programs of statistical moderation, standardisation and scaling were executed without error. Manual integrity checks and an absence of errors reported by the public confirmed this. There was a slight improvement in the extent to which schools managed to assess on the same scale of rigour as the TEE, as evidenced by:

- the lower average amount of change due to statistical moderation; and
- the increase in comparability found in small-group partnerships.

### **Certification of student achievement**

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

There were 18,985 (18,531 in 1999) Statements of Results produced for the cohort of Year 12 students with 85% of these students (16,180) achieving secondary graduation and, therefore, a Western Australian Certificate of Education (5,554 certificates in 1999 representing 84% of students).

There were 21,476 (21,912 in 1999) Statements of Results issued to Year 11 students who completed either at least one upper-school Curriculum Council subject or a National Training Module/Unit of Competency in 2000.

### **Acknowledging excellence**

In accordance with the *Curriculum Council Act 1997*, there were 999 exhibitions and awards (1,042 in 1999, 961 in 1998 and 892 in 1997) granted to post-compulsory students in recognition of educational excellence. In 2000 a new award was introduced for the student who demonstrated the best results in a vocational program.

**Table 16: 2000 secondary exhibitions and awards statistics**

Award	Number
Beazley Medal	1
Excellence in Vocational Studies	1
General Exhibitions	40
Special General Award	1
Subject Exhibitions	44
TEE subjects           26	
WSA subjects         18	
Special Subject Award	3
TEE subjects           3	
Certificate of Distinction	339
TEE subjects         253	
WSA subjects         86	
Special Certificate of Distinction	20
TEE subjects           20	
Certificate of Excellence	550
<b>Total</b>	<b>999</b>

In 2000, despite an increase in the number of eligible students (16,300 in 2000; 15,749 in 1999), the number of students who achieved a Certificate of Excellence decreased by 43 in comparison with 1999. A Certificate of Excellence is awarded to students who achieve at least 10 grades of A in year-long Curriculum Council subjects (or VET equivalent).

### ***Awards presentation***

More than 2000 people attended the Curriculum Council Exhibition and Awards Presentation Ceremony on 19 February 2001 at Curtin University of Technology. Students from eight different schools provided music and entertainment during the evening. Sponsorship worth \$39,000 was raised from 20 organisations to assist with the ceremony.

### **Public relations**

From July, with the release of the TEE timetable, there was interest from each sector of the media in the activities of the Council in relation to certification and the TEE. Almost without exception, the reporting and comments were positive and supportive. For example, the heading on an article in *The West Australian* on 8 November 2000 was 'Thumbs up for exam papers'. This positive attitude was also evident in the local metropolitan and country newspapers in the stories that they chose to run. Television networks also included reference to the TEE, the release of individual student data on the Internet, and the award winners.

On Saturday 6 January 2001, *The West Australian* published the full list of award winners for 2000, followed on Friday 19 January by an eight-page liftout headed 'How our schools rate', based on school statistics requested from the Council. *The Sunday Times* did the same on Sunday 21 January.

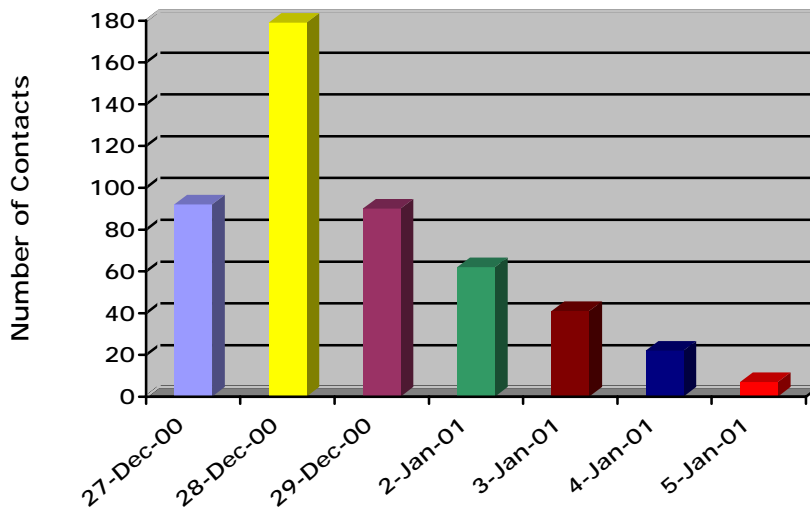
## School presentations

An increasing number of schools invited staff from the branch to address their school communities on the TEE. Fifteen visits were made to individual schools and regional meetings resulting in more than 2,500 students, staff and parents being directly informed of certification, the marks adjustment process and the conduct of the TEE.

## Post-TEE counselling

Post-TEE counselling commenced earlier than usual as results were available on the Internet prior to the Statement of Results being despatched. There were 483 telephone enquiries (364 following the 1999 TEE), mainly related to the process used by the Council to adjust marks (moderation, standardisation and scaling).

Figure 5: Post-TEE counselling following the 2000 TEE



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

## School statistics

During the year numerous requests were made from a wide range of sources for data on a variety of areas, including performance of schools, subject enrolments and trends in student achievement. Several meetings were held with representatives from sector/systems to determine the statistics that most fairly portray schools and could be used by the media to formulate the 'school league tables' published by the press. The statistics on Year 12 results that are sent to schools in January were modified to include these new statistics. When the statistics were published there were no complaints from schools or individuals, except in regard to printing errors made by *The West Australian*. The extent and effectiveness of the consultation process led to a good understanding of the results.

## OVERSEAS PROGRAM

The Overseas Program aims to market WA curriculum products and services that are developed, maintained and delivered by the Council. The products range from the external examination program and certification of student achievement in the post-compulsory years, to the sale of books and materials.

The aims and objectives of the Overseas Program are to:

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

### Expenses and income

The expenses involved with delivering all products and services associated with the program are fully funded with the income received from overseas schools.

### Schools

Sunway College (Malaysia): The college introduced TEE subjects in 1988 and since 1998 one of its pre-university programs has been based on 10-13 Year 12 TEE subjects.

Bina Nusantara High School (Indonesia): Bina Nusantara is a single-campus school offering the WACE and the TEE program to about 200 students in Years 11 and 12. The TEE was offered in 13 subjects for the first time in 2000.

Methodist College Kuala Lumpur (Malaysia): A limited TEE program was offered for the first time in 2000 for a small number of candidates. The school is predicting about 40 TEE students in 2002.

St Francis Methodist School (Singapore): Since November 2000 the school has been allowed to enrol students who are not Singapore citizens in TEE subjects. Five students were enrolled in a limited TEE program at the beginning of 2001 and the school expects numbers to grow next year.

Other schools and colleges: The King Saud International School, in Riyadh, Saudi Arabia, has an agreement with the Council to implement the *Curriculum Framework* at the school. The school has also expressed an interest in offering a post-compulsory program. A Korean high



school, a university in Jakarta and two companies in China have also approached the Council about offering the TEE program.

### **The Future**

The overseas operations provide the Council with an opportunity to achieve a significant financial return, but it is a highly competitive market. If WA is to continue with its program, some minor but significant changes to its processes, including the rules for the calculation of the Tertiary Entrance Rank (TER) by the Tertiary Institutions Service Centre (TISC) for overseas students, will need to occur. If the relevant parties in WA can agree to these modifications, the Council is in an excellent position to capture a significant proportion of a growing education market in both south-east and east Asia.

## POST-COMPULSORY EDUCATION REVIEW

The Curriculum Council's review of post-compulsory education in schools (Years 11 and 12) began in May 1998. The object of the Post-Compulsory Education Review is to address issues in the current post-compulsory structures and design an adaptive system capable of enabling WA students to meet the rapidly changing demands of the 21<sup>st</sup> century.

Through the review, the Council aims to create a structure for post-compulsory schooling that is outcomes-focused and consistent with the *Curriculum Framework*; that simplifies, yet draws strengths from the current system; and that addresses the issues identified during the review process. The review represents the most significant restructuring of post-compulsory education undertaken in WA since implementations following the McGaw report, *Assessment in the Upper Secondary School in Western Australia* (1984).

### Position paper

The *Post-Compulsory Education Review Position Paper* was released in November 2000. The paper incorporated views put to the Council during the earlier phases of the review and presented recommendations for the proposed direction for post-compulsory schooling in WA. It was informed by extensive international research and wide-ranging consultation of major stakeholders and responded directly to feedback following the release of the *Post-Compulsory Education Review Discussion Paper* in October 1999.

### Consultation

The release of the position paper was followed by an eight-month consultation period. During this time contributions were actively sought from all major stakeholders, including students, teachers, parents, schools, education agencies, universities, training providers, industry and community organisations. A range of strategies was implemented to support the consultation process:

- More than 11,000 copies of the position paper, and 15,000 of both the position paper summary and the questionnaire were distributed during the consultation period.
- More than 350 information sessions were held in metropolitan and country areas.
- Public meetings were held across the metropolitan area with invitations extended through suburban newspapers, school newsletters and the media.
- The proposed course of study list and its connections to current subjects was placed on the Council's website. Expertise was drawn from teachers, universities, training organisations, industry and the community to inform possible directions for the development of these illustrations.
- Approximately 22 course of study groups, involving more than 500 people from a wide range of interests across school sector/systems and other stakeholders, were convened to identify issues arising from the proposed course of study list.
- A paper was developed and circulated widely, including on the Council's website, to clarify English language competence issues. There were regular meetings to inform key stakeholders about English language competence in the position paper and of current strategies used nationally and internationally. In addition, course of study discussion groups were invited to provide input about English language competence for secondary graduation.
- Exploratory courses of study were completed to a stage where they could be used as a starting point for program development.

- Course of study groups and independent experts in outcomes-focused education reviewed the six exploratory courses of study.
- Models were developed to explore ways that emerging issues could be dealt with in the proposed system. In addition, a number of case studies were undertaken with schools to identify the extent and scope of the issues for particular groups of students.
- Written submissions were placed on the Council's website in order to disseminate views as widely as possible. People could also participate in online discussion through a listserv.

When the consultation period closed on 30 June 2001, 155 formal written submissions and 307 completed questionnaires had been received and subsequently forwarded to an independent consultant for analysis. Many of the submissions and completed questionnaires from schools, teaching associations, universities, community groups and training councils were developed collaboratively. EDWA, the CEO and AISWA sent submissions that represented wide internal consultation processes. It is estimated that about 3,500 people were involved in providing feedback to the Council on the position paper.

### **Research, analysis and development**

The review has been supported by ongoing and extensive research, analysis and development by the Council secretariat. The secretariat has undertaken a thorough analysis of post-compulsory education in WA, and education theory and practice in Australia and overseas. Academic studies and documents from national and international curriculum authorities and research organisations have informed research.

### **Final recommendations**

Consultation following the release of the position paper produced a wide range of feedback. The Council is reviewing its recommendations for a final report, which will be presented to the Minister for Education in late 2001.

## CORPORATE SERVICES

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

This year Corporate Services has continued to provide a service to the Curriculum Council secretariat, the Department of Education Services and the Country High School Hostels Authority.

A major focus during the year was on enhancing the records management of the Council and its client agencies, in readiness for the *State Records Act 2000*. The new record-keeping standard endorsed by Corporate Executive forms the framework for best practice in information management within the Council, and is in accordance with Australian Records Management Standard (AS 4390) and the future legislation. An inventory was developed which will provide assistance in the creation of retention and disposal schedules. A thesaurus is being developed that will ensure consistency and efficiency in the creation of files throughout the organisation.

### Information Services

The main achievement this year was allowing students to get their Year 12 results via the Internet. This initiative, which allowed students to gain their results before receiving them by post, proved to be very popular. Students were not charged for accessing results. Another major achievement was the creation of a business case to State Government in support of a new student management system to replace the old student record system.

Other achievements throughout the year included:

- enhancement of Common Assessment Framework (CAF) subjects assessor software packages (Assessor) to schools to aid teachers in their internal assessment of students;
- upgrading paper-based collection of vocational education and training (VET) enrolments to use intelligent Microsoft Excel spreadsheets for collection;
- allowing staff remote access to their work email and calendar system;
- appointment of a full-time web author and administrator for the Council, Country High School Hostels Authority, Department of Education Services, Ministerial Education Taskforce and Public Education Endowment Trust websites;
- coordination of the new student enrolment computer project for the residential colleges of the Country High School Hostels Authority; and
- continued provision of bureau support to the Ministry Sport and Recreation, WA Electoral Commission, Department of Education Services and Country High School Hostels Authority using a common financial management information system (Smartstream).

### Financial Services

During the year the Financial Services section successfully implemented the necessary changes to meet the demands of the Goods and Services Taxation legislation. The Financial Management Information System (Smartstream) was upgraded from V6.0.02 to V6.0.03 in October 2000, and further enhanced with the implementation of the assets module. The

Council's assets, which were formerly recorded on spreadsheets, are now recorded in the new asset module.

## **Human Resources**

### **Occupational health and safety**

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

### **Workers' compensation**

Only one new claim was made during 2000–01, which was an overuse-related injury and has been finalised. Four ongoing claims from previous years have now all been finalised. Therefore, as at 30 June 2001, there are no outstanding workers' compensation claims.

### **Equal employment opportunity**

The Council has continued to promote a workplace free from harassment of any kind and ensures that no person is disadvantaged on any conditions or requirements that are not related to the performance of their role.

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

Consideration and promotion of job share and part-time opportunities were ongoing. Special working arrangements were developed for an employee providing family support.

The Council reviewed its recruitment and selection policy and procedures by testing and introducing an option to allow a more flexible approach to the advertising process and resultant applications, in an effort to encourage young people and applicants not familiar with addressing selection criteria to apply.

### **Disability Service Plan**

In recognition for excellence in the provision of special examination arrangements for students with disabilities, the Curriculum Council was announced the winner of the Disability Services Commission's Action on Access Award for smaller government agencies in November 2000. Significant consultation in relation to the Post-Compulsory Education Review occurred to ensure that future courses in Year 11 and 12 are inclusive of all students. An Inclusivity Advisory Group was established to provide expert advice in relation to the development of support materials for teachers implementing the *Curriculum Framework*. A major review is being undertaken of the current Disability Service Plan to put in place initiatives for the next two to three years.

## Freedom of information

During the reporting period, 22 applications for non-personal information were received (21 requests were for copies of students' 2000 TEE scripts). Applications received by the closing date (2/2/01) were provided with full access to the information six days later. The only other request was still being negotiated at the end of the financial year.

## Public sector standards

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

## Code of conduct

Three years ago the Council developed its code of conduct with the support and active participation of all staff. The Office of Public Sector Standards Commissioner recently suggested that all government agencies review their codes to ensure they are still relevant and helpful. Human resources staff proceeded with reviewing the code and designed a questionnaire to determine whether the existing code was still appropriate, reflected the values of the Council and addressed the ethical issues that may confront staff in the workplace. Staff members were encouraged to complete the questionnaire, and suggestions will be included in the rewrite of the code of conduct, scheduled for next year.

## Performance management

During the year the Council, with its two client agencies, finalised a new performance management program. The program was developed as the result of wide consultation with staff and is in accordance with the Public Sector Standard on Performance Management. The working party, consisting of members from each agency, researched the subject thoroughly in order to meet best practice. Senior management took part in a pilot program before endorsing it. All staff received training from external consultants. The program is outcomes-focused, reduces paper work to a minimum and emphasises the value of two-way communication in a friendly environment.

## Advertising expenditure

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

Advertising expenditure included in the Statement of Financial Performance for the year ended 30 June 2001:

- In Employee expenses—staff vacancies.....\$19,596
- In Supplies and Services—public meetings and Curriculum Council Exhibition and Awards Ceremony.....\$4,851

Mode of advertising for the above items: advertising agencies

# COMPLIANCE STATEMENT

## Compliance with Public Sector Management Act Section 31(1)

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

Number lodged:	nil
Number of breaches found, including details of multiple breaches of application:	nil
Number still under review:	nil



Paul Albert  
Chief Executive Officer

29 August 2001

### Postal and street address

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Facsimile: 08 9273 6301



## AUDITOR GENERAL

**To the Parliament of Western Australia**

**CURRICULUM COUNCIL  
PERFORMANCE INDICATORS FOR THE YEAR ENDED JUNE 30, 2001**

**Scope**

I have audited the key effectiveness and efficiency performance indicators of the Curriculum Council for the year ended June 30, 2001 under the provisions of the Financial Administration and Audit Act 1985.

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

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

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

**Audit Opinion**

In my opinion, the key effectiveness and efficiency performance indicators of the Curriculum Council are relevant and appropriate for assisting users to assess the Council's performance and fairly represent the indicated performance for the year ended June 30, 2001.

A handwritten signature in black ink, appearing to read 'K O'Neil'.

K O'NEIL  
ACTING AUDITOR GENERAL  
October 22, 2001



Curriculum Council  
Certification of Performance Indicators  
for the year ended 30 June 2001

We hereby certify that the Performance Indicators for the Curriculum Council are based on proper records and represent fairly the performance of the Council for the year ended 30 June 2001.



PROFESSOR L PARKER  
CHAIRPERSON OF THE COUNCIL



P S ALBERT  
CHIEF EXECUTIVE OFFICER

Date: 28 / 08 / 01

## PERFORMANCE INDICATORS AND OUTPUT MEASURES

The Curriculum Council has three outputs that contribute to the following outcomes:

- **Outcome:** Continuous development of student learning and curriculum for Western Australian schools.
  - Output 1: Curriculum Implementation and Maintenance
  - Output 2: Course Development and Approval
  
- **Outcome:** An equitable student assessment system to ensure confidence is maintained in Western Australian education standards.
  - Output 3: Student Assessment and Certification

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

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

#### **Output 1: Curriculum Implementation and Maintenance**

##### **Output description**

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

##### **Output measures**

	<b>2000/01 Target</b>	<b>2000/01 Actual</b>	<b>1999/00 Actual</b>
<b>Quantity</b>			
Teachers provided with documents, advice, information, consultation and monitoring.	30,000	30,000	30,000
Teachers provided with professional development	30,000	30,000	30,000
<b>Quality</b>			
Satisfaction with documents, information, consultation and monitoring advice (including advice for professional development)	90%	86%	88%
<b>Timeliness</b>			
Satisfaction with response and delivery time	80%	91%	84%

	2000/01 Target	2000/01 Actual	1999/00 Actual
<b>Cost</b>			
Average cost per teacher for documents, advice, information, consultation and monitoring	\$86	\$103	\$80
Average cost per teacher for professional development	\$50	\$50	\$33

### Audited key performance indicator of efficiency for Output 1

	2000/01 Target	2000/01 Actual	1999/00 Actual
<b>Cost</b>			
Average cost per student for documents, advice, information, consultation and monitoring	\$11.08	\$12.43	\$9.32

Student number in all schools in WA totalled 368,097 based on the Semester 2, 2000 census data (1999/00: 372,815).

### Audited key performance indicators of effectiveness for this outcome.

The progress of the implementation of the *Curriculum Framework* was determined in a Curriculum Framework Implementation Survey. The results were shown in the following table:

Key Effectiveness Indicator			
Teachers who have commenced implementation of Curriculum Framework	90%	99%	96%

Sample size: 1,118 schools; Response size: 557 schools; Response rate: 48.8%; Standard error: 2.94% (95%); Sample selection: all schools in Western Australia were surveyed.

**The results of a Customer Focus Survey were as follows:**

	<b>2000/01 Target</b>	<b>2000/01 Actual</b>	<b>1999/00 Actual</b>
<b>Quality</b> Satisfaction with documents, information, consultation and monitoring advice (including advice for professional development)	90%	86%	88%

Sample size: 5,000; Response size: 1,637 Response rate: 32.7%; Population size: 30,000; Standard error: 2.36% (95%); Sample selection: stratified random sample based on categories of people involved in implementing the *Curriculum Framework*

	<b>2000/01 Target</b>	<b>2000/01 Actual</b>	<b>1999/00 Actual</b>
<b>Timeliness</b> Satisfaction with response and delivery time	80%	91%	84%

Sample size: 5,000; Response size: 1,523; Response rate: 32.7%; Population size: 30,000; Standard error: 2.36% (95%); Sample selection: Stratified random sample based on categories of people involved in implementing the *Curriculum Framework*.

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

**Output 2: Course Development and Approval**

**Output description**

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

**Output measures**

	<b>2000/01 Target</b>	<b>2000/01 Actual</b>	<b>1999/00 Actual</b>
<b>Quantity</b> Courses developed or reviewed and approved	372	445	415

	<b>2000/01 Target</b>	<b>2000/01 Actual</b>	<b>1999/00 Actual</b>
<b>Quality</b> Support of stakeholders for courses developed or reviewed and approved	78%	78%	77%

	2000/01 Target	2000/01 Actual	1999/00 Actual
<b>Timeliness</b>			
Courses developed or reviewed in time for approval and notification	100%	100%	100%

**Audited key performance indicator of efficiency for Output 2**

	2000/01 Target	2000/01 Actual	1999/00 Actual
<b>Cost</b>			
Average cost per course developed or reviewed and approved	\$2,156	\$2,146	\$1,983

**Audited key performance indicator of effectiveness for this outcome.**

<b>Key Effectiveness Indicator</b>			
Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs	100%	100%	77%

Population size: 164; Response size: 137; Response rate: 84%; Sampling error: 4.47% at 99% confidence level.

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

**Output 3:** Student Assessment and Certification

**Output description**

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

## Output measures

	2000/01 Target	2000/01 Actual	1999/00 Actual
<b>Quantity</b>			
Students receiving a Statement of Results	43,802	40,361	40,250

School subject combinations awarding numerical assessment and/or grades	10,400	11,400	10,716
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<b>Quality</b>			
Support of stakeholders for comparability of assessment and grading	75%	75%	73%

<b>Timeliness</b>			
Investigation of appeals against assessments are completed within agreed timeframes	100%	100%	100%

### Audited key performance indicator of efficiency for Output 3

	2000/01 Target	2000/01 Actual	1999/00 Actual
<b>Cost</b>			
Average cost per student receiving a Statement of Results	\$82	\$84	\$87
Average cost per school subject combination	\$133	\$116	\$127

**Audited key performance indicator of effectiveness for this outcome.**

	<b>2000/01 Target</b>	<b>2000/01 Actual</b>	<b>1999/00 Actual</b>
<b>Key Effectiveness Indicator</b> Acceptance by stakeholders that the measures of student achievement were valid and credible	100%	100%	100%

Total number of TEE student subjects: 54,461; Total number of checks requested: 488; Number of errors found: 1.



## AUDITOR GENERAL

To the Parliament of Western Australia

### CURRICULUM COUNCIL

### FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2001

#### Scope

I have audited the accounts and financial statements of the Curriculum Council for the year ended June 30, 2001 under the provisions of the Financial Administration and Audit Act 1985.

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

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

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

#### Audit Opinion

In my opinion,

- (i) the controls exercised by the Curriculum Council provide reasonable assurance that the receipt, expenditure and investment of moneys and the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the Statement of Financial Performance, Statement of Financial Position and Statement of Cash Flows and the Notes to and forming part of the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards, other mandatory professional reporting requirements and the Treasurer's Instructions, the financial position of the Council at June 30, 2001 and the results of its operations and its cash flows for the year then ended.

K O O'NEIL  
ACTING AUDITOR GENERAL  
October 22, 2001



Curriculum Council  
Certification of Financial Statements

The accompanying financial statements of the Council have been prepared in compliance with the provisions of the *Financial Administration and Audit Act 1985* from proper accounts and records to present fairly the financial transactions for the year ended 30 June 2001 and the financial position as at 30 June 2001.

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.



PROFESSOR L PARKER  
**CHAIRPERSON OF THE COUNCIL**



P S ALBERT  
**CHIEF EXECUTIVE OFFICER**



D M McEVOY  
**PRINCIPAL ACCOUNTING OFFICER**

Date: 28 / 08 / 01

Curriculum Council  
Statement of Financial Performance  
for the year ended 30 June 2001

	Note	2000/01 \$000	1999/00 \$000
<b>COST OF SERVICES</b>			
<b>Operating Expenses</b>			
Employee expenses	2	4,782	4,586
Supplies and services	3	3,683	3,223
Depreciation expense	4	126	142
Interest on loans		15	16
Communications		151	170
Grants and awards	5	1,503	1,006
<b>Total cost of services</b>		10,260	9,143
<b>Revenues from services</b>			
Sales and fees	6	800	923
Grants	7	39	45
Other operating revenues		73	54
<b>Total revenues from services</b>		912	1,022
<b>NET COST OF SERVICES</b>		9,348	8,121
<b>REVENUES FROM GOVERNMENT</b>			
Appropriations	8	8,814	8,170
Services received free of charge	9	179	138
<b>Total revenues from Government</b>		8,993	8,308
<b>CHANGE IN NET ASSETS</b>		(355)	187
Transfer to reserve	21	(12)	(20)
<b>Total revenues, expenses and transfer to reserve recognised directly in equity</b>		(367)	167
<b>TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS</b>		(367)	167

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

Curriculum Council  
Statement of Financial Position  
as at 30 June 2001

	<b>Note</b>	<b>2000/01 \$000</b>	<b>1999/00 \$000</b>
<b>CURRENT ASSETS</b>			
Cash assets	10	324	669
Restricted cash assets	11	15	25
Receivables	12	51	13
Inventories	13	219	164
Prepayments		67	27
<b>Total current assets</b>		<b>676</b>	<b>898</b>
<b>NON-CURRENT ASSETS</b>			
Office equipment and fittings	14	193	207
Project-in-progress	15	24	7
<b>Total non-current assets</b>		<b>217</b>	<b>214</b>
<b>Total assets</b>		<b>893</b>	<b>1,112</b>
<b>CURRENT LIABILITIES</b>			
Payables	16	35	73
Accrued salaries	17	86	78
Interest-bearing liabilities	18	6	6
Income received in advance	19	170	157
Employee entitlements	20	448	337
<b>Total current liabilities</b>		<b>745</b>	<b>651</b>
<b>NON-CURRENT LIABILITIES</b>			
Interest-bearing liabilities	18	143	152
Employee entitlements	20	1,237	1,186
<b>Total non-current liabilities</b>		<b>1,380</b>	<b>1,338</b>
<b>Total liabilities</b>		<b>2,125</b>	<b>1,989</b>
<b>NET LIABILITIES</b>		<b>(1,232)</b>	<b>(877)</b>
<b>EQUITY</b>			
Accumulated deficiency	21	(1,331)	(964)
Reserve		99	87
<b>TOTAL EQUITY</b>		<b>(1,232)</b>	<b>(877)</b>

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

Curriculum Council  
Statement of Cash Flows  
for the year ended 30 June 2001

	Note	2000/01 \$000	1999/00 \$000
<b>CASH FLOWS FROM GOVERNMENT</b>			
Recurrent appropriations		8,704	8,012
Capital appropriations		110	158
<b>Net cash provided by Government</b>		8,814	8,170
Utilised as follows:			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee costs		(4,676)	(4,495)
Services, supplies and communications		(3,746)	(3,212)
Interest on loans from WA Treasury Corporation		(15)	(16)
Grants and awards		(1,503)	(1,006)
GST payments on purchases		(404)	(4)
GST payments to taxation authority		(84)	-
<b>Receipts</b>			
Sale of goods and services		755	788
Grants from state agencies		26	21
Grants from non-government sources		13	24
Other receipts		136	150
GST receipts on sales		84	8
GST receipts from taxation authority		382	-
<b>Net cash used in operating activities</b>	22	(9,032)	(7,742)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Purchase of non-current physical assets		(129)	(143)
<b>Net cash used in investing activities</b>		(129)	(143)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Repayment of loans to the WA Treasury Corporation		(8)	(8)
<b>Net cash used in financing activities</b>		(8)	(8)
<b>Net (decrease)/increase in cash held</b>		(355)	277
Cash assets at beginning of the financial year		694	417
<b>CASH ASSETS AT THE END OF THE FINANCIAL YEAR</b>	22	339	694

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

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

**1. Significant accounting policies**

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

General Statement

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

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

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

(a) Grants and Other Contributions Revenue

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

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

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

(b) Valuation of non-current assets and depreciation

Non-current assets are recognised at cost.

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

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

Computer hardware and software	3 years
Communication and audio-visual equipment	3 years
Other equipment and fittings	5 years

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

(c) Employee entitlements

(i) Annual leave

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

(ii) Long service leave

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

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

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

(iii) Superannuation

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

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

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

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

(d) Leases

The Council has entered into a number of operating lease arrangements for the rent of the office building, for vehicles and for office equipment. The lessors effectively retain all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are

charged to the operating statement over the lease term as this is representative of the pattern of benefits to be derived from the leased property.

(e) Receivables

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

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

(f) Accrued Salaries

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

(g) Payables

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

(h) Inventories

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

(i) Interest-bearing liabilities

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

(j) Resources Received Free of Charge or For Nominal Value

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



Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

(k) Revenue Recognition

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

(l) Comparative Figures

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

	<b>2000/01</b>	<b>1999/00</b>
	<b>\$000</b>	<b>\$000</b>
<b>2. Employee Expenses</b>		
Salaries and allowances	3,503	3,356
Superannuation	154	45
Long service leave	41	93
Annual leave	122	133
Other related expenses	962	959
	<u>4,782</u>	<u>4,586</u>
<b>3. Supplies and Services</b>		
Consultants and contractors	3,337	2,876
Consumable supplies	289	269
Repairs and maintenance	57	78
	<u>3,683</u>	<u>3,223</u>
<b>4. Depreciation</b>		
Office equipment and fittings	<u>126</u>	<u>142</u>

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	<b>2000/01</b>	<b>1999/00</b>
	<b>\$000</b>	<b>\$000</b>
<b>5. Grants and Awards</b>		
Grants for professional development of teachers	1,495	997
Grants for Year 12 Art Exhibition, Celebrate WA and Sir Charles Court Young Leaders Program	3	5
Awards for Tertiary Entrance Examinations (TEE)	5	4
	<u>1,503</u>	<u>1,006</u>

The grants were provided for recurrent purposes.

**6. Sales and Fees**

Sale of TEE materials and other publications	386	412
Fees from services relating to TEE	131	162
Fees from overseas full fee paying students	224	247
Corporate services fees	59	102
	<u>800</u>	<u>923</u>

Corporate services fees relate to financial and human resource services performed for the Department of Education Services (DES) and the Country High School Hostels Authority. The fees for the services performed for the DES was lifted after 30 September 1999 when resources were reorganised to progress the merger of the DES and the Council approved by the previous government. Estimated services of \$71,752 were provided free of charge to the DES in 2000/01 (1999/00: \$59,000).

**7. Grants**

Recurrent operations:

From other state agencies and non-government sources for the Curriculum Council Exhibition and Awards Presentation Ceremony	39	40
From other state agencies and non-government sources for projects	-	5
	<u>39</u>	<u>45</u>

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	<b>2000/01</b>	<b>1999/00</b>
	<b>\$000</b>	<b>\$000</b>
<b>8. Revenues from Government</b>		
Appropriation revenue received during the year:		
Recurrent	8,704	8,012
Capital	110	158
	<u>8,814</u>	<u>8,170</u>

**9. Services Received Free of Charge**

Office of the Auditor-General – external audit services	17	18
Department of Contracts and Management – contract services	6	-
Department of Education Services – executive and project services	156	120
	<u>179</u>	<u>138</u>

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

**10. Cash Assets**

Cash at bank	323	668
Petty cash and till float	1	1
	<u>324</u>	<u>669</u>

**11. Restricted Cash Resources**

Cash at bank	<u>15</u>	<u>25</u>
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This represents the balance of unspent grants from other government agencies and non-government sources for projects mentioned in Note 7 above.

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	<u>2000/01</u>	<u>1999/00</u>
	\$000	\$000

**12. Receivables**

These accounts mainly relate to the sales and fees mentioned in Note 6 above. The Council does not have any significant exposure to individual customers.

**13. Inventories**

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

**14. Office Equipment and Fittings**

At cost	615	509
Accumulated depreciation	<u>(422)</u>	<u>(302)</u>
	<u>193</u>	<u>207</u>

**15. Project-in-progress**

Replacement of Student Records System, at cost	<u>24</u>	<u>7</u>
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No depreciation is provided until the completion of the project.

**16. Payables**

These are amounts owing to trade creditors for goods and services supplied to the Council during the year.

**17. Accrued Salaries**

Amount owing for the 6 working days from 22 June to 29 June 2001 (1999/00 – 6 days from 21 June to 30 June 1999)	<u>86</u>	<u>78</u>
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Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	<b>2000/01</b>	<b>1999/00</b>
	<b>\$000</b>	<b>\$000</b>
<b>18. Interest Bearing Liabilities</b>		
Loans from the WA Treasury Corporation:		
Current	6	6
Non-current	143	152
	<u>149</u>	<u>158</u>

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

**19. Income Received in Advance**

TEE fees from full fee paying students	<u>170</u>	<u>157</u>
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Fees paid by Year 12 overseas full fee paying students for TEE enrolments are payable prior to the end of the financial year whilst the examinations are conducted during the first half of the following financial year.

**20. Employee Entitlements**

**Current:**

Annual leave	179	150
Long service leave	269	187
	<u>448</u>	<u>337</u>

**Non-Current:**

Long service leave	177	280
Superannuation	1,060	906
	<u>1,237</u>	<u>1,186</u>
Aggregate employee liabilities	<u>1,685</u>	<u>1,523</u>

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	<b>2000/01</b>	<b>1999/00</b>
	<b>\$000</b>	<b>\$000</b>
<b>21. Equity</b>		
<b>Accumulated deficiency</b>		
Opening balance	(964)	(1,131)
Change in net assets	(355)	187
Transfer to reserve	(12)	(20)
Closing balance	<u>(1,331)</u>	<u>(964)</u>
<b>Reserve</b>	<u>99</u>	<u>87</u>

The reserve was maintained to meet the 27<sup>th</sup> fortnight payroll stated in Section 27(2) of the *Financial Administration and Audit Act 1985*. The provision for each financial year is equivalent to one tenth of a fortnight payroll. The next 27<sup>th</sup> payroll is due and payable in 2005/06.

**22. Notes to the Statement of Cash Flows**

**(a) Reconciliation of cash**

For the purpose of the Statement of Cash Flows, cash includes cash at bank and restricted cash. Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial position as follows:

Cash assets (Note 10)	324	669
Restricted cash assets (Note 11)	15	25
	<u>339</u>	<u>694</u>

**(b) Non-cash financing and investing activities**

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

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	2000/01 \$000	1999/00 \$000
<b>(c) Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities</b>		
Net cost of services	(9,348)	(8,121)
Services received free of charge	179	138
Non-current asset written off (see Note below)	-	2
Depreciation	126	142
Net change in non-current employee entitlements	51	202
Change in current assets and current liabilities:		
(Increase)/decrease in receivables	(29)	1
(Increase)/decrease in inventories	(54)	(13)
(Increase)/decrease in prepayments	(40)	23
Increase/(decrease) in payables	(28)	12
Increase/(decrease) in accrued salaries	7	29
Increase/(decrease) in income received in advance	13	(48)
Increase/(decrease) in employee entitlements	111	(114)
Net GST receipts/(payments)	298	-
Change in GST in receivables/payables	(318)	5
Net cash used in operating activities	<u>(9,032)</u>	<u>(7,742)</u>

Note: The asset, a laptop computer, was stolen in 1999/00. An insurance claim was filed for the lost property and the compensation was received in 2000/01. The amount written off represented the net book value at the time of the theft.

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

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	2000/01 \$000	1999/00 \$000
<b>23. Lease Commitments</b>		
Non-cancellable operating lease commitments for building, vehicles and equipment not recognised as liabilities, payable:		
Within 1 year	518	457
Later than 1 year and not later than 5 years	1,433	1,597
Later than 5 years	-	62

**24. Capital Commitments**

The Council has no capital commitments as at 30 June 2001.

**25. Contingent Liabilities**

No contingent liabilities exist as at 30 June 2001.

**26. Events occurring after Reporting Date**

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



Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

**27. Financial Instruments**

**(a) Interest rate risk exposure**

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

	Weighted Average Interest Rate	Quarterly fixed due within 1 year	Quarterly fixed due after 1 year	Non- Interest Bearing	Total
<b>2000/01</b>	%	%	\$000	\$000	\$000
<b>Financial assets</b>					
Cash assets		-	-	324	324
Restricted cash assets		-	-	15	15
Receivables		-	-	51	51
		-	-	390	390
<b>Financial liabilities</b>					
Payables		-	-	35	35
Accrued salaries		-	-	86	86
Loans	9.71	6	143	-	149
Employee entitlements		-	-	1,685	1,685
		6	143	1,806	1,955
<b>1999/00</b>	%	%	\$000	\$000	\$000
Financial assets		-	-	707	707
Financial liabilities	10.06	6	152	1,674	1,823

**(b) Credit risk exposure**

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

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	<b>2000/01</b>	<b>1999/00</b>
	<b>\$000</b>	<b>\$000</b>
<b>(c) Net fair values</b>		

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

**28. Remuneration and Retirement Benefits of Members of the Council and Senior Officers**

Remuneration of the members of the Council

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

Below \$2,000	2	1
\$10,000 - \$20,000	-	1

The total remuneration of the members of the Council is:	2	19
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Included in the band of Below \$2,000 for 2000/01 is the Council's Chief Executive Officer (CEO) who is the Acting CEO of the Department of Education Services (DES). The CEO's payroll is borne by DES since August 1999. The remuneration for the CEO in the band above relates to fringe benefits.

Retirement benefits of members of the Council

Total contributions to Gold State Superannuation Scheme and the West State Contribution Scheme	1	2
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Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

	2000/01	1999/00
	<u>\$000</u>	<u>\$000</u>

Remuneration of senior officers

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

\$0 - \$30,000	1	1
\$60,000 - \$ 70,000	-	1
\$70,000 - \$ 80,000	1	-
\$80,000 - \$ 90,000	-	1
\$90,000 - \$100,000	1	1
\$100,000 - \$110,000	1	-

The total remuneration of senior officers is: 266      270

The officer included in the band of between \$0 - \$30,000 for 2000/01 is the Director of Corporate Services. The payroll of the Director is borne by DES since October 1999. The remuneration for the Director in the band above relates to fringe benefits.

Retirement benefits of senior officers

Total contributions to Gold State Superannuation Scheme and the West State Contribution Scheme	31	30
Contributions to other superannuation funds	-	2
	<u>31</u>	<u>32</u>

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

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

**29. Explanatory Statement for comparison of Actual Results with those of the Preceding Period**

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

	Actual 2000/01 \$000	Actual 1999/00 \$000	Variation \$000
<u>Operating expenses</u>			
Supplies and services (Note a)	3,683	3,223	+460
Grants and awards (Note b)	1,503	1,006	+497
<u>Revenues from services</u>			
Sales and fees (Note c)	800	923	-123

**Explanatory notes**

Note a:

The increase in this category of expenses was mainly due to the following reasons:

- The rental of the office premises for part of 1999/00 was at reduced rate whereas the rental for 2000/01 was at normal rate. The reduced rate was a concession provided by the lessor for the renewal of the rental lease. The variance in rental accounted for 37% of the variation.
- The production of support materials for the *Curriculum Framework* was re-scheduled from 1999/00 to 2000/01, accounting for 24% of the variation.
- The increase in payment rates for TEE examiners and markers in 2000/01 was responsible for 18% of the variation.

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

Note b:

The Consolidated Fund provision for Professional Development Grants for teachers in 2000/01 was restored to the 1998/99 funding level of \$1.5 million; 1999/00: \$1.0 million. Hence the Council was able to pay 50% more grants to the system sectors in 2000/01 compared to 1999/00.

Note c:

The following reasons accounted for the unfavourable variance:

- During 1999/00, fees for Corporate Services performed for the Department of Education Services were lifted. The full impact of the waiver was a drop of 42% in these fees for 2000/01, accounting for 34% of the variance.
- Included in the fees for 1999/00 were fees of \$40,000 collected at a conference hosted by the Council. The event was non recurring and the one off fees accounted for 33% of the variance.
- The sale of some of the popular TEE materials dropped by 8% in 2000/01, causing a reduction in revenue of about \$26,000, 21% of the variation.

**30. Explanatory Statement for comparison of Estimates and Actual Results for the Financial Year**

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

	Actual 2000/01 \$000	Budget 1999/00 \$000	Variation \$000
<b>Total cost of services</b>	10,260	10,285	-25
<b>Total revenues from services</b>	912	877	+35

**Explanatory note**

There were no significant variations between the estimates and the actual results.

Curriculum Council  
Notes to the Financial Statements  
for the year ended 30 June 2001

**31 Output Information**

The information is provided in compliance with Australian Accounting Standard (AAS) 16 – Financial Reporting by Segments. Treasurer's Instruction 1101(2)(ix) states that a statutory authority's outputs or collection of related outputs constitute industry segments for the purpose of AAS 16.

	Output 1		Output 2		Output 3		Total	
	2000/01 \$000	1999/00 \$000	2000/01 \$000	1999/00 \$000	2000/01 \$000	1999/00 \$000	2000/01 \$000	1999/00 \$000
<b>COST OF SERVICES</b>								
<u>Operating expenses</u>								
Employee costs	1,498	1,491	676	587	2,608	2,439	4,782	4,517
Grants and awards	1,495	997	-	-	8	9	1,503	1,006
Other expenses	1,584	986	279	236	2,112	2,398	3,975	3,620
<b>Total operating expenses</b>	<b>4,577</b>	<b>3,474</b>	<b>955</b>	<b>823</b>	<b>4,728</b>	<b>4,846</b>	<b>10,260</b>	<b>9,143</b>
<u>Revenues from services</u>								
Sales and fees	79	74	29	27	692	823	800	924
Grants	-	-	-	-	39	45	39	45
Other operating revenues	3	2	2	1	68	50	73	53
<b>Total revenues from services</b>	<b>82</b>	<b>76</b>	<b>31</b>	<b>28</b>	<b>799</b>	<b>918</b>	<b>912</b>	<b>1,022</b>
<b>Net cost of services</b>	<b>4,495</b>	<b>3,398</b>	<b>924</b>	<b>795</b>	<b>3,929</b>	<b>3,928</b>	<b>9,348</b>	<b>8,121</b>

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	Output 1		Output 2		Output 3		<i>Total</i>	
	2000/01 \$000	1999/00 \$000	2000/01 \$000	1999/00 \$000	2000/01 \$000	1999/00 \$000	2000/01 \$000	1999/00 \$000
<u>Revenues from Government</u>								
Appropriations	4,279	4,011	658	645	3,877	3,514	8,814	8,170
Services free of charge	60	46	59	46	60	46	179	138
<b>Total revenues from Government</b>	<b>4,339</b>	<b>4,057</b>	<b>717</b>	<b>691</b>	<b>3,937</b>	<b>3,560</b>	<b>8,993</b>	<b>8,308</b>
<b>Change in net assets</b>	<b>(156)</b>	<b>659</b>	<b>(207)</b>	<b>(104)</b>	<b>8</b>	<b>(368)</b>	<b>(355)</b>	<b>187</b>

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

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

Output 1: Curriculum implementation and maintenance

Output 2: Course development and approval

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

Output 3: Student assessment and certification.

## **Appendix 1: Major Award Winners 2000**

### **Beazley Medal**

Anthony Edward Phillips, Hale School

### **Excellence in Vocational Studies Award**

Darren Peter Chapman, WA College Of Agriculture–Narrogin

### **General Exhibitions**

Anthony Edward Phillips, Hale School  
Samuel Kenneth Bennett, Northam Senior High School  
Bryn Francis Dodson, Winthrop Baptist College  
Paul Yong-Yau Chia, Christ Church Grammar School  
Sheryn Wei Lynn Cheah, All Saints' College  
Tristen James Huupponen, Hale School  
Timothy Zien Tay, Rossmoyne Senior High School  
Constance Tsang, Methodist Ladies' College  
Ashwini Arumugaswamy, Methodist Ladies' College  
Dinusha Chandratilleke, Christ Church Grammar School  
Kate Louise Wellington, St Mary's Anglican Girls' School  
Sarah Giok Lay Ong, Methodist Ladies' College  
James Robert Cassam Sippe, Wesley College  
Eu-Jinn The, Christ Church Grammar School  
Li-Sen Sandra Neoh, Penrhos College  
Marlene Louise Johnson, Perth College  
Nik Sheng Ding, Christ Church Grammar School  
Louise Claire Carter, Rossmoyne Senior High School  
Joanna Butchart, Presbyterian Ladies' College  
Winston Andrew Almeida, Willetton Senior High School  
Christopher Russell Bailey, Hale School  
Lisa Michelle Baetsen, Rossmoyne Senior High School  
Richard Whitehead, North Albany Senior High School  
Amanda Louise Whiteley, St Mary's Anglican Girls' School  
Emily Madelaine Poole, St Mary's Anglican Girls' School  
Thao Pham, Chisholm Catholic College  
John Jacob Bui, Willetton Senior High School  
Huei Lin Chan, St Hilda's Anglican School for Girls  
Victoria Frances Pearce, St Hilda's Anglican School for Girls  
Chong-Heong Kwah, Churchlands Senior High School  
Lucas Kelly Joynt, Hale School  
Wen-Yew Lee, Dun Craig Senior High School  
Gabrielle Maxine De Vietri, St Mary's Anglican Girls' School  
Sally Bridget Haak, Penrhos College  
Nicholas Edward Duff, John XXIII College  
Tegan Rourke, Methodist Ladies' College  
Michael Ken Cleaver, Leeming Senior High School  
Jane Huan-Jing Lock, Applecross Senior High School  
Lauren Janina Burwood, Santa Maria College  
Rachael Young, St Mary's Anglican Girls' School



## **Subject Exhibitions**

Accounting: Lisa Michelle Tassone, Mt Lawley Senior High School  
Ancient History: Not for publication, Hollywood Senior High School  
Applicable Mathematics: Jane Huan-Jing Lock, Applecross Senior High School  
Art: Gabrielle Maxine De Vietri, St Mary's Anglican Girls' School  
Aspects of the Tourism Industry: Claire Louise Murphy, Kelmscott Senior High School  
Automotive Workshop: Lisa Roberta Jenner, Carine Senior High School  
Beliefs and Values: Aisha Nancy Novakovich Australian, Islamic College  
Biology: Lisa Michelle Baetsen, Rossmoyne Senior High School  
Business Information Technology: Alison Deanne Prior, Esperance Senior High School  
Calculus: Chong-Heong Kwah, Churchlands Senior High School  
Chemistry: Sarah Giok Lay Ong, Methodist Ladies' College  
Dance Studies: Gillian Alexy Mclaughlin, John Curtin College of the Arts  
Discrete Mathematics: Christopher John Paull, Newman College  
Drama Studies: Pippa Deanne Bainbridge, Kalamunda Senior High School  
Early Childhood Studies: Kathryn Anne Evans, Methodist Ladies' College  
Economics: Lucas Kelly Joynt, Hale School  
English as a Second Language: Yee-Khuan Teoh, Willetton Senior High School  
English Literature: Rebecca Suzanne Johnson, St Hilda's Anglican School for Girls  
English: Taya Hee Jeon Reid, Applecross Senior High School  
Food Production: Zoe Louise Campbell, Perth College  
French: Gabrielle Maxine De Vietri, St Mary's Anglican Girls' School  
Furniture, Design and Technology: Rachael Claire Ord, Wanneroo Senior High School  
Geography: Winston Andrew Almeida, Willetton Senior High School  
German: Clare Francis Mein, Penrhos College  
Health Studies: Crystal Clare Lilly, Coodanup Senior High School  
History: Stephen Peter Keating, Corpus Christi College  
Human Biology: Kate Louise Wellington, St Mary's Anglican Girls' School  
Indonesian: Second Language: Amanda Nicole Zarrop, Perth College  
Information Systems: Emily Catherine Pryce, Lumen Christi College  
Italian: Breony Marie Allen, All Saints' College  
Japanese: Second Language: Nataly Mitsuko Matthews, Churchlands Senior High School  
Media Studies: Danica Van De Velde, Presbyterian Ladies' College  
Modelling with Mathematics: Tiffany Myra Hawkins, Ballajura Community College  
Music: Huei Lin Chan, St Hilda's Anglican School for Girls  
Outdoor Education: Megan Louise Allan, Newman College  
Physical Science: Jade Frances Glenister, St Mary's Anglican Girls' School  
Physics: Christopher Russell Bailey, Hale School  
Political and Legal Studies: Ann-Maree Yvonne Mathison, St Hilda's Anglican School for Girls  
Senior English: Kelly-Anne Antonio, Iona Presentation College  
Senior Science: Nikki Elizabeth Houston, Methodist Ladies' College  
Small Business Management and Enterprise: Melissa Rose Romano, St Mary's Anglican Girls' School  
SWL—Hospitality Tourism and Travel: Not for publication, North Lake Senior Campus  
Visual Communication—Photography: Scott David Farris, St Mark's Anglican Community School  
Work Studies: Michelle Kristy Ledwith, Willetton Senior High School

## **Special General Awards**

Jian Wen Chan, Wesley College

**Special Subject Awards**

Chinese: Advanced: Dai Fang, Murdoch College

Indonesian: Advanced: Andiana Winarto, Tuart College

Malay: Advanced: Li Ting Aik, Sunway College

## Appendix 2: Curriculum Framework Committee

### Role

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

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

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

### Chairperson

Ms Dianne Kerr (to 21 June 2001)

Education Department of WA

### Members

Ms Christine Edwards

Catholic Education Office

Mr Robin Pascoe (to Feb. 2001)

Education Department of WA

Mr John Garnaut (from Feb. 2001)

Education Department of WA

Mr Bernard Boss

Catholic Education Office

Ms Gail Barrow

Education Department of WA

Dr Carmel Maloney

Edith Cowan University

Assoc. Prof. Bruce Shortland-Jones

Curtin University of Technology

Mr Garry Hewitt

Beaconsfield Primary School

Dr Robin White

Perth Modern Senior High School

Mrs Susan Baker

Mandurah Secondary College

Mr Graham Rixon (to Sept. 2000)

Penrhos College

Ms Bethlyn Blackwood

Presbyterian Ladies' College

Ms Jayne Johnston (from Aug. 2000)

Fremantle District Education Office

## Appendix 3: Post-Compulsory Education Committee

### Role

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

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

### Chairperson

Mr Paul Albert

Chief Executive Officer

### Members

Ms Mary Ballantine	WA Department of Training and Employment
Prof. Ann Deden (to May 2001)	Edith Cowan University
Mr John Garnaut (from February 2001)	Education Department of WA
Ms Valerie Gould	Association of Independent Schools of WA
Prof. Elizabeth Harman (from May 2001)	Edith Cowan University
Mr Phil Harrold	Community
Mr Peter Holcz	Education Department of WA
Mr Neil Hunt (replacing Mr Holcz from May–August 2001)	Education Department of WA
Ms Kaye Land	Teachers' interests
A/Prof. David Macey (from Feb. 2001)	Murdoch University
Mr Iain McDougall	Hospitality Group Training (WA)
Mr John Nelson	Catholic Education Office
Mr Royce Standish	Midland College of TAFE
A/Professor David Treloar	University of Western Australia
Ms Marli Wallace	Training Accreditation Council
Assoc. Prof. Owen Watts	Curtin University of Technology

## Appendix 4: Aboriginal Advisory Committee

### Role

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

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

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

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

### Chairperson

Ms Lucina Cross

Curriculum Council member and principal of Nullagine Primary School

### Members

Mrs Karon Anderson  
Mr Norman Brahim  
Ms Donella Brown  
Mr Kim Collard  
Mr Oral McGuire  
Ms Christine Jackson  
Mr Ken Wyatt

Aboriginal Community College  
Catholic Education Office  
Clontarf Aboriginal College  
Curtin University of Technology  
Department of Training and Employment  
Gwynne Park Primary School  
Education Department of WA

## Appendix 5: Functions of the Curriculum Council

### Curriculum Framework

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

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

## Post-compulsory Schooling

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

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

## Obligations

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

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



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