



Government of **Western Australia**
Curriculum Council

Annual Report 2010 - 2011



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Statement of compliance

HON. DR ELIZABETH CONSTABLE MLA

MINISTER FOR EDUCATION

In accordance with section 63 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament, the annual report of the Curriculum Council for the financial year ended 30 June 2011.

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

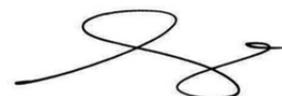


**EMERITUS PROFESSOR P. J. GARNETT
CHAIR**

31 August 2011

Contact details

27 Walters Drive
OSBORNE PARK WA 6017



**A. BLAGAICH
ACTING CHIEF EXECUTIVE OFFICER**

31 August 2011

Electronic

Internet: www.curriculum.wa.edu.au
Email: info@curriculum.wa.edu.au
Telephone: (08) 9273 6300
Facsimilie: (08) 9273 6301

Overview of Agency

Executive Summary

National curriculum

The Curriculum Council coordinated community-wide input into development of national curriculum for pre-primary - year 10 English, mathematics, science and history, the draft senior secondary national curriculum for English, mathematics, science and history and the draft curriculum shape papers for geography, languages and the arts.

The Curriculum Council was allocated five million dollars (\$5m) in the 2010-11 State Budget to support familiarisation with the Foundation to Year 10 Australian Curriculum for the first half of 2011. Approximately 98 per cent of this funding was distributed as grants to the government and Catholic systems and the private sector.

Participation

During 2010, 129 270 students from Year 8 to Year 12 were registered with the Curriculum Council. Ninety two per cent of 23 153 Year 12 students were eligible for the WACE and 97.3 per cent of them achieved it. The number of candidates sitting at least one WACE examination in 2010 increased by 6.1 per cent compared with 2009. The 2010 examination absentee rate was 1.7 per cent compared with 6.1 per cent in 2009 and 13.7 per cent in 2008.

Implementation completed

All 52 WACE courses for senior secondary students have now been implemented, 51 of them culminating in examinations in 2010. Sixteen examinations included a practical component in the examination.

Certifications

A total of 20 713 students achieved a Western Australian Certificate of Education in 2010. Nearly 8 000 VET qualifications were achieved by 5 637 eligible students and 175 qualifications were achieved through traineeships.

Curriculum Council Awards

The Curriculum Council granted 1 581 exhibitions and awards to 1 250 senior secondary students.

VET and workplace learning

Growth in the number of senior school students involved in vocational education and training (VET) continued in 2010. VET industry-specific courses continue to generate increasing interest. This was reflected by an increase in student enrolments from 830 students in 2010 to 842 students in 2011.

Endorsed programs

In 2010, 14 837 students, in 243 schools successfully completed at least one endorsed program. The total number of endorsed programs completed by students in 2010 was 19 744. Achievement data were received from all sector/systems.

Moderation

Relevance and comparability of courses were tested by survey completed by 5 070 teachers attending consensus moderation meetings. Teacher perceptions appeared similar to those reported in 2009–10 and indicated that teachers believed the courses to be relevant (mean 3.8 on a scale of 1-5) and their comparability reliable (mean of 3.7).

Responsible Minister

Hon. Dr Elizabeth Constable MLA

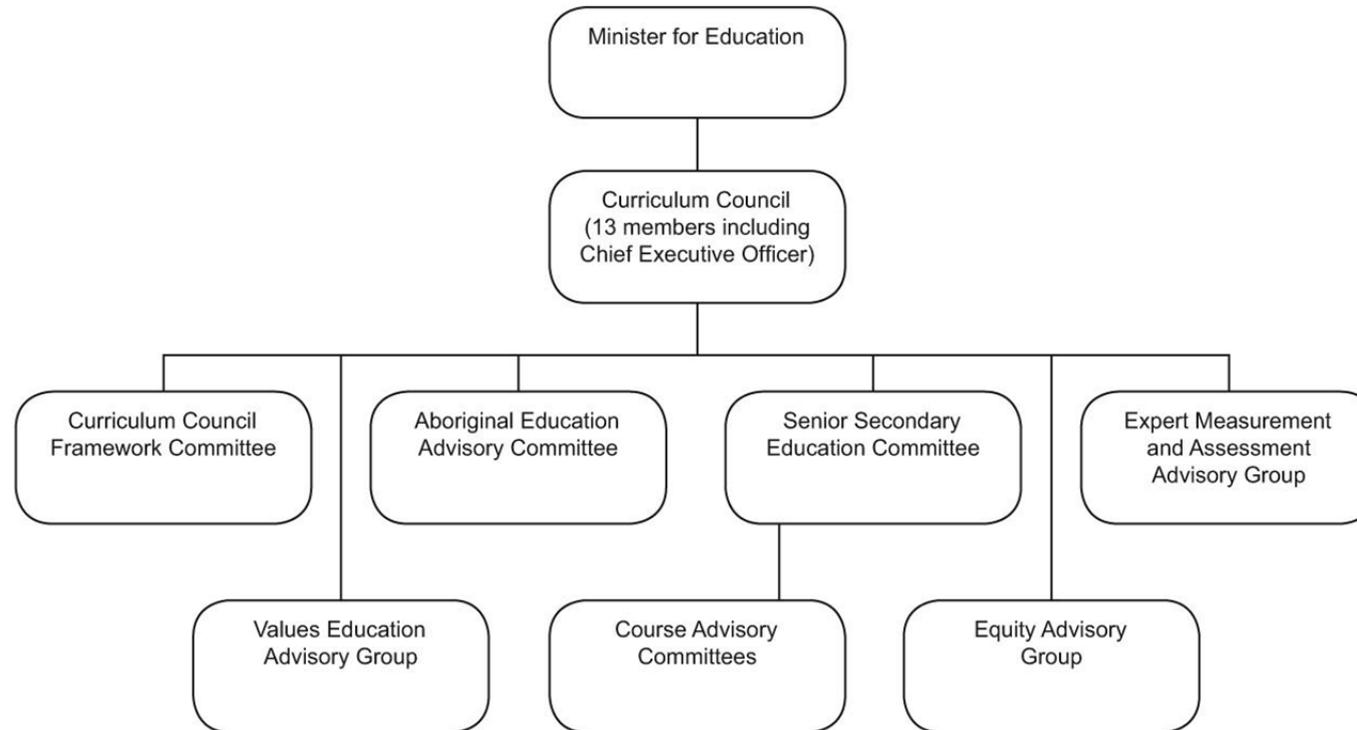
Mission

To set curriculum policy directions for Kindergarten to Year 12 schooling in Western Australia by:

- Developing and implementing a Curriculum Framework for schooling which, taking into account the needs of students, sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire.
- Developing and accrediting courses for senior secondary schooling
- Assessing and certifying student achievement.

Organisational Structure

Curriculum Council 2010 - 2011



Council membership

Professor Bill Loudon

Chair (to April 2011). Professor Loudon is the Senior Deputy Vice Chancellor at The University of Western Australia.

Professor Patrick Garnett

Chair (from May 2011). Emeritus Professor Garnett retired as Deputy Vice-Chancellor of Edith Cowan University in December 2007. He has extensive teaching experience in chemistry and science with particular interests in teaching chemistry to students with limited pre-university knowledge and environmental chemistry. He is the author or co-author of more than 100 publications in chemistry and science education.

David Axworthy

Department of Education. Mr Axworthy was nominated for Council by the Department of Education. He is the Deputy Director General.

Allan Blagaich

Acting Chief Executive officer (from May 2011). Immediately prior to his appointment, Mr Blagaich was Executive Director, Statewide Planning and Delivery at the Department of Education. He was previously principal at Melville Senior High School.

Phil de Garis

Education and Training (from April 2010). Mr de Garis is Managing Director, Education and Training International. He has been involved in education for more than 30 years, first as a teacher then deputy principal, principal, superintendent, district director and director of the Schools of Isolated and Distance Education. In 2004 he was appointed

General Manager of WestOne Services. He took up his present role in 2007.

Ron Dullard

Deputy Chair. Mr Dullard is the Director, Catholic Education in Western Australia and was nominated by the Catholic Education Commission of Western Australia.

Carol Garlett

Aboriginal Education. Ms Garlett is the Chair of the Aboriginal Education and Training Council and has been involved in education since 1973. Ms Garlett's previous roles include district director of the Department of Education's Kimberley Education Office.

Anne Gisborne

Teachers' interests. Ms Gisborne is president of the State School Teachers' Union of WA and has more than 20 years experience working in and for public schools.

Valerie Gould

Association of Independent Schools of WA. Ms Gould is Executive Director of the Association of Independent Schools of Western Australia (AISWA).

Shelley Hill

Representative of WA Council of State School Organisations and Parents and Friends Federation of WA (to October 2010). Mrs Hill was nominated by the Parents and Friends' Federation of Western Australia Inc to represent the interests of parents of children attending school. Mrs Hill is currently the President of the St Pius Parents & Friends Association and an executive member of the Leeming Senior High School, Parents and Citizens Association.

Verity Harris

Representative of WA Council of State School Organisations (WACSSO) and Parents and Friends Federation of WA (from November 2010). Ms Harris is a WACSSO Executive Committee member, a state councillor, president of the East Narrogin Primary School P & C and also serves on the school council.

David Harrison

Chamber of Commerce and Industry (from May 2010). Mr Harrison is General Manager, Advocacy, and is responsible for the CCI's advocacy activities including policy development, promotion and government engagement. He joined the CCI after nine years with ABC news as a senior radio and television reporter.

Professor David Macey

Universities. Professor Macey was appointed to the Council in July 2008 for a three-year term. He was Executive Director, Student Services at Murdoch University until February 2011 when he was appointed Pro Vice Chancellor, Science and Engineering.

Sharyn O'Neill

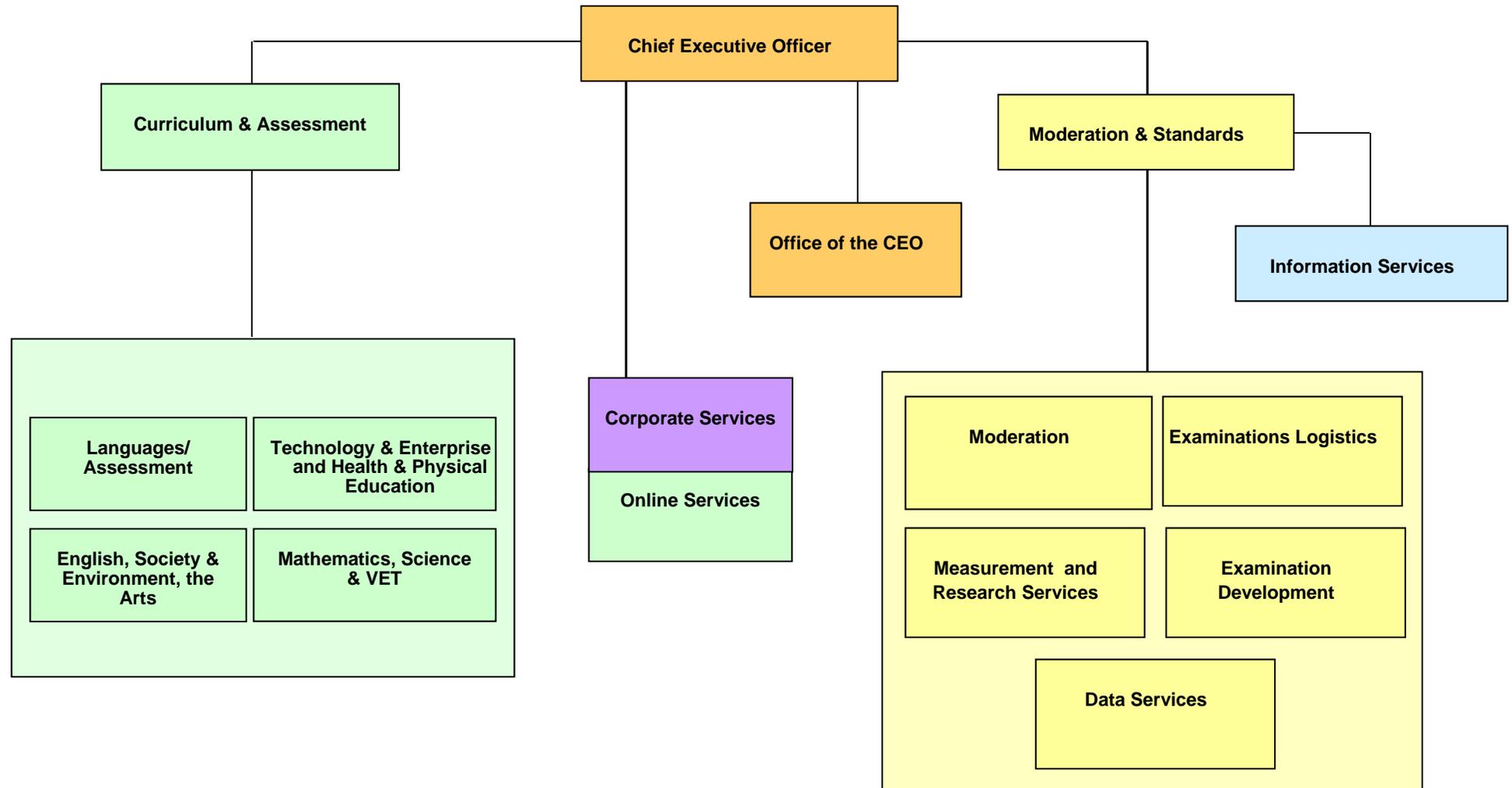
Department of Education. Ms O'Neill is the Director General of the Department of Education. Prior to this appointment, she held a number of senior positions within the Department, where she was responsible for strategic management, policy development and executive management.

David Wood

Chief Executive Officer (to March 2011).

Organisational chart 2010-2011

CURRICULUM COUNCIL



Senior officers

Mr David Wood, Chief Executive Officer (to March 2011)

Mr Allan Blagaich, A/Chief Executive Officer (from May 2011)

Mr Steve Donatti, Director, Moderation and Standards

Ms Robyn Smith, Director, Curriculum and Assessment

Enabling legislation

The Council operates under the *Curriculum Council Act 1997*. The Council has statutory responsibility to develop a curriculum framework for all Western Australian schools, covering both government and non-government schools and all years from Kindergarten to Year 12.

Administered legislation

The Minister for Education also administers the following related legislation:

Education Service Providers (Full-Fee Overseas Students) Registration Act 1991

School Education Act 1999

Vocational Education and Training Act 1996.

Other key legislation

In the performance of its functions, the Curriculum Council complies with all relevant written laws, but is particularly responsive to the requirements of the following legislation:

- *Auditor General Act 2006*
- *Corruption and Crime Commission Act 2003*
- *Copyright Act 1968*
- *Disability Services Act 1993*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Industrial Relations Act 1979*
- *Minimum Conditions of Employment Act 1993*
- *Occupational Safety and Health Act 1984*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *Salaries and Allowances Act 1975*
- *State Records Act 2000*
- *State Supply Commission Act 1991*
- *Workers' Compensation and Injury Management Act 1981*.

Performance Management Framework

Outcome based management framework

The objective of the Curriculum Council is to provide a quality curriculum framework (Kindergarten to Year 12) and assessment (Years 11-12) in Western Australia. Achieving this outcome meets the Council's legislative functions and supports the government's goal of results-based service delivery. The Curriculum Council's organisational structure and strategic plan are aligned with the delivery of the two services shown in the table below.

Government goal	Desired outcome	Services
Results-Based Service Delivery: Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians	Quality ¹ curriculum framework (Kindergarten to Year 12 ²) and assessment (Years 11-12 ³) in Western Australia.	1. Curriculum development, evaluation and support 2. Student assessment and certification

1. Quality as defined by the effectiveness indicators with comprehensive, easily understood assessment policy and support; reliable, valid and equitable external assessments and responsive syllabuses, accreditation and review.
2. Curriculum includes senior secondary courses and the Curriculum Framework with associated K-10 curriculum guides and syllabuses as support material.
3. Assessment includes school based assessment, grade descriptors for each of the courses/syllabuses along with the exemplars of student work and external assessment for Years 11 and 12.

Effectiveness in achieving the outcome is provided in the Summary of Key Performance Indicators table in the Agency Performance section in this report.

Services

Service 1: Curriculum development, evaluation and support

This service involves:

- Curriculum development to address the needs of all students entering senior secondary education.
- Accreditation for all courses to ensure high quality and standards of contemporary curriculum provision.
- Formal course review based on stakeholder feedback and consultation resulting in further curriculum development.

The key efficiency measurements of this service are reported in the Summary of Key Performance Indicators table in the Agency Performance section in this report.

Service 2: Student assessment and certification

This service involves:

1. Provision of clear assessment policy and guidelines.
2. Provision of high quality external assessments and rigorous processes for standards setting and certification.

The key efficiency measurements of this service are reported in the Summary of Key Performance Indicators table in the Agency Performance section in this report.

Agency Performance

Report on operations

The main functions of the Curriculum Council include:

- registration of students participating in secondary education
- reporting on participation and retention
- development and accreditation of the Curriculum Framework and Year 11 and 12 courses
- assessment of student achievement
- external examinations
- certification
- exhibitions and awards.

This report provides information about achievements in each of these areas and also achievements related to the effective running of the Council.

Retention and participation

The Curriculum Council maintained a register of all students participating in secondary education during 2010. The Curriculum Council has responsibility for registering the students and reporting regularly on these registrations to the Minister. The table below summarises these registrations

In 2010, students were required to either remain at school or participate in other approved programs, including apprenticeships, traineeships, TAFEWA or RTO courses, or employment until the end of the year they turned 17 years of age. Approximately 75 per cent of students who were in Year 8 in 2006 completed Year 12 in 2010. Furthermore, the statistics show that a further 18 per cent of students

who were in Year 8 in 2006 were employed or undertaking an apprenticeships/traineeships.

In 2010, 4,099 17-year-olds were registered as being engaged in programs including employment, TAFEWA/RTO courses and/or apprenticeships/traineeships. Table 2 outlines the programs in which the students were engaged.

Table 1: School registrations, 2010

	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	9 124	16 492	17 153	17 200	13 483	73 452
Non-Government	8 496	12 256	12 316	11 320	9 818	54 206
Other	117	138	180	373	804	1 612
Total	17 737	28 886	29 649	28 893	24 105	29 270

Registration figures taken in 2010 (129,270) show a significant drop in total numbers from 2009 (140,029) as the Year 8 intake in 2010 covers the half year cohort from 2003, when only students with birthdays from 1/1/03 to 30/6/03 were enrolled in Year 1 (one). This is a decrease of 7.7% in overall numbers, with a decrease of 40% in the Year 8 cohort compared to 2009. This has had an obvious flow on effect on all statistics for 2010 that include total figures.

In Figure 1, 'Other' includes students who are home schooled and those attending the overseas schools.

Students working with the Participation Directorate includes students who may have completed a course and were seeking employment, and who were actively working with participation coordinators to identify an appropriate training program or employment.

Table 2: Participation of students born in 1993 and 1994 in programs in 2010

A. Participating students	Year of birth 1993	Year of birth 1994
(i) Schooling		
Government	13 865	15 697
Non-government	10 037	11 101
Home education	42	74
	22 944	26 872
(ii) Non-school program (Notice of arrangements)		
TAFE/RTO (Form A)	1 181	820
Apprenticeship/traineeship (Form ATRS)	2 003	893
Employment (Form C)	668	269
Combination of above (Form B)	70	23
Pending (i.e. no learning program supplied)	177	72
	4 099	2 077
Sub-total: participating students	28 043	28 949
B. Non-participating students		
(i) Schooling		
Left secondary education/provider (no Notice of arrangements)	555	555
Not re-registered from previous year	267	319
	822	874
(ii) Non-school program		
Rejected (no learning program supplied)	100	31
Cancelled (withdrawn from learning program)	827	314
	927	345
Sub-total: Non-participating students	1 749	1 219
C. Other students		
Whereabouts unknown	355	177
Working with Participation Directorate	411	145
Graduated from secondary school	95	3
Left Western Australia	101	114
Deceased	3	3
Sub-total: Other	965	442
Total all students	30 757	30 610

Note: These figures are a 'snapshot' taken on 31/10/2010 (census date) and do not include full-fee paying or overseas students.

Enrolment and retention trends

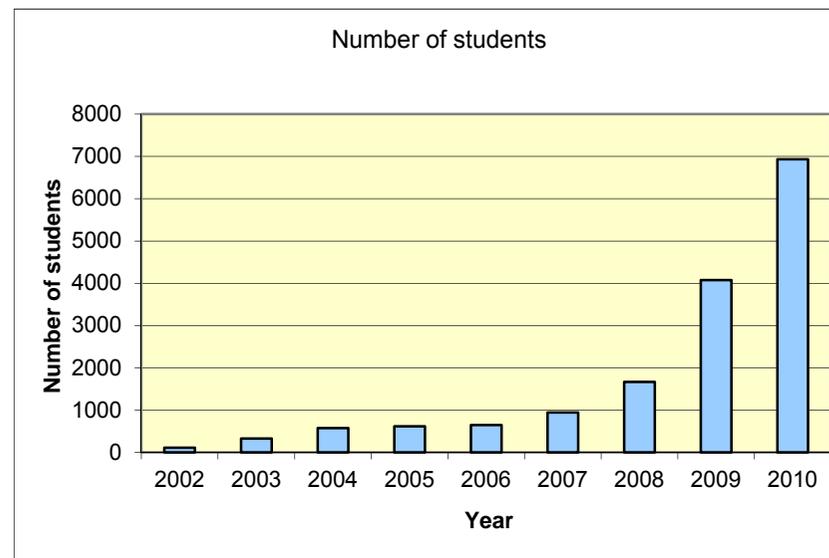
Year 10 student enrolments

Figure 1 shows the number of Year 10 students who enrolled in Year 11 Curriculum Council subjects from 2002 to 2006 and in Year 11 (D code) subjects or at least two WACE course units in 2007 to 2010.

Increasingly, schools are seeing Year 10 as the start of senior schooling rather than the final year of compulsory education.

Each year a small number of Year 10's complete Year 12 course units and sit examinations. In 2010, five (4 in 2009, 12 in 2008, 28 in 2007) students were enrolled in Year 12 (E code) subjects or two course units. Each of these students (4 in 2008, 13 in 2007) sat at least one TEE subject/WACE course as examination candidates.

Figure 1: Number of Year 10 students who enrolled in subject/course units, 2002 –2010

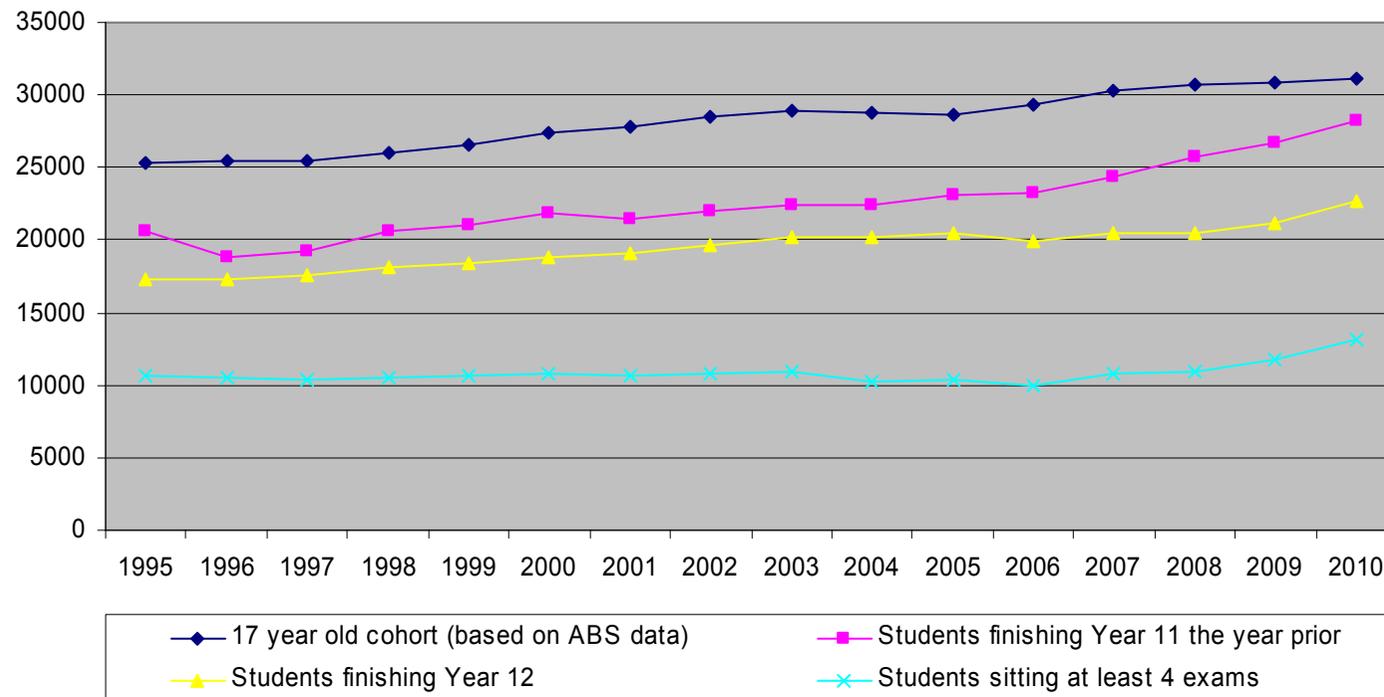


Year 11 and 12 school enrolments

Figure 2 contains Year 11 and Year 12 retention data that was generated from the following:

- The number of 17 year olds in Western Australia based on data provided by the Australian Bureau of Statistics. These data provide the 'base line' to enable calculation of the proportion of the age cohort in Year 11 and 12.
- The numbers of Year 11 and 12 students who completed at least one WACE course unit or subject or at least one unit of competency. These numbers were generated by the Council from data collected from schools at the conclusion of each school year.
- The numbers of students who sat for at least four examinations. These numbers were generated by the Council.

Figure 2: Year 11 and 12 retention data 1995 - 2010



Year 12 Aboriginal/Torres Strait Islander student enrolments

Table 3 indicates the number of Year 12 Aboriginal and Torres Strait Islander students enrolled with the Curriculum Council between 2009 and 2010.

Table 3: Year 12 Aboriginal/Torres Strait Islander student enrolments

	1993 year of birth			1994 year of birth		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
A. Participating students						
(i) Schooling						
Government	6	303	645	124	968	3
Non-government	4	46	146	44	206	5
Home education	0	0	0	0	2	0
	10	349	791	168	1276	8
(ii) Non-school program Notices of Arrangements						
TAFE/RTO (Form A)	0	7	46	1	28	0
Apprenticeship/traineeship (Form ATRS)	0	1	29	0	7	0
Employment (Form C)	0	0	23	0	5	0
Combination of above (Form B) or Pending	0	0	15	0	6	0
	0	8	113	8	46	0
Sub-total: participating students	10	357	904	169	1222	8
B. Non-participating students	11	88	104	77	94	1
Includes students who have left secondary education, not re-registered, on cancelled or pending Notices of Arrangements.						
C. Other	2	23	191	5	107	2
Includes students whose whereabouts are unknown, already graduated, left Western Australia etc.						
Total all Aboriginal and Torres Strait Islander students	23	468	1199	251	1423	11

Note: These figures are compiled from information collected as a mandatory requirement when schools upload student demographic information to the Curriculum Council

Curriculum and Assessment

Australian Curriculum

The Australian Curriculum sets out what young people should be taught (described through curriculum content from learning areas, general capabilities and cross-curriculum priorities) and an expectation of the quality of their learning (described through achievement standards). The learning areas for which Australian Curriculum will be developed are: English, Mathematics, Science, Humanities and Social Science (comprising History, Geography, Civics and Citizenship and Business and Economics), The Arts (comprising Dance, Drama, Media Arts, Music and Visual Arts), Languages, Health and Physical Education, and Technologies (comprising ICT and Design and Technology).

In December 2010 the F (pre-primary) – year 10 Australian Curriculum for English, mathematics, science and history was endorsed by the Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEECDYA) for publication. The second phase of the Australian Curriculum has seen the development of and consultation on shape papers for geography, languages and the arts.

The first drafts of the 14 year 11 and year 12 courses of the national curriculum for English, science, mathematics and history were released for public consultation in 2010. Western Australia submitted joint system/sector feedback through the Curriculum Council. This included input from the Curriculum Council course advisory committees and a large number of classroom teachers.

The Curriculum Council continued to play a key role in coordinating state-wide input into the F-12 national curriculum development and consultation processes.

Implementation of the F-10 Australian Curriculum will be the responsibility of schools, supported by their system or sector. The Curriculum Council will have a role in the coordination of implementation.

Courses

2010 was the first year that all WACE courses were taught and examined (except Workplace Learning) in Year 12.

The 52 WACE courses are grouped into List A (arts/languages/social science) and List B (mathematics/science/technology). The courses generally have units structured in three or four stages which increase in difficulty from Preliminary to Stage 3.

Table 4: List of WACE courses, including VET industry specific courses, with 2011 Year 11 unit enrolments

Courses	Stage 1	Stage 2	Stage 3	P Stage	Total
Aboriginal Languages of Western Australia	59				59
Accounting and Finance	391	3011			3402
Automotive Engineering and Technology	1158				1158
Aboriginal and Intercultural Studies	252				252
Applied Information Technology	4553	2090	8	88	6739
Animal Production Systems	395	84		15	494
Arabic		24			24
Aspects of the Tourism Industry	479				479
Aviation		147	2		149
Building and Construction	1240				1240
Biological Sciences	147	4267	6		4420
Business Management and Enterprise	2483	999		22	3504
Career and Enterprise	7741	154	2	113	8010
Chinese: Background Speakers		164			164
Children, Family and Community	4261	54		56	4371
Chemistry	172	11868	16		12056
Computer Science	291	914	6		1211
Chinese: Second Language	12	130	2		144
Dance	1139	1027			2166
Design	6241	1171		2	7414
Drama	1220	2826	8		4054
Economics	184	4519	14		4717
Earth and Environmental Science	93	562			655
English as an Additional Language/Dialect	2101	985	6		3092
English	22937	24173	14	279	47403
Engineering Studies	502	595			1097
French	9	1129	8		1146
Food Science and Technology	6925	257	10	67	7259
Geography	619	5285	18		5922
German	10	134	3		147

Courses	Stage 1	Stage 2	Stage 3	P Stage	Total
Modern Greek		4			4
Human Biological Science	1047	11878	11		12936
Health Studies	2030	482		15	2527
Hebrew		8			8
Ancient History	277	486			763
Modern History	504	7607	10		8121
Indonesian: Background Speakers		2			2
Indonesian: Second Language	26	185			211
Integrated Science	3661	273		67	4001
Italian	48	660	4		712
Japanese: Second Language	91	752	4		847
Literature	112	4820	3		4935
Mathematics: Specialist			3779		3779
Mathematics	18414	21728	10564	270	50976
Materials, Design and Technology	8552	551	2	74	9179
Marine and Maritime Studies	490	56			546
Media Production and Analysis	2344	2746	14		5104
Music	1211	1211	27	33	2482
Outdoor Education	5288	538		14	5840
Philosophy and Ethics	156	547			703
Politics and Law	208	2594	2		2804
Physical Education Studies	8087	5531	2	144	13764
Physics	168	8910	6		9084
Polish			4		4
Plant Production Systems	374	36		26	436
Psychology	581	1881			2462
Religion and Life	7969	3552		44	11565
Turkish		12			12
Visual Arts	4925	3026	1	51	8003
Automotive (VET industry specific)	90				90

Courses	Stage 1	Stage 2	Stage 3	P Stage	Total
Business Services (VET industry specific)	299	62			361
Construction (VET industry specific)	155				155
Community Services (VET industry specific)	126	48			174
Hospitality (VET industry specific)	143	84			227
Information Technology (VET industry specific)	165	74			239
Creative Industries: Music (VET industry specific)	32	32			64
Primary Industries (VET industry specific)	66	28			94
Tourism (VET industry specific)	12	12			24
Workplace Learning	7422				7422
	140687	146985	14556	1380	303608

Table 5: List of WACE courses, including VET industry specific courses, with 2011 Year 12 enrolments

Course	Stage 1	Stage 2	Stage 3	P Stage	Total
Aboriginal Languages of Western Australia	3				3
Accounting and Finance	88	216	2843		3147
Automotive Engineering and Technology	638				638
Aboriginal and Intercultural Studies	122				122
Applied Information Technology	3007	1166	1400	10	5583
Animal Production Systems	154	104	98	5	361
Arabic			22		22
Aspects of the Tourism Industry	621				621
Aviation			92		92
Building and Construction	760			1	761
Biological Sciences	38	67	3330		3435
Business Management and Enterprise	1291	732	500	29	2552
Career and Enterprise	4248	1008	395	42	5693
Chinese: Background Speakers			112		112
Children, Family and Community	2836	774	27	6	3643
Chemistry	34	151	9790		9975
Computer Science	63	241	761		1065
Chinese: Second Language	7		70		77
Dance	705	456	459		1620
Design	4091	775	905	2	5773
Drama	772	218	2005		2995
Economics	57	132	4233		4422
Earth and Environmental Science	111	110	316		537
English as an Additional Language/Dialect	719	577	2129		3425
English	12931	7756	18021	179	38887
Engineering Studies	130	273	277		680

Course	Stage 1	Stage 2	Stage 3	P Stage	Total
French	69	19	804		892
Food Science and Technology	5150	761	132	31	6074
Geography	207	171	4057		4435
German		6	149		155
Modern Greek			6		6
Human Biological Science	83	819	8895		9797
Health Studies	1582	298	221	3	2104
Hebrew			4		4
Ancient History	111	8	420		539
Modern History	358	81	5690		6129
Indonesian: Background Speakers		4	14		18
Indonesian: Second Language		8	130		138
Integrated Science	3707	211	229	6	4153
Italian	10	57	523		590
Japanese: Background Speakers			4		4
Japanese: Second Language	26	54	470		550
Literature	275	30	3548		3853
Mathematics: Specialist			3058		3058
Mathematics	11839	12927	16699	148	41613
Materials, Design and Technology	4892	573	388	40	5893
Marine and Maritime Studies	308		72		380
Media Production and Analysis	1485	472	1962		3919
Music	815	85	898	13	1811
Outdoor Education	3016	558	387	52	4013
Philosophy and Ethics	26	37	266		329
Politics and Law	69	100	1866		2035
Physical Education Studies	5581	1361	3542	68	10552
Physics	32	111	7340		7483
Polish			2		2

Course	Stage 1	Stage 2	Stage 3	P Stage	Total
Plant Production Systems	138	116	68	8	330
Psychology	137	454	1333		1924
Religion and Life	6262	578	3188	40	10068
Visual Arts	3621	380	1976	29	6006
Automotive (VET industry specific)	18				18
Business Services (VET industry specific)	160	83			243
Construction (VET industry specific)	18				18
Community Services (VET industry specific)	38	32			70
Hospitality (VET industry specific)	78	40			118
Information Technology (VET industry specific)	205	88			293
Creative Industries: Music (VET industry specific)	22	22			44
Primary Industries (VET industry specific)	36	20			56
Tourism (VET industry specific)	6	6			12
Workplace Learning	4823				4823
	88629	35326	116126	712	240793

Course advisory committees

Fifty-one course advisory committees provided advice to the Curriculum Council secretariat on syllabus development, resources, examination, review and accreditation, school assessment and moderation, the design and appropriateness of external assessments, year 11 and 12 national curriculum courses and trends and issues related to the implementation of the courses.

There were 52 WACE courses offered in schools in 2010 and 2011, together with Vocational Education and Training. Each was monitored by the relevant course advisory committee. Two of the 51 committees each had responsibility for advising on two courses – Mathematics/Mathematics:Specialist and Animal Production Systems/Plant Production Systems.

Chief examiners were invited to attend the first course advisory committee meetings of 2011 when the WACE examinations and results were discussed. Chief examiners received records of meetings of the committees and invitations were issued for them to join the committees and attend appropriate meetings during the year

Each of the committees consists of between 10 and 20 members drawn from the government and non-government school sectors, universities, TAFEWA, industry and the community. Collectively, on 30 June 2011, the committees had approximately 630 members.

Aboriginal Education Advisory Committee

The Aboriginal Education Advisory Committee (Appendix 1) provides guidance to the Council on curriculum and assessment issues that impact on Aboriginal and Torres Strait Islander students.

The Committee has provided valuable advice about the Aboriginal Languages of Western Australia, Aboriginal and Intercultural Studies and English as an Additional Language/Dialect courses. It has also played a key role in guiding policy related to Aboriginal student participation in Year 11 and Year 12, including highlighting the importance of vocational education and training in school programs for students from Aboriginal backgrounds.

The Committee provided a response to the draft pre-primary – Year 10 Australian Curriculum for English, mathematics, science and history to Australian Curriculum, Assessment and Reporting Authority (ACARA). This feedback has played a major role in influencing the direction of Aboriginal and Torres Strait Islander perspectives in the Australian Curriculum.

Equity advisory group

The equity advisory group (Appendix 4) provided input from an extensive network of people involved in a range of programs, encompassing education support and engagement contexts.

The group provided a formal response to the draft pre-primary – Year 10 Australian Curriculum for English, mathematics, science and history that was included in the Council's submission to ACARA.

Vocational education and training (VET) in schools

VET in school programs provides opportunities for students to participate in programs that contribute to full or partial, nationally recognised qualifications. In addition they have the opportunity to gain employability skills and experience in the workplace.

Tables 6 and 7 indicate that there has been an overall increase in the number of Year 11 and Year 12 students enrolling in and completing units of competence over the last five years.

Completed units of competency and qualifications were recorded on students' statements of results.

VET industry specific courses

In 2010, 11 industry specific VET courses were available. VET industry specific courses include a full qualification from a training package and are recognised as a course by the Council. To meet VET industry specific course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil any work placement requirements.

In 2010 the uptake of these courses continued to grow with 24 schools (approximately 866 students) delivering at least one of these courses compared with 21 schools (approximately 748 students) in 2010 and 10 schools (approximately 310 students) in 2009.

The Creative Industries: Music VET industry specific course was developed for implementation in 2011. A 12th course, Sport and Recreation, will be ready for implementation in 2012.

The VET Industry Specific Course Advisory Committee (Appendix 5) supervised the development of the VET industry specific courses and advised on all matters that related to the evolution of each course.

VET participation

Any nationally recognised VET qualifications and/or units of competency from training packages attained by senior secondary students in years 10, 11 or 12 can contribute towards achievement of a WACE.

School Based Traineeships (SBT), School Based Apprenticeships (SBA), Pre Apprenticeships and School Apprenticeship Link (SAL) programs also provided opportunities for students to meet their WACE requirements and complete full qualifications.

Table 6: Year 11 students participating in units of competency/ modules

	2005		2006		2007*		2008		2009		2010	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Government	6391	5028	5480	4674	7799	5823	8057	6183	8660	6923	8171	6759
Catholic	1186	1084	1221	1157	1168	1091	1313	1249	1410	1317	1581	1422
Independent	772	721	704	694	804	719	1004	901	1090	869	1303	1116
Total	8349	6833	7405	6525	9771	7633	10374	8333	11160	9109	11055	9297

Table 7: Year 12 students participating in units of competency/ modules

	2005		2006		2007*		2008		2009		2010	
	Enrolled	Completed										
Government	4528	4012	4441	4051	5131	4127	5068	4121	5407	4593	6464	5649
Catholic	852	835	982	918	1076	1036	1044	1002	1261	1201	1420	1372
Independent	651	634	668	661	756	729	704	642	919	913	1135	1084
Total	6031	5481	6091	5630	6963	5892	6816	5765	7587	6707	9019	8105

Endorsed programs

The endorsed programs panel (Appendix 6) met as required to examine the applications for endorsement of community organisation and personal development programs.

In 2010, 14 837 students, in 243 schools completed at least one endorsed program. The total number of endorsed programs completed by students in 2010 was 19 744.

Endorsed programs encompass significant learning not covered by courses developed by the Curriculum Council. The four categories of endorsed programs are workplace learning, university studies, community organisation and personal development programs. The list of endorsed programs is available to schools on the Curriculum Council website.

Table 8: Number of endorsed programs per category and in total:

Category	Number of endorsed programs
Community organisation	2404
Personal development	137
University studies	79
Workplace learning	3
Total	2623

Table 9: Endorsed programs successfully completed in 2010

Year	Community organisation	Personal development	University studies	Workplace learning
10	893	3945	0	387
11	1575	4540	0	2743
12	1125	2303	117	2123
Total	3593	10788	117	5253

Community Service

The Council secretariat has continued to work with the sector/systems to promote community service as a valuable learning opportunity by providing community service logbooks on request, providing Community Service Guidelines and related information on the Curriculum Council website and endorsing programs with a community service focus.

Community service hours accumulated by a student over years 10, 11 and 12 can be reported to the Curriculum Council by the school at which the student completes his/her secondary education. The hours reported are recorded on the student's statement of results.

Table 10: Participation of Year 12s in community service

Total students registered	23143
Total students with community service hours recorded	13629
Percentage of students with community service hours recorded	58.9%
Mean community service hours recorded	20.6 hours
Total students with no community service hours recorded	9514
Percentage students with no community service hours recorded	41.1%

Table 11: Community service participation by sector

	Independent	CEO	Government	Total
Total students registered	5098	4701	13344	23143
Total students with community service hours recorded	2092	3093	8444	13629
Percentage students with community service hours recorded	41.0%	65.8%	63.3%	58.9%
Mean community service hours recorded	21.0 hours	21.2 hours	20.2 hours	20.6 hours
Total students with no community service hours recorded	3006	1608	4900	9514
Percentage students with no community service hours recorded	58.0%	34.2%	36.7%	41.1%

Table 12: Community service participation by gender

	Female	Male	Total
Total students registered	11839	11304	23143
Total students with community service hours recorded	7547	6082	13629
Percentage students with community service hours recorded	63.7%	53.8%	58.9%
Mean community service hours recorded	22.5 hours	18.2 hours	20.6 hours
Total students with no community service hours recorded	4292	5222	9514
Percentage students with no community service hours recorded	36.2%	46.2%	41.1%

Student assessment and certification

A key function of the Curriculum Council is to establish procedures for the assessment of the achievement of students undertaking senior secondary schooling, and the conduct of external and school-based assessment, for the purposes of certification.

This is achieved by implementing a range of procedures that assure students, parents, teachers and the broader community that standards are uniformly applied within each course at each stage, both within schools and between schools.

The strategies to provide such an assurance include:

1. Clear specification of courses and associated standards
 - 1.1 Provision of high quality courses with clearly specified content standards (i.e. what has to be taught)
 - 1.2 Requiring schools to develop an assessment outline that shows the types of assessment and their relative weighting for all units of a course
 - 1.3 Provision of achievement standards in the form of grade descriptions and associated annotated student work samples at all stages; and standards guides in all courses at Stage 2 and Stage 3.
2. Teacher support and feedback
 - 2.1 Provision of support materials for all courses
 - 2.2 Provision of quality feedback on their students' marks and grades
 - 2.3 Provision of assessment seminars to build teachers' expertise and confidence.

3. Validation procedures

- 3.1 School moderation program
- 3.2 Consensus moderation meetings
- 3.3 Council analysis of proposed and final grade distributions
- 3.4 Statistical moderation of school-based marks using the WACE examination marks.

Specification of the course and associated standards

All courses are written in units of 55 hours duration and have clearly specified content, assessment requirements and examination details. In 2010-11, teacher feedback and advice from each course advisory committee was used in the ongoing refinement of the content of each syllabus to ensure that the content is clear and appropriate for the stage and that the assessment structure and examination design are appropriate for the nature of the course.

Teacher support and feedback**Assessment support**

All courses have comprehensive sets of support materials including sample programs for each unit at each stage, sample assessment outlines, sample assessment tasks that cover the range of assessment types and associated marking keys, and sample examinations. Teachers access these resources through the Council's extranet.

Teachers can access grade descriptions and annotated student work samples that have been ranked by experienced teachers from the Guide to Grades on the Council's website. The Guide to Grades covers all courses and stages. It provides the opportunity for teachers to compare representative pieces of their students' work with annotated work.

During 2010-11, additional work samples in practical, portfolio and performance assessment types were developed for the Guides to Grades. Annotated audio and video work samples, with captions, are provided for a range of courses including Dance and English as an Additional Language/Dialect.

Further refinement of the grade descriptions for courses, based on additional work samples across a broader range of assessment types, is planned for 2011-12.

Assessment seminars provide teachers with opportunities to focus on the assessment and grading of student achievement. Seminars were conducted during 2010 for teachers of all WACE courses being examined for the first time and for new or inexperienced teachers of WACE courses. Attendance was optional, though highly recommended.

A total of 183 (168 in 2009) seminars were conducted in the metropolitan area and in the regional centres of Bunbury, Albany and Geraldton. A total of 293 (121 in 2009) teachers attended the 23 seminars for new and inexperienced teachers of WACE courses; and 1 902 (2 599 in 2009) teachers attended the seminars for teachers of courses being examined for the first time.

Teacher feedback to these seminars was very positive. On a scale of 1–5, teachers rated their understanding on all key areas covered at 3.8 and recorded an increase in their assessment understandings.

Validation procedures

Moderation

The purpose of moderation is to achieve comparable school assessment and grading of student achievement in all courses and subjects.

Overall coverage of moderation activities

The overall moderation coverage of school/course/stage combinations (i.e. school moderation program rate plus consensus moderation meeting rate) for 2010 was 60.5 per cent per cent (48.2 per cent in 2009).

Consensus meeting rates have been calculated by adding the number of schools offering the courses included in the consensus meeting lists, dividing by the total school/course/stage combinations (11 705) and converting to a percentage. Consensus moderation meetings targeted assessment and comparability in all WACE courses implemented in 2008 or 2009. As a result of this focus and the implementation of 31 WACE courses in 2009, the consensus meeting rate increased to 57.2 per cent (47.2 per cent in 2009).

Table 13: Coverage through moderation activities

Year	School moderation program (rate)	Consensus moderation meetings (rate)	Overall coverage
2006	1 820 (14.6%)	856 (7.0%)	21.8%
2007	1 360 (12.6%)	1 395 (12.4%)	25.0%
2008	1 210 (11.0%)	1 885 (17.1%)	28.1%
2009	102 (1.0%)	5 199 (47.2%)	48.2%
2010	387 (3.3%)	6 694 (57.2%)	60.5%

The focus of moderation activities during the period of WACE course implementation has been on consensus moderation meetings. This strategy has assisted teachers to internalise the standards for the different stages (or pairs of units for the Mathematics courses).

The provision of quality feedback to schools at the end of each year following WACE examinations enables teachers to analyse their students' grades relative to others state-wide and also helps teachers develop common understandings of course standards at Stage 2 and Stage 3. The standards guides were also developed for all courses examined in 2009.

Consensus moderation meetings

In 2010, a total of 645 (506 in 2009) consensus moderation meetings were conducted for WACE courses with 5151 teachers attending (4 490 in 2009). It is compulsory for each school offering a course to send a representative to the consensus moderation meeting in that course/stage, except in cases where the school is more than 100 km from the venue. In these cases, the process was implemented using mail.

Table 14: Consensus moderation meetings 2010

Curriculum area	2010	2009
The Arts	19	96
English	30	12
Health and Physical Education	30	22
Languages	129	21
Mathematics	149	96
Science	106	83
Society and Environment	106	56
Technology and Enterprise	76	97
Total	645	506

Teacher feedback indicated that consensus moderation meetings were important in establishing a common interpretation of the standards and an important professional development opportunity. Teachers responded to three questions on a scale of 1–5, providing the following means: usefulness of the meeting 3.8 (3.9 in 2009); relevance of the course to student needs 3.8 (3.7 in 2009); anticipated comparability between schools 3.7 (3.8 in 2009).

School moderation program

A total of 387 (102 in 2009) school moderation visits were conducted in 2010. As a result of the emphasis on assessment seminars and consensus moderation meetings, a limited school moderation program was conducted. The emphasis was on schools in their first or second year of delivering WACE courses and overseas schools delivering courses. These documentation reviews were conducted by Council officers with full reports being provided to the school. They provided early feedback and, where considered were followed by a grading review later in the year.

A small number of grading reviews were conducted focusing on the courses that had been implemented before 2009 at schools where student achievement data or a documentation review indicated possible assessment issues or at the request of the Principal.

This number of moderation visits represents a sampling rate of approximately 3.3 per cent (1.0 per cent in 2009) of the estimated 11 705 school/course/stage combinations. These numbers include school visits and reviews conducted by mail.

Student appeals against school assessment

Students were made aware of their right to appeal against school assessments and gradings through the Curriculum Council Students' Information Kit. The number of these appeals is one indicator of the degree to which students perceive fairness in the school's assessment of their achievement.

In 2010, there were no cases in Year 11 or 12 where negotiations did not lead to a resolution satisfactory to students or parents (three cases in 2009).

External examinations

At the end of the 2010 school year, separate examinations were held for the first time in all Stage 2 and Stage 3 WACE courses except Workplace Learning. Refinements were made to examination development, procedures for recruiting examiners and external assessors. New methods of collecting, tracking and processing data were developed.

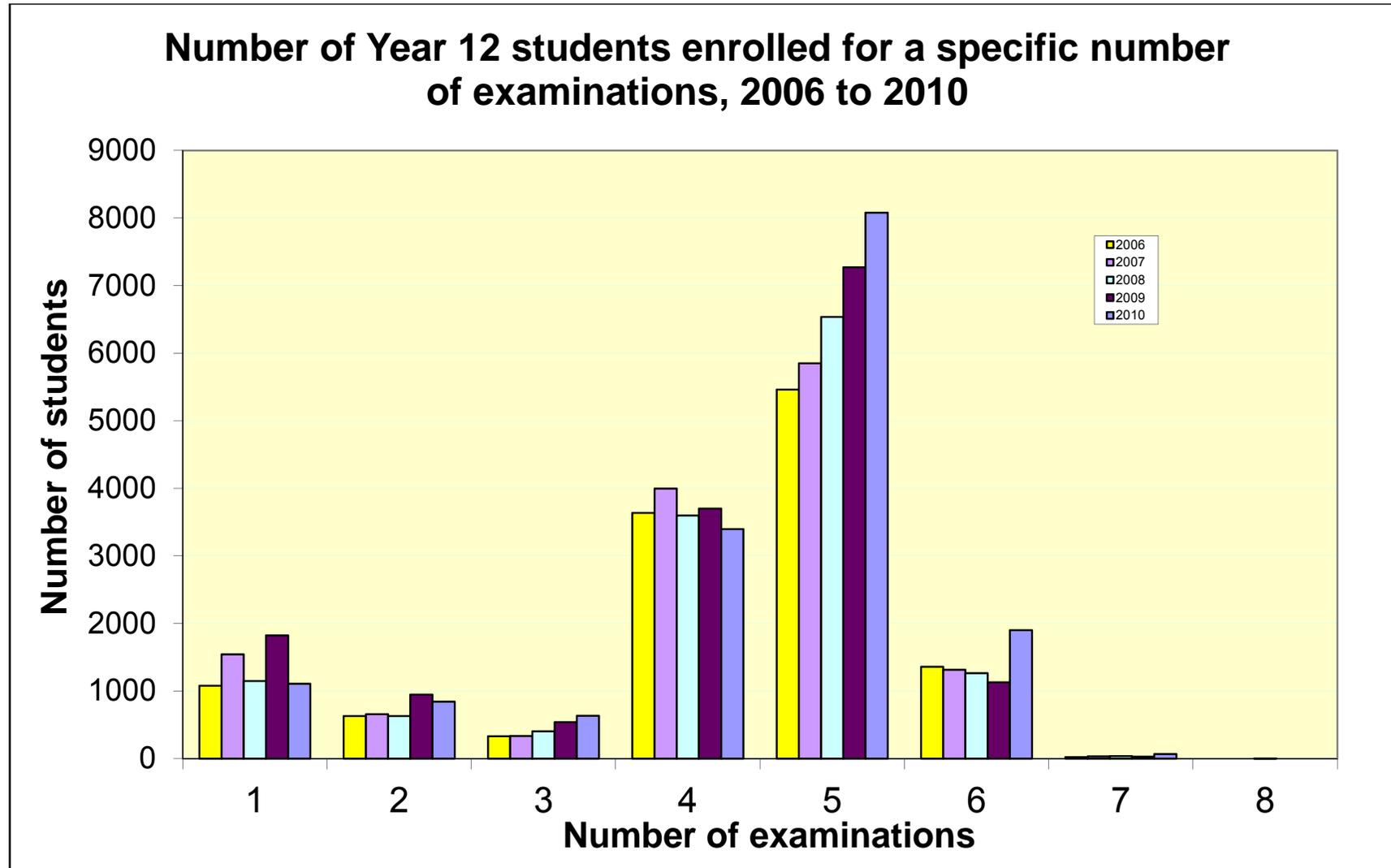
Examination papers were checked to ensure that they were valid and fair tests that provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their achievement. Challenging questions in the papers served as good discriminators between candidates, enabling candidates to demonstrate their achievement fairly.

In 2010, more Year 12 students (13 041) sat four or more WACE examinations, than in 2009 (11 735). This represents a 12.6 per cent increase in the number of 2010 Year 12 students who sat four or more WACE course examinations and were therefore eligible for an Australian Tertiary Admission Rank (ATAR, formerly TER).

The staff managing the examination process were supported by:

- examining panels – one for each WACE examination
- Special Provisions Committee
- Sickness/Misadventure Committee
- Examination Breaches Committee
- Awards Working Party
- Awards and Exhibitions Committee.

Figure 3: Students enrolled in 1, 2, 3, 4, 5, 6 or 7 examinations, 2004–2010



The figures in tables 15 and 16 show the following:

- Nearly 73% (2009: 69%) of the students who enrolled in an examination, enrolled to sit four or more examinations.
- More females were enrolled to sit the examinations than males in all years.
- Of students enrolled in four or more examinations, 82% studied at a school in the metropolitan area. This compares with 13% for students who studied at a country school.
- Since 2007, the number of students attending overseas schools enrolling to sit the examinations has continued to increase.

Table 15: Change in the number of students enrolling for the examinations, 2004–2010

June enrolments	2003	2004	2005	2006	2007**	2008	2009	2010
Total Year 12 enrolments	21,441	21,588	21,832	21,096	21,875	21,487	22,226	23 774
Number of students enrolled to sit at least one external examination	14,353 (66.9%)	14,585 (67.6%)	14,269 (65.4%)	13,533 (64.1%)	18,068 (82.6%)	16,860 (78.5%)	17,952 (80.8%)	19 120 (80.4%)
Number of students enrolled to sit at least four external examinations	11,874 (55.4%)	11,276 (52.2%)	11,332 (51.9%)	10,693 (50.7%)	11,574 (52.9%)	11,934 (55.5%)	12,414 (55.9%)	13 907 (58.5%)
Change from previous year (at the same time) for those enrolled to sit four examination	↑2.6%	↓5.0%	↑0.4%	↓5.6%	↑8.2%	↑3.1%	↑4.0%	↑12.0%

*Percentage of total year 12 enrolments.

**From and including 2007, Year 12 students who enrolled in either a Stage 2 or Stage 3 course which has an external examination were automatically enrolled to sit for this examination. As such these figures above are higher than expected and will be reduced once schools have confirmed their students' enrolments in the WACE course examinations.

Table 16: Examination enrolments, as at October, 2005–2010 (four or more)

	2005	2006	2007	2008	2009	2010
Gender						
Male	5 167	4 694	5 183	5 261	5 590	6 181
Female	5 895	6 782	6 015	6 179	6 539	7 262
System/sector						
Government	5 127	4 581	4 824	4 763	4 838	5 506
Non-government	5 534	5 397	5 952	6 085	6 598	7 175
Overseas	391	492	419	586	685	760
Private candidates	10	8	3	6	8	2
Location						
Metropolitan	9 028	8 407	9 313	9 376	9 947	10 955
Country	1 633	1 571	1 463	1 472	1 489	1 726
Overseas	391	492	419	586	685	760
Private candidates	10	8	3	6	8	2

In 2010-2011, for the first time, only WACE courses were available for study in Year 11 and Year 12.

There were 12 courses in which there were more candidates enrolled to sit the Stage 2 course examination than the Stage 3 course examination in that course.

There were 31 courses in which there were more candidates enrolled to sit the Stage 3 course examination than the Stage 2 course examination in that course.

There were 17 courses where the examination enrolments were less than twenty students.

Mathematics had the highest number of examination enrolments (13 472) and English had the second highest (12 033). Russian had the lowest number of enrolments with one candidate.

Enrolments in 12 courses were higher at Stage 2 than for Stage 3 while enrolments in 31 courses were higher at Stage 3.

Table 17: 2010 WACE examination enrolments

Stage 2 enrolments greater than Stage 3	Stage 3 enrolments greater than Stage 2	Course examinations with fewer than 20 candidates
Applied Information Technology	Accounting and Finance	Arabic (Stage 3)
Animal Production Systems	Aviation	Aviation (Stage 2)
Business Management and Enterprise	Biological Sciences	French (Stage 2)
Career and Enterprise	Chemistry	Modern Greek (Stage 3)
Dance	Computer Science	Hebrew (Stage 3)
Design	Drama	Ancient History (Stage 2)
Food Science and Technology	Economics	Indonesian Background Speakers (Stage 3)

Stage 2 enrolments greater than Stage 3	Stage 3 enrolments greater than Stage 2	Course examinations with fewer than 20 candidates
Health Studies	Earth and Environmental Science	Indonesian: Second Language (Stage 2)
Materials Design and Technology	English as an Additional Language or Dialect	Italian (Stage 2)
Marine and Maritime Technology	English	Japanese: Background Speakers (Stage 3)
Outdoor Education	Engineering Studies	Literature (Stage 2)
Plant Production Systems	French	Malay: Background Speakers (Stage 3)
	Geography	Philosophy and Ethics (Stage 2)
	Human Biological Science	Polish (Stage 3)
	Ancient History	Russian (Stage 3)
	Modern History	Serbian (Stage 3)
	Indonesian: Second Language	Spanish (Stage 3)
	Integrated Science	
	Italian	
	Japanese: Second Language	
	Literature	
	Mathematics	
	Media Production and Analysis	
	Music	
	Philosophy and Ethics	
	Politics and Law	
	Physical Education Studies	
	Physics	
	Psychology	
	Religion and Life	
	Visual Arts	

In 2010, 713 Year 12 Aboriginal/Torres Strait Islanders, enrolled with the Curriculum Council (597 in 2009). Of these 713 students, 160 Year 12 Aboriginal/Torres Strait Islanders are enrolled to sit one or more WACE examination courses (compared with 132 in 2009).

Table 18: Year 12 Aboriginal/Torres Strait Islander enrolments in 2010

Origin of WACE examination candidates	Gender		Location		School Type	
	Male	Female	Metro	Country	Govt	Non Govt
Aboriginal	67	87	89	65	89	65
Torres Strait Islander	2	1	1	2	1	2
Both Aboriginal and Torres Strait Islander	1	2	0	3	2	1
Total	70	90	90	70	92	68

Private candidates

Applications were received from four people who enrolled to sit all of their WACE course examinations as private candidates. Individuals may enrol to sit a WACE examination as a private candidate for the following reasons:

- the school does not offer the course at the required stage (e.g. Visual Arts Stage 2)
- the student is unable to study a pair of course units at school due to timetabling clashes/restrictions (e.g. 2A/2B)
- the person is seeking entry to university as a mature-age applicant.
- the student has not been able to complete the full study load of a pair of units in that course. This could be because the student
 - transferred, after commencement of Term 2, from another school or interstate where the course was not studied.
 - was sick and did not participate in an educational program for at least one term during the year.

Private candidature in a WACE examination means that the candidate will not have a school assessment to contribute to his/her final scaled mark for the course. That is, the scaled mark for the course is calculated

on the examination mark only. Private candidates do not receive a course report.

A student is ineligible to enrol as a private candidate in a WACE examination if he/she has been eligible to receive a grade and numerical school assessment for the pair of course units in the year of enrolling to sit the exam.

The table below shows that 323 people were enrolled in a WACE examination as private candidates. Only four of these people were not enrolled to sit any other examinations as a school candidate.

Table 19: Private candidate enrolments in 2009 and 2010

Enrolled	2009		2010		
	Absent	% of absentees	Enrolled	Absent	% of absentees
309	48	16	323	21	7

The majority of the private candidate enrolments were for the English Stage 3 examination.

One hundred and seventy two candidates also sat the Literature Stage 3 examination as school candidates.

The language examinations, particularly, German Stage 3, Chinese: Second Language Stage 3 and Chinese: Background Speaker Stage 3 had a high proportion of private candidates.

External examination attendance

In 2010, the number of students who sat at least one WACE course (15 608) increased when compared with previous years (2009: 14 614, 2008: 11 855, 2007: 11 765, 2006: 10 953). Although a corresponding increase may be expected in the number who sat for each examination, this increase was not distributed equally across courses due in part to the increase in the number of examination courses available.

Table 20: Change in numbers sitting TEE/WACE examinations, 2004–2010

	2004	2005	2006	2007	2008	2009	2010
Candidates who sat at least one examination	11 652	11 610	10 953	11 765	11 855	14 613	15 608
Percentage change from previous year	-6.2	-0.4	-5.7	7.4	0.8	23.3	6.1
Candidates who sat at least four examinations	10 273	10,437	9 989	10 757	10 982	11 785	13 266
Percentage change from previous year	-6.6	1.6	-4.3	7.7	2.1	7.3	12.6
Total examinations sat by candidates	51 537	51 897	49 273	52 625	53 863	60 711	69 016

These figures show the following.

- The number of candidates examinations increased by 13.7% in 2010. This increase is attributed to the introduction of more compulsory examinations. Compared with 2009, the number of candidates who sat at least one examination increased by 6% in 2010.
- The number of candidates who sat at least 4 TEE/WACE

examinations increased each year from 2006.

- Of the 15 874 candidates who were enrolled to sit 1 or more of the 2010 WACE examinations, only 15 608 of these actually sat these examinations. This represents a 1.7% absentee rate (6.1% for 2009, 13.7% for 2008, 15.1% for 2007 and 1.53% for 2006).
- Of the 13 371 candidates who were enrolled to sit 4 or more of the 2010 WACE examinations, 13 266 of these actually sat the examinations. This represents a 0.8% per cent absentee rate (2.8% for 2009, 4.0% for 2008, 3.9% for 2007 and 13.0% for 2006).
- Of the 70 347 candidate/examination combination enrolments for the 2010 WACE examinations, there were 69 016 candidate/examinations present. This represents an absentee rate of 1.9% (4.7% in 2009, 8.1% for 2008, 8.3% for 2007 and 9.6% for 2006, 8.4% for 2005 and 9.1% for 2004).

This improvement in examination attendance can be attributed to:

- improved accuracy of recording student enrolments in schools
- compulsory examinations
- the absence being deemed as a non-genuine attempt and thereby impacting on the student's achievement of the WACE.

External examinations

Access for candidates with disabilities

Candidates considered unlikely to be able to adequately demonstrate the full extent of their academic achievement under standard examination conditions were allowed to take their examinations under special conditions.

The number of applications for special examination arrangements

increased in 2010, as did the proportion of applications to candidates. A total of 445 applications (387 in 2009) were received for 2010. This represents 2.8% (2.5% in 2009) of the number of candidates who were enrolled to sit at least one WACE examination. Both increases can be explained by the compulsory nature of examinations for candidates studying at Stage 2 and Stage 3 of courses.

Table 21 shows the changes in application figures between 2009 and 2010. There has been little change in the proportion of candidates attending schools within the different systems/sectors. The number of applications for special provisions coming from the independent schools remains disproportionate. Applications from independent schools still represent almost half of all applications, yet this sector has only 27% of WACE candidates.

Table 21: Special examination arrangements applications

School system	2009				2010			
	Applications	Percentage	Enrolments	Percentage	Applications	Percentage	Enrolments	Percentage
Government	144	37.2	6 998	45.2	159	35.7	7 291	45.3
Catholic	82	21.2	3 619	23.4	96	21.6	3 645	22.6
Independent	161	41.6	4 161	26.9	189	42.5	4 405	27.4
Overseas	0	0.0	685	4.4	1	0.2	761	4.7
Private	0	0.0	20	0.1	0	0.0	5	0.0
Total	387	100	15 483	100	445	100	16 107	100

Of the applications, 33 (7.4%) were not supported (16 in 2009 – 4.1%). This represents a slightly higher proportion of applications not approved than last year, but is consistent with the historical rates (4.6% in 2006, 4.5% in 2005, 7.4% in 2004 and 11.2% in 2003). Unsuccessful applications included those where the request was outside the special provisions policy or where there was insufficient evidence of diagnosis or the impact of the disability on the student's performance in external assessment. Ninety (20%) of those applications submitted by the due date were missing essential information.

There were eight appeals, of which two were dismissed due to insufficient evidence of the impact of the disability on the candidate's performance. Six were approved, resulting in a change to the arrangements to be provided to the candidate.

Table 22: Special examination arrangements by disability category, 2010

Category	Government			Catholic			Independent			Approved	Not approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total				
ADD/ADHD	7	1	8	3	1	4	5	3	8	18	1	1	20
Hearing	1	1	2	1	1	2	0	3	3	42	4	3	49
Illness	11	25	36	7	10	17	9	20	29	7	0	0	7
Fine motor	12	10	22	6	2	8	14	5	19	79	0	3	82
Physical	10	4	14	4	4	8	5	11	16	35	2	1	38
Psychological	9	12	21	5	12	17	13	8	21	53	4	2	59
Specific learning	21	20	41	20	16	36	42	46	88	137	19	9	165
Vision	9	6	15	2	2	4	2	4	6	20	3	2	25
Total	80	79	159	48	48	96	90	100	190	391	33	21	445

Practical examinations

Practical examinations set within Western Australia were conducted in 29 WACE courses, and attended by 9,700 candidates. This represents an additional 1,120 candidates who completed a practical examination compared to 2009. Depending on the course, the practical examinations were worth between 25% and 50% of the total WACE examination, thus constituting a substantial portion of the final examination mark. The Curriculum Council also conducted 11 examinations that were set interstate. Of these, eight examinations had a practical component.

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

In light of feedback from the 2009 practical examinations, the following initiatives were introduced in 2010:

- Tightening up of attendance recording. A front cover of the examination was produced for every candidate enrolled and this was given out as the candidate registered with the supervisor. It acted as a receipt for attendance at the examination. Forms that were not collected by absent candidates were returned to the Curriculum Council and were used in the process of reconciliation of candidate absences.
- A scannable attendance roll was used by supervisors to record all candidates as they registered for the examination.

- More comprehensive training of markers was conducted. The training used exemplars to gain a common understanding of the marking key.
- The examination advice received by candidates was modified from the previous year to include a preparation time for languages.
- The language examinations were timetabled with interview slots of 20 minutes, which was an increase of 5 minutes on the previous year. This was to provide extra time for the two markers to reconcile using the new marking keys.
- Language examinations were recorded on a digital voice recorder so samples could be used for marker training and exemplars for grades.
- Candidates in the language examinations were issued with an examination booklet that contained space to prepare their responses.
- Alternative examinations were available for Physical Education Studies candidates and one Dance candidate who had a long term injury.

Written examinations

In 2010, the Curriculum Council conducted 104 separate examinations comprising 93 WACE course examinations and 11 interstate-sourced examinations. The written examinations were scheduled to be held from Monday 1 November to Friday 26 November. Although 20 days had been allocated for the examination period it was possible to schedule the examinations over 17 days. This resulted in the final examinations being held on Tuesday 23 November. At least two examinations were conducted on each day, the most being eight. The examination timetable was well received by the examination candidates.

The Curriculum Council employed 20 casual employees over a period of four weeks to count and pack stationery, examination papers and administrative materials required by the chief supervisors of an examination centre. The counting, packing and distribution of examination papers was conducted under strict security measures.

There were 925 people employed as supervisors (139 chief supervisors and 786 supervisors) at 152 examination centres throughout the state. All metropolitan and some country chief supervisors attended a three-hour meeting on 25 October at which examination protocol, conduct and specific duties of the chief supervisor were discussed. A focus of the meeting was the logistical implications of holding more than one examination at the same venue at the same time, the process of conducting the Mathematics and Mathematics: Specialist examinations which consisted of two parts, the use of personal listening devices in Music examinations, specific course requirements in examinations (Design, Career and Enterprise), security of papers, general examination conduct processes and the growth of the number of examinations and number of candidates involved.

In 2010, the following initiatives were implemented:

- A visual component was introduced for the Indonesian: Second Language examinations. Candidates viewed a short DVD recording and were required to answer questions pertaining to that recording. Professional audio/visual technicians were employed to screen the presentations.
- Music Stage 2 and Music Stage 3 examination candidates were issued with personal listening devices and headphones to answer the aural questions of the examination paper. This allowed students

to listen as many times as desired to the particular sound tracks that were relevant to the context they studied.

- The Mathematics and Mathematics: Specialist papers were conducted in two stages – calculator-free and calculator-assumed. Each section had reading time and working time.
- Numbered pages in the standard answer books.

Curriculum Council staff made 118 examination centre visits to 61 examination centres. Eight metropolitan centres with new chief supervisors received visits on the first day of the examinations and special consideration was given to schools that had problems or had not received a visit in 2009. Few problems were identified by visiting staff. Overall, supervisors were well organised and pro-active within the examination room, and centres were very well organised.

Exemption from sitting the examinations

Examinations in WACE courses are compulsory for most students enrolled in a pair of units of Stage 2 and 3 units. However, students completing Certificate 1, 2 or 3 training qualifications in Year 12 could apply for an exemption. In addition, students studying six or seven courses could apply for an exemption so that they would have to sit a maximum of only five examinations.

The numbers of students applying for examination exemptions for vocational education and training are shown in table 23.

Table 23: Students applying for exemption from sitting an examination

	Total Year 12 enrolments	Enrolled to sit at least 1 exam	Applied for exemption to sit an exam, through VET	Did not meet criteria for exemption	Gained a AQF VET certificate 1 or higher
Government	13,361	7,224	582	209	705
Catholic	4,707	3,622	1,391	491	1,625
Independent	5 037	4 352	321	67	455
	23 105	15 298	2 294	767	2 785

Table 23 shows that 767 students who applied for an exemption to sit one or more examination did not achieve an AQF VET Certificate I or higher. This represents 33.4% of the total number of students who applied for an exemption. In 2009, 21.6% of the total number of students who applied for an exemption did not achieve an AQF VET Certificate 1 or higher.

Table 24: VET certificates achieved with exemption from sitting an examination

	Applied for exemption	Certificate 1	Certificate II	Certificate III	Certificate IV	Other e.g. Diploma	Total
Government	582	368	244	69	24	0	1 287
Catholic	1 391	655	847	111	12	0	3 016
Independent	321	207	161	65	19	3	723
	2 294	1 230	1 252	245	55	3	

Table 24 shows the breakdown of students who applied for an exemption and then achieved an AQF VET Certificate I, II, III or IV by sector.

Breaches of examinations rules

Examination centre supervisors reported 19 candidates for allegedly breaching the rules governing the 2010 WACE examinations. Of these candidates, 18 were subsequently found by the Breach of Examination Rules committee to have breached the examination rules. The following table summarises the penalties applied by the committee:

Table 25: Number of students who breached examination arrangements

Number of candidates	Breach	Penalty
7	Possession of a mobile telephone	Loss of 2–5 per cent of the written examination mark
2	Possession of unauthorised calculator	Loss of 5–15 per cent of the written examination mark.
2	Possession of calculator	Loss of 5 per cent of the written examination mark.
2	Failure to follow examination instructions	Loss of 5 per cent of the written examination mark
2	Possession of unauthorised notes relevant to the examination	No penalty was applied as there wasn't sufficient evidence to prove a breach of the examination rules.
1	Possession of notes not relevant to the examination	Loss of 5 per cent of the written examination mark
1	Not following correct procedure during examination (smoking)	No penalty was applied as the smoking did not provide the candidate with an advantage.
1	Possession of unauthorised notes relevant to the examination	Loss of 50 per cent of the written examination mark

Five candidates appealed against the committee's decision. The appeals committee upheld the appeal for one candidate. It ruled that

four of the candidates had breached the examination rules but reduced the penalty for two candidates.

Marking of the examinations

In 2010 there were 68 659 written scripts (60 677 in 2009, 53 831 in 2008 and 52 551 in 2007) in 93 different written examinations marked by 1 608 teachers and university lecturers. The Stage 2 and Stage 3 examination marking teams were led by 84 chief markers and coordinating markers.

Written marking commenced on 2 November with Physics and Drama and concluded on 10 December with the Earth and Environmental Science and Integrated Science reconciliation and examination integrity checks. All written examination scripts were independently double-marked. Marking via the Curriculum Council's online marks collection system took an average of 19 days from start of marking of scripts in a course to completion of the process whilst the Pearson's ePEN online marking system took on average 29 days to complete. Part of the additional time required for the ePEN online marking is attributed to the time required to scanning of the scripts in Melbourne. Additionally the integrity checks and data delivery from Pearson adds on 2-3 days at the completion of marking.

Written papers

Public confidence in the WACE and tertiary entrance examinations is of utmost importance and, to ensure this, the coordinating marker, chief markers, curriculum officers and examination officers closely monitored the marking process of each examination. For each course, the marking panel consisted of the coordinating marker/chief marker and selected markers. Pre-marking meetings were held to establish a common

understanding of the marking guidelines through a discussion of the examination questions and sample marking. This process was overseen by Curriculum Council course curriculum officers. Following the completion of all initial marking, the chief marker monitored the reconciliation of marks. Overall, the number of adjustments was down on previous years.

All written examination results in 2010 were collected via electronic marking systems.

Checking of marks

After receiving their statement of results, candidates had the opportunity to have their scripts checked to ensure they had been marked correctly. The chief marker conducted this check and also confirmed that each question attempted had been awarded a mark and that this mark had been recorded correctly.

A total of 214 candidates requested a results check involving 369 examination scripts. This represents 0.035% of the 60 677 examination scripts produced by candidates. Two errors were detected. In 2008, 458 checks (0.08%) were conducted and two errors were detected, while for 2007, there were 632 checks (0.09%) and eight errors. The number of errors detected each year has decreased considerably with the introduction of the new electronic marking processes in 2008.

One hundred and thirty candidates have submitted applications seeking a breakdown of their examination scores in 280 examinations (90 candidates in 256 examinations in 2009).

Non-genuine attempt in an examination

The WACE examinations policy requires students who sit an

examination and to make a genuine attempt to be eligible to receive the WACE. The examination mark contributes to 50 per cent of the WACE course score which is recorded on the student's statement of results. Students who did not make a genuine attempt in the examination did not receive a course report for that course, and the grades for the units studied for the course did not count towards the C grade average required for the WACE.

A student, without an approved sickness/adventure claim, was found to have not made a genuine attempt if both of the following criteria were met:

- their examination mark was two standard deviations (typically around 15-20 marks) below their school mark.
- the chief marker was satisfied that they had not made a genuine attempt or not attempting each component of the examination.

Of the 69 016 candidate course examinations, 980 students (710 for one examination, 141 for two examinations and 129 for more than two examinations) were considered to have not made a 'genuine attempt' in one or more examinations. This represents approximately one per cent of all Stage 2 and Stage 3 examinations sat.

Twenty students appealed their 'non-genuine attempt' classification. Six were upheld, seven were dismissed and seven had sickness/misadventure appeals which were upheld.

The majority of 'non-genuine attempts' came from candidates not completing one of the examination components (typically the practical). There were 1 241 'non-genuine attempt' cases of which 518 were in Stage 2 examinations and 723 were in Stage 3 examinations. The French Stage 2 examination had the highest percentage of non-genuine attempts with 22 per cent. This high percentage is due to the low

number of students enrolled in the examination. Mathematics 2AB with 655 students enrolled in the examination had the next highest percentage of non-genuine attempts with 12.16 per cent.

There appears to be a correlation between the scheduling of the examination and the percentage of non-genuine attempts in the Stage 2 examinations. Table 26 below show the examinations scheduled on the last two days of the examination period and the percentage of non-genuine attempts.

Table 26: Non-genuine attempts in examinations scheduled late in the examination period

Course	Date of exam	Stage	Enrolments	No. of non-genuine attempts	% non-genuine attempts
Dance	22-Nov	2	208	17	8.42
		3	156	3	1.95
Health Studies	22-Nov	2	173	16	10.13
		3	67	0	0.00
Earth and Environmental Science	23-Nov	2	53	0	0.00
		3	221	4	1.87
Integrated Science	23-Nov	2	104	8	8.42

Special considerations for candidates

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

Table 27: Sickness/misadventure applications 2010

School type	Female		Male		Total		Enrolments*
	Count	%	Count	%	Count	%	
Government	173	36.8%	118	41.1%	291	38.4%	7 291 (45.3%)
Catholic	100	21.3%	77	26.8%	177	23.4%	3 645 (22.6%)
Independent	196	41.7%	90	31.4%	286	37.8%	4 405 (27.4%)
Overseas schools	1	0.2%	2	0.7%	3	0.4%	761 (4.7%)
Total	470		287		757		16 102

* Number of school candidates enrolled to sit WACE (as of 14/12/10) – excludes totally private candidates.

In 2010, 757 sickness/misadventure applications were received, which represents a significant increase (18 per cent) on the number of applications in 2009. The increase can be accounted for by the large number of applications received from candidates unable to complete the practical component of examinations due to injury and a large number of applications related to a tragedy during the written examinations.

Table 28: Sickness/misadventure application outcomes, 2007–2010

	2007		2008		2009		2010	
	Count	%	Count	%	Count	%	Count	%
All courses/ subjects accepted	292	85.4	405	88.7	562	87.4	643	85.0
No courses/ subjects accepted	31	9.0	34	7.4	54	8.4	82	10.8

Some courses/ subjects accepted	19	5.6	18	3.9	27	4.2	32	4.2
Total	342		457		643		757	

There were eleven appeals lodged in 2010, all relating to the practical component of an examination. Nine appeals were upheld and one dismissed. For each appeal upheld, the normal calculations were carried out and marks adjusted for the candidate if relevant.

Certification of student achievement

WACE achievement

In 2010, there were 21 296 Year 12 students who were eligible for the Western Australian Certificate of Education (WACE). Of these, 20 713 achieved the WACE. Table 29 indicates that there has been a steady increase in the percentage of students who achieved a WACE since 2003.

Table 29 Achievement of a WACE, 2002–2010

	2003	2004	2005	2006	2007	2008	2009	2010
Eligible for a WACE	18 883	18 697	19 243	18 817	19 121	18 853	19 845	21 296
Achieved a WACE	17 576	17 671	18 300	18 041	18 357	18 092	19 096	20 713
Percentage eligible	93.1	94.5	95.1	95.9	96.0	96.0	96.2	97.3

Achievement in vocational education and training (VET)

Tables 30 and 31 show the numbers of Year 12 students achieving VET units of competencies and completing full qualifications.

The accuracy of recording of VET achievements has markedly improved since the introduction of VET data integrity checks in 2008. It is evident that the increased awareness of the importance of data integrity and better processes for receiving data at the school level have been responsible for this improvement. As a result of the observed improvement it was deemed not necessary to carry out a Year 12 VET audit in 2010.

Table 30: Use of VET subject equivalents (2003–2009) and course equivalents (2010) to achieve a WACE

	2003	2004	2005	2006	2007	2008	2009	2010
Eligible for a WACE	263	314	515	545	751	857	1 889	1 286

Table 31: Achievement of VET qualifications, 2004–2010

	2004	2005	2006	2007	2008	2009	2010
Number of qualifications	1 840	2 726	2 344	3 337	4 633	5 987	7 936
Number of students	1 569	2 066	1 782	2 401	3 323	4 317	5 637
Number of qualifications achieved through a traineeship	169	275	77	55	91	182	175

Exhibitions and Awards

A total of 1 581 exhibitions and awards were granted to students who achieved academic excellence. The awards recognise general educational excellence as well as course-specific excellence.

In 2010, the following changes were made to the 2010 Awards and Exhibition policy:

- General exhibitions – the Curriculum Council WACE award score calculated using un-truncated scaled marks.
- Course exhibitions – the name changed from subject exhibitions. The exhibitions awarded to the student with the highest combined mark rather than highest raw examination mark.
- VET exhibitions and certificates of distinction (VET) – replaced wholly school-assessed awards.
- Certificates of distinction – based on the WACE course score rather than the combined mark.
- Certificates of excellence – now based on 16 course units compared with 10 full-year subjects.

Awards were made in the categories shown in table 32.

Table 32: Number of exhibition and award winners, 2010

Award	Number awarded
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibitions	40
General Exhibition (Aboriginal and Torres Strait Islander)	1
General Exhibition (English as Second Language/ English as a Second Dialect)	1
Course Exhibitions	48
Special Course Awards	1
VET Exhibition	6
Certificate of Distinction	274
Special Certificate of Distinction	9
Certificate of Distinction (VET)	15
Certificate of Excellence	1 184
Total	1 581

The Premier announced the winners of the Beazley Medals at Kings Park on Thursday, 6 January 2011. The full list of award winners was published on the Curriculum Council's website and in *The Western Australian* on Friday 7 January 2011.

Certificates and/or awards were presented to 753 award recipients at the Curriculum Council's Awards Ceremony held on Wednesday, 9 February, 2011, at Curtin University of Technology. Pre-ceremony entertainment and post-ceremony refreshments were provided.

The five Western Australian universities jointly agreed to sponsor the Beazley Medal: TEE. Westscheme sponsor the Beazley Medal: VET. Sponsorship to the amount of \$42 955 was committed by different organisations to assist with the conduct of the awards ceremony.

Overseas equivalence

The Curriculum Council has legislative responsibility for awarding Year 12 achievements and for determining the equivalence of secondary qualifications achieved overseas. These equivalence statements are required for those seeking entry into training places, university or employment. The process involves the scrutiny of a person's overseas qualifications in relation to an international educational comparisons data base. This information is then aligned with Western Australian standards. There were 793 applications processed during 2010 compared with 923 in 2009.

Overseas WACE program

The Curriculum Council conducts overseas programs that enable students from foreign countries to qualify for entry to tertiary institutions in Australia and overseas.

Contractual arrangements

Each overseas school signs an agreement with the Curriculum Council that specifies the services that will be offered by the Council and the commitments of the school. A supplementary agreement is signed each year that specifies the courses offered, as well as charges and timelines.

Management

The program is managed by an officer at the Curriculum Council. Each school is visited in March /April and again in July/ August. Where possible, the CEO or the manager of the overseas program visits the larger schools in October/ November to deliver the graduation speech at the WACE ceremonies.

All expenses involved with the management of the program are funded from income received from overseas schools.

Developments

- Malaysia: KDU Colleges, Petaling Jaya and Penang campuses, began Year 12 WACE programs in 2011.
- Vietnam: One new school in Ho Chi Minh City, Vietnam, commenced offering the Western Australian curriculum program for students in years one to six in 2011.

Table 33: Overseas enrolments in WACE programs

School	Number of Students			
	2010		2011	
	Year		Year	
	11	12	11	12
Sunway College (Kuala Lumpur)	0	383	0	446
Sunway College Johor Baru (Malaysia)	0	36	0	60
KBU International College (Malaysia)	0	99	0	66
St Francis Methodist School LTD (Singapore)	13	27	20	21
Methodist College Kuala Lumpur (Malaysia)	0	40	0	40
National Institute of Technology (Beijing)	188	92	184	90
Saigon International College HCM City (Vietnam)	87	84	74	82
China-Australia College Zhengzhou (PR China)	18	9	37	16
Shanghai Gold Apple School (PR China)	18	9	37	16
Australian International School (Dhaka Bangladesh)	15	0	13	13
Australian International School Inc (Manila Philippines)	6	0	0	5
KDU University Sdn Bhd (Petaling Jaya Campus Malaysia)	0	0	0	42
KDU College (Penang Campus Malaysia)	0	0	0	8

Information Services

An additional internet web application was added to the Student Information Records System (SIRS) to perform online marks collection for 85 written examinations.

Other information and communication technology developments included:

- Virtualisation of all computers servers
- A change of disaster recovery site to the Department of Education for risk reduction
- A register is used to track USB flash drives
- Allow uploading of separate practical and written of schools marks
- Develop a Guide to Standards database to manage the Guide to Grades and the Standards Guides by allowing input of nine separate sources of information
- Continued maintenance in SIRS
- Continued information technology support for the Department of Education Services.

As well as their Statement of Results via the web, students can now browse for their demographic information and enrolments, and personal examination timetable.

Employment and industrial relations

Full-time equivalent staffing was maintained at just below the 2009-10 level.

Table 34: Staff Profile

	2009–10	2010-11
Full-time permanent	74	70
Full-time contract	39	44
Part-time permanent	20	18
Part-time contract	15	17
Secondments	6	7
Head count	<u>154</u>	<u>156</u>
Total FTE	<u>134.2</u>	<u>133.93</u>

Human resource management

At the beginning of 2011 Human Resource Officers for the Council implemented the electronic forms within the Human Resources Management Information System (HRMIS).

Council Managers attended a HR workshop in June 2011 to be updated on the key changes made to the legislative instruments that regulate public sector employment. In particular, the issuing of two Commissioner's Instructions released in February 2011 on the Employment Standard and Filling a Public Sector Vacancy.

Occupational safety, health and injury management

Incidents involving injury or disease were managed in accordance with the *Workers' Compensation and Injury Management Act 1981*.

Table 35: Impact of fatalities, injury & diseases

Indicator	2008-09	2009-10	2010-11
Number of fatalities	0	0	0
Lost time injury/disease (LTI/D) events	4	1	0
Number of severe incidents	0	0	0
Lost time injury severity rate	0	0	0

Incidents involving injury or disease were managed in accordance with the *Workers' Compensation and Injury Management Act 1981*.

Council's Chief Executive Officer chairs the Occupational Safety and Health (OSH) Committee.

During 2010/011 the following actions were undertaken:

- A workplace inspection of both buildings occupied by Council staff was completed on 10 February 2011. No major issues were identified, and minor issues were addressed.
- A workplace Safety and Health representative was employee-elected
- Staff were reminded via internal newsletters and/or intranet items of the availability of:
 - the eyesight screening policy and optical subsidy, and
 - the employee assistance program (PPC),
 - the accident and incident procedures and form,
 - first aid kits,

- names of first aid officers,
- emergency evacuation procedures.
- Additional staff received training in senior first aid
- Purchase of an additional defibrillator and Oxyport oxygen supply for 28 Walters Drive (note: all first aid officers have been trained in the use of this equipment)
- Council staff are reimbursed for out-of-pocket expenses following receipt of the flu vaccination from their GP
- All OSH issues raised by staff were resolved as soon as practicable.

Council's Chief Executive Officer chairs the Occupational Safety and Health (OSH) Committee.

Disability Access and Inclusion Plan outcomes

The Council's Disability Access and Inclusion Plan (DAIP) committee

met three times during 2010/2011 to ensure that the actions in the implementation plan (which is driven by the DAIP) were carried out.

The committee, in association with staff from the Disability Services Commission (DSC), has been working on a new Disability Access and Inclusion Plan (DAIP) for 2012-2016. This draft plan will soon be advertised in The West Australian for public comment for one month. Following the finalisation of the plan it will be lodged with DSC and be available on both the Council's website and intranet.

Table 36: Provision for disabled access

No	DAIP objective	Initiatives undertaken
1	People with disabilities have the same opportunities as other people to access the services of, and any events organised by the Curriculum Council.	<ul style="list-style-type: none"> • The committee continues to meet regularly. • The DAIP (located on the Council's website) is reviewed annually. • Staff are reminded of the benefits of using the events checklist. • Council's policies and procedures are reviewed annually to ensure they meet the Disability Standards for Education 2005.
2	People with disabilities have the same opportunities as other people to access the buildings and facilities.	Regular checks are completed on: <ul style="list-style-type: none"> • Use of disability parking bays • Reception area and pathways are clear of obstructions.
3	People with disabilities receive information from a public authority in a format that will enable them to access the information as readily as other people.	Council's website is reviewed annually to ensure that: <ul style="list-style-type: none"> • documents are accessible by vision impaired persons, • there is a statement on alternative means of access to information, • it complies with state Government Access guidelines.
4	People with disabilities receive the same level and quality of services from the staff of the Curriculum Council as other people receive.	<ul style="list-style-type: none"> • The awareness of staff is raised by information published on the intranet and in the staff newsletter.
5	People with disabilities have the same opportunities as other people to make complaints to the Council.	<ul style="list-style-type: none"> • Council's website includes a link to Council's <i>Complaints Management Policy</i> which is reviewed annually and communicated to staff twice per year.
6	People with disabilities have the same opportunities as other people to participate in any public consultation by the Council.	<ul style="list-style-type: none"> • Staff awareness is raised through the intranet and newsletter.

Compliance with public sector standards and ethical codes

An internal audit of human resource management transactions found that the Council had complied with section 31 (1) of the Public Sector Management Act 1994.

Table 37: Standards and ethics compliance

Subject	Action
Compliance trends and performance	Detailed monitoring and response system in operation.
Public Sector Standards	Information about standards is included in the Council's HR manual.
Claims of breach of public sector standards	Nil. No action required.
WA Code of Ethics	WA Code of Ethics is made available to all staff on the Council's intranet (within the Code of Conduct).
Reports of non-compliance with WA Code of Ethics	Nil. No action required.
Code of conduct	Code of Conduct is accessible on the intranet and hard copies are available on request.
Reports of non-compliance with Council's Code of Conduct	Nil. No action required.

The focus on compliance and the prevention of non-compliance with Public Sector Standards and ethical codes continued during 2010-11.

In March 2011, thirteen Council staff were trained by Annaliza Jackson & Associates in a four-hour session. Further training sessions will be conducted as required.

The Accountable and Ethical Decision Making PowerPoint presentation, participant's handbook and scenarios are located on Council's intranet.

Complaints management

The process of registering inquiries as complaints was expanded to include inquiries that did not present as formal complaints but did suggest that the correspondent advocated a review of Council policies, actions or decisions.

Twenty-nine complaints were registered and all were resolved satisfactorily in accordance with the Curriculum Council's complaints management policy.

A number of concerns raised with the Curriculum Council were dealt with satisfactorily outside the formal complaints management process.

Record-keeping plan

The Curriculum Council complied with the agreed joint Recordkeeping Plan for the Curriculum Council, the Department of Education and Training (DET), the Department of Education Services (DES), TAFEWA colleges and the Public Education Endowment Trust (PEET).

The Curriculum Council record-keeping plan is shown in Table 39.

Table 38: State Records Commission Standard 2 Principal 6 – Recordkeeping Plan

Objective	Background and action
The efficiency and effectiveness of the organisation's recordkeeping system is evaluated not less than once every five years.	The Electronic Documents and Records Management System (EDRMS) and Web Content Management System (WCMS) TRIM Context was implemented in 2007 and since then the system has been used in more advanced and proficient way. System monitoring and provision of advice on the corporate document and file management system is performed on a daily basis, this includes continued support for the end-users. The application of the system's advanced features, including Action/Procedure, improved the delivery of seamless management of corporate documents in several business areas. Preparation has started for the upgrade of TRIM to version 7.1 to make the system compatible with MS Office 2010. The upgrade will improve the security of the environment for the management and storage of corporate records. Scrutiny and audit of the agency's file classification system is an on-going process due to continuing changes of the Council's business functions. Consultation meetings with end-users assisted with evaluation and service delivery of a more effective filing system.
The organisation conducts recordkeeping training programs.	Records staff provided several advanced TRIM training sessions for new and existing users and several personal training sessions were provided on demand. Additional support to end-users was offered by administrative support staff trained to provide direct assistance with TRIM to peers as required. End-users were also supported by the TRIM Help desk service on a daily basis over the phone; via email or very often at the user's workstation. Records staff further developed their skills by attending records management conferences; seminars or via peer to peer meetings and HP TRIM users forum.
The efficiency and effectiveness of the recordkeeping training programs is reviewed from time to time.	TRIM training materials and programs to support end-users were updated and placed in a prominent place on the Intranet. Several questionnaires provided feedback on the efficiency and effectiveness of the TRIM training sessions and programs in which staff were involved. This feedback assisted with revision of existing programs as well as the development of new training programs.
The organisation's induction program addresses employees' roles and responsibilities with regards to their compliance with the organisation's recordkeeping plan.	New appointees were given a general induction, which included a recordkeeping focus. The recordkeeping training usually comprised recordkeeping guidelines and hands-on TRIM training, supported by the intranet recordkeeping training materials and PowerPoint presentations. After the general induction program, follow-up training sessions were delivered to end-users. Individual training on a one-to-one basis tailored to the business needs of end-user was provided by records officers on request.

Financial targets

	2011 Target ⁽¹⁾	2011 Actual	Variation
	\$000	\$000	\$000
Total cost of services	32 361	30 957	1 404 ⁽²⁾
Net cost of services	31 891	29 970	1 921 ⁽²⁾
Total equity	5 563	6 785	(1 222) ⁽³⁾
Net increase/(decrease) in cash held	(448)	(2 143)	(1 695) ⁽³⁾
	Number	Number	Number
Approved full-time equivalent (FTE) staff level	134	134	–

1. As specified in the 2010–11 State Budget.
2. The variation is mainly due to lower expenditure for the development and conduct of compulsory examinations for new courses. Further explanations are contained in Note 36 of the Notes to the financial statements.
3. The higher than expected equity level and decrease in cash held is due to an adjustment to the asset replacement account explained in Note 36 of the Notes to the financial statements.

Summary of key performance indicators

Key effectiveness indicators

Outcome: Quality curriculum framework (Kindergarten to Year 12) and assessment (Years 11-12) in Western Australia	2011 Target ⁽¹⁾	2011 Actual	Variations
Key effectiveness indicators ⁽²⁾ :			
• Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	3.76	3.83	(0.07)
• Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	3.80	3.78	0.02
• Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	3.80	3.76	0.04

1. The targets as specified in the 2010–11 State Budget.
2. The scale range is from 1 (low) to 5 (high).

Significant issues impacting the agency

Current and emerging issues and trends impacting on the Curriculum Council include the following:

Development and implementation of the Australian Curriculum

The Curriculum Council is working with the Western Australian Department of Education, Association of Independent Schools and Catholic Education Office to co-ordinate state responses to the development of the Pre-primary to Year 10 Australian Curriculum to ensure that it meets the needs of our students and community and to develop a coordinated implementation plan.

A second significant issue is that implementation of the new Western Australian Certificate of Education (WACE) courses was completed at the end of Year 10 with all courses being examined for the first time. Normally such a significant reform would last 15 to 20 years but the introduction of new Year 11 and Year 12 national courses over the next four or five years will mean that teachers will be required to implement further changes to their teaching and assessment programs.

Ongoing monitoring of the WACE

Quality courses and external examinations are central to the development of community acceptance and trust in the WACE.

The new WACE courses are still in the early stages of implementation and require close monitoring and support to ensure their continued success.

An ongoing challenge for the agency is to implement systems to provide

high quality external examinations and certification, with no errors.

Stakeholders need to be encouraged to understand that achieving the WACE is a valuable goal for all students and not only those focused on university entrance.

Quality Data to Schools and Students

The Curriculum Council has always provided feedback to schools on the performance of their students. With the implementation of all new courses and examinations, and the full implementation of the Council's Student Information Records System (SIRS), high quality, diagnostic feedback will be provided to schools at the whole school and specific course levels. This will provide detailed question-by question analysis of students' responses and provide comparisons between their students' performances and the achievements of others state wide. Students who sat the 2010 WACE examinations were able to access their own results through SIRS.

Developing Assessment Expertise of Teachers

The need to develop teachers' assessment capabilities and to help new and inexperienced teachers develop their understanding of the Council's assessment and moderation requirements is continuing.

There was strong demand for places in nearly 200 assessment seminars in Perth, Bunbury, Albany and Geraldton. Further seminars have been requested.

The Council is also working with school system/sectors to support small group moderation and ensuring comparability of school-based assessments through the provision of quality feedback.

Impact of Information Technology on Assessment

The Council is working closely with schools and school systems/sector to develop practical approaches to the continuing development and implementation of computer-based assessment and examinations.

Providing participation and achievement information

There is a continuing requirement for monitoring and reporting to schools, education systems, stakeholders and the community on student participation and achievement.

Provision of appropriate and engaging courses at suitable levels has become a priority for many schools and providing accurate, meaningful and reliable performance assessment data remains a priority for the Council.

An emerging challenge is to monitor and report participation, completion and achievement rates for students from disadvantaged backgrounds.

Auditor General's independent audit opinion



Auditor General

INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

CURRICULUM COUNCIL

Report on the Financial Statements

I have audited the accounts and financial statements of the Curriculum Council.

The financial statements comprise the Statement of Financial Position as at 30 June 2011, the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

Council's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the financial position of the Curriculum Council at 30 June 2011 and its financial performance and cash flows for the year then ended. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions.

Curriculum Council

Report on Controls

I have audited the controls exercised by the Curriculum Council. The Council is responsible for ensuring that adequate control is maintained over the receipt, expenditure and investment of money, the acquisition and disposal of public and other property, and the incurring of liabilities in accordance with the Financial Management Act 2006 and the Treasurer's Instructions, and other relevant written law.

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

Opinion

In my opinion, the controls exercised by the Curriculum Council are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions.

Report on the Key Performance Indicators

I have audited the key performance indicators of the Curriculum Council. The Council is responsible for the preparation and fair presentation of the key performance indicators in accordance with the Financial Management Act 2006 and the Treasurer's Instructions.

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

Opinion

In my opinion, the key performance indicators of the Curriculum Council are relevant and appropriate to assist users to assess the Council's performance and fairly represent indicated performance for the year ended 30 June 2011.

Independence

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

COLIN MURPHY
AUDITOR GENERAL
16 September 2011

Disclosure and Legal Compliance

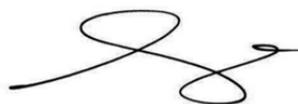
Certification of Financial Statements

The accompanying financial statements of the Curriculum Council have been prepared in compliance with the provisions of the Financial Management Act 2006 from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2011 and the financial position as at 30 June 2011.

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



**EMERITUS PROFESSOR P. J. GARNETT
CHAIR**



**A. BLAGAICH
ACTING CHIEF EXECUTIVE OFFICER**



**Y. H. SEETOH
CHIEF FINANCE OFFICER**

31 August 2011

Statement of Comprehensive Income

	<i>Note</i>	2011	2010
		\$000	\$000
COST OF SERVICES			
Expenses			
Employee benefits expense	6	14 528	15 357
Supplies and services	7	9 307	8 394
Accommodation expenses	8	1 438	1 657
Depreciation and amortisation expenses	9	593	451
Grants and awards	10	4 924	266
Other expenses	11	167	221
Total cost of services		30 957	26 346
Income			
Revenue			
Sales and fees	12	701	808
Grants and contributions	13	43	38
Other revenue and recoveries	14	243	231
Total income other than income from State Government		987	1 077
NET COST OF SERVICES		29 970	25 269
INCOME FROM STATE GOVERNMENT	15		
Service appropriations		28 089	25 392
Resources received free of charge		116	101
Total income from State Government		28 205	25 493
SURPLUS/(DEFICIT) FOR THE YEAR		(1 765)	224
Other comprehensive income		–	–
TOTAL COMPREHENSIVE INCOME FOR THE YEAR		(1 765)	224

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

Statement of Financial Position

	Note	2011 \$000	2010 \$000
ASSETS			
Current Assets			
Cash and cash equivalents	16	2 314	2 568
Inventories	17	–	68
Receivables	18	409	262
Amount receivable for services	19	170	170
Prepayments		40	44
Total current assets		2 933	3 112
Non-Current Assets			
Restricted cash and cash equivalents	16	471	2 360
Amount receivable for services	19	4 006	3 086
Plant and equipment	20	148	115
Intangible assets	21	3 156	3 691
Project-in-progress	22	–	–
Total non-current assets		7 781	9 252
Total assets		10 714	12 364
LIABILITIES			
Current Liabilities			
Payables	23	314	478
Provisions	24	2 669	2 458
Other liabilities	25	51	302
Total current liabilities		3 034	3 238
Non-Current Liabilities			
Provisions	24	895	576
Total non-current liabilities		895	576
Total liabilities		3 929	3 814
NET ASSETS		6 785	8 550
EQUITY			
Contributed equity	26	6 325	6 325
Accumulated surplus		460	2 225
TOTAL EQUITY		6 785	8 550

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

Statement of Changes in Equity

	Note	Contributed Equity \$000	Accumulated surplus/(deficit) \$000	Total Equity \$000
Balance at 1 July 2009	26	6 257	2 001	8 258
Total comprehensive income for the year		–	224	224
Transactions with owners in their capacity as owners:				
Capital appropriation		68	–	68
Balance at 30 June 2010		6 325	2 225	8 550
Balance at 1 July 2010		6 325	2 225	8 550
Total comprehensive income for the year		–	(1 765)	(1 765)
Transactions with owners in their capacity as owners:				
Capital appropriation		–	–	–
Balance at 30 June 2011		6 325	460	6 785

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

Statement of Cash Flows

	<i>Note</i>	2011 \$000	2010 \$000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		26 999	24 356
Capital appropriation		–	68
Holding account drawdowns		170	170
Net cash provided by State Government		27 169	24 594
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(14 155)	(14 700)
Supplies and services		(9 684)	(8 666)
Accommodation expenses		(1 244)	(1 334)
Grants and awards		(4 924)	(266)
GST payments on purchases		(967)	(657)
Receipts			
Sale of goods and services		450	778
Grants from state agencies		26	21
Grants from non-government sources		17	17
Other receipts		243	231
GST receipts on sales		92	114
GST receipts from taxation authority		925	521
Net cash used in operating activities	27	(29 221)	(23 941)
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of non-current physical assets		(91)	(280)
Net cash used in investing activities		(91)	(280)
Net increase/(decrease) in cash		(2 143)	373
Cash and cash equivalents at the beginning of year		4 928	4 555
CASH AND CASH EQUIVALENTS AT THE END OF THE YEAR	27	2 785	4 928

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

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This index does not form part of the financial statements.

Notes to the Financial Statements

1. Australian Accounting Standards

General

The Curriculum Council's financial statements for the year ended 30 June 2011 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' refers to Standards and Interpretations issued by the Australian Accounting Standard Board (AASB).

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

Early adoption of standards

The Curriculum Council cannot adopt an Australian Accounting Standard early unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Australian Accounting Standards that have been issued or amended but not operative have been early adopted by the Curriculum Council for the annual reporting year ended 30 June 2011.

2. Summary of significant accounting policies

(a) General Statement

The financial statements constitute general purpose financial statements that have been prepared in accordance with Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board as applied by the Treasurer's instructions. Several of these are modified by the Treasurer's instructions to vary application, disclosure, format and wording.

The Financial Management Act and the Treasurer's instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board.

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

(b) Basis of Preparation

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

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

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

[Note 3](#) 'Judgements made by management in applying accounting policies' discloses judgements that have been made in the process of applying the Curriculum Council's accounting policies resulting in the most significant effect on amounts recognised in the financial statements.

[Note 4](#) 'Key sources of estimation uncertainty' discloses key assumptions made concerning the future, and other key sources of estimation uncertainty at the end of the reporting period, that have a

significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

(c) Reporting Entity

The reporting entity is the Curriculum Council and has no related bodies.

(d) Contributed Equity

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

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

(e) Income

Revenue recognition

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

- **Sale of goods.**
Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser and can be measured reliably.
- **Provision of services**
Revenue is recognised on delivery of the service to the client or by reference to the stage of completion of the transaction.
- **Service Appropriations**
Service appropriations are recognised as revenues at fair value in the period in which the Curriculum Council gains control of the appropriated funds. The Curriculum Council gains control of appropriated funds at the time those funds are deposited to the bank account or credited to the 'Amounts receivable for services' (holding account) held at Treasury.
- **Grants, donations, gifts and other non-reciprocal contributions**
Revenue is recognised at fair value when the Curriculum Council obtains control over the assets comprising the contributions, usually when cash is received. Other non-reciprocal contributions that are not contributions by owners are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.
- **Gains**
Realised and unrealised gains are usually recognised on a net basis. These include gains arising on the disposal of non-current assets and some revaluations of non-current assets.

(f) Plant and Equipment**Capitalisation/Expensing of assets**

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

Initial recognition and measurement

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

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

Subsequent measurement

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

Depreciation

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

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

Computer hardware	3 years
Communication and audiovisual equipment	3 years

Other equipment and fittings

5–10 years

(g) Intangible Assets**Capitalisation/Expensing of assets**

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

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

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

Projects-in-progress are not amortised until it is fully completed.

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

Software ^(a)	3 years
Student Information and Records System	7–10 years

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

Computer software

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

Website costs

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

(h) Impairment of Assets

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

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling or where there is a significant change in useful life. Each relevant class of assets is reviewed annually to

verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

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

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

(i) Leases

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

(j) Financial Instruments

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

- Receivables; and
- Financial liabilities measured at amortised cost.

Financial instruments have been disaggregated into the following classes:

Financial Assets

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

Financial Liabilities

- Payables
- Other liabilities

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

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

(k) Cash and Cash Equivalents

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

(l) Accrued Salaries

Accrued salaries (Note 23 'Payables') represent the amount due to staff but unpaid at the end of the financial year, as the pay date for the last pay period for that financial year does not coincide with the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Curriculum Council considers the carrying amount of accrued salaries to be equivalent to its net fair value.

The Curriculum Council also set aside funding to meet the additional cash outflow in each eleventh year when 27 pay days occur in that year instead of the normal 26 (Note 16 'Cash and cash equivalents').

(m) Receivables

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

(n) Amounts Receivable for Services (Holding Account)

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

(o) Inventories

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

(p) Payables

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

(q) Provisions

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

(i) Provisions – Employee Benefits

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

Annual Leave

The liability for annual leave expected to be settled within 12 months after the end of the reporting period is recognised and measured at the undiscounted amounts expected to be paid when the liability is settled.

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

When assessing expected future payments, consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions as well as the experience of employee departures and periods of absence. The expected future payments are discounted using market yields at the reporting period on

national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

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

Long Service Leave

The liability for long service leave expected to be settled within 12 months after the end of the reporting period is recognised and measured at the undiscounted amounts expected to be paid when the liability is settled.

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

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

Unconditional long service leave provisions are classified as current liabilities as the Curriculum Council does not have an unconditional right to defer settlement of the liability for at least

12 months after the reporting period. Conditional long service leave provisions are classified as non-current liabilities because the Curriculum Council has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

Superannuation

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

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

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

The Curriculum Council has no liabilities under the Pension Scheme or the GSS. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits attributable to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the Curriculum Council to the GESB. The concurrently funded part of the GSS Scheme is a defined contribution scheme as these

contributions extinguish all liabilities in respect of the concurrently funded GSS Scheme obligations.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension or the GSS Schemes became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). Both of these schemes are accumulation schemes. The Curriculum Council makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992. These contributions extinguish the liability for superannuation charges in respect of the WSS and GESBS.

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

(ii) Provisions – Other

Employment On-Costs

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

(r) Superannuation Expense

The superannuation expense in the Statement of Comprehensive Income comprises employer contributions paid to the GSS (concurrent contributions), the WSS and the GESBS.

(s) Resources Received Free of Charge or for nominal cost

Resources received free of charge or for nominal cost that can be reliably measured are recognised as income at fair value. Where the resource received represents a service that the authority would otherwise pay for, a corresponding expense is recognised. Receipts of assets are recognised in the Statement of Financial Position.

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

(t) Comparative Figures

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

3. Judgements made by management in applying accounting policies

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

4. Key sources of estimation uncertainty

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

Long Service Leave

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

5. Disclosure of changes in accounting policy and estimates

(a) Initial application of an Australian Accounting Standard

The Curriculum Council has applied the following Australian Accounting Standards and Australian Accounting Interpretations effective for annual reporting periods beginning on or after 1 July 2010 that impacted on the Curriculum Council:

2009-5

Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 5, 8, 101, 107, 117, 118, 136 & 139]

Under amendments to AASB 117, the classification of land elements of all existing leases has been reassessed to determine whether they are in the nature of operating or finance leases. As leases of land & buildings recognised in the financial statements have not

been found to significantly expose the Curriculum Council to the risks/rewards attributable to control of land, no changes to accounting estimates have been included in the Financial Statements and Notes to the Financial Statements.

Under amendments to AASB 107, only expenditures that result in a recognised asset are eligible for classification as investing activities in the Statement of Cash Flows. All investing cashflows recognised in the Curriculum Council's Statement of Cash Flows relate to increases in recognised assets.

AASB 2009-12

Amendments to Australian Accounting Standards [AASBs 5, 8, 108, 110, 112, 119, 133, 137, 139, 1023 & 1031 and Interpretations 2, 4, 16, 1039 & 1052]

This Standard introduces a number of terminology changes. There is no financial impact resulting from the application of this revised Standard.

AASB 2010-5

Amendments to Australian Accounting Standards [AASB 1, 3, 4, 5, 101, 107, 112, 118, 119, 121, 132, 133, 134, 137, 139, 140, 1023 & 1038 and Interpretations 112, 115, 127, 132 & 1042] (October 2010)

This Standard introduces a number of terminology changes as well as minor presentation changes to the Notes to the Financial Statements. There is no financial impact resulting from the application of this revised Standard.

(b) Future impact of Australian Accounting Standards not yet operative

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

Title and Operative for reporting periods beginning on/after:	
<p><i>AASB 2009–11</i></p> <p><i>Amendments to Australian Accounting Standards arising from AASB 9 [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 & 1038 and Interpretations 10 & 12].</i></p> <p>The amendment to AASB 7 requires modification to the disclosure of categories of financial assets. The Curriculum Council does not expect any financial impact when the Standard is first applied. The disclosure of categories of financial assets in the notes will change.</p>	1 January 2013
<p><i>AASB 2011-1</i></p> <p><i>Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project [AASB 1, 5, 101, 107, 108, 121, 128, 132 & 134 and Interpretations 2, 112 & 113]</i></p> <p>This Amending Standard, in conjunction with <i>AASB 1054 Australian Additional Disclosures</i>, removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards.</p>	1 July 2011
<p><i>AASB 1053</i></p> <p><i>Application of Tiers of Australian Accounting Standards</i></p> <p>This Standard establishes a differential financial reporting framework consisting of two tiers of reporting requirements for preparing general purpose financial statements.</p> <p>The Standard does not have any financial impact on the Curriculum Council. However it may affect disclosures in the financial statements of the Curriculum Council if the reduced disclosure requirements apply. DTF has not yet determined the application or the potential impact of the new Standard for agencies.</p>	1 July 2013

Title and Operative for reporting periods beginning on/after:**AASB 2010–2***Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements*

This Standard makes amendments to many Australian Accounting Standards, including Interpretations, to introduce reduced disclosure requirements into these pronouncements for application by certain types of entities.

The Standard is not expected to have any financial impact on the Curriculum Council. However this Standard may reduce some note disclosures in the financial statements of the Curriculum Council. DTF has not yet determined the application or the potential impact of the amendments to these Standards for agencies.

1 July 2013

AASB 2010-7*Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Interpretations 2, 5, 10, 12, 19 & 127]*

This Amending Standard makes consequential adjustments to other Standards as a result of issuing AASB 9 *Financial Instruments* in December 2010. DTF has not yet determined the application or the potential impact of the Standard for agencies.

1 Jan 2013

AASB 2011-2*Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project – Reduced Disclosure Requirements [AASB 101 & 1054]*

This Amending Standard removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards for reduced disclosure reporting. DTF has not yet determined the application or the potential impact of the amendments to these Standards for agencies.

1 July 2011

Title and Operative for reporting periods beginning on/after:**AASB 2010-6*****Amendments to Australian Accounting Standards – Disclosures on Transfers of Financial Assets [AASB 1 & AASB 7]***

This Standard makes amendments to Australian Accounting Standards, introducing additional presentation and disclosure requirements for Financial Assets. The Standard is not expected to have any financial impact on the Curriculum Council. DTF has not yet determined the application or the potential impact of the amendments to these Standards for agencies.

1 July 2011

AASB 1054***Australian Additional Disclosures***

This Standard, in conjunction with *AASB 2011-1 Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project*, removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards.

1 July 2011

AASB 9***Financial Instruments***

This Standard supersedes *AASB 139 Financial Instruments: Recognition and Measurement*, introducing a number of changes to accounting treatments.

The Standard was reissued on 6 Dec 2010 and the Department is currently determining the impact of the Standard. DTF has not yet determined the application or the potential impact of the Standard for agencies.

1 Jan 2013

6. Employee benefits expense

	2011	2010
	\$000	\$000
Wages and salaries ^(a)	12 260	13 431
Superannuation – defined contribution plans ^(b)	1 782	1 658
Long service leave ^(c)	375	242
Annual leave ^(c)	111	26
	14 528	15 357

(a) Includes the value of fringe benefits to employees plus the fringe benefits tax component.

(b) Defined contribution plans include West State, Gold State and GESB Super Scheme (contributions paid).

(c) Includes a superannuation contribution component.

Employment on-costs such as workers' compensation insurance are included at Note 11 'Other expenses'. The employment on-costs liability is included at Note 24 'Provisions'.

7. Supplies and services

	2011	2010
	\$000	\$000
Consultants and contractors ^(a)	8 399	7 263
Communications	216	248
Consumable supplies ^(a)	692	883
	9 307	8 394

(a) Includes expenditure for the year ended 31 December 2010 for the development of examination materials for sale. The Curriculum Council does not prepare a trading account for the sale of examination materials as the pricing is based on recovery of only printing cost to ensure affordability by the buyers who are predominantly school students. Therefore, there is no cost of sales expenditure item in the Statement of Comprehensive Income.

8. Accommodation expenses

	2011	2010
	\$000	\$000
Lease rentals	1 244	1 334
Repairs, maintenance and fit-outs	96	240
Cleaning	98	83
	1 438	1 657

9. Depreciation and amortisation expenses

	2011	2010
	\$000	\$000
Plant and equipment	58	52
Intangible assets	535	399
	593	451

10. Grants and awards

	2011	2010
	\$000	\$000
Grants for implementation of the national curriculum ^(a)	4 873	–
Grants to universities for research on senior school education under the Australian Research Council linkage projects ^(a)	40	253
Grants for Year 12 Art Exhibition and 'Celebrates WA' ^(a)	3	5
Awards for educational excellence	8	8
	4 924	266

(a) The grants were provided for ordinary activities.

11. Other expenses

	2011	2010
	\$000	\$000
Employment on-costs ^(a)	2	(2)
Repairs and maintenance	137	195
Audit fees ^(b)	28	28
	167	221

(a) These relate to workers' compensation insurance associated with the recognition of annual and long service leave liabilities shown in Note 24 'Provisions'.

(b) See also Note 34 'Remuneration of auditor'.

12. Sales and fees

	2011	2010
	\$000	\$000
Sale of examination and framework materials, other Curriculum Council publications and fees from examination related services ^{(a) (b)}	172	264
Fees from overseas full fee paying students ^(c)	529	544
	<u>701</u>	<u>808</u>

(a) No trading account is prepared for the Statement of Comprehensive Income as the materials for sale are priced at cost recovery of only printing expenditure. The development costs are included in Note 7 'Supplies and services'.

(b) From 1 January 2010, the Curriculum Council no longer sell past years' examination and some framework materials that were obsolete. Western Australian Certificate of Education (WACE) examination papers are available in the Curriculum Council's website for downloading by users for personal use.

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

13. Grants and contributions

	2011	2010
	\$000	\$000
From state agencies and non-government sources for the Curriculum Council's awards ceremony for educational excellence	43	38

14. Other revenues and recoveries

	2011	2010
	\$000	\$000
Fees for corporate services performed for another State Government department	77	74
Government Vehicle Scheme contributions	22	26
Sundry revenues and recoupment of previous year expenses ^(a)	144	131
	<u>243</u>	<u>231</u>

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

15. Income from State Government

	2011	2010
	\$000	\$000
Appropriation revenue received during the year – Service appropriations ^{(a)(b)}	28 089	25 392
Resources received free of charge: Determined on the basis of the following estimates provided by agencies:		
Department of Education – system support and secondment costs	97	76
Department of Treasury and Finance – office accommodation services	13	11
State Solicitor’s Office – legal services	6	14
	<u>116</u>	<u>101</u>

(a) Service appropriations are accrual amounts reflecting the net cost of services delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises depreciation expense and any agreed increase in leave liability. The amount included \$1.756 million refunded to the State government – details in Note 16.

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

16. Cash and cash equivalents

	2011	2010
	\$000	\$000
Current assets:		
Cash at bank	2 313	2 567
Petty cash and till floats	1	1
	<u>2 314</u>	<u>2 568</u>
Non-Current assets:		
Restricted cash and cash equivalents comprise:		
– Lump sums transferred from other state agencies for accrued long service leave and funding for cash out of accrued annual leave ^(a)	208	198
– Accrued salaries – 27th fortnight payroll ^(b)	263	251
– Service appropriations to be refunded to the State government:		
– unutilised carryover 2008–09 supplementary funding for compulsory examinations ^(c)	–	1 756
– estimated savings for recurrent salary related to Targeted Employment Separation Offer 2010 ^(d)	–	155
	<u>471</u>	<u>2 360</u>

(a) The lump sums for unconsumed leave are restricted in that the unexpired portions have to be on-transferred if the staff members are transferred to other state agencies or returned to their home agencies. Cash out of accrued leave is covered in the Public Service and Government Officers Agreement 2011.

(b) The amount is held for the purpose of meeting the 27th fortnight payroll in a financial year that occurs every 11 years.

(c) The original 2008–09 supplementary funding released by the State government in late June 2009 was \$2.135 million. Due to uncertainties of cost outlays for the conduct and development of examinations for new courses in 2009–10, the Curriculum Council was allowed to retain the use of the unutilised carryover of \$1.756 million. However, the Curriculum Council needed to refund any unutilised funding after the end of 2009–10.

(d) Under the Targeted Employment Separation Offer 2010, agencies were required to return 50 per cent of the recurrent salary savings to the Consolidated Account. This amount was equivalent to 50 per cent of the annualised payroll of the officers who took the separation offer.

17. Inventories

	2011	2010
	\$000	\$000
Inventories held for sale:		
Examination materials, framework materials and other Curriculum Council publications, at cost	–	68

From 1 January 2010, the Curriculum Council no longer sell past years' examination and some framework materials that were obsolete. Western Australian Certificate of Education (WACE) examination papers are available in the Curriculum Council's website for downloading by users for personal use. Inventories (rounded to nearest \$'000:2011:\$65; 2010:\$391) removed from sale were written off.

18. Receivables

	2011	2010
	\$000	\$000
Trade debtors	398	201
GST receivable	11	61
	409	262

(a) The Curriculum Council does not hold any collateral as security or other credit enhancements relating to receivables.

(b) No provision for impairment is required as the receivables are all collectable at the date of reporting.

(c) Credit risk

Ageing of receivables past due but not impaired based on the information provided to senior management at the reporting period end date:

Greater than 6 months	6	22
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19. Amount receivable for services

	2011	2010
	\$000	\$000
Current	170	170
Non-Current	4 006	3 086
	4 176	3 256

Represents the non-cash component of service appropriations restricted for use in asset replacement or payment of annual and long service leave liabilities.

20. Plant and equipment

	2011	2010
	\$000	\$000
At cost	627	537
Accumulated depreciation	(479)	(422)
	<u>148</u>	<u>115</u>
Reconciliation of carrying amount at the beginning and end of the financial year is set out below.		
Carrying amount at start of the year	115	69
Additions	91	98
Transferred item previously wrongly included as intangible asset	–	14
Accumulated depreciation on the transferred item	–	(14)
Depreciation for the year	(58)	(52)
Carrying amount at end of year	<u>148</u>	<u>115</u>

There were no indications of impairment to plant and equipment. As at 30 June 2011 there were no assets identified as surplus.

21. Intangible assets

	2011	2010
	\$000	\$000
Computer software:		
At cost	4 720	4 720
Accumulated amortisation	(1 564)	(1 029)
	<u>3 156</u>	<u>3 691</u>
Reconciliation of carrying amount at the beginning and end of the financial year is set out below.		
Carrying amount at start of the year	3 691	2 014
Item wrongly included as transferred to plant and equipment	–	14
Accumulated depreciation on the transferred item	–	(14)
Additions		
– transfer from project-in-progress (Note 22)	–	2 057
– acquisitions	–	19
Amortisation for the year	(535)	(399)
Carrying amount at end of year	<u>3 156</u>	<u>3 691</u>

There were no indications of impairment to intangible assets. As at 30 June 2011 there were no intangible assets identified as surplus.

22. Project-in-progress

	2011	2010
	\$000	\$000
Replacement of student records information system, at cost	–	–
Carrying amount at start of the year	–	1 894
Additions	–	163
Transferred to intangible assets	–	(2 057)
Carrying amount at end of year	–	–

All modules of the project were completed during 2009–10 and transferred to the related intangible asset (Note 21) in the Curriculum Council's property register.

23. Payables

	2011	2010
	\$000	\$000
Trade payables	46	63
Accrued salaries : amount owing for five working days (2010 : 4 working days) ^(a)	268	185
Voluntary severance offer payment due to an officer ^(b)	–	230
	<u>314</u>	<u>478</u>

(a) The amount owing for 5 working days included the 3.75% increase in rates for the period from 15 April 2011 to 30 June 2011 awarded in the Public Service and Government Officers Agreement 2011. Employees received the 3.75% rate increase for the aforementioned period in July 2011.

(b) Under the Targeted Employment Separation Offer 2010 scheme, officers who took up the offer must exit the public sector by 30 June 2010. The officer's last day was 30 June 2010 and therefore the amount payable under the offer must be accrued to comply with the scheme.

24. Provisions

	2011	2010
	\$000	\$000
Current:		
Employee benefits provision		
Annual leave ^(a)	1,027	906
Long service leave ^(b)	1 630	1 542
	<u>2 657</u>	<u>2 448</u>
Other provision		
Employment on-costs ^(c)	12	10
	<u>2,669</u>	<u>2 458</u>
Non-Current:		
Employee benefits provision for long service leave	895	576
(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of the end of the year	440	453
More than 12 months after the end of the year	587	453
	<u>1,027</u>	<u>906</u>
(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:		
Within 12 months of the end of the year	332	540
More than 12 months after the end of the year	2,193	1 578
	<u>2,525</u>	<u>2 118</u>

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

Movement in employment on-cost provision:

Carrying amount at start of year	10	12
Additional/(reduction) in provision recognised	2	(2)
Carrying amount at end of year	<u>12</u>	<u>10</u>

25. Other liabilities

	2011	2010
	\$000	\$000
Income in advance: examination enrolment fees from overseas full fee paying students	51	302

The fees are payable prior to the end of the financial year while the examinations are conducted during the first half of the following financial year. Substantial proportion of these fees is from overseas colleges that require invoices from the Curriculum Council before they remit the payments. Unlike previous years, the invoices to these colleges to collect the fees due from them are issued in July instead of June. The deferral is necessary to ensure the correctness in enrolled student numbers used for the invoice preparation. Henceforth, invoices to overseas colleges will be done in July.

26. Equity

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

	2011	2010
	\$000	\$000
Contributed equity		
Balance at start of year	6 325	6 257
Contributions by owners – capital appropriation	–	68
Balance at end of year	6 325	6 325
Accumulated surplus		
Balance at start of year	2 225	2 001
Surplus/(deficit) for the year	(1 765)	224
Balance at end of year	460	2 225

27. Notes to the Statement of Cash Flows

Reconciliation of cash	2011	2010
	\$000	\$000
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 and cash equivalents (Note 16)	2 314	2 568
Restricted cash and cash equivalents (Note 16)	471	2 360
	<u>2 785</u>	<u>4 928</u>

Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities	2011	2010
	\$000	\$000
Net cost of services	(29 970)	(25 269)
Non-cash items:		
Resources received free of charge	116	101
Depreciation and amortisation expense	593	451
Inventories written off (Note 17)	65	391
(Increase)/decrease in assets:		
Current receivables ^(a)	(147)	(41)
Current inventories	2	48
Current prepayments	4	(16)
Increase/(decrease) in liabilities:		
Current payables	(152)	276
Current provisions	199	(8)
Other current liabilities	(250)	(30)
Non-current provisions	319	157
Net GST receipts/(payments)	50	21
Change in GST in receivables/payables	(50)	(22)
Net cash used in operating activities	<u>(29 221)</u>	<u>(23 941)</u>

(a) Excludes GST receivable (Note 18 'Receivables') in respect of the sale/purchase of non-current assets as these items do not form part of the reconciling items.

28. Lease commitments

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

	2011	2010
	\$000	\$000
Within 1 year	1 623	1 445
Later than 1 year and not later than 5 years	3 075	4 062
	4,698	5 507

29. Capital commitments

There were no capital expenditure commitments as at 30 June 2011.

30. Contingent liabilities and contingent assets

There were no contingent liabilities and contingent assets as at 30 June 2011.

31. Events occurring after the end of the reporting period

A Bill to amend the *Curriculum Council Act 1997* was presented to the Legislative Assembly of the Parliament of Western Australia on 18 May 2011. The Curriculum Council will be replaced by a statutory body known as the School Curriculum and Standards Authority. The Curriculum Council will continue to operate as a going concern until the abolition date is known.

32. Financial instruments**(a) Financial Risk Management Objectives and Policies**

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

Credit risk

Credit risk arises when there is the possibility of the Curriculum Council's receivables defaulting on their contractual obligations resulting in financial loss to the Curriculum Council. The Curriculum Council measures credit risk on a fair value basis and monitors risk on a regular basis.

The maximum exposure to credit risk at balance sheet date in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any provisions for impairment as shown in the table at Note (c) below.

The Curriculum Council trades only with recognised, creditworthy third parties. The Curriculum Council has policies in place to ensure that sales of goods and services are made to customers with appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Curriculum Council's exposure to bad debts is minimal. There are no significant concentrations of credit risk.

Liquidity risk

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

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

Market risk

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

32 (b) Financial Instruments Disclosure

Credit Risk, Liquidity Risk and Interest Rate Risk Exposures

	Non-Interest Bearing		Carrying Amount \$000
	less than 1 year \$000	2 – 5 years \$000	
2011			
Financial assets:			
Cash and cash equivalents	2 314	–	2 314
Restricted cash and cash equivalents			
	100	371	471
Receivables ^(a)	568	4 006	4 574
Financial liabilities^(b):			
Payables	314	–	314
Other liabilities	50	–	50
2010			
Financial assets:			
Cash and cash equivalents	2 568	–	2 568
Restricted cash and cash equivalents			
	1 910	450	2 360
Receivables ^(a)	371	3 086	3 457
Financial liabilities^(b):			
Payables	478	–	478
Other liabilities	302	–	302

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable). More information on the credit risk of Trade Debtors is provided in Note 18 'Receivables'.

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

The table above details the exposure to liquidity risk and interest rate risk as at the end of the reporting period. The Curriculum Council's maximum exposure to credit risk at the end of the reporting period is the maximum exposure to credit risk at the end of the reporting period is the carrying amount of the financial assets as shown on the table above.

The Curriculum Council does not hold any collateral as security or other credit enhancement relating to the financial assets it holds.

The Curriculum Council does not hold any financial assets that had to have their terms renegotiated that would have otherwise resulted in them being past due or impaired.

Fair values

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

33. Remuneration of members of the Council and senior officers

Remuneration of the members of the Council

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

	2011	2010
\$0 – \$ 10,000	11	11
\$20,000 – \$ 30,000 ^(a)	1	–
\$170 001 – \$180 000 ^(b)	1	–
\$220 001 – \$230 000 ^(b)	–	1
	\$000	\$000
The total remuneration of the members of the Council is:	208	224

(a) Under the Curriculum Council Act 1997, the Chief Executive Officer (CEO) is a member of the Council. The remuneration of the Acting CEO is in this band.

(b) Includes the remuneration of the former CEO.

The total remuneration includes the superannuation expense incurred by the Curriculum Council in respect of members of the Curriculum Council.

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

Remuneration of senior officers

The number of senior officers, other than senior officers reported as members of the Council, whose total fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

	2011	2010
\$ 50 000 – \$ 60 000 ^(a)	–	1
\$ 60 001 – \$ 70 000 ^(b)	–	1
\$140 001 – \$150 000	1	1
\$150 001 – \$160 000	1	–
	\$000	\$000
The total remuneration of senior officers is:	299	264

The total remuneration of senior officers is:

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

No senior officers are members of the Pension Scheme.

(a) The senior officer in this band was on secondment to a Federal government agency. The payroll for the duration was recovered from the latter.

(b) The senior officer in this band was acting in the position of the officer mentioned in Note (a) above. The payroll covered the period of acting.

34. Remuneration of Auditor

	2011	2010
	\$000	\$000
Remuneration payable to the Auditor General in respect of the audit of the current financial year is as follows		
Auditing the accounts, financial statements and performance indicators	28	28
The expense is included in Note 11 'Other expenses'.		

35. Explanatory Statement for comparison of actual results with those of the preceding year

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

		Actual 2011	Actual 2010	Variance
	Note	\$000	\$000	\$000
Expenses				
Employee benefits expenses	(a)	14 528	15 357	(829)
Supplies and services	(b)	9 307	8 394	913
Accommodation expenses	(c)	1 438	1 657	(219)
Depreciation and amortisation	(d)	593	451	142
Grants and awards	(e)	4 924	266	4 658
Income				
Sales and fees	(f)	701	808	(107)
Service appropriations	(g)	28 089	25 392	2 697

Explanatory notes**(a) Employee benefits expenses**

On the completion of the senior school reform, employees on finite contracts for course writing were released.

(b) Supplies and services

Higher number of compulsory examinations implemented after all new courses were rolled out in 2009 and 2010 resulted in increased costs for examination contractors engaged in the development and conduct of the 2011 examinations.

(c) Accommodation expenses

Office premises rented to accommodate the workforce during the course writing phases of the senior school reform were ceded after finite employees were released on the completion of their contracts.

(d) Depreciation and amortisation

The increase was due to the full year impact of the capitalisation of the project mentioned in Note 22.

(e) Grants and awards

2010–2011 was the first year that the State provided \$5 million for the implementation of the national curriculum. The systems and sector received grant funding of \$4.873 million mentioned in Note 10.

(f) Sales and fees

The drop reflected the full year impact of the phase out of the sale of examination and other materials mentioned in Note 12.

(g) Service appropriations

This was mainly due to the net impact of the \$5 million funding mentioned in note (e) above reduced by the refund of \$1.756 million mentioned in Note 15.

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

Treasurer's Instruction 945 requires an explanation of the significant variations between the actual income and expenses for the financial year and the estimate for each class of income and expense identified in the annual estimates published in the State Government's budget papers. Significant variations are considered to be those greater than 10% and/or \$100,000.

	Note	Actual 2011 \$000	Budget 2011 \$000	Variance \$000
Expenses				
Employee benefits expenses	(a)	14 528	13 802	(726)
Supplies and services	(b)	9 307	12 501	3 194
Accommodation expenses	(c)	1 438	1 144	(294)
Depreciation and amortisation	(d)	593	1 090	497
Grants and awards	(e)	4 924	3 515	(1 409)
Other expenses	(f)	167	309	142
Income				
Sales and fees	(g)	701	420	(281)
Service appropriations	(h)	28 089	29 996	1 907
Resources free of charge	(i)	116	290	174

Explanatory notes

(a) Employee benefits expenses

The variation was mainly due to underestimation of employer superannuation contribution for examination contractors.

(b) Supplies and services

The cost for examination supervisors and markers were lower than expected due to the drop in the number of students who enrolled for examinations; 69 006 actual compared to 100 190 budget. Also, cleaning charges and office fit-outs were included in this category in the budget for State budget information collection system but they were recognised as accommodation in the actual.

(c) Accommodation expenses

Mainly due to the inclusion of cleaning charges and office fit-outs in this category whereas they were treated as supplies and services in the budget.

(d) Depreciation and amortisation

The budget was based on earlier completion of the project mentioned in Note 22; 2006-2007 rather than 2009-2010.

(e) Grants and awards

Estimated national curriculum grants was \$3.5 million whereas actual distribution to the system and sectors as mentioned in Note 10 was \$4.873 million.

(f) Other expenses

Repairs and maintenance expenses were over-estimated in the budget.

(g) Sales and fees

The budget recognised a full year impact of the withdrawal of sale items mentioned in Note 12 but it was implemented from 1 January 2010. Also, the fees from overseas full fee students were conservatively estimated as enrolments were not finalised at the time of the State budget process.

(h) Service appropriations

The actual 2011 drawdown was adjusted to reflect the depreciation expenses used for the adjustment of the Department of Treasury's non-cash component of service appropriations for use in asset replacement.

(i) Resources free of charge

Lower than expected level of services were received from the Department of Education and the State Solicitor's Office.

37. Supplementary financial information

	2011	2010
	\$000	\$000
Loss of property through theft	–	1
Insurance compensation	1	–
	<u>(1)</u>	<u>1</u>

A mobile telephone issued to a staff member was stolen on 27 March 2010. The compensation for the loss was received on 7 September 2010 when proof of purchase of a replacement was provided to the insurer. The compensation was offset against the purchase included in communication expenses in Note 7.

38. Schedule of income and expenses by service

	Service 1		Service 2		Total	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000	2011 \$000	2010 \$000
COST OF SERVICES						
Expenses						
Employee benefits expense	6 303	4 293	8 225	11 064	14 528	15 357
Supplies and services	830	2 346	8 477	6 048	9 307	8 394
Accommodation expenses	719	464	719	1 193	1 438	1 657
Depreciation and amortisation expenses	296	126	297	325	593	451
Grants and awards	4 873	74	51	192	4 924	266
Other expenses	70	62	97	159	167	221
Total cost of services	13 091	7 365	17 866	18 981	30 957	26 346
Income						
Sales and fees	1	11	700	797	701	808
Grants and contributions	–	–	43	38	43	38
Other revenue and recoveries	122	65	121	166	243	231
Total income other than income from State Government	123	76	864	1 001	987	1 077
Net cost of services	12 968	7 289	17 002	17 980	29 970	25 269
Income from State Government						
Service appropriations	12 110	7 098	15 979	18 294	28 089	25 392
Resources received free of charge	58	28	58	73	116	101
Total income from State Government	12 168	7 126	16 037	18 367	28 205	25 493
Surplus/(deficit) for the year	(800)	(163)	(965)	387	(1 765)	224

Service 1: Curriculum development, evaluation and support

This service involves:

- curriculum development to address the needs of all students entering senior secondary education;
- accreditation for all courses to ensure high quality and standards of contemporary curriculum provision; and
- formal course review based on stakeholder feedback and consultation.

Service 2: Student assessment and certification

This service involves:

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

More details of the services and their key performance indicators are provided in the Additional key performance indicator information section of the annual report.

The Schedule of Income and Expenses by Services should be read in conjunction with the accompanying notes.

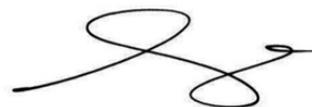
Additional key performance indicator information

Certification of Key Performance Indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Curriculum Council's performance, and fairly represent the performance of the Curriculum Council for the financial year ended 30 June 2011.



**EMERITUS PROFESSOR P. J. GARNETT
CHAIR**



**A. BLAGAICH
ACTING CHIEF EXECUTIVE OFFICER**

31 August 2011

Detailed Information in Support of Key Performance Indicators

Agency level government desired outcome: Quality curriculum framework (Kindergarten to Year 12) and assessment (years 11–12) in Western Australia.

Outcome: Quality curriculum framework (Kindergarten to Year 12) and assessment (Years 11–12) in Western Australia

Key effectiveness indicators (KEI)	2011 Target	2011 Actual	2010 Actual
1. Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	3.76	3.83	3.90
2. Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	3.80	3.78	3.84
3. Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	3.80	3.76	3.79

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

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

KEI 1: Number of surveys received from Course Advisory Committees: 368 (59% response rate; total number of members: 623)

KEI 2: Number of surveys received from Course Advisory Committees: 365 (59% response rate; total number of members: 623)

KEI 3: Number of surveys received from Course Advisory Committees: 353 (57% response rate; total number of members: 623)

Services

Service 1: Curriculum development, evaluation and support Service description

This service involves:

- curriculum development to address the needs of all students entering senior secondary education;
- accreditation for all courses to ensure high quality and standards of contemporary curriculum provision; and
- formal course review based on stakeholder feedback and consultation.

Service 2: Student assessment and certification

Service description

This service involves:

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

Key efficiency indicators	Note	2011 Target	2011 Actual	2010 Actual
Service 1: Curriculum development, evaluation and support				
Key efficiency indicators:		\$3 931	\$4 190	\$3 828
• Average cost per registered school for each course of professional support				
• Average cost per registered school for each course of development and review		\$25 637	\$26 969	\$24 645
Service 2: Student assessment and certification				
Key efficiency indicators:				
• Average cost per enrolled student for moderation	(a),(b)	\$60	\$96	\$87
• Average cost per enrolled student for external assessment	(a),(b)	\$136	\$179	\$194
• Average cost per enrolled Year 12 student for certification	(a),(c)	\$881	\$781	\$890

(a) Average cost is dependent on the volume of the item being measured. The volume for these indicators is the enrolment number.

(b) The 2011 actual average cost for moderation was 60% [\$36 (\$96 less \$60)] higher than the 2011 target and the 2011 actual average cost for external assessment was 32% [\$43 (\$179 less \$136)] higher than the 2011 target. Both targets were based on estimated enrolments of 100 190 for all new courses implemented in 2009 and 2010. The actual enrolments for moderation and external assessment were 57 810 (58% of target) and 69,006 (69% of target) respectively. The lower enrolments used for distributing cost for both indicators pushed the averages upwards. Actual enrolments were adversely impacted by exemptions from examinations and higher student enrolments in Stage 1 (non-examination) of the new courses.

(c) The major factor that caused the variation was the cost of certification. The estimated cost for the 2011 target was \$19.713 million whereas the 2011 actual cost was \$17.866 million due to savings in conduct cost for supervision and marking as the actual enrolments were lower than the targets as mentioned in note (b) above.

Ministerial directives

No ministerial directives were received during the financial year.

Contracts with senior officers

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

Other financial disclosures

The Curriculum Council charges for goods and services rendered on a full or partial cost recovery basis. These fees and charges were determined in accordance with *Costing and pricing of government – outputs: guidelines for use by agencies* published by the Department of Treasury and Finance.

Capital works

No capital projects were completed during 2010-11.

Advertising

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

Details are as follows:

Expenditure with Advertising Agencies

Adcorp Australia Limited	\$7 306
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Total Expenditure 2010–11

\$7 306

Appendices

Appendix 1: Aboriginal Advisory Committee

Role

The Aboriginal Advisory Committee meets quarterly to advise the Council on action required to ensure that:

- the curriculum is inclusive of Aboriginal students across all phases of schooling
- Aboriginal perspectives are embedded across learning areas to support student achievement of outcomes in the ongoing development and implementation of the curriculum
- processes for consultation and for communication of information about Council matters are conducted appropriately
- flexible approaches and specific strategies are introduced to accelerate the rate of achievement of Aboriginal students, and
- Aboriginal students' achievement of the Western Australian Certificate of Education (WACE) is enhanced with open pathways to university studies, vocational education and training or employment.

Membership

Members of the Aboriginal Advisory Committee are nominated on the basis of expertise in Aboriginal education across all phases of schooling.

Membership is for a two year period with the option of re-nomination.

Chair:			
Carol Garlett	Aboriginal Education and Training Council		
Members:			
Elizabeth Jackson-Barrett	Murdoch University	Roma Winmar	Moorditj Noongar Community College
Theresa Kessarlis	Edith Cowan University	Gail Barrow	Aboriginal Education Fremantle/Peel DEO
Donna Bridge	Department of Education and Training	Lesley Radloff	Aboriginal Education and Training Council
Robyn Collard	Catholic Education Office	Christine Jackson	Aboriginal Education Canning DEO
Daryl Eades	Association of Independent Schools of WA	John Newman	Curriculum Council
Yvonne Green	Aboriginal Education Midlands DEO	Robyn Smith	Curriculum Council
Bruce Roper	Department of Education and Training	Alan Blagaich	Curriculum Council
Dr Gary Robinson	Association of Independent Schools of WA	Peter Williams	Curriculum Council
Executive Officer:			
Aileen Hawkes	Curriculum Council		

Achievements 2010-2011

The committee has:

- provided support to the Curriculum Council in relation to staff recognition of events of significance to Aboriginal people such as Sorry Day, Reconciliation Week, Mabo Day and the importance of providing a Welcome to Country or an Acknowledgement of Country prior to the commencement of meetings held by Curriculum Council personnel;
- monitored enrolment data as it relates to Aboriginal students accessing and achieving the WACE and providing advice on how senior secondary education could be made more accessible and engaging for Aboriginal students;
- continued to review the development of the Australian Curriculum and provided advice to the Council to be incorporated into feedback to ACARA specifically in relation to the draft paper for Australian Languages and the pre-primary –year 10 Australian Curriculum for English, mathematics, science and history;
- provided advice in relation to the renaming of Curriculum Council meeting rooms using Noongar names appropriate to Whadjuk country
- advised on the development of a recommended list of books that were by/for/about Aboriginal people to be considered for inclusion in the national curriculum materials for English; and
- promoted the Aboriginal Languages of Western Australia and Aboriginal and Intercultural Studies WACE courses.

Appendix 2: Curriculum Framework Committee

Terms of Reference

The Curriculum Framework Committee has delegated authority to:

- (a) Provide a forum for consultation with and collaboration between school sector/systems, the academic community, professional associations and community representatives on curriculum from Kindergarten to Year 10.
- (b) Provide advice to the Council on:
 - jurisdictional responses required in relation to developments in national curriculum and assessment;
 - the potential impact and implications of developments in national curriculum and assessment; and
 - identification of priorities for the development of related support documentation and professional development plans.
- (c) Maintain a coordinating role in relation to the implementation of the *Curriculum Framework*, namely in relation to:
 - support documents and professional development plans required for implementation of the Curriculum Framework;
 - any reporting requirements approved by the Council; and
 - the process of exemptions from the Curriculum Framework.
- (d) Consider any matter referred to the Committee by the Council.

Chair			
Valerie Gould	representing the Council (from 2008)		
Members			
Dr Lennie Barblett	Edith Cowan University (Mt Lawley)	Juanita Healy	Department of Education
Prof Barry Down	City of Rockingham Chair of Education, Murdoch University	Trish Jackson	Catholic Education Office
Eileen Climo	St Andrew's Catholic Primary School	Richard Lobb	Department of Education
Robyn Collard	Catholic Education Office	Mark Newhouse	Association of Independent Schools of WA
Jenny Firth	Safety Bay Senior High School	Andrew Thompson	Department of Education
Chrissie Gamble	Scotch College (Western Australia)	Louis Zeid	Carramar Primary school
Executive Officer			
Kerry Boyd	Curriculum Council		

During 2010 -2011 the Curriculum Framework Committee

- monitored the Western Australian process for consultation on the development of the Australian Curriculum phase 1 courses for English, mathematics, science and history;
- provided advice to Council on Western Australian schools' feedback on the ACARA trials of the pre-primary – year 10 Australian Curriculum for English, mathematics, science and history;
- provided a forum for discussion about the implementation of the Early Years Learning Framework, the relationship to the Australian Curriculum and the Curriculum Framework; and
- provided advice to Council about the relationship between the implementation of a national curriculum and the Curriculum Framework.

Appendix 3: Senior Secondary Education Committee

The Senior Secondary Education Committee (SSEC) advised the Council on the accreditation and assessment of Year 11 and Year 12 courses and VET in schools.

Chair			
Prof. David Macey	representing the Council		
Members			
Mr. Wayne Betts	University of WA	Mr. Rob Nairn	Department of Education, WASSEA
Mr. Les Goh	Chamber of Commerce and Industry (until March 2011)	Mr. Mark Newhouse	Association of Independent Schools of Western Australia
Ms. Jillian Dielesen	Industry Training Council (from March 2011)	Ms. Eiril-Jane Reid	Independent Education Union (from March 2011)
Ms. Norma Roberts	Industry Training Council (from March 2011)	Prof. Michael O'Neill	University of Notre Dame
Dr. Tony Herrington	Curtin University	Prof. Andrew Taggart	Murdoch University (until March 2011)
Ms. Shelley Hill	community representative	Dr. Lisa Cary	Murdoch University (from March 2011)
Mr. Frank Italiano	Catholic Education Office	Ms. Andrea Vinciullo	Department of Training and Workforce Development
Ms. Lois Joll	Department of Education (until March 2011)	Ms. Glenda Voros	Department of Training and Workforce Development
Ms. Juanita Healy	Department of Education (from March 2011)	Mr. Chris Stone	Executive Officer, Curriculum Council (until March 2011)
Dr. Andy Jones	Edith Cowan University (until March 2011)	Dr. Leon Deleuil	Executive Officer, Curriculum Council (from March 2011)
Dr. Graham Lock	Edith Cowan University (from March 2011)		

During 2010–2011 SSEC provided feedback to Council on proposals regarding:

- Curriculum Council response to the Australian curriculum shaping paper for Geography
- Year 12 retention, participation and eligibility for university entrance
- VET representation on SSEC
- Representation of the WACE in the Australian Qualifications Framework
- Issues relating to emerging grading and enrolment patterns in Mathematics and Mathematics: Specialist
- The criteria for granting of exhibitions and awards, specifically the certificate of excellence.
- Syllabus review for a range of courses for implementation in 2012

SSEC was updated by the secretariat on a range of ongoing activities/developments and monitored their progress through 2010–2011. These included:

- A review of the Physical Education Studies practical examination and practical examinations planning for practical examinations in other courses
- Additional minor changes to the syllabus for a range of courses
- An audit of all aspects of the WACE examination process
- The development of the WACE examinations 2010
- Student certification and results data 2010
- Standard setting planning for 2010
- Small group moderation planning for 2011 (centralised partnerships)
- Amendments to the *Curriculum Council Act 1997*.

Appendix 4: Equity advisory group

The equity advisory group provided input from an extensive network of people involved in a range of programs, encompassing education support and engagement contexts.

The group provided advice on the provision of curriculum for students with special education needs, students from culturally and linguistically diverse backgrounds and disengaged students, particularly in relation to the development of the Australian Curriculum.

Equity Advisory Group Members

Association of Independent Schools of WA			
Ms Debbie Davies	Inspire Coordinator, St Stephen's School Carramar	Ms Jo Thompson	Inclusive Education Consultant
Ms Sophia Sabatier	ESL Education Consultant		
Catholic Education Office			
Dr Tony Curry	Catholic Secondary Principals Association; Principal Mercy College	Mr Kevin Sheehy (Until November 2011)	Deputy Principal, Mercy College
Ms Valerie Martin	Student Engagement/ESL, Learning and Teaching K-12 Team	Mrs Christine Williams	Students with Disabilities K-12 Team
Department of Education			
Ms Feni Bembridge	Principal Consultant, Literacy Secondary Directorate	Mr Dale Miller (from November 2010)	A/Principal Consultant (Participation Standards) Aboriginal Education Directorate
Ms Jacqueline Burns	Principal Consultant, Policy and Advice Special Educational Needs, K-12 Curriculum Assessment and Reporting	Dr Antoinette Morris (until November 2010)	Participation Branch
Ms Christine Jackson (from February 2011)	Manager Aboriginal Education, Canning Education Office	Ms Amanda Muir (from November 2010)	Principal Consultant – Programs, Participation - Secondary Directorate
Ms Kim McCollum (from August 2010)	Principal Warnbro CHS Education Support Centre	Mr Ray Roberts (from May 2011)	Head of Department – ACCESS, Unit Coordinator - Police Rangers, Ballajura Community College
Ms Shelley McGinn	Teacher-in-charge, Flexible Learning Centre, Padbury SHS	Mr Andrew Wilson	President, WA Education Support Principals' and Administrators' Association
Tertiary Sector			
Dr Matt Byrne (from February 2011)	Lecturer, Education and Arts, Edith Cowan University, Joondalup Campus	Dr John O'Rourke	Lecturer, Education and Arts, Edith Cowan University, Mt Lawley Campus
Ms Michelle Dodd	Coordinator Training, Challenger TAFE		
Community Representative			
Ms Christine Johnson	Manager Community Education, Equal Opportunity Commission		

Curriculum Council			
Ms Aileen Hawkes	Curriculum and Assessment Officer, Aboriginal and Intercultural Studies & Aboriginal Languages of WA	Mrs Leanne Meldrum	Curriculum and Assessment Officer, Endorsed Programs
Ms Jo Merrey (Executive Officer)	Curriculum and Assessment Officer, Web Development	Ms Robyn Smith (Chair)	Director, Curriculum and Assessment (Acting)
Ms Tania Bauk (until July 2011)	Manager, Corporate and Online Services		

Appendix 5: VET Industry Specific Advisory Committee

The VET industry specific Course Advisory Committee oversees the development of the VET industry specific courses and matters that relate to the courses.

Membership at 1 July 2010:

Frances van Riessen	Association of Independent Schools of WA
Alan Davis	Association of Independent Schools of WA
Sondra Turner	Association of Independent Schools of WA – Teacher
Dr Peter Carey	Catholic Education Officer
Ross Howell	Central Institute of Technology – Perth (Training)
Shirley Parer	Department of Education (Schools)
Leone Scott	Department of Education (Schools)
Louise Morrison	Department of Education (VET in Schools)
Paola Pastorelli	Department of Education (Schools)
Kath Finn	Polytechnic West (Training)
Mal Gammon	Industry Representative
Katarina Gecan	Industry Representative
Mike Eastman	University (Edith Cowan University)
Dr Leon Deleuil	Curriculum Council – Chair
Nicole Gazey	Curriculum Council – Executive Officer

Appendix 6: Endorsed Programs Panel

Endorsed programs

Panel membership

Mr. Rob Nairn (Chair)	Department of Education (WASSEA)
Dr. Peter Carey	Catholic Education Office
Ms. Fran van Riessen	Association of Independent Schools WA (Inc.)
Ms. Louise Morrison	Department of Education
Ms. Amanda Muir	Department of Education
Ms. Shirley Parer	Department of Education
Dr. Leon Deleuil	Curriculum Council
Ms. Leanne Meldrum	Curriculum Council

The Endorsed Programs Panel met as required to examine the applications for programs. By June 2011, three workplace learning programs, a range of university units from four WA universities, 138 personal development programs from 62 providers and a range of programs developed by 67 community organisations had been endorsed.

Appendix 7: Community Service Activity Report

Total Student Population:

Total students registered	23143
Total students with community service hours recorded	13629
Percentage students with community service hours recorded	58.9%
Mean community service hours recorded	20.6 hours
Total students with no community service hours recorded	9514
Percentage students with no community service hours recorded	41.1%

By sector:

	Independent	CEO	Government	Total
Total students registered	5098	4701	13344	23143
Total students with community service hours recorded	2092	3093	8444	13629
Percentage students with community service hours recorded	41.0%	65.8%	63.3%	58.9%
Mean community service hours recorded	21.0 hours	21.2 hours	20.2 hours	20.6 hours
Total students with no community service hours recorded	3006	1608	4900	9514
Percentage students with no community service hours recorded	58.0%	34.2%	36.7%	41.1%

By Gender:

	Female	Male	Total
Total students registered	11839	11304	23143
Total students with community service hours recorded	7547	6082	13629
Percentage students with community service hours recorded	63.7%	53.8%	58.9%
Mean community service hours recorded	22.5 hours	18.2 hours	20.6 hours
Total students with no community service hours recorded	4292	5222	9514
Percentage students with no community service hours recorded	36.2%	46.2%	41.1%