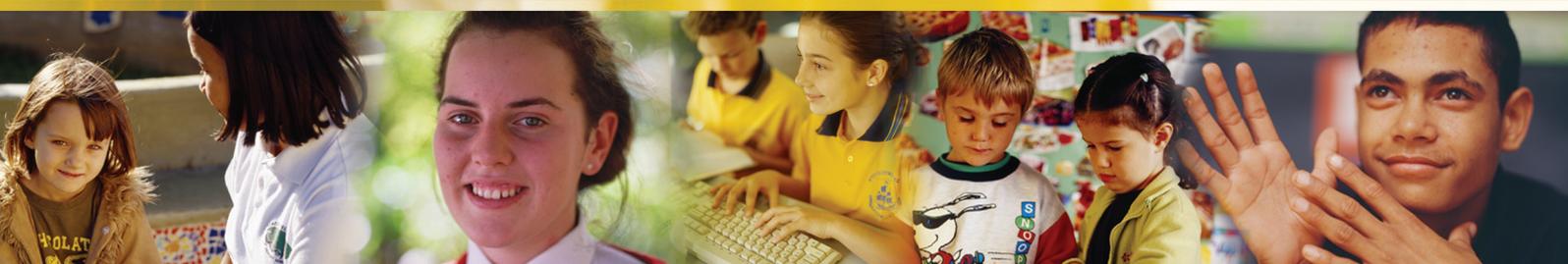


ANNUAL REPORT 2005-06



Curriculum  
Council



# Curriculum Council annual report 2005/06

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## Acronyms used in this report

**103**

*\* Please note that throughout this report, 'the council' refers to the Curriculum Council*

## Chair's report

Few people would disagree that this has been a challenging year in education in Western Australia. As the body responsible for establishing the strategic direction for K–12 curriculum in Western Australia, most of the Curriculum Council's time has been focused on the development and implementation of the new Western Australian Certificate of Education (WACE) courses in years 11 and 12. A total of four courses are underway and the remainder are being prepared for implementation across the next two years. While the new outcomes focused system has been many years in the planning, it received an extraordinary amount of debate in the education and wider community this year.

It is timely for me to acknowledge the achievements of the Minister for Education and Training, the Hon. Ljiljanna Ravlich MLC. Ministerial milestones include the release of the Robson report and the endorsement of its recommendations. Recognising the importance of a successful implementation process, it is to the Minister's credit that the recommendations included funding of \$19 million to assist teachers and implement the taskforce's recommendations. Another milestone was the development of the Raising of the School Leaving Age legislation and the subsequent passing of the School Leaving Age Bill in November 2005. This legislation complements the goal of the new WACE system to better prepare students for further studies, training or the workforce.

Another significant milestone was the release of the Organisation for Economic Cooperation and Development (OECD) Program for International Student Assessment (PISA) results which showed that Western Australian students were top performers in reading, maths and science. The 15-year-olds who were tested in 2003 for this assessment had been taught under an outcomes education system since Year Four.

I would like to thank Norma Jeffery, Greg Robson and David Axworthy for their time and commitment during their tenure at the helm of the Curriculum Council. The last six months have been particularly challenging. David Axworthy, as acting chief executive officer during this period, has been ably supported by the council secretariat in ongoing liaison with the sector/systems, universities, unions, TAFE and industry. Refinements to assessment and courses have taken up an enormous amount of staff time and I thank them for their commitment to delivering the best possible courses to meet the needs of students in the 21<sup>st</sup> century.

Finally, I thank my fellow Curriculum Council members for their tireless commitment to developing a world-class curriculum for young Western Australians.

**THERESE TEMBY**  
**CHAIRPERSON**

## CEO's report

2005-06 was characterised by unprecedented scrutiny of the Curriculum Council. Community and media interest in the new outcomes and standards focused courses being implemented in years 11 and 12 grew during the reporting period and had a flow-on effect on the workload of council members as well as staff in the secretariat.

### *Consultation, collaboration and communication*

The secretariat was involved in consultation, collaboration and communication with key stakeholders and the community throughout the year. Key stakeholders included sector/systems, teachers, course experts, subject associations, universities, training providers, industry, unions, parents and the media. After recognising that teachers were concerned about a lack of responsiveness to their feedback, the Curriculum Council stepped up its consultation with teachers in the first half of 2006 and acted to resolve their major criticisms of the implementation process. System/sector collaboration involved work with the Department of Education and Training, in the development of simplified information about outcomes and standards education and the generation of positive media opportunities. Another significant communication initiative was the development and launch of the collaborative tri-sector website, EducateWA. This website provides a gateway to information about education in Western Australia.

### *Refinements*

The Curriculum Council's commitment to ongoing consultation culminated in the decision to make refinements to assessment and course content. The refinements reflect feedback from classroom teachers, subject experts and sector/systems. For example, in terms of assessment, schools are now able to submit levels and bands for a course from 2007, rather than levels and ratings for each outcome in a course. Teachers will also be able to use percentages in reporting. Refinements to courses — which include the provision of more explicit content and learning outcomes and course standards described in language specific to the discipline — are expected to increase teacher confidence in the new courses and the implementation timeline.

### *Accreditation & moderation*

Dozens of assessment seminars and consensus meetings were held during the year and more than 2,300 school visits were made by staff from the accreditation and moderation team.

There was continued growth in the number of senior secondary students involved in vocational education during the year. General education, with a vocational focus, is now a proven strategy for increasing curriculum relevance for senior secondary students and will feature in approximately half of the new courses.

### *Curriculum Framework*

Adoption of the *Curriculum Framework* continued in Western Australian schools this year. Implementation of the *Curriculum Framework* as part of whole-school planning is underway in 99.8% of all Western Australian schools. Of these schools, 27.6 % have fully integrated the *Curriculum Framework* into their whole-school planning during the year.

### *Appreciation*

I would like to thank all Curriculum Council members as well as the numerous members of our committees, working parties and reference groups for their contribution to curriculum development. Everyone's input is valued and appreciated.

In particular, I would like to thank the chair, Therese Temby, for her leadership and guidance, since I took on my role as acting CEO in January 2006.

Finally, I would like to acknowledge the professionalism and commitment of the staff of the Curriculum Council secretariat and thank them for their support.

**DAVID AXWORTHY**  
**A/CHIEF EXECUTIVE OFFICER**

## About the Curriculum Council

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

The council serves:

- 360,404 students from kindergarten to Year 12 in every school (government and non-government) in WA and their 24,191 teachers
- parents, school administrators, representative bodies of the educational systems and sectors, including the Department of Education and Training (DET), the Catholic Education Office (CEO) and the Association of Independent Schools of WA (AISWA), training institutions and universities, and the community of Western Australia.

Chaired by Mrs Therese Temby, the council has 13 members who represent DET, CEO and AISWA, the training sector, the university sector, teacher interests, industry and the community. It is supported by a secretariat of approximately 120 staff.

### Legislative Framework

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

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

### Government Goals

The Curriculum Council contributes to the state government's Goal 1: People and Communities: To enhance the quality of life and wellbeing of all people throughout Western Australia.

### Mission

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

This is identified in the budget papers as two outcomes:

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

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

## Purpose

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

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

## Principles

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

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

and processes to facilitate wide and continuous collaboration with stakeholders.

## Values

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

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

For the organisation this means:

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

## Outcomes

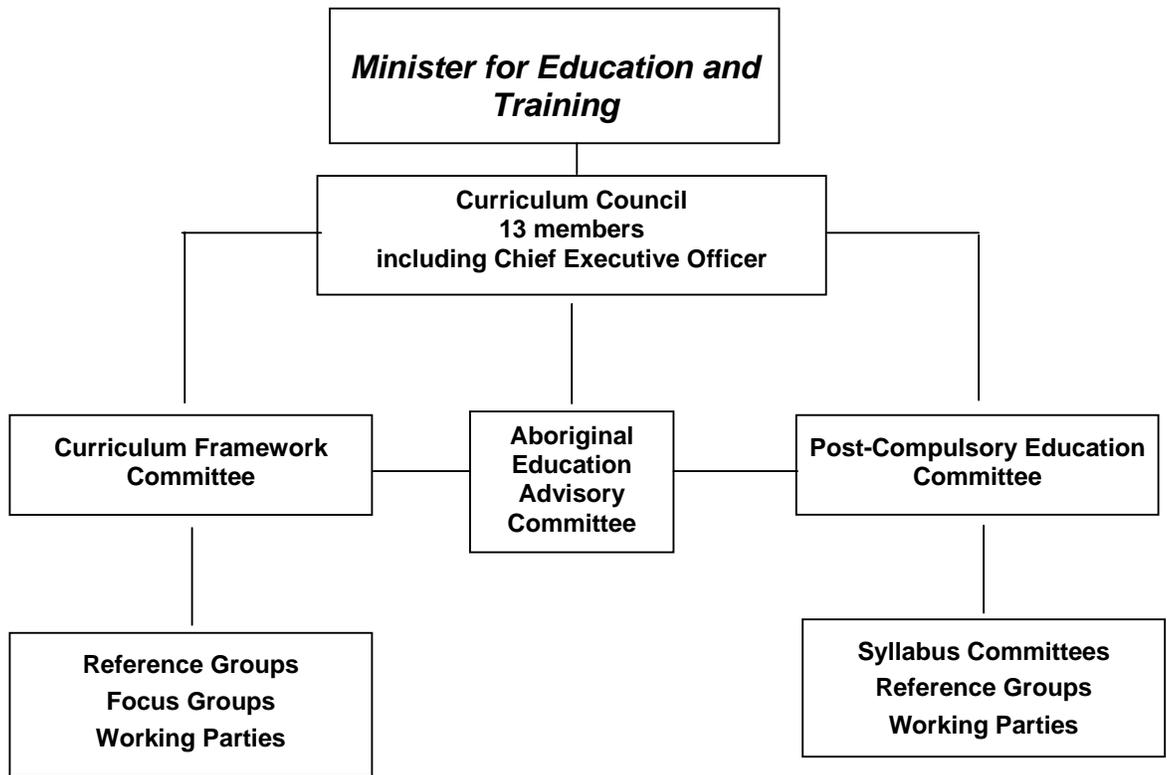
The Curriculum Council has identified the following major outcomes as flowing from its legislative responsibilities and the trends and constraints identified in the context;

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

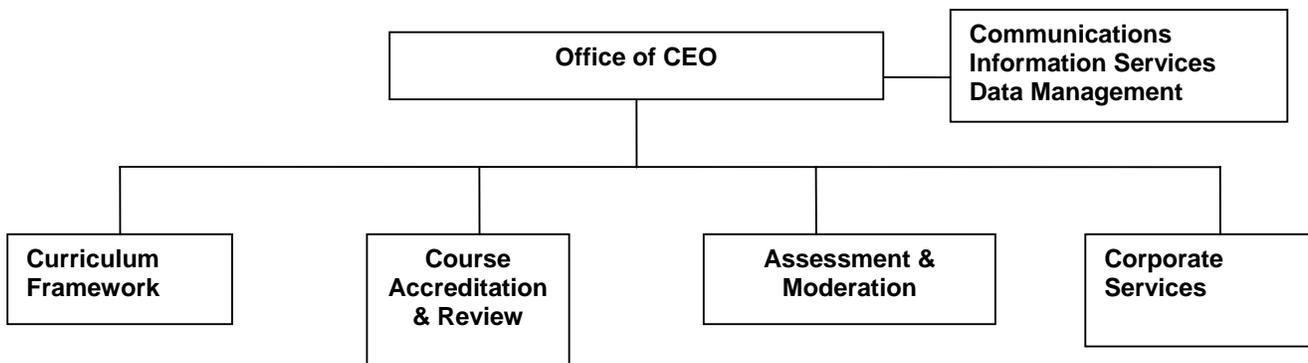
## Members

Chair	Mrs Therese Temby
Deputy Chair	Mr Graham Rixon
Chief Executive Officer	Mrs Norma Jeffery (to Aug. 2006) Mr Greg Robson (from Aug. – Dec. 2005) Mr David Axworthy (from Jan. 2006)
Industry, Education or Community Affairs	Ms Barbara Bosich (Early childhood education) Ms Gail Barrow (Aboriginal education) (to Jan. 2006) Ms Carol Garlett (Aboriginal education) (from Jan. 2006) Dr Irene Ioannakis (Industry)
Department of Education and Training	Mr Greg Robson (to Oct. 2005) Mrs Margaret Banks (to Oct. 2005) Prof Belinda Probert (from Oct. 2005 – Jan 2006) Mr David Axworthy (Oct. 2005 – Jan. 2006) Ms Christine Cook (from Jan. 2006) Ms Sharyn O'Neill (from Jan. 2006) Mr Robert Player
Catholic Education Office	Mr Ron Dullard
Association of Independent Schools of WA	Mr Graham Rixon
Universities	A/Professor Ken Harrison
Teacher interests Representative of State School Teachers' Union of WA and Independent School Salaried Officers Association	Mr Mike Keely
Parent interests Representative of WA Council of State School Organisations and Parents and Friends Federation of WA	Mrs Anne Wright

## Curriculum Council



## Curriculum Council Secretariat



## Summary of Achievements

### Curriculum Framework

Systems to implement the *Curriculum Framework* as part of whole-school planning are under development in 62.8% of all Western Australian schools. An additional 37.1% of schools fully integrated the *Curriculum Framework* into their whole-school planning during the year.

Mechanisms to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis are under development in 79.1% of all schools, while 20.6% of schools have these mechanisms fully integrated.

Monitoring of the students' progressive achievement of the outcomes in the *Curriculum Framework* is under development in 74.8% of all schools, while 25.0% of schools have fully integrated it.

### Curriculum guides

During 2005 all teachers received curriculum guides that describe content for what students should be taught to meet the outcomes in the *Curriculum Framework*. Elaborations of the guides have been published electronically to provide teachers with more specific support for their curriculum planning.

### Post-Compulsory Education Implementation

Three new Western Australian Certificate of Education (WACE) courses — English, Engineering Studies and Media Production and Analysis — were implemented during this reporting period.

In response to feedback from teachers, the Curriculum Council modified its assessment procedures and later developed a package of course refinements for Phase I, II and III courses. The refinement package earned the support of the unions and sector/systems.

### Communication

A new information and communication tool, the tri-sector website, EducateWA, was launched this year. Developed with the support of the Department of Education and Training (DET), Association of Independent Schools of Western Australia (AISWA) and the Catholic Education Office (CEO), the website provides a gateway to information about education in Western Australia, as well as valuable links to education-related sites. The website has received 1,555 hits since its launch in April. The website also features a contact form for enquiries.

The Curriculum Council also coordinates a website reference group, with membership from across the three sectors and the Minister's office. The group determines the governance, promotion and strategic direction for EducateWA.

### Moderation

Seventy-two assessment seminars were held during the year, including regional seminars in Bunbury, Albany, Geraldton and Kalgoorlie. These seminars provided teachers with opportunities to focus on the assessment and grading of students' performance.

A total of 2,304 school visits were conducted this year, up from 1881 last year.

### **Certifications and Examinations**

In 2005, 18,300 Year 12 students achieved a Western Australian Certificate of Education (WACE). The council produced 20,577 statements of results for the cohort of Year 12 students, up from 20,507 the previous year.

In addition, the council issued 184 full VET qualifications to 177 Year 12 students and 687 partial qualifications to 563 Year 12 students.

The presentation of 1,069 exhibitions and awards was a highlight of the year.

### **Enrolment trends**

Based on the data collected by the Curriculum Council, more students are staying at school until the end of Year 12. While there has been a decline in the number of students enrolled to sit the TEE, more students are combining TEE studies with vocational education and training (VET) programs.

### **Student Information Records System (SIRS)**

This year marked the introduction of a student records system, as required under the Raising of the School Leaving Age legislation.

## Curriculum Implementation and Maintenance

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

The council released the *Curriculum Framework* in 1998 and implementation into all WA schools began in 1999. Since then schools have had an initial phasing-in period, however since 2004 formal reporting on their implementation of the *Curriculum Framework* has been required. The results of the 2005-06 reporting are presented in this report.

### Development of an agreed curriculum framework

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

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

### Review and reflection

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

In 2005–06, the council completed work to support the development of national statements of learning in English, Mathematics, Science, Civics and Citizenship and Information Communication Technologies (ICT). These statements will be integrated into state curriculum materials before the beginning of 2008.

Further elaboration of the curriculum guides, published and distributed to teachers in 2005, was undertaken to provide more specific guidance to teachers. These elaborated guides were posted on the council's website for most learning areas and will be completed by mid-2007.

During 2005–06, the council again implemented the agreed accountability reporting requirements for implementation of the *Curriculum Framework*. This process has provided the council and school system/sectors with data that will inform future review and reflection on the ongoing development of the *Curriculum Framework*. A plan for the evaluation of *Curriculum Framework* implementation, including use of this data and other research and consultation information, has been developed and it will contribute to future strategic planning for the council.

## Implementation of the Curriculum Framework

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

### Teacher professional development to support implementation

School sector/systems undertook a range of initiatives in 2005–06 to support implementation of the *Curriculum Framework*.

From funding of \$1.5 million, \$900,000 was used to support implementation of change in the post-compulsory years and \$2 048 was allocated for home educators.

The remaining \$597,952 was disbursed by the council to education providers based on student numbers from the 2005 Semester 1 student census data. Distribution was as follows:

<b>Sector/system</b>	<b>Proportion</b>	<b>Funding</b>	<b>Disbursement (including GST)</b>
AISWA	13.63%	\$ 81 484.96	\$ 89 633.46
CEO	18.07%	\$108 053.54	\$118 858.89
DET	68.30%	\$408 413.28	\$449 254.61

As part of this arrangement, sector/systems agreed to match the funding provided by the council with equivalent funding from their own budgets. Table 1 shows the hours of professional development directly funded by these grants during 2005–06.

**Table 1: Sector/systems hours of professional development**

<b>Sector/system</b>	<b>Hours of funded professional development*</b>
AISWA	23 350
CEO	3 000
DET	42 950
<b>Total</b>	<b>69 300</b>

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

### Progress with implementation

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

### Implementation of the Curriculum Framework in schools

This reporting is provided in relation to the key performance indicator 'Schools that are monitoring students' progressive achievement of the *Curriculum Framework*'.

Achievement of this indicator is determined by the extent to which schools have:

- implemented the *Curriculum Framework* supported by whole-school planning
- mechanisms in place to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis

- monitored students' progressive achievement of the outcomes in the *Curriculum Framework*.

Table 2 indicates the total number of schools that reported on their implementation of the *Curriculum Framework*.

**Table 2: Numbers and percentages of respondents**

School sector/systems	Number	%
Government system	763	71.3%
Catholic system	158	14.8%
AISWA sector	149	13.9%
<b>TOTAL</b>	1070	100%

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

**Table 3: Survey questions, response categories and explanatory notes**

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

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

For example:

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

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

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

For example:

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

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

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

For example:

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

Table 4 provides the aggregated data for the total number of schools surveyed and their responses in each category for the questions below in percentages. This is represented graphically in Figure 1.

The responses provided by schools on the extent to which they have implemented the Curriculum Framework reflect the circumstances in which they operate. In some schools, as a result of annual staff turnover or where there is a new leadership team in place, it is not possible to indicate that the Curriculum Framework is being fully implemented. For many secondary schools, full implementation will only be achieved when the changes have been made to years 11 and 12 and this will not occur until 2010. Kindergartens and education support schools and centres have a specific student focus that impacts on the extent to which they are able to report full implementation.

**Table 4: Implementation of the Curriculum Framework**

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

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully integrated across the school
0.1%	6.7%	56.1%	37.1%

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

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully integrated across the school
0.3%	13.6%	65.5%	20.6%

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

Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully integrated across the school
0.3%	13.2%	61.6%	25.0%

**Figure 1: Percentages of Implementation**

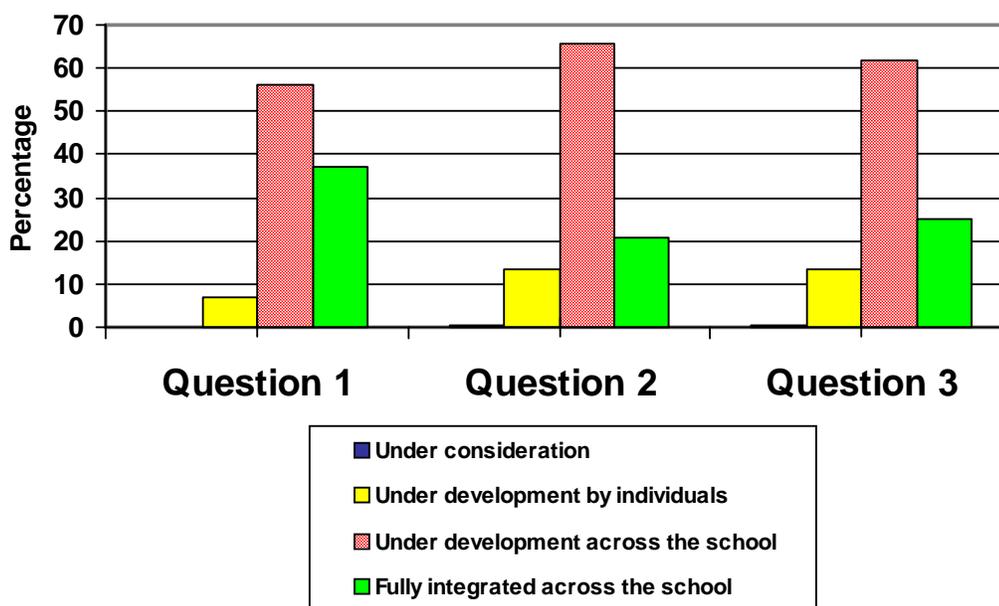


Table 5 provides the mean scores for all schools for the above three questions, based on the scale below:

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

**Table 5: Implementation of the Curriculum Framework by sector**

Mean responses to each question	Question 1	Question 2	Question 3
	3.3	3.1	3.1

This data indicates that significant progress in schools implementation of the *Curriculum Framework* has occurred since last year.

Systems to implement the *Curriculum Framework* as part of whole-school planning are now fully integrated in 37.1% of schools. This is an increase of 25.1% from last year. It remains under development in 62.8% of schools.

Mechanisms to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis are under development in 79.1% of all schools, while 20.6% of schools have these mechanisms fully integrated, which represents a 10.9% increase.

Monitoring of the students' progressive achievement of the outcomes in the *Curriculum Framework* is under development across 74.8% of all schools, while 25.0% of schools are fully integrated. This represents a 14.6% increase across all schools.

Respondents from 294 schools in Western Australia claim to have the *Curriculum Framework* fully implemented in their school. This represents an increase of 215 schools from 2004–05.

#### **Implementation of the Curriculum Framework by home educators**

Accountability for implementation of the *Curriculum Framework* also applies to home educators, with students engaged in home schooling. Data in relation to home educators was gathered according to three questions modified from those used in the school survey. The questions used in the home educators survey are provided in Table 6. Responses to these questions were gathered in relation to 1 191 students involved in home education, and the aggregated data for each question is presented in Table 7.

**Table 6: Survey questions, response categories and explanatory notes (home educators)**

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

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

For example:

- The home education plan provides for the *Curriculum Framework* outcomes to be achieved.
- Daily planning links to the overall home education plan.
- Planning allows information about student's achievement of the outcomes in the *Curriculum Framework* to be provided.

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

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

For example:

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

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

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

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

**Table 7: Implementation of the Curriculum Framework (home educators)**

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

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school
246	555	363

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

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school
267	614	303

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

Under consideration but processes have not yet commenced	Under development within the home school	Fully embedded in the home school
289	631	271

## Support materials

*Outcome 3: Priorities are identified and relevant support documentation is developed in a timely manner to facilitate the implementation of the Curriculum Framework.*

*Outcome 4: Professional development plans and guidelines to support implementation of the Curriculum Framework are developed.*

The council has continued to support the implementation of the framework through the provision of curriculum materials. These materials are produced for use in professional development for teachers provided by school sector/systems and teacher-training institutions. During 2005–06, the council undertook further work on the *Curriculum Framework Curriculum Guides*, and has maintained online materials and provision of newsletters to schools.

## Curriculum guides

The *Curriculum Framework Curriculum Guides* describe content students should be taught in relation to the outcomes in the framework. The guides have been published and distributed to all schools. Along with the progress maps, they support the planning for, and monitoring of, student achievement in schools.

In 2005–06 further elaboration of these guides has been undertaken and published on the Curriculum Council website. For each phase of student development the content descriptions in the guides have been further elaborated for many of the outcomes in the framework so that teachers have more specific direction on what to teach for particular year levels. As these materials have been completed, they have been published online. This work will be completed in 2006–07 and a CD-ROM produced for all teachers.

## Professional development

Publication and distribution of the progress maps and curriculum guides has been accompanied by professional development provided by school sector/systems to provide guidance on how to use these materials to support ongoing implementation of the framework.

## Curriculum Council Update

Thirty-thousand copies of the *Curriculum Council Update* were distributed to all teachers in September and December 2005, and March 2006. The council's printed newsletter provides information on the activities of the council, upcoming publications, opportunities to be involved in consultation, insights into the achievement of teachers in schools, and professional development information.

Data from the council's customer focus survey showed that 80.7% of teachers considered that *Curriculum Council Update* provided them with information that assisted them with their duties.

## Information sessions

The log of information sessions maintained by curriculum staff responsible for *Curriculum Framework* development shows that a combined total of 387 information sessions to various groups and organisations engaged in implementation.

## Consultative processes

Consultation has occurred through:

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

These consultative processes were undertaken to ensure that, within criteria agreed by the Curriculum Framework Committee, support materials would meet the needs of teachers from kindergarten to Year 12. Data on consultation from the council's customer focus survey indicate that 41.6% of respondents had been involved in consultation on framework development and implementation. The mean overall positive response on items related to consultation indicated a satisfaction level of 51.5%.

The following committees and groups provide input and guidance for the work of the secretariat in relation to the *Curriculum Framework*:

- Curriculum Framework Committee
- Aboriginal Advisory Committee
- Curriculum Framework Implementation Review Group
- Learning Area Support Materials Advisory Groups
- Values Consultative Group
- Inclusivity Advisory Group.

## Course Development and Approval

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

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

**Table 8: Syllabus Committee Activity 2005** (2004 figures in brackets)

Curriculum area	No. of syllabus committees		No. of committee meetings*	
The Arts	5	(5)	7	(7)
English	4	(4)	8	(9)
Health and Physical Education	6	(5)	6	(4)
Science	8	(7)	10	(11)
Languages other than English	7	(7)	8	(9)
Society and Environment	7	(8)	10	(13)
Mathematics	2	(2)	6	(10)
Technology and Enterprise	16	(16)	6	(11)
<b>Total</b>	<b>55</b>	<b>(54)</b>	<b>61</b>	<b>(74)</b>

\* Does not include learning area post-compulsory workshops.

During 2005, 55 syllabus committees met on 61 occasions (74 in 2004). Syllabuses were reviewed for relevance in meeting student learning needs.

### Reviewing subject relevance

Each committee was involved in a process of reviewing subject syllabuses and recommending modifications that would increase their relevance to student learning needs. A survey of teachers was also conducted and the results confirm a high degree of perceived subject relevance. A total of 1401 teacher–subject responses on relevance were received. A survey of student perception was also conducted in 2005. A sample of 20% of student enrolments was stratified to represent city, country, government and non-government schools.

**Table 9: Subject Relevance: 2005 Survey Results** (2004 figures in brackets)

	Syllabus Committees			Teachers			Students		
	Number responding	2005 Rating	(2004 rating)	Number responding	2005 Rating	(2004 rating)	Number responding	2005 Rating	(2004 rating)
Year 11 relevance	45 (64)	5.25	(5.4)	933	5.19	(5.2)	15830	4.94	(4.9)
Year 12 relevance	45 (67)	5.18	(5.3)	1308	5.36	(5.3)	14691	4.91	(4.9)
<b>Degree of Satisfaction</b>		<b>74%</b>	<b>(76.1%)</b>		<b>76%</b>	<b>(74.4%)</b>		<b>70%</b>	<b>(69.8%)</b>

Table 10 summarises data on the 260 accredited subjects available to schools during 2005.

**Table 10: Accredited Subjects 2005** (2004 figures in brackets)

Learning Area	Year 11*	Year 12
The Arts	11 (11)	9 (8)
English	3 (13)	5 (6)
Health and Physical Education	15 (15)	5 (5)
Science	12 (12)	7 (7)
Languages other than English	27 (32)	16 (21)
Society and Environment	18 (19)	10 (10)
Mathematics	9 (9)	4 (4)
Technology and Enterprise	34 (35)	15 (24)
Vocational Subjects	28 (71)	32 (48)
<b>Total</b>	<b>157 (217)</b>	<b>103 (143)</b>

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

The number of accredited subjects listed by the council remained stable in 2005, due mainly to the strategy of stabilising the current curriculum during the post-compulsory review. Each accredited subject included a standards framework describing expectations of student achievement. This is done in two ways:

- Grade-related descriptors are summative statements of the performance expected of students for each grade level.
- Performance criteria describe levels of student achievement outcomes in common assessment framework (CAF) subjects.

### Vocational Education and Training (VET) in schools

There was continued growth in the number of post-compulsory students involved with vocational education during 2005. There are three main overlapping elements in vocational education for WA post-compulsory students:

- vocational subjects accredited by the council
- SWL skills lists accredited by the council
- VET units of competency recognised through the National Training Framework.

2005 was the fourth and final year of implementing the joint policy statement *Future Directions for VET in Schools*. At the end of 2004 the Curriculum Council received a draft of the proposed new policy related to VET for school students being prepared by the Department of Education and Training. Although this draft indicated that the new policy would be implemented from, and including, 2005, informal advice indicates implementation was delayed until 2006.

In 2005, the Curriculum Council:

- maintained the list of qualifications and competencies for inclusion in education programs delivered by training provider schools, including new and revised training packages
- developed a VET version of the new Media Production and Analysis course and started development of VET versions for 16 other courses
- continued to publish support materials, including advice to schools on human and physical resource requirements

- collaborated with the secretariat of the Training Accreditation Council in providing information and participating as observers in registration audits;
- issued statements of attainment and VET certificates for students in 16 registered training provider schools
- participated in the ACACA VET in Schools Committee to explore ways of achieving national consistency for VET for school students (e.g. IT industry project)
- participated in the MCEETYA Transition from Schools Taskforce (including employability skills developments, Australian Blueprint for Career Development
- collaborated in the support for schools in implementing AVETMISS for VET data.

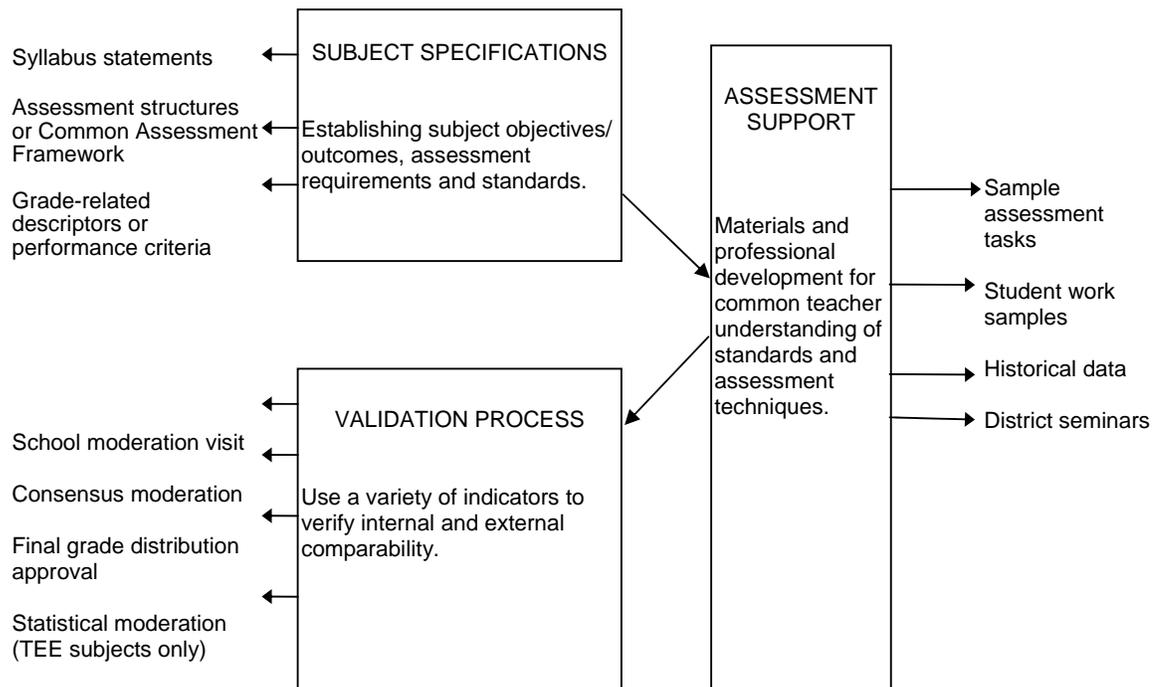
General education with a vocational focus is now a proven strategy for increasing curriculum relevance for post-compulsory students, and will feature in approximately half of the new courses of study recommended through the Council's Post-Compulsory Education Review report, *Our Youth, Our Future*.

## Student Assessment and Certification

*Outcome 6: Assessments of student achievement are valid and credible in the senior secondary years.*

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

**Figure 2: Curriculum Council moderation strategies**



### Survey data—comparability of assessment and grading

Syllabus committees were surveyed on their perceptions of the comparability of assessment and grading, and teachers were surveyed by post. The results,

summarised in Table 7, indicate widely held perceptions of a high degree of comparability in assessment and grading.

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

**Table 11: Comparability: 2005 survey results** (2004 figures in brackets)

	Syllabus committees			Teachers			Students		
	Number responding	2005 Rating	(2004 rating)	Number responding	2005 Rating	(2004 rating)	Number responding	2005 Rating	(2004 rating)
Year 11 comparability	44 (64)	<b>5.35</b>	(5.34)	896	<b>5.28</b>	(5.1)	15826	<b>4.68</b>	(4.7)
Year 12 comparability	44 (64)	<b>5.63</b>	(5.3)	1279	<b>5.35</b>	(5.2)	14692	<b>4.75</b>	(4.8)
<b>Degree of Satisfaction</b>		<b>78%</b>	<b>(76.3%)</b>		<b>76%</b>	<b>(73.8%)</b>		<b>67%</b>	<b>(67.4%)</b>

### Student perception survey

A survey of student perception was also conducted using a sample of 20% of student enrolments stratified to represent city and country, government and non-government schools. The response for 30,518 student–subject combinations on comparability represents approximately 15% of the estimated 2005 student–subject population.

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

### Student appeals against school assessment

Students are made aware of their right to appeal against school assessment and grading through the council’s students’ information kit.

During 2005, particularly at the end of the year, curriculum officers handled a number of enquiries from parents and students expressing dissatisfaction with assessment processes in a subject in their school. Officers provided advice to these callers to explain the assessment requirements. They also explained that before lodging an appeal with the council it was necessary to provide documentary evidence of their attempts to resolve the issue with the school. In those cases in which officers assist in the negotiation process the majority of cases are resolved to the satisfaction of the school and the student or parent.

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

### Assessment seminars

Assessment seminars, which provided teachers with opportunities to focus on the assessment and grading of students’ performance, were conducted in a sample of

subjects during first term. This sample was negotiated in the previous year with representatives of the education systems. Attendance was optional but highly recommended. In total, 72 seminars were conducted, including seminars at the regional centres of Bunbury, Albany, Geraldton and Kalgoorlie with alternate arrangements for more remote schools.

**Table 12: Assessment Seminars 2005** (2004 figures in brackets)

The Arts	6 (26)
English	3 (20)
Health and Physical Education	10 (6)
Science	8 (11)
Languages other than English	8 (8)
Society and Environment	2 (4)
Mathematics	6 (25)
Technology and Enterprise	7 (6)
Vocational Subjects	22 (39)
<b>Total</b>	<b>72 (125)</b>

### Assessment support materials

A total of 400 documents were included in the *assessment and grading support material catalogue* produced at the end of 2004 for teachers of subjects in 2005.

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

**Table 13: Assessment Support Materials 2005** (2004 figures in brackets)

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

### Consensus meetings

A total of 172 consensus meetings were conducted in 2005. Data demonstrate that 69% of these meetings were in wholly school-assessed (WSA) subjects. (Typically, school moderation visits are not conducted in the subjects selected for consensus moderation.) The degree of quality assurance provided by consensus moderation is reduced by the fact that the meetings are limited to approximately three hours.

It is compulsory for each school offering a subject to send a representative with student work samples, except in cases where the school is further than 200 kilometres from the venue. In the latter cases alternative arrangements using mail, facsimile and teleconferences are implemented. Compared with 2004 there were fewer difficulties with schools not attending consensus meetings. Each school not sending a representative is contacted and alternative arrangements negotiated (typically a grading validation exercise). This is a concern because of its impact on the degree of confidence regarding comparability and its impact on limited moderation resources. Schools have been advised that they may be required to meet additional costs incurred in these situations.

### School visits

In 2005 a total of 2,304 school visits were conducted. This figure represents a sampling rate of 18.2% of the 12,689 school–subject combinations and an increase on the visitation rate in 2004.

**Table 14: 2005 Moderation Summary** (2004 figures in brackets)

Curriculum Area	Number of School/Subject Combinations		Number of School Visits		Number of Consensus Meetings	
	TEE Subjects (Yr 12 only)	Wholly School-Assessed Subjects**	TEE Subjects	Wholly School-Assessed Subjects	TEE Subjects	Wholly School-Assessed Subjects
Languages other than English	197 (199)	209 (234)	35 (24)	31 (19)	5 (4)	2 (4)
Society and Environment	522 (521)	583 (556)	91 (105)	112 (120)	12 (12)	0 (0)
Health and Physical Education	0 (0)	791 (778)	0 (0)	127 (118)	0 (0)	10 (13)
Science	627 (624)	893 (882)	123 (122)	131 (89)	13 (10)	11 (20)
Arts	322 (324)	1320 (1291)	49 (28)	154 (141)	6 (15)	16 (0)
English (including Voc. English and ESL)	332 (333)	900 (887)	87 (46)	259 (131)	13 (12)	15 (12)
Technology and Enterprise						
Business Education/ Computing	175 (172)	777 (809)	58 (58)	185 (216)	3 (0)	16 (16)
Design and Technology/ Agriculture	8# (0)	953 (984)	0 (0)	182 (141)	2 (0)	20 (20)
Vocational Subjects	0 (0)	2693 (2695)	0 (0)	444 (303)	0 (0)	10 (12)
Mathematics	467 (463)	920 (907)	86 (78)	150 (142)	0 (0)	18 (19)

<b>Total</b>	<b>2650</b> (2636)	<b>10039</b> (10023)	<b>529</b> (461)	<b>1775</b> (1420)	<b>54</b> (53)	<b>118</b> (116)
	<b>12689</b> (12659)		<b>2304</b> (1881)		<b>172</b> (169)	
<b>%</b>	<b>21%</b> (20.8)	<b>79%</b> (79.2)	<b>23%</b> (24.5)	<b>77%</b> (75.5)	<b>31%</b> (31.4)	<b>69%</b> (68.6)

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

Table 11 shows there was an increase in the number of school–subject combinations from 2004.

Consensus meeting rates have been calculated by adding the number of schools offering the subjects included in the consensus meeting list, dividing by the total school–subject combinations and converting to a percentage. The consensus meeting rate increased compared with 2004. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) increased in 2005 (38.2% compared with 32.5% in 2004).

**Table 15: Trends in school/subject combinations, visitation rates, consensus meeting rates and total coverage through validation activities**

<b>Year</b>	<b>School/Subject combinations</b>	<b>Visitation Rates</b>	<b>Consensus Meeting Rates</b>	<b>Total Coverage</b>
1996	9870	1864 (18.9%)	2871 (29.1%)	48.0%
1997	10444	1631 (15.6%)	2343 (22.4%)	38.0%
1998	10298	1577 (15.3%)	2459 (23.9%)	39.2%
1999	10716	1561 (14.6%)	2251 (21.0%)	35.6%
2000	11340	1819 (16.0%)	1807 (15.9%)	31.9%
2001	11868	1684 (14.2%)	2331 (19.6%)	33.8%
2002	12400	1792 (14.5%)	2706 (21.8%)	36.3%
2003	12789	1615 (12.6%)	2083 (16.2%)	28.8%
2004	12659	1881 (14.9%)	2224 (17.6%)	32.5%
<b>2005</b>	<b>12689</b>	<b>2304 (18.2%)</b>	<b>2542 (20.0%)</b>	<b>38.2%</b>

Moderation activities in 2005 identified an increased number of major non-compliance issues. Follow up moderation in 545 cases resulted in the non-compliance issues being addressed satisfactorily.

**Table 16: 2005 Moderation problems: major non-compliance** (2004 figures in brackets)

Learning Area	Total School/Subject Major Non-compliance*
The Arts	49 (25)
English	235 (68)
Health and Physical Education	20 (28)
Science	85 (65)
LOTE	26 (7)
Society and Environment	0 (12)
Mathematics	10 (2)
Technology and Enterprise: Business and Computing	59 (59)
Technology and Enterprise: Design and Technology	11 (2)
Vocational Education	50 (91)
<b>TOTAL</b>	<b>545 (359)</b>

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

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

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

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

## External Assessment and Certification

Outcome 6: Assessments of student achievement are valid and credible in the senior secondary years.

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

In 2005, the Curriculum Council was responsible for the assessment and certification of 43,675 post-compulsory secondary students in WA. Of these, 11,610 sat at least one Tertiary Entrance Examination (TEE), 9,964 completed structured workplace learning (SWL) subjects, 4,573 completed at least one unit of stand alone competency only, and 5,137 completed at least one embedded unit of competency only.

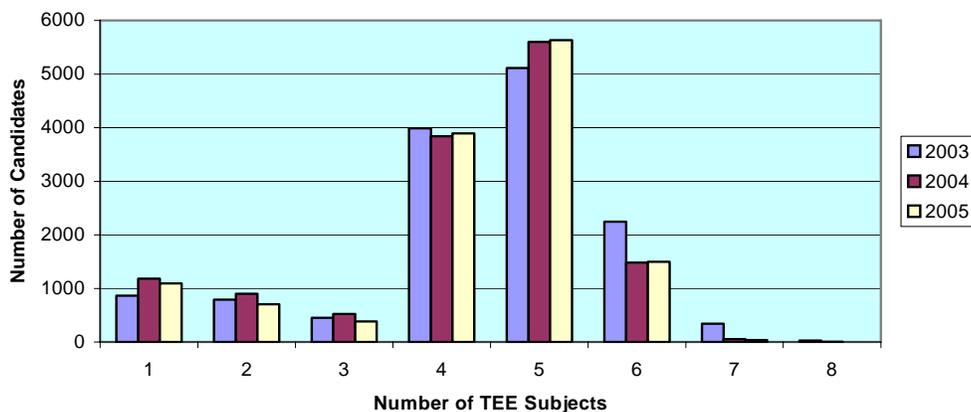
Staff responsible for Outcomes 6 and 7 were supported by:

- examining panels—one for each WA tertiary entrance rank (TER) subject (31 panels)
- Special Examination Arrangements Committee
- Sickness/Misadventure Committee
- Breaches of Examination Rules Committee
- Awards and Exhibitions Committee.

### Enrolment trends

More students are staying at school until the end of Year 12. Contrary to enrolment trends in recent years, the number of students enrolled to sit the TEE has decreased slightly since 2003 (12,426). Students are combining TEE studies with vocational education and training (VET) programs. The number of students who sat one or more TEE subjects decreased marginally from 11,652 in 2004 to 11,610 in 2005. Eight per cent of the students who studied four or more TEE subjects also completed at least one VET unit of competency (six per cent in 2004).

**Figure 3: Number of candidates sitting for a specific number of TEE Subjects, 2003-2005**



Of the 33 TEE subjects, English had the highest number of enrolments with 9,026 (2004: 9,156) and Discrete Mathematics was the next highest with 7,546 (2004: 7,939). Japanese: Advanced had the lowest number of enrolments, with three students (2004:3, 2003:13, 2002:13).

In VET studies, there were 14,380 Year 12 and Year 11 students who participated in at least one unit of competency; of these, 86% (12,314 students) achieved competency (13,372 students in 2004 with 11,157, or 83%, achieving competency).

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

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

### Raising the school leaving age

Towards the end of 2005, legislation was passed in state parliament that made provision for the extension of the compulsory education period by one year from 1 January 2006 and by a further year from 1 January 2008. The Act also amended the Curriculum Council Act and required the council to establish a database that will contain records of students' participation and achievement from Year 8 to Year 12.

The process for establishing this database began in Term 4, 2005, with the collection of data about the current cohort of 15-year-old students, estimated at approximately 30,000. This initial data enabled the Curriculum Council to establish a base from which to track the students as they moved into Year 11 in 2006.

During Term 1, 2006, data was collected from all schools about students in years 8 to 10, to complete the establishment of the database as required by the legislation. Later in the year, the 15-year-olds 'captured' in the original 2005 data collection will be followed up.

The new legislation requires providers of education, training and employment for students within the compulsory education group to keep the Curriculum Council up-to-date with information about the students who are enrolled with/employed by them. Information packages were sent to all providers about these requirements and the process for communicating any changes to the council.

It is important for providers and students to recognise the need for students to maintain their unique Curriculum Council number throughout their secondary education (or their employment during their years of compulsory education).

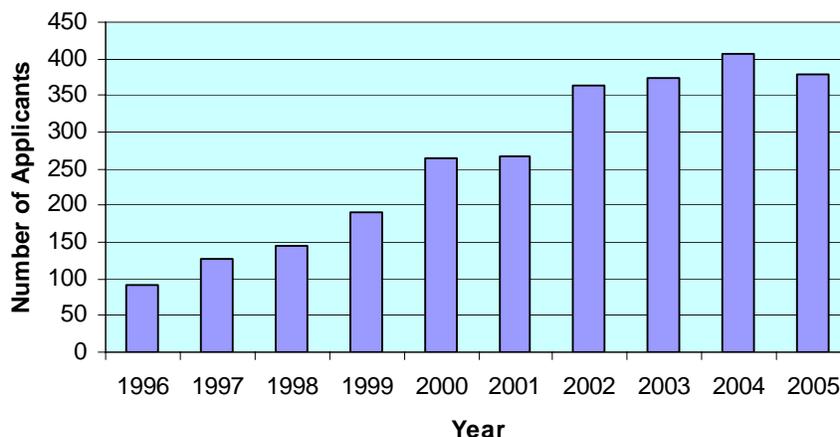
### TEE papers

In 2005, examinations were held in 33 subjects (no increase on 2004). The TEE papers were valid and fair tests that provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their achievement. Challenging questions in the papers served as good discriminators between candidates, allowing candidates to demonstrate their achievement fairly.

### Access for candidates with disabilities

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

**Figure 4: Access for candidates with disabilities**



Seventeen applications (4.5%) were not supported (30 in 2004 – 7.4%, 42 in 2003 – 11.2%, 31 in 2002 – 8.5%). Applications were received from 95 schools. There were 29 schools that submitted five or more applications and eight schools that submitted 10 or more applications.

The 351 successful applications for special examination arrangements covered a total of 1523 examinations, an average of 4.3 examinations per candidate.

**Table 17: Special examination arrangements applications in 2005**

Category	Government			Non-government			Approved	Not Approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	22	7	29	39	8	47	70	4	2	76
Hearing	0	3	3	1	2	3	6	0	0	6
Illness	8	16	24	9	21	30	48	3	3	54
Fine Motor	1	0	1	4	3	7	8	0	0	8
Physical	12	13	25	14	12	26	45	4	2	51
Psychological	5	9	14	8	16	24	36	2	0	38
SLD	26	6	32	49	46	95	122	4	1	127
Vision	3	5	8	6	4	10	16	0	2	18
<b>Total</b>	<b>77</b>	<b>59</b>	<b>136</b>	<b>130</b>	<b>112</b>	<b>242</b>	<b>351</b>	<b>17</b>	<b>10</b>	<b>378</b>

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

## Conduct of the TEE

### Practical examinations

Practical examinations are conducted for Drama Studies, Music and seven LOTE subjects. Art visual diaries are collected, and marked in studio area groups. A total of 167 markers examined 3,403 candidates at 12 metropolitan, 12 country and two overseas examination centres.

For the second year, the chief marker for German flew to Kuala Lumpur to conduct two days' interviews for 36 candidates in Malaysia. The chief examiner for Drama Studies flew to Singapore to examine 12 candidates. Two Art visual diaries were submitted from Indonesia.

### Written examinations

The written components of examinations were held over 13 days with at least two subjects examined on each day, except the final day (when only one subject was examined). There were 596 people employed as supervisors (129 chief supervisors and 467 supervisors) at 135 examination centres throughout the state, interstate (two centres) and overseas (nine centres).

During the written examinations, council staff made 75 examination centre visits to 46 examination centres. Generally, staff reported that examination accommodation was satisfactory, supervisors were proactive within the examination room, and centres were well organised.

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

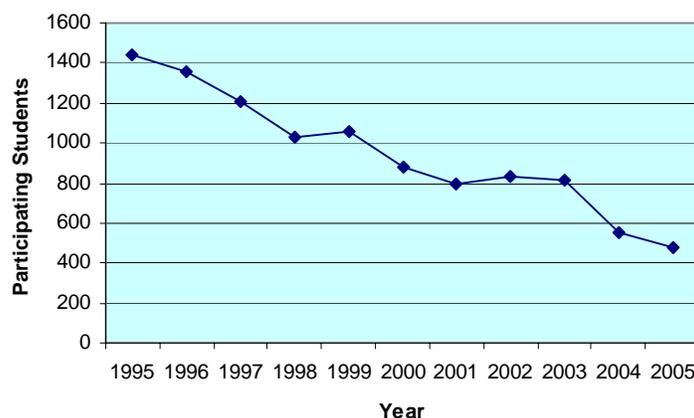
### Breaches of examinations rules

During the written examinations, two candidates (three in 2004) were reported to the Breaches of Examination Rules Committee as having breached the examination rules. Both candidates were found to have breached the examination rules in one subject and were each penalised with a 100% loss of examination marks.

### English Language Competence Test

The Curriculum Council English Language Competence Test was held at 107 schools (129 in 2004, 130 in 2003, 136 in 2002) for 472 (554 in 2004) students. After the number sitting had stabilised from 2001 to 2003 to around 800, the number of students sitting the test decreased significantly in 2004 and continued to decline in 2005. This may be attributable to changes in the tertiary entrance requirements, and increased school awareness of the target student group.

**Figure 5: Participation in the English Language Competence Test**



### Marking of the TEE

More than 848 teachers and university lecturers were engaged in marking the 2005 TEE. Of these, 167 assessed the practical component of nine subjects (one subject, Modern Greek, was marked by SSABSA markers). The total marking cost of \$1,055,380 was an increase of 1.75% on 2004.

### Written papers

There were 51,821 written scripts marked (51,540 in 2004) by 681 markers. Pre-marking meetings between marking teams and chief markers established agreed marking guidelines through sample marking and discussion of the examination papers, a process overseen by council subject moderators. A number of subjects experienced difficulties caused by markers withdrawing from the marking team very late in the process (for reasons not related to the marking process), and replacement markers were difficult to find at short notice.

### Checking of marks

A total of 229 candidates requested checks in 436 examinations, representing 0.8% of requests to student–subject numbers. Three errors were detected. One hundred and fifty-four candidates (135 on 2004) sought a breakdown of their examination scores in a total of 371 subjects.

### Requests for scripts

Candidates who sat the TEE in 2005 were given the opportunity to purchase copies of their examination scripts. Scripts were made available to candidates when all the processes connected with the TEE had been completed; 186 scripts (244 in 2004) were requested by 73 candidates (80 in 2004), raising revenue of \$2,147 (\$2,542 in 2004).

### Special considerations for candidates

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

**Table 18: Sickness/misadventure applications by school sector and gender in 2005**

School Type	Female		Male		Total		Enrolments
Government	120	42.1%	86	46.7%	206	44.1%	6 585 (49.8%)
Non-government	164	57.5%	96	52.2%	258	55.2%	6 239 (47.2%)
Overseas	1	0.4%	2	1.1%	3	0.6%	391 (0.3%)
Total	285		184		469		13 215

Enrolments: Number of school candidates enrolled to sit TEE (12/12/05) – excludes totally private candidates.

Note: The proportion of female applicants has decreased significantly in 2005. Ratio of females to males is 1.54 (2.1 in 2004, 1.97 in 2003, 2.1 in 2002, 1.8 in 2001).

**Table 19: Outcome of sickness/misadventure applications for 2002–2005**

	2005		2004		2003		2002	
All subjects accepted	413	87.8%	369	87.6%	367	88.0%	341	78.4%
No subjects accepted	39	8.5%	29	6.9%	34	8.2%	63	14.5%
Some subjects accepted	17	3.6%	23	5.5%	16	3.8%	31	7.1%
Total	469		421		417		435	

### Evaluation of the TEE papers

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

### Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates. In 14 subjects (nine in 2004), the marks spanned 90 or more percentage points, and in a further six subjects, the range was 80–89.

### Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60 per cent. Thirteen examining panels (12 in 2004) achieved the desired level of difficulty. There were no examinations with a mean mark below 50% in 2005, as was the case in 2004. Three subjects had comparatively easy papers with mean marks above 65 — German (65.61), Music (66.62) and Chinese: Second Language (78.67).

### Reliability

Overall, the reliabilities of all of the examinations were high in 2005 considering that they were untrials tests; they ranged from 0.58 to 0.93 (0.63 to 0.95 in 2004). Fourteen subjects had a higher reliability in 2005 than in 2004, while 12 had lower reliabilities.

### Concurrent evidence for validity

The correlations between school-based marks and the TEE were generally high (0.65 to 0.94) implying that, to a considerable extent, the TEE assessed the same achievements as school-based assessments.

### Public comment

Fifteen on-line comments on the content of the TEE papers were received from teachers and were sent to the appropriate syllabus committees for discussion.

### Endorsement of TEE Papers

Statistical evidence from the 2005 TEE papers indicates that the overall quality of the examinations remains high. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from:

- the methodology of test construction and quality control
- high internal consistency as evidenced by high reliability statistics
- statistical evidence for concurrent validity
- overall public acceptability of the examinations.

Stakeholders, through their representation on syllabus committees and the Post-Compulsory Education Committee, concluded that the 2005 TEE papers provided valid and credible assessment of the appropriate Year 12 subjects.

### Comparability of achievement in TER subjects

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

### Certification of student achievement

In 2005, 18,300 Year 12 students achieved a Western Australian Certificate of Education (WACE). In 2005, 358 Aboriginal and Torres Strait Islander students were eligible for a WACE. Of these, 305 (85.2%) achieved a WACE. There were 20,577 (20,507 in 2004) statements of results produced for the cohort of Year 12 students with 89% of these students awarded a WACE. There were 23,220 (23,090 in 2004) statements of results issued to Year 11 students who completed either one upper-school Curriculum Council subject or a unit of competency/national training module in 2005.

In 2005, the Curriculum Council issued 184 full VET qualifications to 177 Year 12 students and 687 partial qualifications to 563 Year 12 students.

## Acknowledging excellence

This year there were 1,069 exhibitions and awards (1,043 in 2004, 1,071 in 2003, 1,029 in 2002, 1,046 in 2001, 999 in 2000, 1,042 in 1999, 961 in 1998 and 892 in 1997) granted to post-compulsory students in recognition of educational excellence.

**Table 20: 2005 secondary exhibitions and awards statistics**

<b>Award</b>		<b>Number Awarded</b>
Beazley Medal: TEE		1
Beazley Medal: VET		1
General Exhibitions	40	42
Special General Award	2	
Subject Exhibitions	53	55
TEE subjects	26	
WSA subjects	27	
Special Subject Awards	2	
TEE subject	2	
Certificate of Distinction	376	399
TEE subjects	239	
WSA subjects	137	
Special Certificate of Distinction	23	
TEE subjects	21	
WSA subjects	2	
Certificate of Excellence		571
TOTAL		1069

## Awards presentation

More than 2,000 people attended the Curriculum Council exhibition and awards presentation ceremony on 15 February 2006 at the University of Western Australia. During the evening, students provided music and entertainment. Sponsorship worth \$38,000 was raised from 14 organisations to assist with the ceremony. In-kind sponsorship was received from a further three organisations.

## Public relations

From July, following the release of the TEE timetable, there was media interest regarding council certification and the TEE. The reporting and comments were generally positive and supportive. The main areas covered were the first practical exam (Drama Studies in the Term 3 holidays), the start of the written examinations in November, the release of secondary results (December), the announcement of the awards (January), and the release of school comparison data (league tables), also in January.

There were approximately 180 (monitored) media reports from July 2005 to 19 January 2006 including the following highlights:

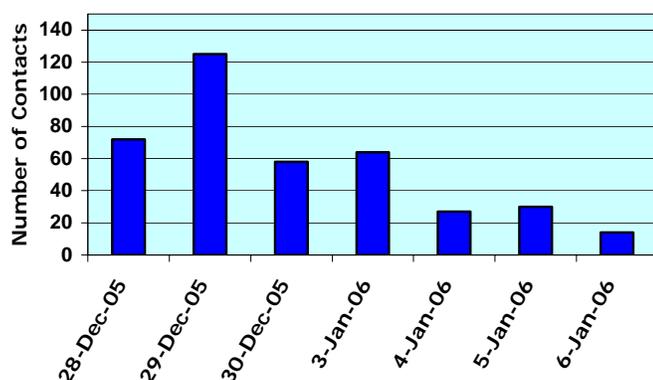
- A 12-page TEE Extra colour liftout in *The West Australian* (12 August 2005).
- A feature by the *Australian Financial Review* on how final exams have changed in the past 20 years (October 2005).
- Coverage by four TV channels and *The West Australian* at the start of the TEE written examinations (7 November 2005).

- Extensive coverage by the print and electronic media at the release of tertiary entry results (from 28 December 2005).
- An eight-page colour lift-out in *The Sunday Times* honouring Curriculum Council Award winners (1 January 2006).
- Extensive coverage by the print and electronic media at the announcement of the Beazley Medal winners at a media conference on New Year's Day (1 January 2006).
- Extensive coverage by the print and electronic media throughout January and February highlighting general Curriculum Council award winners (coverage included metropolitan and regional print and radio media).
- An eight-page feature on "How your school rates" in *The West Australian* (6 January 2006).

### Post-TEE counselling

Following this year's TEE, the council received 390 telephone and email enquiries (502 following the 2004 TEE and 423 following the 2003 TEE), mainly related to the process used by the council to adjust marks (moderation, standardisation and scaling).

Figure 6: Post TEE Counselling 2005



### School statistics

During the year, numerous requests for data were made, including information on school performance, subject enrolments and trends in student achievement. To provide a more balanced perspective to the community, the school comparison data was released to the media via a media conference attended by heads of school sectors and systems, who were available for comment. *The West Australian* and *The Sunday Times* compiled their 'league tables' from the data provided by the council, which included more comprehensive information than that made available in the past.

## Overseas Program

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

The program's aims and objectives are to:

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

### Services

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

### Schools

**Table 21: Overseas schools offering WACE subjects 2005**

School	Number of students in Year 11	Number of students in Year 12
Sunway College (Kuala Lumpur Malaysia)	0	235
Bina Nusantara High School (Indonesia)	125	95
KBU International (Malaysia)	0	72
St Francis Methodist School (Singapore)	0	35
Methodist College Kuala Lumpur (Malaysia)	0	4
National Institute of Technology Beijing	43	18
Olympia College Penang	0	4

### The Future

- Delhi High School, India, ceased operations due to insufficient numbers.
- Saigon International College in Ho Chi Minh City, Vietnam, started a program for 32 Year 11 students in January 2006.

- Sunway College in Johor Bahru, Malaysia, enrolled 45 students in a Year 12 program, starting in January 2006.
- Olympia College in Penang, Malaysia, ceased offering the WACE program in 2006.
- Shude-International in Chengdu, China, has signed an agreement to offer the WACE program in 2007.
- Markets in Indonesia, Vietnam, Bangladesh and the Gulf region are being evaluated.
- The State Solicitor's Office has ruled that the council has the right to license or accredit programs in overseas schools that are based on the *Curriculum Framework* where there is significant interest. Negotiation is under way with Education and Training International whereby the council supplies the product and ETI conducts quality assurance processes.
- The overseas program operates in a highly competitive market. Many institutions in China are offering aggressively marketed government-accredited programs from Canada, the UK and the USA.

## Year 11 & 12 course accreditation & review

Implementation of the new WACE courses in years 11 and 12 continued this year, in a climate of intense scrutiny. The Curriculum Council continued to liaise with the sector/systems, teachers, TAFEWA, universities, training providers and industry throughout the process of course development and implementation.

### Phase One courses

*Aviation:*

- The course moved into the second year of implementation.
- The first WACE exam was prepared by the examination panel.

*English, Media Production and Analysis, and Engineering Studies:*

- The courses were moved into first year of implementation in schools.
- Assessment seminars were held where sample support materials were provided.
- Rolling evaluation by independent consultancy, EasyMark, provided an interim report of teacher responses and an evaluation of the assessment seminars.
- Examination panels were established and sample exams produced.

### Phase Two courses

*Accounting and Finance; Biological Science; Chemistry; Computer Science; Drama; Geography; History: Ancient & Modern; Human Biological Science; Music; Physics; Politics and Law; Literature; Visual Arts; Applied Information Technology; English as an Additional Language/Dialect; Earth and Environmental Science; Physical Education Studies:*

- Professional development (PD) for Days 1–3 was conducted for all teachers of these courses.
- Consultation draft exams were developed and provided to teachers.
- Teachers were trained in the delivery of PD.
- Development and distribution of print materials for PD and development of equivalent on-line support materials.
- Assessment, Review and Moderation (ARM) panels for each course were established.

### Phase Three courses

- Action research was completed in schools.
- Feedback from consultation and action research was analysed and consultation and research reports were written for all courses.
- Formal consultation courses and sample support materials with questionnaire for feedback (10 courses) were developed and distributed to all schools and posted on the Curriculum Council website.
- Analysis of external reports provided feedback from consultation process.
- Development of formal consultation drafts for remaining courses.
- Some ARM panels were established (10 yet to be established)

### Communication to Schools

Early findings from feedback suggested that teachers were supportive of the new courses. However, there are issues associated with assessment. On May 10, a WACE memo clarifying assessment processes was sent to all schools. In response to teacher feedback, the council endorsed two major changes:

- A more flexible approach enabling teachers to use marks to assist in the assessment of students' work.

- Use of an external examination to statistically moderate the school numerical scores for university entrance purposes.

### **WACE Communication Strategy**

Interest in the new WACE increased this year and the Curriculum Council responded to that interest with a range of communication strategies. Communication efforts targeted teachers, parents, students, training providers and the wider public, via the media. Tools and approaches used to inform those key stakeholder groups included the new WACE website, emails to schools, electronic and printed newsletters, media releases, letters to newspaper editors, participation in expos, staff and CEO presentations to specific groups, school visits and CEO interviews with print, radio and television journalists.

During the year, the new WACE website was further developed, including regular updates to the frequently asked questions (FAQ) section and professional development details. New information included details of council-endorsed programs, a General Achievement Test (GAT) research project and refinements to the WACE to increase teachers' confidence to teach the new courses.

More than 20 media releases were issued during the year, on topics including professional development, support materials, refinements to the courses and success stories for VET courses, Engineering Studies and Media Production and Analysis.

More than 250 media enquiries were responded to during the year, the majority within two hours of being received. In addition, more than a dozen letters to the editor were issued by the council, often to correct misinformation reported about the new WACE courses or outcomes and standards education in general. Media highlights included a story preceding the start of the school year on the Channel 7 news, a feature on ABC's Stateline program and a series of 'OBE' stories on the Channel 9 news. Channel 7 held an 'OBE forum', which was subsequently edited and excerpts aired across two nightly news bulletins. Other highlights included a feature on outcomes and standards education on Radio National and success stories in a cross-section of community newspapers.

Media coverage of the new outcomes-focused curriculum and the new WACE courses was predominantly negative. Misinformation continued to be repeated by some sections of the media, even after the correct information was provided to the media outlet.

## Corporate Services

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

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

During the year staff worked with the Education and Training Shared Services Centre and it is expected that there will be a transfer of some responsibilities associated with payroll and accounts payments in the new financial year.

### Information Services

Apart from the delivery of day-to-day services to the Curriculum Council secretariat, the main focus for the year was the continued building of the new student information records system (SIRS) by the software contractor, RossLogic. The user acceptance testing of each phase of development is being carried out by the secretariat. SIRS went into live production in March 2006, and schools have successfully uploaded their course offerings, student registrations and student enrolments to date.

Other achievements throughout the year include:

- development of a new database to aid the management of the professional development days for the implementation of new courses
- development and distribution of Assessor II, a software application tool to enable teachers to record student achievements for each course unit
- development of software to enable the smooth running of the examination for the General Achievement Test (GAT) research project by schools
- upgrade and increase in the number of multi-functional devices on the network to enable development of the new courses and examinations
- installation of another internet protocol to enable remote telephone shelf to enable some staff to operate and communicate in the future from another building
- provision of ICT support to the Department of Education Services (DES)

### Financial Services

The volume of transactions handled by the financial services section rose by 29% in 2005–06. This was the impact of a boost in 42% in the state government's budget provision for the year (2005–06: \$15.57 million, 2004–05: \$10.99 million). The additional budget funding was provided mainly to finance the Post-Compulsory Education Review implementation (PCEI). Consequently, the higher workload for the section also relates to expenditure incurred by the PCEI. The section managed to cope with the higher workload without any increase in staff strength.

The council uses the DET web-based accounting system, Oracle. The system was reliable with hardly any downtime and the DET system support staff provided excellent operational and advisory services.

## Human Resources

- ***Occupational health and safety***

Council places an emphasis on the safety and wellbeing of all staff. The human resources team makes regular inspections to ensure staff are adhering to proper practices and policies.

A new emergency evacuation manual has been developed. Two additional senior first aid officers have undertaken training and been appointed as first aid volunteers in the workplace. Following an increased number of soft tissue injuries amongst staff, an ergonomic assessment was completed on a number of work stations. In response, the council provided an upgrade of some office equipment, including chairs and keyboards. There were no major problems reported during the year.

- ***Workers' compensation***

There has been one new claim in this reporting period, the outcome of which has not yet been resolved. Two ongoing claims from 2004 are being closely monitored and self-managed. There has been minimal time lost.

- ***Equal employment opportunity***

A significant number of staff continues to use the flexibility of part-time and job-share work and/or reduced hours per day to accommodate their personal needs.

Graduate opportunities have been created to encourage the number of youth in the workplace.

- ***Code of Conduct***

A code of conduct, support by a number of human resource policies, applies to all staff. Staff are encouraged to adhere to the highest standards of corporate governance and ethical behaviour.

## Implementation of the Language Services Strategy

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

## Public sector standards

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

standard. Informal performance management has been an ongoing process with strict accountability in all divisions: however, because the organisation had three chief executive officers during the reporting year, the formal processes were not carried out.

## Disability Service Plan

### Disability Service Plan (DSP) and Disability Access and Inclusion Plan (DAIP)

The council continues to build on its current DSP towards finalisation of its DAIP. The committee established to manage this transition has completed initial steps in the development of the DAIP and is determining and implementing a consultation strategy.

In 2005–06 the following outcomes were achieved:

- **DAIP committee**

This committee was established from the various sections of the council to support the implementation of appropriate strategies for creating greater commitment to the plan.

- **Ensuring access to an inclusive secondary certificate**

Through consultation with a reference group the Curriculum Council has developed new requirements for achievement of the WACE. These requirements are designed to ensure *all* students are able to have a record of achievement that recognises their performance in the courses they have studied.

- **Broadening curriculum access and recognition in senior secondary schooling**

Following extensive research and consultation the Curriculum Council endorsed a new policy that enables young people to gain credit towards their WACE for learning acquired through programs endorsed by the council. Five types of learning will be recognised as council-endorsed programs: workplace learning, VET stand-alone, university studies, community organisation and personal development programs. Along with new council-developed courses, the adoption of this policy is recognised as significantly improving the ways in which students can access senior secondary schooling.

- **Ensuring curriculum provision for students with disabilities**

Based on research undertaken on post-compulsory curriculum access for students with intellectual disabilities in government and non-government schools, the council has established a working party to ensure that council-developed courses provide an inclusive curriculum in years 11 and 12 for students with disabilities and those working towards the standards of achievement set for the WACE.

## Freedom of Information

Three non-personal applications were received during this reporting year. Full access was provided for each request. The average time taken to provide access was 48 days. One non-personal request is still outstanding.

Note: The Curriculum Council Information Statement, which was reviewed during the year, appears as an appendix in this report. A copy is also available on the internet.

## Energy Smart Government Policy

**Table 22: Energy Smart Government Policy**

Energy Details	Baseline Data	2005-06 Actuals	Variation %
Energy Consumption (GJ)	1269	1199	-5.5
Energy Costs	\$55,490	\$54,422	
Greenhouse Gas Emissions (tonnes of CO <sub>2</sub> )	324	300	-7.5
Performance Indicators by End Use Category			
Office-Combined Services (Area)	2021	2021	
MJ/sqm/annum	628	593	-5.6
MJ/Occupancy People/annum	15,857	9,590	-39.5*

\* It should be noted that the 'MJ/Occupancy People/annum' reading is significantly reduced. This has been the trend for two years, but it must be recognised that the current building is overcrowded and some staff will be relocated to another building in August 2006. Next year's figures are expected to be higher.

The council is committed to seeking opportunities to further reduce energy consumption.

## Sustainability

In order to comply with the *State Sustainability Strategy* released by September 2003 and the *Sustainability Code of Practice for Government Agencies* approved by Cabinet on 13 September 2004, a working party, representing a cross-section of the secretariat and the Department of Education Services and formed in August 2004, continued to work to implement the three-year Sustainability Action Plan (2005–2007) which identified 13 commitments and 40 actions.

The Curriculum Council is committed to ensuring that through curriculum development, services to education providers and day-to-day business operations, the principles and practices of sustainability are promoted and enacted responsibly to ensure that the work of these agencies is supportive of a sustainable future for all Western Australians.

During the year, the working party explored and implemented aspects of the plan including:

- incorporating sustainability principles in relevant curriculum materials

- building capacity and understanding of sustainability principles among staff
- encouraging business practices that support sustainability principles
- monitoring actions and progress against targets and reporting to corporate executive.

## Records Management

During 2005–2006, the Curriculum Council was committed to the implementation of and compliance to the joint recordkeeping plan for the council, the Department of Education and Training (DET), the Department of Education Services (DES), TAFEWA colleges and the Public Education Endowment Trust (PEET).

These commitments included:

- implementation of the agency specific recordkeeping policies, procedures and guidelines and making them accessible on the agency intranet
- application of the integrated education sector thesaurus to the titling of all agency files
- application of retention and disposal schedules and the State Records Office procedures to agency records disposal processes
- provision of recordkeeping advice to agency business units
- audit of files listed on the old records management system including editing of data for transfer to the new electronic records management system
- joint development of the DET sector overarching key performance indicators to assess the effectiveness of agencies' recordkeeping
- evaluation of the efficiency and effectiveness of the Curriculum Council recordkeeping system by the internal sector's auditors
- provision of records management training to records staff, including staff attendance at the records management conference, seminars and training courses
- provision of records management training to Curriculum Council staff, involving access to records management online courses for administrative staff and training for new and existing staff
- development of the records management induction training package addressing staff responsibilities under the agency recordkeeping plan and making it accessible on the intranet
- evaluation of the efficiency and effectiveness of the Curriculum Council recordkeeping training by the internal sector's auditors.

All work was accomplished during the year.

## Youth Outcomes

The mission of the council is to set curriculum policy directions for kindergarten to year 12 schooling in Western Australia and hence all programs and policies are focussed on our youth.

## Risk Management

Risk management is an integral part of the council's strategic planning and its operating procedures. Its purpose is to ensure that risk exposures are managed in a professional and prudent manner. Operation of the policy is in accordance with the Treasurer's Instruction (TI) 825 and within the framework of the Australian/New Zealand Risk Management Standard AS/NZS 4360:1999. A review was completed during the year and endorsed at the 52<sup>nd</sup> corporate executive meeting conducted 9 May 2006.

## Corruption Prevention

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

## Public Interest Disclosure

The chief executive officer has complied with his obligations under the *Public Interest Disclosure Act 2003*, S 23 (1) (f) by appointing a PID Officer and publishing the internal procedures relating to the agency's obligations. These procedures have been designed to provide protection for people who may wish to make a public interest disclosure.

## Recycling

The council has fostered a strong culture of waste paper recycling amongst staff. This is facilitated by the positioning of recycling receptacles in each office. The contents of each container are transferred to centralised recycling bins at the end of each day.

## Electoral Act 1907 section 175ZE (advertising and related expenditure)

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

*Details are as follows:*

### **Expenditure with Advertising Agencies**

<i>Marketforce Productions</i>	\$3,582
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### **Expenditure with Market Research Agencies**

<i>EasyMark Pty Ltd</i>	\$17,455
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### **Expenditure with Media Advertising Agencies**

<i>Mills Wilson</i>	\$37,846
<i>Rehame Monitors Australia Pty Ltd</i>	\$2,552
<b>TOTAL EXPENDITURE</b>	<b>\$61,435</b>

### Fees and charges

The council's fees and charges committee reviews fees and charges annually. Fees and charges are normally adjusted on CPI and cost recovery considerations. Recommendations from the committee are sent to corporate executive for endorsement. Suggested increases in fees and charges are forwarded to the Minister's office and the Department of Treasury and Finance.

### Complaints Management

Twenty-two complaints were received during the year. The average time taken for resolving complaints was 10 days. The organisation regards the complaints procedure as an opportunity to review processes and practices with the aim of improving services.

**Note:**

The above statistics do not include the considerable volume of feedback and correspondence the council has received from stakeholders voicing their concerns regarding the content and implementation of the new courses. It is acknowledged that there has been great interest in the new courses across the community; the feedback received by the council has been appreciated and carefully considered.

## Compliance Statement

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

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

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

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

Number lodged: nil

Number of breaches found,  
including details of multiple breaches of application: nil

Number still under review: nil

David Axworthy  
**A/Chief Executive Officer**

June 2006

**Postal and street address**  
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Telephone: 08 9273 6300  
Facsimile: 08 9273 6301

## Appendices

### Appendix 1: Major award winners 2005

#### Beazley Medal: TEE

Adrian Boo Kiat Khoo, Scotch College

#### Beazley Medal: VET

Linda Greenwood Tully, Methodist Ladies' College

#### General Exhibitions

Adrian Boo Kiat Khoo, Scotch College  
Madhusudhan Bhamidipaty, Willetton Senior High School  
Cinmy Sian-Mae Cheung, Penrhos College  
Katharine Sarah Noonan, St Hilda's Anglican School for Girls  
Katherine Emily Dellar, Perth College  
Olivia Chin, Presbyterian Ladies' College  
Ian Grey Johnston, Bunbury Cathedral Grammar School  
Bojana Stepanovic, Methodist Ladies' College  
Kuhilan Arumugam Gounder, Willetton Senior High School  
Dustin Levi Stuart, Wesley College  
Michelle Veronica McMullen, Newman College  
Alvin Man-Fah Chong, Rossmoyne Senior High School  
David Anthony Scaife, Australind Senior High School  
Ryan Steed, Carmel School  
Justin Cardwell, Leeming Senior High School  
Eddy Kean Wei Yong, Rossmoyne Senior High School  
Jimmy Dang, Ballajura Community College  
Helen Hei-Man Kwok, Applecross Senior High School  
Avenell Leveritt Chew, Churchlands Senior High School  
Jonathan Kwong Seng Ng, John XXIII College  
Matthew James Cowcher, Aquinas College  
Swathi Lakshmi Narayanan, St Hilda's Anglican School for Girls  
Kitty Kanwal Shakur, Presbyterian Ladies' College  
Karina Joy Travaglione, Methodist Ladies' College  
Nathaniel Hong Zhi Khoo, Hale School  
Kevin Chee-Keong Yee, Duncraig Senior High School  
Christopher Paul Jones, Lake Joondalup Baptist College  
Timothy James Barr Goyder, Scotch College  
Janki Shah, St Mary's Anglican Girls' School  
Daniel Brian Bennett, Guildford Grammar School  
Sarah Maria Collin, Methodist Ladies' College  
Shaun Yon-Seng Khoo, Aquinas College  
Alexander Robert McFaull, Hale School  
Allycia Susan MacDonald, John XXIII College  
Dahlia Fran Davidoff, Carmel School  
Fletcher James Young, Christ Church Grammar School  
Julie Ann Falck, St Stephen's School - Duncraig  
Lena Huynh, Shenton College  
Shevya Manjri Tiwari, Somerville Baptist College  
Thomas Edward Sippe, Wesley College

## Special General Awards

Adelln Ai Hwei Sng, Methodist Ladies' College  
Catriona Elizabeth Knox, St Hilda's Anglican School for Girls

## Subject Exhibitions

Accounting: Chien-Lin Kho, Shenton College  
Administrative Systems: Courtney Zoe Johnston, Lumen Christi College  
Ancient History: Tamsin Alexandra Reeves, Shenton College  
Animal Production and Marketing: Verity Jane Morgan, WA College of Agriculture - Cunderdin  
Applicable Mathematics: Dustin Levi Stuart, Wesley College  
Art: Adrian Martyn Pinto, Kalamunda Senior High School  
Art and Design: Jocelyn Kim Yean Tan, Methodist Ladies' College  
Aspects of the Tourism Industry: Katherine Louise Ferguson, Leeming Senior High School  
Automotive Workshop: Joshua John Hare, St Stephen's School - Duncraig  
Beliefs and Values: Michelle Veronica McMullen, Newman College  
Biology: Alana Kirk, Helena College  
Business Information Technology: Andrea Veronica Fitzgerald, Mercedes College  
Calculus: Wilson Ong, Morley Senior High School  
Chemistry: Adrian Boo Kiat Khoo, Scotch College  
Discrete Mathematics: Nathaniel Hong Zhi Khoo, Hale School  
Drama: Chelsea Jane Morgan, St Mary's Anglican Girls' School  
Drama Studies: Tess Angophora Cullity, John XXIII College  
Early Childhood Studies: Emily Nicole Niewiarowski, Newman College  
Economics: Rita Terese Khouri, Servite College  
English: Jarrad Viwen Seng, Frederick Irwin Anglican School  
English as a Second Language: Sarah Yonghui Pusavat, Murdoch College  
English Literature: Adrian Boo Kiat Khoo, Scotch College  
Food Production: Emma Louise Johnson, Lake Joondalup Baptist College  
French: Lawrence Edward Vincent, Scotch College  
Furniture Design and Technology: Timothy James Johnson, Nagle Catholic College  
Geography: Liah Xinyi Coggins, Willetton Senior High School  
German: Natascha Sommer, St Mary's Anglican Girls' School  
History: Jeremy James Francis, Wesley College  
Human Biology: Michael Tak Kwan Miu, Rossmoyne Senior High School  
Independent Living: Fleur Melissa Tonkin, Eastern Hills Senior High School  
Indonesian: Second Language: Jai Singh, Scotch College  
Industry Information Technology: Tanya Bulatovic, Karratha Senior High School  
Information Systems: Amy Louise Affleck, Busselton Senior High School  
Italian: Alice Pead, School of Isolated & Distance Education  
Japanese: Second Language: Tomoyo Shigeyoshi, Applecross Senior High School  
Management and Marketing: Jardine Elizabeth Petersen, Lumen Christi College  
Metals Technology: Mark Zuvela, Christ Church Grammar School  
Modelling with Mathematics: Penny Janelle Wilson, Churchlands Senior High School  
Music: Justin Allan Leong, Trinity College  
Physical Education Studies: Ellice Sarah Roberts, Perth College  
Physical Science: Cerise Dreaver, Manjimup Senior High School  
Physics: Adrian Boo Kiat Khoo, Scotch College  
Plant Production and Marketing: Ayla Joy Emery, WA College of Agriculture - Denmark  
Political and Legal Studies: Luke Nathan McAskill, Shenton College

Senior English: Linda Jane Greenwood Tully, Methodist Ladies' College  
Senior Science: Dean John Caporn, Carine Senior High School  
Small Business Management and Enterprise: Clinton John Blight, WA College of  
Agriculture - Narrogin  
SWL - Community Services, Health and Education: Sarah-Ann Hearn, Sevenoaks  
Senior College  
SWL - Design: Simon Alexander Kruger, Central Midlands Senior High School  
SWL - Metals and Engineering: Danilo Kitanovich, Sevenoaks Senior College  
Technical Graphics: Griffen Manan, Applecross Senior High School  
Visual Communication - Photography: Angela Jane Coote, Penrhos College  
Work Studies: Vidya Sai Thiagarajan, Rossmoyne Senior High School

### **Special Subject Awards**

English as a Second Language: Abigail Sze Yie Lim, Canning College  
Information Systems: Amy Leelee Khuu, St Hilda's Anglican School for Girls

## Appendix 2: Curriculum Framework Committee

### Terms of Reference

The Curriculum Framework Committee has delegated authority to:

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

### Chair

Mrs Barbara Bosich

Christ Church Grammar School

### Members

Ms Sheena Barber

Catholic Education Office

Dr Lennie Barblett

Edith Cowan University

Ms Donella Beare (from February 2006)

St Stephen's School  
(Carramar)

Mr Michael Ciccarelli

Catholic Education Office

Ms Pauline Coghlan (from May 2006)

Shenton College

Ms Valerie Gould

Association of Independent Schools of  
WA

Ms Shani Graham

Fremantle Primary School

Ms Lea Hadley

Carlisle Primary School

Ms Eirlys Ingram (to March 2006)

Canning District Education Office

Ms Jayne Johnston	Department of Education and Training
Ms Pam Moss (to June 2005)	Department of Education and Training
Mr Gordon Murdoch (from February 2006)	Department of Education and Training
Ms Geri O'Keefe (to February 2006)	Catholic Education Office
Prof. Bruce Shortland-Jones	Curtin University of Technology

## Appendix 3: Post-Compulsory Education Committee

### Role

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

### Terms of Reference

The Post-Compulsory Education Committee has delegated authority to:

1. develop and accredit post-compulsory subjects that are relevant to the needs of students, including admission to vocational education and training, university education and employment
2. coordinate assessment of achievement of students undertaking post-compulsory schooling, including the conduct, method, and comparability of those assessments
3. oversee matters related to VET in schools
4. provide a forum for consultation with and collaboration between secondary education sector/systems, post-secondary education sectors and community representatives on post-compulsory schooling
5. refer any matter arising from terms of reference 1, 2 or 3 that the committee considers should be considered or resolved by the council
6. consider and draw to the attention of the council the likely impact on schools, financial or otherwise, of any changes to the development and accreditation of post-compulsory subjects or assessment of student achievement or admission requirements of post-secondary institutions
7. consider matters referred to the committee by the council.

### Chair

Mr Graham Rixon

Curriculum Council Deputy Chair and  
Principal, Penrhos College

### Members

Ms Mary Ballantine

Department of Education and Training  
(training)

Mr John Barich

Parents' interests

Ms Valerie Gould

Association of Independent Schools of WA

Ms Anne Griffiths

Department of Education and Training

(training)

Mr Neil Hunt

Department of Education and Training

(schools)

Mrs Lois Joll

Department of Education and Training  
(schools)

A/Prof Jane Long

University of Western Australia

A/Prof. David Macey

Murdoch University

Mr Iain McDougall

Training Accreditation Council

Mrs Cheryl Meade

Department of Education and Training  
(training)

Mr John Nelson

Catholic Education Office

A/Prof Michael O'Neill

Notre Dame University

Prof Judith Rivalland

Edith Cowan University

Mr Paul Shanahan  
Prof Bruce Shortland-Jones

Teachers' interests  
Curtin University of Technology

## Appendix 4: Aboriginal Advisory Committee Membership

### Role

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

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

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

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

### Chair

Ms Gail Barrow (to September 2005)	Department of Education and Training / University of WA
Ms Carol Garlett (from January 2006)	Aboriginal Education & Training Council

### Members

Ms Robyn Collard	Catholic Education Office
Mr David Cusack (from September 2005)	Catholic Education Office
Mr Darryl Eades (from June 2006)	Culunga Aboriginal Community School
Mr Gary Partington (from June 2006)	Edith Cowan University
Ms Mary-Ellen Passmore-Edwards (from June 2006)	Aboriginal Education & Training Council
Mr Bruce Roper	Department of Education and Training
Ms Dorothy Ruben	Gwynne Park Primary School

## Appendix 5: Functions of the Curriculum Council

### Curriculum Framework

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

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

### Post-compulsory Schooling

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

12. It is a function of the council to:
  - (a) establish guidelines for the development and accreditation of courses of study in which students undertaking post-compulsory schooling may be assessed for purposes of certification
  - (b) accredit and evaluate courses of study prepared by the council, or prepared in accordance with guidelines approved by the council
  - (c) accredit, for the purposes of certification of students undertaking post-compulsory schooling, partially completed secondary courses of study taken outside the State
  - (d) after consultation with such persons and bodies having functions relating to secondary education, vocational education and training, and university education as the council thinks fit, establish and carry into effect procedures for:
    - (i) assessment of achievement of students undertaking post-compulsory schooling, and the proper conduct of that

- assessment, including school and external assessment for the purposes of certification
- (ii) ensuring the comparability of assessments of student achievement
- (e) after consultation with such persons and bodies having functions relating to secondary education, vocational education and training and university education as the council thinks fit, determine the courses of study to be assessed within secondary schools or by the council for the purpose of entrance to a university or as a prerequisite for vocational education and training
- (f) consult with universities, and persons and bodies having functions relating to vocational education and training, with respect to requirements and procedures for admission to university and vocational education and training, and review from time to time the effects of those requirements and procedures
- (g) provide information to universities, and persons and bodies having functions relating to vocational education and training, on the achievement of students seeking admission to university or to vocational education and training.

### **Obligations**

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

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

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

## Information statement

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

### 1. Policy and administrative documents

The council policy and administrative documents are as follows:

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

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

### 2. Structure and functions of the Curriculum Council

The council consists of 13 members:

- (i) a chairperson appointed by the Minister
- (ii) the chief executive officer
- (iii) 11 other persons appointed by the Minister

Of the persons appointed under (iii):

- (a) three are, in the opinion of the Minister, to have experience and expertise in industry, education or community affairs
- (b) two are to be nominated by the director-general of the Department of Education and Training
- (c) one is nominated by the Catholic Education Commission
- (d) one is nominated by the Association of Independent Schools of Western Australia
- (e) one is nominated by the chief executive as defined in the *Vocational Education and Training Act 1996*

- (f) one is nominated by either:
- the Vice-Chancellor of Curtin University of Technology
  - the Vice-Chancellor of Edith Cowan University
  - the Vice-Chancellor of Murdoch University
  - the Vice-Chancellor of the University of Western Australia or
  - the Vice-Chancellor of the University of Notre Dame Australia
- as determined by the Minister
- (g) one is a representative of the interests of teachers and is to be appointed on the recommendation of the State School Teachers' Union of Western Australia and the Independent Schools Salaried Officers' Association, and
- (h) one is to be a representative of the interests of parents of children attending school and is to be appointed on the recommendation of the Western Australian Council of State School Organisations (Inc.) and the Parents and Friends' Federation of Western Australia (Inc.)

The council is to ensure that:

- (a) each school receives free of charge a hard copy of the most recent curriculum framework approved by the council, and
- (b) the current framework is made available to the public in any manner the council thinks fit.

See Appendix 5 for functions of the council.

### **3. Standing committees of the council**

The major committees of the council are:

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

Terms of reference are listed in the relevant appendices of this report. The minutes from these committees form part of the agenda papers for the monthly council meeting.

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

### **4. Delegation**

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

## **5. Public participation**

Members of the public (defined as students, parents, teachers, staff of tertiary institutions, employers and interested members of the general public) may be affected by the decisions made by the council in the areas of the *Curriculum Framework* syllabus changes, certification, assessment procedures and Tertiary Entrance Examinations. Members of the public are able to put forward their views to the council, either by contacting the community representatives of the various committees or by writing directly to the chief executive officer.

## **6. Community consultation**

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

## **7. Access to Council documents**

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

Services and publications available to individuals at cost:

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

## **8. Other information requests**

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

FOI requests should be addressed to:

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

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

**9. Amendment of council records**

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

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

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



## AUDITOR GENERAL

### INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

### **CURRICULUM COUNCIL FINANCIAL STATEMENTS AND PERFORMANCE INDICATORS FOR THE YEAR ENDED 30 JUNE 2006**

#### **Audit Opinion**

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Curriculum Council at 30 June 2006 and its financial performance and cash flows for the year ended on that date. They are in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions;
- (ii) the controls exercised by the Council provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (iii) the key effectiveness and efficiency performance indicators of the Council are relevant and appropriate to help users assess the Council's performance and fairly represent the indicated performance for the year ended 30 June 2006.

#### **Scope**

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

The financial statements consist of the Income Statement, Balance Sheet, Statement of Changes in Equity, Cash Flow Statement and the Notes to the Financial Statements.

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

#### ***Summary of my Role***

As required by the Act, I have independently audited the accounts, financial statements and performance indicators to express an opinion on the financial statements, controls and performance indicators. This was done by testing selected samples of the evidence. Further information on my audit approach is provided in my audit practice statement. Refer "<http://www.audit.wa.gov.au/pubs/Audit-Practice-Statement.pdf>".

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

D D R PEARSON  
AUDITOR GENERAL  
21 September 2006

## Performance Indicators

### Certification of Performance Indicators for the year ended 30 June 2006

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Curriculum Council's performance, and fairly represent the performance of the Curriculum Council for the financial year ended 30 June 2006.



T.M. TEMBY  
CHAIRPERSON



D.A. WOOD  
CHIEF EXECUTIVE OFFICER

Date: 30 August 2006

## Agency level government desired outcomes, services and performance information

### Relationship to Government Goal

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

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

#### Key effectiveness indicator 1

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

	<u>2006 Target</u>	<u>2006 Actual</u>	<u>2005 Actual</u>
Schools that are monitoring students' progressive achievement of the <i>Curriculum Framework</i> comprising the achievements below <sup>(a)</sup> :			
• implemented the <i>Curriculum Framework</i> supported by whole-school planning	n/a <sup>(a)</sup>	93%	76%
• mechanisms in place to monitor and review the effectiveness of implementation of the <i>Curriculum Framework</i> on an ongoing basis	n/a <sup>(a)</sup>	86%	73%
• monitored students' progressive achievement of the outcomes in the <i>Curriculum Framework</i>	n/a <sup>(a)</sup>	87%	65%

(a) indicators were implemented after the 2005-06 State Budget was published.

#### Details of Survey:

Population and sample size: 1,078 schools;

response size: 1,070 schools;

response rate: 99%;

sample selection: all schools in Western Australia were surveyed.

## Key effectiveness indicator 2

	<b>2006 Target</b>	<b>2006 Actual</b>	<b>2005 Actual</b>
Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs	100%	74%	100%

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

Population and sampling size: 167;  
response size: 90;  
response rate: 54% level.

There was unanimous acceptance of the 2005 accreditation and moderation report by stakeholders represented on the Post-compulsory Education Committee (PEC). The role and membership of the PEC is provided in Appendices 3.

## Service 1: Curriculum Implementation and Maintenance

### Service description

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

	<b>2006 Target</b>	<b>2006 Actual</b>	<b>2005 Actual</b>
<b>Cost (Efficiency)</b>			
Average cost per teacher for documents, advice, information, consultation and monitoring <sup>(b)</sup>	\$116	\$114 <sup>(b)</sup>	\$159 <sup>(b)</sup>
Average cost per teacher for professional development (PD) <sup>(c)</sup>	\$101	\$23 <sup>(c)</sup>	\$41 <sup>(c)</sup>

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

(b) Expenses for the development and distribution of framework documents such as progress maps occurred in the financial year ended 30 June 2005. There was no significant reprint of these documents after that date.

(c) The drop in 2006 was due to transfer of PD funding to PD expenses relating to the implementation of the recommendations of the Post-Compulsory Education Review. The transfer of funding was approved by the State Cabinet in February 2002. The PD expenses for PCEI mainly impact on the costs of Services 2 and 3.

## Service 2: Course Development and Approval

### Service description

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

	<b>2006 Target</b>	<b>2006 Actual</b>	<b>2005 Actual</b>
<b>Cost (Efficiency)</b>			
Average cost per course developed or reviewed and approved <sup>(a)</sup>	\$5,882 <sup>(a)</sup>	\$17,872 <sup>(b)</sup>	\$6,520

(a) The substantial difference between the 2006 target and the 2006 actual was due to under-apportionment to this service of the development costs for new courses for the implementation of the recommendations of the ministerial taskforce.

(b) The development costs for new PCEI courses included in the 2006 actual accounted for the significant variation from the 2005 actual.

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

### Key effectiveness indicator

	<b>2006 Target</b>	<b>2006 Actual</b>	<b>2005 Actual</b>
Acceptance by stakeholders that the measures of student achievement were valid and credible	100%	100%	100%

This indicator is based on unanimous acceptance of the 2005 accreditation and moderation report and 2005 certification and examination report by stakeholders represented on the Post-Compulsory Education Committee (PEC). The role and membership of the PEC is provided in Appendix 3.

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

### Service 3: Student Assessment and Certification

#### Service description

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

	<b>2006 Target</b>	<b>2006 Actual</b>	<b>2005 Actual</b>
<b>Cost (Efficiency)</b>			
School–subject combinations awarding numerical assessment and/or grades	\$139	\$159 <sup>(a)</sup>	\$133 <sup>(a)</sup>
Cost per student receiving a statement of results	\$104	\$118 <sup>(a)</sup>	\$100 <sup>(a)</sup>

(a) Apportionment of costs for the development of new PCEI courses to this service included in the 2006 actual accounted for the variation from the 2005 actual.

## Financial statements

### Certification of Financial Statements for the year ended 30 June 2006

The accompanying financial statements of the Curriculum Council have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2006 and the financial position as at 30 June 2006.

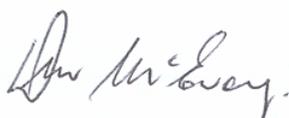
At the date of signing, we are not aware of any circumstances which would render any particulars included in the financial statements misleading or inaccurate.



T.M. TEMBY  
CHAIRPERSON



D.A. WOOD  
CHIEF EXECUTIVE OFFICER



D.M. McEVOY  
CHIEF FINANCE OFFICER

Date: 30 August 2006

**Curriculum Council**

**Income Statement for the year ended 30 June 2006**

	<b>Note</b>	<b>2006</b>	<b>2005</b>
		<b>\$000</b>	<b>\$000</b>
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	3	7,728	6,698
Supplies and services	4	5,436	4,967
Accommodation expenses	5	647	420
Depreciation and amortisation expenses	6	166	111
Finance costs	7	7	8
Grants and awards	8	1,549	1,531
Capital user charge	9	227	383
Other expenses	10	4	7
<b>Total cost of services</b>		<b>15,764</b>	<b>14,125</b>
<b>Income</b>			
<b>Revenue</b>			
Sales and fees	11	992	906
Grants and contributions	12	110	287
Other revenue and recoveries		100	71
<b>Total income other than income from State Government</b>		<b>1,202</b>	<b>1,264</b>
<b>NET COST OF SERVICES</b>		<b>14,562</b>	<b>12,861</b>
<b>INCOME FROM STATE GOVERNMENT</b>	13		
Service appropriations		15,568	10,996
Liabilities assumed by the Treasurer		32	167
Resources received free of charge		234	325
<b>Total income from State Government</b>		<b>15,834</b>	<b>11,488</b>
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>1,272</b>	<b>(1,373)</b>

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

**Curriculum Council**

**Balance Sheet as at 30 June 2006**

	<b>Note</b>	<b>2006 \$000</b>	<b>2005 \$000</b>
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash	14	2,082	2,340
Restricted cash	15	221	122
Inventories	16	476	168
Receivables	17	118	129
Amount receivable for services	18	147	80
Prepayments		59	82
<b>Total current assets</b>		<u>3,103</u>	<u>2,921</u>
<b>Non-Current Assets</b>			
Amount receivable for services	18	179	213
Office equipment and fittings	19	273	267
Intangible assets	20	47	59
Project-in-progress	21	1,989	841
<b>Total non-current assets</b>		<u>2,488</u>	<u>1,380</u>
<b>Total assets</b>		<u>5,591</u>	<u>4,301</u>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	22	37	158
Borrowings	23	10	10
Provisions	24	802	717
Other liabilities	25	249	114
<b>Total current liabilities</b>		<u>1,098</u>	<u>999</u>
<b>Non-Current Liabilities</b>			
Borrowings	22	97	104
Provisions	24	178	331
<b>Total non-current liabilities</b>		<u>275</u>	<u>435</u>
<b>Total liabilities</b>		<u>1,373</u>	<u>1,434</u>
<b>NET ASSETS</b>		<u>4,218</u>	<u>2,867</u>
<b>EQUITY</b>			
	26		
Contributed equity		3,669	3,590
Accumulated surplus/(deficiency)		512	(740)
Reserve		37	17
<b>TOTAL EQUITY</b>		<u>4,218</u>	<u>2,867</u>

The Balance Sheet should be read in conjunction with the accompanying notes.

**Curriculum Council**

**Statement of Changes in Equity for the year ended 30 June 2006**

	<b>Note</b>	<b>2006 \$000</b>	<b>2005 \$000</b>
<b>Balance of equity at start of year</b>	26	<u>2,867</u>	<u>4,340</u>
<b>CONTRIBUTED EQUITY</b>			
Balance at start of year		3,590	3,511
Capital contribution		79	79
Balance at end of year		<u>3,669</u>	<u>3,590</u>
<b>RESERVES</b>			
Balance at start of year		17	179
Changes in accounting policy or correction of prior period errors		-	-
Transfer from accumulated surplus/(deficiency)		20	17
Utilised for payment of 27 <sup>th</sup> fortnight payroll		-	(179)
Balance at end of year		<u>37</u>	<u>17</u>
<b>ACCUMULATED SURPLUS/(DEFICIENCY)</b>			
Balance at start of year		(740)	650
Net adjustment on transition to AIFRS		-	-
Changes in accounting policy or correction of prior period errors		-	-
Surplus/(deficit) for the year		1,272	(1,373)
Transfer to reserve		(20)	(17)
Balance at end of year		<u>512</u>	<u>(740)</u>
<b>Balance of equity at end of year</b>		<u><b>4,218</b></u>	<u><b>2,867</b></u>

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

## Curriculum Council

### Cash Flow Statement for the year ended 30 June 2006

	Note	2006 \$000	2005 \$000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Service appropriations		15,455	10,907
Capital contributions		79	79
Holding account drawdowns		80	80
<b>Net cash provided by State Government</b>		<u>15,614</u>	<u>11,066</u>
Utilised as follows:			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(7,654)	(6,286)
Supplies and services		(5,582)	(4,891)
Accommodation expenses		(642)	(455)
Finance costs		(5)	(8)
Capital user charge		(227)	(383)
Grants and awards		(1,549)	(1,531)
GST payments on purchases		(785)	(430)
GST payments to taxation authority		-	(116)
<b>Receipts</b>			
Sale of goods and services		1,100	825
Grants from state agencies		95	270
Grants from non-government sources		15	17
Other receipts		101	127
GST receipts on sales		90	116
GST receipts from taxation authority		587	398
<b>Net cash used in operating activities</b>	27	<u>(14,456)</u>	<u>(12,347)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Purchase of non-current physical assets		(1,310)	(554)
<b>Net cash used in investing activities</b>		<u>(1,310)</u>	<u>(554)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Repayment of borrowings from the WA Treasury Corporation		(7)	(9)
<b>Net cash used in financing activities</b>		<u>(7)</u>	<u>(9)</u>
<b>Net (decrease)/increase in cash</b>		(159)	(1,844)
Cash at beginning of the financial year		<u>2,462</u>	<u>4,306</u>
<b>CASH AT THE END OF THE FINANCIAL YEAR</b>	27	<u>2,303</u>	<u>2,462</u>

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

## **Curriculum Council**

### **Notes to the Financial Statements for the year ended 30 June 2006**

#### **1. First-time adoption of Australian equivalents to International Financial Reporting Standards**

##### **General**

These are the council's first published financial statements prepared under Australian equivalents to International Financial Reporting Standards (AIFRS).

Accounting Standard AASB 1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards' has been applied in preparing these financial statements. Until 30 June 2005, the financial statements of the council had been prepared under the previous Australian Generally Accepted Accounting Principles (AGAAP).

The Australian Accounting Standards Board (AASB) adopted the Standards of the International Accounting Standards Board (IASB) for application to reporting periods beginning on or after 1 January 2005 by issuing AIFRS which comprise a Framework for the Preparation and Presentation of Financial Statements, Australian Accounting Standards and the Urgent Issues Group (UIG) Interpretations.

##### **Early adoption of standards**

The council cannot carry out early adoption of an Australian Accounting Standard or UIG Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. This TI requires the early adoption of revised AASB 119 'Employee Benefits' as issued in December 2004, AASB 2004-3 'Amendments to Australian Accounting Standards; AASB 2005-3 'Amendments to Australian Accounting Standards [AASB 119]', AASB 2005-4 'Amendments to Australian Accounting Standard [AASB 139, AASB 132, AASB 1, AASB 1023 & AASB 1038]' and AASB 2005-6 'Amendments to Australian Accounting Standards [AASB 3]' to the annual reporting period beginning 1 July 2005.

Reconciliations explaining the transition to AIFRS as at 1 July 2004 and 30 June 2005 are provided at the note on 'Reconciliations explaining the transition to AIFRS'.

#### **2. Summary of significant accounting policies**

##### **(a) General Statement**

The financial statements constitute a general purpose financial report which has been prepared in accordance with the 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 Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over the Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board.

Where modification is required and has 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.

## **Curriculum Council**

### **Notes to the Financial Statements for the year ended 30 June 2006**

#### **(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).

#### **(c) Reporting Entity**

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

#### **(d) Contributed Equity**

UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers 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 contributions (appropriations) have been designated as contributions by owners by TI 955 'Contributions by Owners made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed Equity

#### **(e) Income**

##### **Revenue**

Revenue is measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

##### *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.

##### *Rendering of services*

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

##### *Service Appropriations*

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

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

Revenue is recognised at fair value when the 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.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

Where contributions recognised as revenues during the reporting period were obtained on the condition that they be expended in a particular manner or used over a particular period, and those conditions were undischarged as at the reporting date, the nature of, and amounts pertaining to, those undischarged conditions are disclosed in the notes.

#### (f) Property, Plant and Equipment and Infrastructure

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

Items of property, plant and equipment and infrastructure costing over \$1,000 are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment and infrastructure costing less than \$1,000 are immediately expensed direct to the Income Statement (other than where they form part of a group of similar items which are significant in total).

##### *Initial recognition and measurement*

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

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

##### *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.

Project-in-progress is not depreciated. Depreciation on other assets 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 costing over \$1,000 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 Income Statement.

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

Software <sup>(a)</sup>	3 years
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(a) Software that is not integral to the operation of any related hardware.

## **Curriculum Council**

### **Notes to the Financial Statements for the year ended 30 June 2006**

#### *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**

Property, plant and equipment, infrastructure and intangible assets are tested for any indication of impairment at each reporting date. 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 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 or where the replacement cost is falling. 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.

#### **(i) Leases**

The 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**

The council has two categories of financial instrument:

- cash and receivables
- non-trading financial liabilities (payables)

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**

For the purpose of the Cash Flow Statement, cash and restricted cash assets comprise cash on hand and cash at bank.

#### **(l) Accrued Salaries**

Accrued salaries 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.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

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

The council receives funding on an accrual basis that recognises the full annual cash and non-cash cost of services. The appropriations are paid partly in cash and partly as an asset (Holding Account receivable) that is accessible on the emergence of the cash funding requirement to cover items such as leave entitlements and asset replacement.

#### **(n) Inventories**

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

#### **(o) Receivables**

Receivables are recognised and carried at original invoice amount less an allowance for any uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the 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.

#### **(p) Payables**

Payables are recognised at the amounts payable when the council becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as they are generally settled within 30 days.

#### **(q) Borrowings**

All loans are recognised at cost, being the fair value of the net proceeds received.

#### **(r) 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 economic benefits is probable and can be measured reliably. Provisions are reviewed at each balance date.

##### **(i) Provisions – Employee Benefits**

###### *Annual Leave and Long Service Leave*

The liability for annual and long service leave expected to be settled within 12 months after the end of the reporting date is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than 12 months after the end of the reporting date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the reporting date.

When assessing expected future payments consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions. In addition, the long service leave liability also considers the experience of employee departures and periods of service.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

The expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

All annual leave and unconditional long service leave provisions are classified as current liabilities as the council does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

#### *Superannuation*

The Government Employees Superannuation Board (GESB) administers the following superannuation schemes.

Employees may contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme also closed to new members.

The council has no liabilities under the Pension or the GSS Schemes. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits due 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 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 who are not members of either the Pension or the GSS Schemes become non-contributory members of the West State Superannuation Scheme (WSS), an accumulation scheme. The council makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's *Superannuation Guarantee (Administration) Act 1992*. The WSS Scheme is a defined contribution scheme as these contributions extinguish all liabilities in respect of the WSS Scheme.

The GESB makes all benefit payments in respect of the Pension and GSS Schemes, and is recouped by 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 council's 'Employee benefits expense'. The related liability is included in the provisions for annual and long service leave.

## **Curriculum Council**

### **Notes to the Financial Statements for the year ended 30 June 2006**

#### **(s) Superannuation Expense**

The following elements are included in calculating the superannuation expense in the Income Statement:

- (a) Defined benefit plans — Change in the unfunded employer's liability (i.e. current service cost and, actuarial gains and losses) assumed by the Treasurer in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that scheme to the Gold State Superannuation Scheme (GSS); and
- (b) Defined contribution plans — Employer contributions paid to the GSS and the West State Superannuation Scheme (WSS).

Defined benefit plans — in order to reflect the true cost of services, the movements (i.e. current service cost and, actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS transfer benefits are recognised as expenses. As these liabilities are assumed by the Treasurer, a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under Income from State Government in the Income Statement.

#### **(t) Resources Received Free of Charge**

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

#### **(u) Comparative Figures**

Comparative figures have been restated on the AIFRS basis except for financial instruments, which have been prepared under the previous AGAAP Australian Accounting Standard AAS 33 'Presentation and Disclosure of Financial Instruments'. The transition date to AIFRS for financial instruments is 1 July 2005 in accordance with the exemption allowed under AASB 1, paragraph 36A and Treasurer's Instruction 1101.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>
<b>3. Employee benefits expense</b>		
Salaries and allowances	6,826	5,261
Superannuation – defined contribution plans <sup>(a)</sup>	730	676
Superannuation – defined benefit plans <sup>(b)(c)</sup>	32	167
Long service leave <sup>(d)</sup>	(271)	185
Annual leave <sup>(d)</sup>	133	163
Other related expenses	278	246
	<u>7,728</u>	<u>6,698</u>

(a) Defined contribution plans include West State and Gold State (contributions paid).

(b) Defined benefit plans include Pension scheme and Gold State (pre-transfer benefit).

(c) An equivalent notional income is also recognised.

(d) Includes a superannuation contribution component.

#### 4. Supplies and services

Consultants and contractors	4,414	4,086
Communications	217	167
Consumable supplies	750	594
Repairs and maintenance	55	120
	<u>5,436</u>	<u>4,967</u>

#### 5. Accommodation expenses

Lease rentals	594	386
Repairs and maintenance	12	9
Cleaning	41	25
	<u>647</u>	<u>420</u>

#### 6. Depreciation and amortisation expenses

Office equipment and fittings	139	102
Intangible assets	27	9
	<u>166</u>	<u>111</u>

#### 7. Finance costs

Interest paid to WA Treasury Corporation	<u>7</u>	<u>8</u>
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## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

	<u>2006</u> <u>\$000</u>	<u>2005</u> <u>\$000</u>
<b>8. Grants and awards</b>		
Grants and teacher relief payments relating to the professional development of teachers for:		
- implementation and maintenance of the <i>Curriculum Framework</i>	598	1,204
- implementation of the recommendations of the Post-Compulsory Education Review	941	319
Grants for Year 12 Art Exhibition and Celebrates WA	2	3
Awards for Tertiary Entrance Examinations (TEE)	8	5
	<u>1,549</u>	<u>1,531</u>

The grants and awards were provided for ordinary activities.

<b>9. Capital user charge</b>	<u>227</u>	<u>383</u>
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The Government applies a levy for the use of its capital for the delivery of services. It is applied at 8% per annum on the net assets of the council, excluding exempt assets, and is paid to the Department of Treasury and Finance quarterly.

#### 10. Other expenses

Employment on-costs <sup>(a)</sup>	2	7
Carrying amount of non-current assets stolen during the year <sup>(b)</sup>	2	-
	<u>4</u>	<u>7</u>

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

(b) Two laptop computers purchased in prior years were stolen in separate incidents. The insurance compensation of \$3,570 was recognised as other revenue and recoveries in the Income Statement.

#### 11. Sales and fees

Sale of TEE materials, other publications and fees from TEE related services	630	659
Fees from overseas full fee paying students <sup>(a)</sup>	362	247
	<u>992</u>	<u>906</u>

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

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>
<b>12. Grants and contributions</b>		
From state agencies and non-government sources for TEE award ceremony	38	37
From other state agencies for projects	72	250
	<u>110</u>	<u>287</u>
<b>13. Revenues from State Government</b>		
Appropriation revenue received during the year: Service appropriations <sup>(a)</sup>	<u>15,568</u>	<u>10,996</u>
Liabilities assumed by the Treasurer during the year: Superannuation <sup>(b)</sup>	<u>32</u>	<u>167</u>
Resources received free of charge <sup>(c)</sup> : Determined on the basis of the following estimates provided by agencies:		
Department of Education and Training (DET) –system support services <sup>(d)</sup>	21	19
Ministry of Justice – legal services	5	5
Department of Education Services – executive and project services	208	301
	<u>234</u>	<u>325</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 the depreciation expense for the year and any agreed increase in leave liability during the year

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

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

(d) The council used DET's Oracle Financial System and the Human Resources Management Information System.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>
<b>14. Cash</b>		
Cash at bank	2,081	2,339
Petty cash and till float	1	1
	<u>2,082</u>	<u>2,340</u>

#### 15. Restricted cash

Current – Cash at bank held for:

Lump sums transferred from other state agencies for unconsumed annual leave <sup>(a)</sup>	5	-
Commonwealth agency funded project <sup>(b)</sup>	43	35
	<u>48</u>	<u>35</u>

Non-Current – Cash at bank held for:

Lump sums transferred from other state agencies for unconsumed long service leave <sup>(a)</sup>	136	70
27 <sup>th</sup> fortnight payroll <sup>(c)</sup>	37	17
	<u>173</u>	<u>87</u>
	<u>221</u>	<u>122</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.

(b) This represents the balance of unspent grants received prior to 2004-05 from a Commonwealth Government agency for a project.

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

#### 16. Inventories

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

#### 17. Receivables

Trade debtors	4	84
GST receivable	114	45
	<u>118</u>	<u>129</u>

**Curriculum Council**  
**Notes to the Financial Statements for the year ended 30 June 2006**

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>
<b>18. Amount receivable for services</b>		
Current	147	80
Non-Current	179	213
	<u>326</u>	<u>293</u>

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

**19. Office equipment and fittings**

At cost	924	840
Accumulated depreciation	<u>(651)</u>	<u>(573)</u>
	<u>273</u>	<u>267</u>

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

Carrying amount at start of the year	267
Additions	147
Disposals at cost	(4)
Accumulated depreciation on disposals	2
Depreciation for the year	<u>(139)</u>
Carrying amount at end of year	<u>273</u>

There were no indications of impairment to office equipment and fittings. As at 30 June 2006, there were no assets identified as surplus.

**20. Intangible assets**

Computer software:		
At cost	135	120
Accumulated depreciation	<u>(88)</u>	<u>(61)</u>
	<u>47</u>	<u>59</u>

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

Carrying amount at start of the year	59
Additions	15
Disposals at cost	-
Accumulated depreciation on disposals	-
Depreciation for the year	<u>(27)</u>
Carrying amount at end of year	<u>47</u>

The council held no goodwill or intangible assets with an indefinite useful life during the reporting period. As at 30 June 2006, there were no intangible assets not yet available for use.

**Curriculum Council**  
**Notes to the Financial Statements for the year ended 30 June 2006**

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>
<b>21. Project-in-progress</b>		
Replacement of student records system, at cost	1,989	841
Carrying amount at start of the year	841	
Additions	1,148	
Carrying amount at end of year	1,989	

No depreciation is provided until the completion of the project.

**22. Payables**

Trade payables	37	158
----------------	----	-----

**23. Borrowings**

WA Treasury Corporation loans:

Current	10	10
Non-current	97	104
	107	114

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

**24. Provisions**

Current:

Annual leave <sup>(a)</sup>	426	292
Long service leave <sup>(b)</sup>	376	425
	802	717

Non-Current:

Long service leave	178	331
--------------------	-----	-----

(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after reporting date.

(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 reporting date.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

(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 included in other expenses in the Income Statement.

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>
<b>25. Other liabilities</b>		
Income in advance <sup>(a)</sup> :		
TEE fees from full fee paying students	226	114
Accrued salaries:		
Amount owing for 1 working day (2005 <sup>(b)</sup> : 0 working days)	23	-
	<u>249</u>	<u>114</u>

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

(b) The payment date of the last fortnight payroll for financial year 2005-06 occurred on 30 June 2005.

### 26. Equity

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

#### Contributed equity <sup>(a)</sup>

Balance at start of year	3,590	3,511
Capital contributions	79	79
Balance at end of year	<u>3,669</u>	<u>3,590</u>

#### Accumulated surplus/(deficiency)

Balance at start of year	(740)	650
Surplus/(deficit) for the year	1,272	(1,373)
Transfer to Reserve	(20)	(17)
Balance at end of year	<u>512</u>	<u>(740)</u>

#### Reserve <sup>(b)</sup>

Balance at start of year	17	179
Transfer from Accumulated surplus/ (deficiency)	20	17
Payment of 27 <sup>th</sup> fortnight payroll	-	(179)
Balance at end of year	<u>37</u>	<u>17</u>

(a) Capital contributions have been designated as contributions by owners and are credited directly to equity.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

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

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>

#### 27. Notes to the Statement of Cash Flows

##### (a) Reconciliation of cash

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

Cash (Note 14)	2,082	2,340
Restricted cash (Note 15)	221	122
	<u>2,303</u>	<u>2,462</u>

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

Net cost of services	(14,562)	(12,861)
Payment of 27 <sup>th</sup> fortnight payroll funded by Reserve	-	(179)
Non-cash items:		
Resources received free of charge	234	325
Depreciation expense	166	111
Superannuation liabilities assumed by the Treasurer	32	167
(Increase)/decrease in assets:		
Non-current assets written off	2	-
Trade debtors	80	(77)
Inventories	(308)	45
Prepayments	23	11
Increase/(decrease) in liabilities:		
Payables	(126)	125
Current provisions	90	131
Other liabilities	136	(272)
Non-current provisions	(154)	156
Net GST receipts/(payments) (b.1)	(107)	(30)
Change in GST in receivables/payables (b.2)	38	1
Net cash used in operating activities	<u>(14,456)</u>	<u>(12,347)</u>

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

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

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

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

#### (c) Non-cash financing and investing activities

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

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

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>

#### 28. Lease commitments

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

Within 1 year	819	531
Later than 1 year and not later than 5 years	1,675	1,582
	<u>2,494</u>	<u>2,113</u>

#### 29. Capital commitments

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

Within 1 year	556	1,281
Later than 1 year and not later than 5 years	-	401
	<u>556</u>	<u>1,682</u>

#### 30. Contingent liabilities and contingent assets

As at 30 June 2006, there were no contingent liabilities and contingent assets.

#### 31. Events occurring after reporting date

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

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

#### 32. Financial instruments

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

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

##### *Credit risk*

The council trades only with recognised, creditworthy third parties. The council has policies in place to ensure that sales of products 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 council's exposure to bad debts is minimal. There are no significant concentrations of credit risk.

##### *Liquidity risk*

The 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.

##### *Cash flow interest rate risk*

The council's exposure to market risk for changes in interest rates relate primarily to the long-term debt obligations. The council's borrowings are all obtained through the Western Australian Treasury Corporation (WATC) and are at fixed rates with varying maturities. The risk is managed by WATC through portfolio diversification and variation in maturity dates. Otherwise, the council is not exposed to interest rate risk because cash and restricted cash are non-interest bearing and have no borrowings other than the borrowings from the WATC.

##### **(b) Financial Instrument disclosures**

Financial instrument information for the year ended 2005 has been prepared under the previous AGAAP Australian Accounting Standard AAS 33 'Presentation and Disclosure of Financial Instruments'. Financial instrument information from 1 July 2005 has been prepared under AASB 132 'Financial Instruments: Presentation' and AASB 139 'Financial Instruments: Recognition and Measurement'.

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

#### Interest rate risk exposure

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

	Weighted Average Effective Interest Rate	Quarterly fixed due within 1 year	Quarterly fixed due after 1 year	Non- Interest Bearing	Total
<b>2006</b>	%	%	\$000	\$000	\$000
Financial assets:					
Cash		-	-	2,082	2,082
Restricted cash		-	-	221	221
Receivables		-	-	118	118
Amount receivable for services		-	-	147	147
		-	-	2,568	2,568
Financial liabilities :					
Payables		-	-	39	39
Other liabilities		-	-	249	249
Borrowings	6.32	10	97	-	107
		10	97	288	395

	Weighted Average Effective Interest Rate	Quarterly fixed due within 1 year	Quarterly fixed due after 1 year	Non- Interest Bearing	Total
<b>2005</b>	%	%	\$000	\$000	\$000
Financial assets:					
Cash assets		-	-	2,427	2,427
Restricted cash assets		-	-	35	35
Receivables		-	-	129	129
Amount receivable for services		-	-	80	80
		-	-	2,671	2,671
Financial liabilities :					
Payables		-	-	165	165
Other liabilities		-	-	114	114
Borrowings	7.02	10	104	-	114
		10	104	279	393

#### Fair values

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

**Curriculum Council**  
**Notes to the Financial Statements for the year ended 30 June 2006**

**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 and other benefits for the financial year, fall within the following bands are:

	<u>2006</u>	<u>2005</u>
\$0 - \$10,000	12	12
\$30,001 - \$40,000 <sup>(a)</sup>	2	1
\$50,001 - 60,000 <sup>(a)</sup>	1	-
	<u>\$000</u>	<u>\$000</u>
The total remuneration of the members of the council is:	<u>150</u>	<u>37</u>

(a) Included in these bands were two acting chief executive officers (CEO) whose payroll was borne by the council during the financial year 2005-06.

(b) 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:

\$0 - \$10,000 <sup>(c)</sup>	1	1
\$90,001 - \$100,000	1	1
\$100,001 - \$120,000	1	1
\$120,001 - \$130,000	1	1
	<u>\$000</u>	<u>\$000</u>
The total remuneration of senior officers is:	<u>332</u>	<u>340</u>

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

(c) Included in the band of between \$0 - \$10,000 for 2006 is the Director of Corporate Services. The payroll of the Director is borne by DES since October 1999. The remuneration for the Director included above relates to fringe benefits.

(d) The superannuation included here represents the superannuation expense incurred by the council in respect of senior officers other than senior officers reported as members of the council.

(e) No senior officers are members of the Pension Scheme.

#### 34. Remuneration of Auditor

	<b>2006</b>	<b>2005</b>
	<b>\$000</b>	<b>\$000</b>
The remuneration to the Auditor General for the financial year included in the note on supplies and services above is as follow:		
Auditing the accounts, financial statements and performance indicators	24 <sup>(a)</sup>	23 <sup>(b)</sup>

(a) audit fee for 2004-05.

(b) audit fee for 2003-04.

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

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

		Actual	Actual	Variation
	Note	2006	2005	\$000
		\$000	\$000	
<u>Expenses</u>				
Employee benefits expense	(a)	7,730	6,705	+1,025
Accommodation expenses	(b)	647	420	+227
Capital user charge	(c)	227	383	-156
<u>Income</u>				
Grants and contributions	(d)	110	287	-177

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

#### Explanatory notes

(a) Employee benefits expenses

The variation reflects the increase in staffing to carry out the implementation of the post-compulsory education review recommendations. The increase was funded by service appropriations in the 2005-06 State Budget.

(b) Accommodation expenses

The increase was a spin off from the higher staff level mentioned in the note above. Additional office premises were leased to accommodate the new PCEI officers.

(c) Capital user charge (CUC)

CUC is based on net asset value (NAV) at the end of the previous year. The NAV as at 30 June 2005 used for calculating the 2006 CUC was much lower than that on 30 June 2004. The lower NAV as at 30 June 2005 was the impact of lesser carry forward unutilised budget funding included in the cash assets, the result of higher level of planned PCEI activities during 2004-05.

(d) Grants and contributions

A one-off balance of grant received during 2004-05 from the Public Education Endowment Trust to fund the production of *Curriculum Guides* accounted mainly for the large variation in this revenue.

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

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

	Note	Actual 2006 \$000	Budget 2006 \$000	Variation \$000
<u>Expenses</u>				
Employee benefits expense	(a)	7,730	6,490	+1,240
Supplies and services	(b)	5,436	4,873	+563
Grants and awards	(c)	1,549	3,510	-1,961
<u>Income</u>				
Sales and fees	(d)	906	744	+162
Other revenue and recoveries	(e)	100	-	+100

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

#### Explanatory notes

(a) Employee benefits expense

The budget was based on lower number of full-time equivalents (FTEs) as it was anticipated at budget time that contractors (Supplies and services class of expenses) and not FTEs would be engaged to write the course materials for PCEI.

(b) Supplies and services

PCEI activities resulted in more costs than budgeted for expenses such as hire of venues, catering, printing and reimbursement of travel expenses to trainers and trainees.

(c) Grants and awards

The budget was based on lump sum grants provided to system/sectors for carrying out professional development (PD) for Curriculum Framework (CF) implementation and PCEI. Instead of lump sum grants, PD for PCEI courses was paid to schools and DET based on attendance by teachers at the council's scheduled training course. Also, some of the funding budgeted as grants was utilised to defray the costs of expenses mentioned in note (b) above.

(d) Sales and fees

The sale of printed materials for tertiary entrance examinations (TEE) and *Curriculum Framework* implementation was higher than expected. Fees were further boosted by higher number of TEE enrolment from overseas colleges.

(e) Sales and fees

The sale of printed materials for tertiary entrance examinations (TEE) and *Curriculum Framework* implementation was higher than expected. Fees were further boosted by higher number of TEE enrolment from overseas colleges.

#### 37. Reconciliations explaining the transition to Australian equivalents to International Financial Reporting Standards (AIFRS)

The council adopted the Australian Equivalents to International Financial Reporting Standards (AIFRS) for annual reporting in the year ended 30 June 2005. The adoption had no impact on the council's equity but resulted in the reclassification of non-current assets in the Balance Sheet as shown below. Intangible assets are displayed separately in the Balance Sheet as from 30 June 2005.

	<b>2005</b>
	<b>\$000</b>
Office equipment and fittings under previous AGAAP, 1 July 2004	233
Reclassification of computer software to Intangible assets	(18)
Office equipment and fittings under AIFRS, 1 July 2004	<u>215</u>
Intangible assets under previous AGAAP, 1 July 2004	-
Reclassified from office equipment and fittings	18
Intangible assets under AIFRS, 1 July 2004	<u>18</u>

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2006

38. Service information

	Service 1		Service 2		Service 3		Total	
	2006 \$000	2005 \$000	2006 \$000	2005 \$000	2006 \$000	2005 \$000	2006 \$000	2005 \$000
<b>COST OF SERVICES</b>								
<u>Expenses</u>								
Employee benefits expense	1,734	2,046	2,470	1,410	3,524	3,249	7,728	6,705
Grants and awards	598	1,310	543	106	408	115	1,549	1,531
Other expenses	1,208	2,474	2,027	766	3,252	2,649	6,487	5,889
<b>Total expenses</b>	<b>3,540</b>	<b>5,830</b>	<b>5,040</b>	<b>2,282</b>	<b>7,184</b>	<b>6,013</b>	<b>15,764</b>	<b>14,125</b>
<u>Income</u>								
Sales and fees	52	52	2	2	938	852	992	906
Grants and contributions	-	250	42	-	68	37	110	287
Other revenue and recoveries	33	30	33	9	34	32	100	71
<b>Total income other than income from State Government</b>	<b>85</b>	<b>332</b>	<b>77</b>	<b>11</b>	<b>1,040</b>	<b>921</b>	<b>1,202</b>	<b>1,264</b>
<b>Net cost of services</b>	<b>3,455</b>	<b>5,498</b>	<b>4,963</b>	<b>2,271</b>	<b>6,144</b>	<b>5,092</b>	<b>14,562</b>	<b>12,861</b>

## Curriculum Council

### Notes to the Financial Statements for the year ended 30 June 2006

	Service 1		Service 2		Service 3		Total	
	2006 \$000	2005 \$000	2006 \$000	2005 \$000	2006 \$000	2005 \$000	2006 \$000	2005 \$000
<u>Income from State Government</u>								
Service appropriations	3,746	5,185	5,026	917	6,796	4,894	15,568	10,996
Liabilities assumed by the Treasurer	10	55	10	55	12	57	32	167
Resources received free of charge	78	108	78	108	78	109	234	325
<b>Total income from State Government</b>	<b>3,834</b>	<b>5,348</b>	<b>5,114</b>	<b>1,080</b>	<b>6,886</b>	<b>5,060</b>	<b>15,834</b>	<b>11,488</b>
<b>Surplus/(deficit) for the year</b>	<b>379</b>	<b>(150)</b>	<b>151</b>	<b>(1,191)</b>	<b>742</b>	<b>(32)</b>	<b>1,272</b>	<b>(1,373)</b>

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

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

Service 1: Curriculum implementation and maintenance

Service 2: Course development and approval

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

Service 3: Student assessment and certification.

## Acronyms used in this report

AETC	Aboriginal Education and Training Council
AISWA	Association of Independent Schools of Western Australia
ANTA	Australian National Training Authority
ARM	Assessment, Review and Moderation panel
CAF	Common Assessment Framework
CEO	Catholic Education Office
DES	Department of Education Services
DET	Department of Education and Training
ECU	Edith Cowan University
ESL	English as a Second Language
FOI	Freedom of Information
GAT	General Achievement Test
GESB	Government Employees Superannuation Board
GSS	Gold State Superannuation
LOTE	Languages other than English
NTF	National Training Framework
PEC	Post-compulsory Education Committee
PCEI	Post Compulsory Education Implementation
PD	Professional development
SSTUWA	State School Teachers' Union of WA
SWL	Structured Workplace Learning
TAC	Training Accreditation Council
TAFE	Technical and Further Education
TEE	Tertiary Entrance Examination
TER	Tertiary Entrance Rank
UWA	The University of Western Australia
VET	Vocational Education and Training
WA	Western Australia
WACE	Western Australian Certificate of Education (awarded for secondary graduation)
WACSSO	Western Australian Council of State School Organisations
WATC	Western Australian Treasury Corporation (WATC)
WSA	Wholly School-Assessed
WSS	West State Superannuation

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