



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



Annual Report 2019–20

School Curriculum and Standards Authority

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STATEMENT OF COMPLIANCE

For year ended 30 June 2020

HON SUE ELLERY MLC
MINISTER FOR EDUCATION AND TRAINING

In accordance with section 63 of the *Financial Management Act 2006* and section 12 of the *School Curriculum and Standards Authority Act 1997*, I hereby submit for your information and presentation to Parliament, the Annual Report of the School Curriculum and Standards Authority for the reporting period ended 30 June 2020.

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

The financial statements comply with Australian Accounting Standards – Reduced Disclosure Requirements issued by the Australian Accounting Standards Board.



EMERITUS PROFESSOR PATRICK GARNETT
CHAIR

18 September 2020



PAULINE COGHLAN
BOARD MEMBER

18 September 2020

ACCESSIBILITY

This report is published on the School Curriculum and Standards Authority website at www.scsa.wa.edu.au/publications, with other formats available on request.

We are committed to improving the quality and accessibility of our Annual Report and appreciate your feedback. A feedback form is provided at the end of this report for you to complete and return to us. Thank you for your assistance.

KEY TERMS

ATAR – Australian Tertiary Admission Rank

AUSMAT – Australian Matriculation

EAL/D – English as an Additional Language or Dialect

Education systems/sector – the Association of Independent Schools of Western Australia, Catholic Education Western Australian, the Department of Education

EST – Externally set tasks

NAPLAN – National Assessment Program – Literacy and Numeracy

OLNA – Online Literacy and Numeracy Assessment

RTO – Registered training organisation

SCSA – the School Curriculum and Standards Authority

the Authority – the School Curriculum and Standards Authority

the Outline – the *Western Australian Curriculum and Assessment Outline*

VET – Vocational education and training

WACE – Western Australian Certificate of Education

WASSA – Western Australian Statement of Student Achievement

CONTACTS

Street address: 303 Sevenoaks Street CANNINGTON WA 6107

Postal address: PO Box 816 CANNINGTON WA 6987

Telephone: +61 8 9273 6300

Email: info@scsa.wa.edu.au

Website: www.scsa.wa.edu.au

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SECTION 1 OVERVIEW



ABOUT THIS REPORT

Welcome to our *2019–20 Annual Report*. It presents the work of the School Curriculum and Standards Authority (the Authority) in the context of the priorities stated in the *School Curriculum and Standards Authority Strategic Plan 2017–2020* (the *Strategic Plan*), budget papers and other significant documents, and outlines our contribution to broader government desired outcomes.

Section 1: Overview

Provides an executive summary through a foreword by the Chair of the Authority's Board, a summary of the Authority's 2019–20 performance highlights and our performance against financial targets. It also presents our role, vision, values, and operational structure.

This section includes information about our performance management framework and our strategic priorities and goals for 2019–20.

Section 2: Agency Performance

Reports on our operations and includes a summary assessment of actual performance relative to target performance against each of the three strategic priorities in the *Strategic Plan*.

The Authority has responsibility for Kindergarten to Year 12 but, as Kindergarten is not a compulsory year of schooling in Western Australia, generally reports data from Pre-primary onwards. Appendix A contains detailed 2019 Australian Tertiary Admission Rank (ATAR) course examination data.

Section 3: Significant Issues Impacting the Authority

Presents our significant achievements and initiatives in this reporting period in relation to both financial and non-financial performance.

Section 4: Disclosures and Legal Compliance

Presents our audited financial statements for the year ended 30 June 2020 and key performance indicators in accordance with Part XI of the Treasurer's Instructions. This section outlines the Authority's financial and non-financial disclosures and other legal requirements. The Authority has moved to a Tier 2 reporting model for 2019–20 in accordance with *Treasurer's Instruction 903*.

ABOUT US

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

Our Role

Our role is to:

- develop and accredit school curriculum
- assess student achievement in relation to the curriculum through the administration of standardised testing and Australian Tertiary Admission Rank examinations
- certify senior secondary achievement
- report on the standards of student achievement.

Our Vision

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

Our Values

- Integrity
- Fairness
- Equity
- Transparency
- Respect

Our Stakeholders

- Students and teachers from Kindergarten to Year 12 in every school in Western Australia.
- Students and teachers in overseas schools using the Western Australian curriculum by arrangement with the Authority.
- Parents, school administrators and bodies representative of the education systems/sector, including the Association of Independent Schools of Western Australia, Catholic Education Western Australian, the Department of Education, pre-schools and early learning centres, home educators, Training and Further Education (TAFE), universities, national education authorities and the community of Western Australia.

Our Strategic Plan

The *School Curriculum and Standards Authority Strategic Plan 2017–2020* has three priority areas:

- curriculum, assessment and standards
- examinations, testing and certification
- communication, engagement and partnerships.

FOREWORD FROM THE CHAIR OF THE BOARD

In a time of new and emerging challenges arising from the impacts of the Novel Coronavirus (COVID-19), I am pleased to present this annual report for 2019–20 on behalf of the Board of the School Curriculum and Standards Authority. As a statutory authority, charged with delivering the functions legislated by the *School Curriculum and Standards Authority Act 1997* (the Act), we continue to be committed to meeting the terms of our remit.

While circumstances arising from COVID-19 in Semester 1, 2020 necessitated some changes to how we delivered our services to schools, the Board remained focused on providing the curriculum and standards that form the basis of a high quality of education for all students studying the Western Australian curriculum. The Board of the Authority continued to work from the premise that no student should be disadvantaged as a result of the COVID-19 situation. In presenting this report, I acknowledge the work of everyone who has played a role in the provision of education to our students during this difficult time.

A new declaration on education

In December 2019, the Education Ministers released the *Alice Springs (Mparntwe) Education Declaration* (the Declaration). This new Declaration follows the *Melbourne Declaration on Educational Goals for Young Australians* (Melbourne Declaration, 2008), the *National Goals for Schooling in the Twenty-First Century* (Adelaide Declaration, 1999) and the *National Goals for Schooling in Australia* (Hobart Declaration, 1989). Each declaration has set the scene for schooling across Australia. The declarations have provided each jurisdiction with clear, common goals and a shared vision for our students' futures. The *Melbourne Declaration* was a guiding document in the formation of the *Western Australian Curriculum and Assessment Outline* (the Outline).

The 2019 Declaration sets out the national educational goals for the next ten years, including the recognition of the importance of early childhood education; the reaffirmation of the importance of the early years of schooling as foundations for future learning; and the commitment to creative and critical thinking skills. The national educational goals will provide an ongoing focus for the Outline.

Curriculum and standards

Work continued in 2019–20 on providing the world-class curriculum the Authority has developed for Kindergarten to Year 12. We have worked with the education systems/sector in Western Australia and with the other education jurisdictions across Australia. The syllabuses that sit within the Outline and our senior secondary courses are of high quality. Recognising, however, that there is always room for improvement, the Board is committed to the implementation of improvements through evolution rather than revolution. We continue to benefit from the advice of classroom teachers, school leaders and community experts.

Deepening understandings of standards for student achievement continued as a focus in 2020. The interest garnered by the expansion of the Years 6 and 7 moderation program is testament to the commitment of teachers to this key area of our work. While the formal workshops scheduled for Semester 1 could not be conducted, teachers continued to engage with the materials. Teachers involved in senior school moderation processes also adapted to modified approaches. We thank everyone who has maintained their momentum with these processes that are so critical to ensuring common understandings among the teaching community and comparability for our students.

The Authority continued its work in supporting teachers and students through the development of curriculum and support materials. In the area of Languages education, we have developed Years 7–10 language curriculum sequences in six languages for students commencing the study of a new language in Year 7. We have also developed a Chinese: First Language course and are in the process of setting our own Year 12 examination in the ATAR Chinese: First Language Course. Support materials designed specifically to support English as an Additional Language or Dialect (EAL/D) students to achieve the standards of literacy and numeracy required by the Western Australian Certificate of Education (WACE) have also been developed. Guidelines for the acceleration of gifted and talented students have been developed to support teachers as they meet the educational needs of these students.

The contributions of the Curriculum Advisory Committees (CACs), which were reconfigured for the start of 2019, continued in 2019–20. While the scheduled meetings of the CACs, like many of our other external committees, moved to remote meetings or in some instances were postponed in Semester 1, they continued to provide the Authority with the advice we value. Across the work of all the CACs is a commitment to the needs of our students and the work of the Authority that we see as a great example of engagement.

I would like to acknowledge that the CACs for Kindergarten through to Year 10 have begun the important work of reviewing the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*. The CACs for Years 11 and 12 continued to provide advice on the senior secondary courses. In particular, work on the courses identified for syllabus review commenced. In Semester 2, 2019, the syllabus review was extended to Years 11 and 12 Ancient History, Computer Science, Design, Economics, Engineering Studies, Modern History, Music and Psychology ATAR courses; Years 11 and 12 Human Biology General courses; the Years 11 and 12 Aboriginal and Intercultural Studies ATAR and General courses. The review of these syllabuses is in addition to those selected in the initial round of review at the start of 2019: Years 11 and 12 Animal Production Systems, Plant Production Systems, Media Production and Analysis, Geography and Drama ATAR courses; the Years 11 and 12 General Integrated Science courses; and Year 12 Physical Education Studies and English as an Additional Language or Dialect ATAR courses.

Following consultation with key stakeholders in 2018–19 and two external reports that reviewed the provision of VET within senior secondary education (Office of the Auditor General, 2016; Education and Health Standing Committee, Parliament of Western Australia, 2017), the Authority developed Guidelines for the delivery of Certificate IV and above VET qualifications as part of the WACE. It also established an education systems/sector VET working group.

Consistent with the State Government's *International Education Strategy 2018–25*, the Authority expanded the delivery of Pre-primary to Year 12 Western Australian curriculum programs to offshore schools. While travel restrictions arising from COVID-19 have prevented in-country visits from Authority staff since March, the Authority has made significant progress in building our international client base. Video conferencing technologies have been broadly utilised to maintain and build connections while resource development has continued to support our international partners with curriculum, assessment and standards.

The development of the Student Records Management System (SRMS) is nearing completion. Students have continued to use the student portal to check and access personal information in relation to their WACE. Students who were in Year 12 in 2018 and 2019 were able to download and print their WACE and Western Australian Statement of Student Achievement (WASSA) directly from the portal. From 2020, the WACE and WASSA will be provided to students through the portal. A

number of schools have taken part in piloting aspects of the SRMS. The feedback we have received about the improved functionality provided by the SRMS indicates it will benefit schools. Further pilots are scheduled for 2020–21.

Thank you

I would like to express my gratitude, and that of the Board, to Allan Blagaich, Juanita Healy and Russell Dyer from the School Curriculum and Standards (SCS) Division. As the executive of the SCS Division, their leadership ensured that the Authority delivered its legislated functions in 2019–20 to a continuing high standard. The SCS staff worked throughout the year to ensure students, their teachers and school communities had ongoing access to world-class curriculum and standards.

There are many people involved in external committees, forums, working parties and advisory groups. Teachers and school leaders from across the education systems/sector – the Association of Independent Schools WA, Catholic Education WA, the Department of Education – have played pivotal roles through their contributions of time and expertise. Parents and the broader community have provided support through the Western Australian Council of State School Organisations, Catholic School Parents WA and teachers’ professional associations. Everyone who marks external assessments, participates in developing resources, reviews standards, and contributes to deepening understandings to improve outcomes for our students makes an invaluable contribution to our work.

I acknowledge the work and dedication of my colleagues on the Board. In particular, I thank Margaret Herley, who left the Board early in 2020, after several years of service. While a Board member, Margaret chaired the Curriculum and Assessment Committee and I thank her for her contribution. I welcome Denise O’Meara, who joined the Board in 2020 and took up the reins as Chair of the Curriculum and Assessment Committee. Thank you to the members of the Curriculum and Assessment Committee and the Standards Committee. The work of these statutory committees is essential to the work of the Authority and the Board acknowledges the excellent advice it has received.

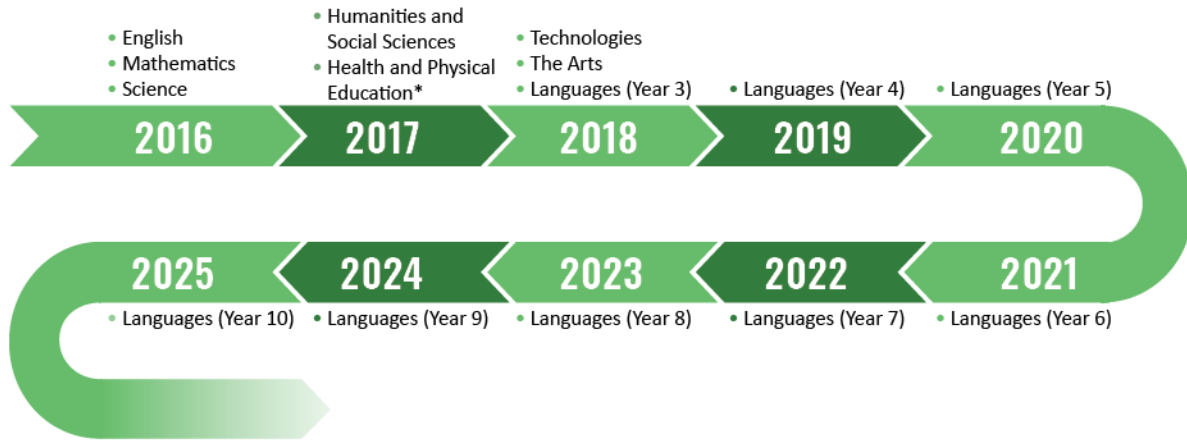


Emeritus Professor Patrick Garnett
Chair

2019–20 AT A GLANCE

WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE

Implementation timeline



*In 2017, revised curriculum (v8.1) for English, Mathematics and Science was implemented.

BRIGHTPATH ASSESSMENT TOOL

580+

schools across the education systems/sector were provided access to Brightpath in 2019.

26

additional schools were registered to use Brightpath in Semester 1, 2020.

NAPLAN

PARTICIPATION RATES FOR ELIGIBLE YEARS 3, 5, 7 AND 9 STUDENTS IN THE 2019 NAPLAN

	3	95.4%	5	96.0%	7	95.2%	9	93.0%
LANGUAGE CONVENTIONS	3	95.4%	5	96.0%	7	95.2%	9	93.0%
NUMERACY	3	94.9%	5	95.4%	7	94.5%	9	92.5%
READING	3	96.0%	5	96.6%	7	96.1%	9	94.3%
WRITING	3	95.0%	5	96.4%	7	96.2%	9	94.7%

WACE – ELIGIBILITY AND ACHIEVEMENT

24 097

Year 12 students were eligible for the WACE



22 008

Year 12 students met the requirements



91.3%

In 2019, there were 24 097 Year 12 students eligible for the WACE. Of these, 22 008 achieved the WACE.



69.7%

In 2019, there were 733 Aboriginal and Torres Strait Islander students eligible for a WACE. Of these, 511 achieved a WACE.



4125

A total of 4125 exhibitions and awards were granted to 4083 students.

EXAMINATIONS

14 508
CANDIDATES ENROLLED
TO SIT ONE OR
MORE EXAMINATIONS



51
ATAR WRITTEN
COURSE
EXAMINATIONS

32
INTERSTATE
LANGUAGE
EXAMINATIONS

19
COURSES HAD
PRACTICAL
EXAMINATIONS

7076
PRACTICAL
EXAMINATION
CANDIDATES

VOCATIONAL EDUCATION AND TRAINING (VET)

The number of Year 12 students who achieved at least one VET qualification at Certificate II or higher in Years 10, 11, or 12.

2019

15 496 STUDENTS ACHIEVED
A CERTIFICATE II
OR HIGHER

III 3658 students achieved a Certificate III

IV 1192 students achieved a Certificate IV

2018

14 975 STUDENTS ACHIEVED
A CERTIFICATE II
OR HIGHER

III 3654 students achieved a Certificate III

IV 1021 students achieved a Certificate IV

Some students achieved more than one Certificate II
Some students who achieved a Certificate II also achieved higher certificates
Some students achieved a Certificate III and/or IV, without a Certificate II

INTERNATIONAL SCHOOLS



11 schools in 6 countries offered the WACE overseas.
3 schools in 3 countries offered K–10 curriculum overseas.



477 Year 11 and 1235 Year 12 students were enrolled in WACE programs overseas.

OPERATIONAL STRUCTURE

Responsible Minister

The Authority is responsible to Hon Sue Ellery, MLC, Minister for Education and Training.

The Minister ensures that the members of the Board have, between them, the knowledge, experience and expertise needed to enable the Authority’s functions under the *School Curriculum and Standards Authority Act 1997* (the Act) to be performed effectively.

The Board

The Act provides for the Authority to have a governing body (the Board) comprising seven members, one of whom is designated as chairperson by the responsible Minister.

The Authority has a seven member Board appointed by the Minister for Education and Training.

Statutory Committees

The Act prescribes two statutory committees to provide advice to the Board: the Curriculum and Assessment Committee and the Standards Committee.

Details of committee membership are provided under Board and Committee remuneration in Section 4 Disclosures and Legal Compliance.

Figure 1: Governing Board Structure



Board Membership

Emeritus Professor Patrick Garnett (Chair)

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

During his career, Professor Garnett was also involved with the Board of Secondary Education and the Secondary Education Authority as a long-standing member of the Chemistry Joint Syllabus Committee. He also chaired two Chemistry Syllabus Review Committees and was examiner and chair of the TAE Chemistry Examining Panel.



Chapple Professor David Andrich

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

Associate Professor Lennie Barblett

Associate Professor Barblett teaches and researches in early childhood studies in the School of Education at Edith Cowan University. Her research encompasses a wide range of topics in early childhood education, including educational leadership, innovation and workforce best practice; quality teaching and learning in early childhood; and community partnerships.



Dr Lynette Henderson-Yates

Dr Henderson-Yates is an Aboriginal woman from Derby and has more than 40 years' experience in Aboriginal education. Dr Henderson-Yates is a former school principal and has taught at primary, secondary and tertiary levels. She was the first Aboriginal person to be appointed Deputy Vice Chancellor of an Australian university.

Ms Margaret Herley

After 15 years as a secondary school principal at Iona Presentation College, Ms Herley completed a two-year contract with Curtin University as Director of Partnerships in the School of Education, also working with Third Year and Masters Education students. In more recent years, Ms Herley has also provided consultancy services to independent schools. Ms Herley's membership ended in April 2020.



Dr Bruce Matthews

Dr Matthews was the Headmaster at Bunbury Cathedral Grammar School from 1998 to 2011. Dr Matthews was previously Deputy Headmaster and Head of Senior School at Guildford Grammar School. As well as relevant experience in school education in a regional setting, Dr Matthews is experienced in both the public and private sectors.

Ms Pauline Coghlan

Working as an independent education consultant and reviewer for the last six years, Ms Coghlan has co-authored and co-presented a number of programs aimed at improving education in Western Australia. She is an accredited Change 2 facilitator and has previously worked with government schools to enable significant and sustained change. Ms Coghlan has extensive experience reviewing both government and non-government schools. Prior to this, Ms Coghlan worked as a secondary school principal for 20 years.



Ms Denise O'Meara

Ms O'Meara has extensive experience in a range of teaching and educational roles, including Principal of Bunbury Catholic College, Principal of Mercedes College and member of the Executive of the Bunbury Regional Trade Training Centre. Ms O'Meara has also had significant involvement and oversight in the capital development planning for a multi-campus school and education support units for students with disabilities.

Organisational Structure

The Director General of the Department of Education (the Department) holds the concurrent position of Chief Executive Officer (CEO) of the Authority under section 20 of the *School Curriculum and Standards Authority Act 1997* (the Act) and Part 3 of *Public Sector Management Act 1994*.

The work of the Authority is supported by a secretariat – the School Curriculum and Standards (SCS) Division – provided under a Service Level Agreement with the Department.

The Authority is an independent statutory body with separate and distinct decision making responsibilities and accountabilities independent of the Department. The Authority, as represented by the Board, conducts its functions as required by the Act. Under section 17 of the Act, the Board delegated some of its powers to a specific officer of the Department, the Executive Director – School Curriculum and Standards (SCS).

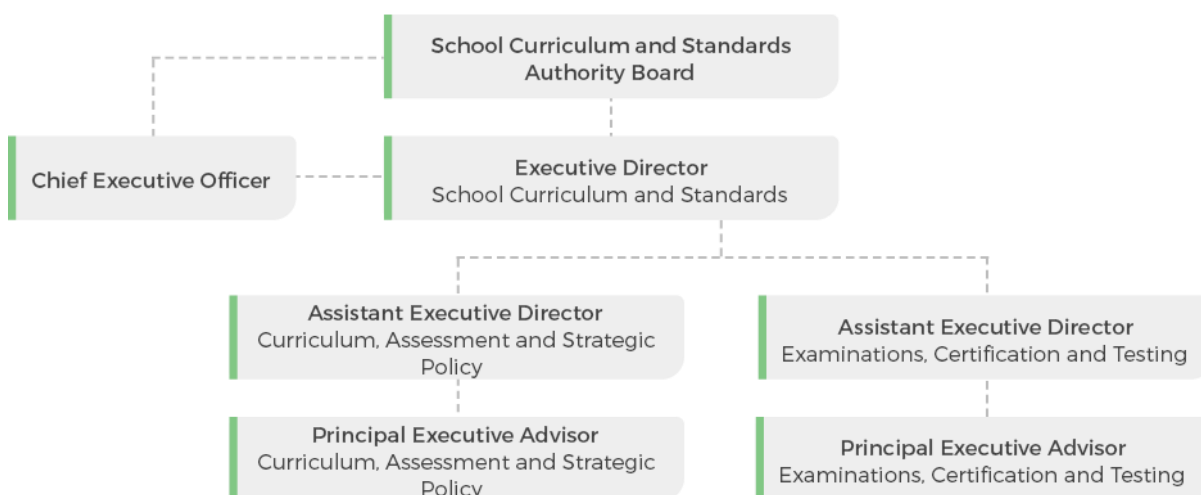
In exercising the delegations of the Board, the Executive Director SCS is accountable to the Board. In exercising all other functions, the Executive Director – SCS is accountable to the CEO of the Authority.

The Chief Financial Officer (CFO) of the Department is the CFO of the Authority for the purposes of the *Financial Management Act 2006* (s57). Funding to support the functions of the Authority is appropriated to the Department and allocated to SCS. This amount is reported as resources provided free of charge in the Authority's annual report. The Board related expenses are funded in the form of a grant paid to the Authority.

The two directorates of the SCS Division – Curriculum, Assessment and Strategic Policy (CASP), and Examinations, Certification and Testing (ECT) – fulfil the functions of the Board outlined in the Act.

Disclosures on governance and compliance in this report relate to the Authority and its legislated functions. For the most part, compliance with public sector standards, and employment and industrial relations related disclosures are reported in the Department's annual report. When relevant, staffing related disclosures included in the Authority's annual report cover only the SCS Division staff of the Department.

Figure 2: Organisational Structure (Operational)



Executive Group

The SCS Executive Group is responsible for establishing, maintaining and monitoring the Authority's governance structures, and for providing corporate oversight and administration of the resources assigned to fulfil the Authority's functions as outlined in the *Act*.

Table 1: Members of the Executive Group

Name	Position Title
Mr Allan Blagaich	Executive Director – School Curriculum and Standards
Ms Juanita Healy	Assistant Executive Director – Curriculum, Assessment and Strategic Policy
Mr Russell Dyer	Assistant Executive Director – Examinations, Certification and Testing
Ms Rosalba Butterworth	Principal Executive Advisor – Curriculum, Assessment and Strategic Policy
Mr Ivan Banks	Principal Executive Advisor – Examinations, Certification and Testing

Mr Allan Blagaich

Executive Director – School Curriculum and Standards

The Board of the Authority and the CEO of the Authority have provided the Executive Director – SCS with delegated authority.

The Executive Director is responsible for:

- managing and maintaining the day-to-day operations of the SCS Division supporting the Authority. The division provides the following services in support of the Authority:
 - › curriculum, assessment and reporting policies
 - › curriculum development and review
 - › curriculum and assessment resources
 - › alternative curriculum and reporting recognition
 - › determination of standards and reporting standards
 - › examinations
 - › systems/sector-wide assessments, e.g. National Assessment Program – Literacy and Numeracy (NAPLAN)
 - › collection and management of student data and records of achievement
 - › data analysis and information reporting
 - › international offerings of the Western Australian curriculum and the Western Australian Certificate of Excellence (WACE)
 - › research (e.g. online assessment and marking, curriculum innovation, standards development)
 - › end of year academic processes
 - › assessments and achievement procedures
 - › course development and accreditation
 - › other services as determined by the Authority Board and agreed by the CEO of the Authority
- representing on behalf of the CEO of the Authority, subject to section 8A of the *Act*, in meetings, Board and committee meetings, including external committees
- attending meetings with the Minister for Education and Training and the Chair of the Board
- reporting at all Board meetings on the performance of delegated functions

- providing briefings on operations and administration of functions relating to the Authority to the CEO of the Authority and to the Chair of the Board as required
- managing funds allocated to the division to meet the statutory obligations and strategic direction of the Authority.

Ms Juanita Healy

Assistant Executive Director – Curriculum, Assessment and Strategic Policy

The Curriculum, Assessment and Strategic Policy Directorate is responsible for:

- implementing moderation activities to ensure state-wide comparability of standards
- ensuring that equitable and rigorous ATAR course examinations are developed and provided for implementation in all Western Australian schools and international schools that deliver the WACE
- ensuring that the ATAR course examinations reflect the content of the ATAR courses
- ensuring that the examinations are reviewed at completion of implementation
- leading development of examinations in an online environment and ensuring that the curriculum is shaped to address the shift into an online environment
- directing and managing development, implementation and review of policies and programs of the Authority associated with Kindergarten to Year 12 curriculum, assessment and moderation
- researching best practice in curriculum, standards and moderation
- planning and developing policies, programs, systems and innovations associated with the work of the Authority
- managing projects across the Authority
- ensuring that the Authority remains responsive to the needs of the School Curriculum and Standards Authority Board and the Minister for Education and Training and leading the coordination of associated services, projects and support.

Mr Russell Dyer

Assistant Executive Director – Examinations, Certification and Testing

The Examinations, Certification and Testing Directorate is responsible for:

- implementing the logistics for the delivery of ATAR course examinations
- implementing the logistics for the delivery of externally set tasks (ESTs)
- developing and maintaining strategies to acknowledge student performance, including the development of online examination structures
- designing, implementing and evaluating educational measurement activities in Years 11 and 12, including the moderation of external assessment activities
- implementing the logistics for the delivery of NAPLAN across Western Australia
- designing, developing and analysing tests, and implementing the logistics for the delivery of the literacy and numeracy assessments of the Online Literacy and Numeracy Assessment (OLNA)
- ensuring that data is of the highest integrity and that it is collected, assured, analysed and reported within all required timelines
- ensuring that there is a strong interface between schools and the Authority for the purpose of data transfer
- managing all reporting requirements for the Authority and assuring the efficacy of any data reported to stakeholders.

Staff Numbers

The Authority's functions are supported by the SCS Division of the Department. Separate Department directorates provide financial services, information and communications technology services (except where these services relate directly to the performance of the functions of the Authority), human resources services, media, marketing and communications services, and other corporate services to the Authority.

As of 30 June 2020, the Authority's functions were supported by the staff numbers* (head count) displayed in Table 2. In 2019–20, approximately 2160 casual staff assisted with examinations, testing and short-term syllabus development and evaluation requirements.

Table 2: SCS Staff Numbers as at 30 June 2020

Contract Type	Full-time	Part-time	Total
Permanent	110	38	148
Fixed-term	7	8	15
Total	117	46	163

*Only SCS Division staff data are reported in the Authority's annual report. The 163 staff in the 30 June headcount equated to a full-time equivalent of 148.7 staff.

LEGISLATION

Enabling Legislation

The Authority operates under the *School Curriculum and Standards Authority Act 1997* (the Act).

School Curriculum and Standards Authority Act 1997

In 2016, the Authority undertook a review of its primary legislation, the *School Curriculum and Standards Authority Act 1997*. This resulted in the drafting of the *School Curriculum and Standards Authority Amendment Bill 2017*. This amendment was passed in 2017.

Work has progressed on drafting the Regulations in support of the implementation of the amendments with consultation. The Regulations will be made in accordance with Government legislative processes.

Administered Legislation

The Minister for Education and Training also administers the following related legislation:

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

Other Key Legislation

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

- *Auditor General Act 2006*
- *Copyright Act 1968 (Cwlth)*
- *Copyright Amendment (Digital Agenda) Act 2000 (Cwlth)*
- *Corruption and Crime Commission Act 2003*
- *Curriculum Council (Fees and Charges) Act 2006*
- *Disability Discrimination Act 1992 (Cwlth)*
- *Disability Services Act 1993*
- *Disability Standards for Education 2005 (Cwlth)*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Legal Deposit Act 2012*
- *Occupational Safety and Health Act 1984*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *State Records Act 2000*.

Following the State Government's declaration of a State of Emergency on 15 March 2020 under the *Public Health Act 2016* and the *Emergency Management Act 2005*, the Authority has made necessary adjustments to its activities and worked with the education systems/sector to support teachers, students and schools in accordance with health advice.

PERFORMANCE MANAGEMENT FRAMEWORK

Consistent with the State Government's goal of 'Results-Based Service Delivery – Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians', our agency level Government desired outcomes for the 2019–20 financial year included:

- quality curriculum outline (Kindergarten to Year 12)
- assessment (Year 3 to Year 12)
- certification (Year 11 and Year 12) in Western Australia.

Table 3: Outcome Based Management Framework

Government Goal	Desired Outcome	Services
Strong Communities: Safe communities and supported families.	Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.	1. Curriculum Development, Evaluation and Support 2. Student Assessment and Certification

The Authority performs the following services to meet the desired outcomes.

Service 1: Curriculum development, evaluation and support

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

Service 2: Student assessment and certification

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

The extent that the Authority is effective in meeting the desired outcomes is measured by the scale of actual achievement against the targets as shown in Tables 4, 5 and 6 in this report.

Table 4: Key Effectiveness Indicators

Key Effectiveness Indicators ^(a)	2020 Target ^(b)	2020 Actual	Variance
Engagement of and acceptance by stakeholders of responsive syllabuses, accreditation and review	4.0	4.1	0.1
Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	4.1	4.3	0.2
Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	4.2	4.3	0.1

(a) As specified on page 119 of the *School Curriculum and Standards Authority Annual Report 2018–19*.

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

Table 5: Key Efficiency Indicators

Key Efficiency Indicators	2020 Target	2020 Actual	Variance ^(a)
Service 1: Curriculum development, evaluation and support			
1. Average cost per registered school for syllabus development and review (Pre-primary to Year 12)	\$4,925	\$6,378	\$1,453
Service 2: Student assessment and certification			
1. Average cost per enrolled student for moderation (Year 3 to 12)	\$34	\$46	\$12
2. Average cost per enrolled student for external assessment (Years 11 to 12)	\$299	\$303	\$4
3. Average cost per enrolled Year 12 student for certification	\$907	\$925	\$18
4. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN) ^(b)	N/A	N/A	N/A

(a) Explanations of the variations are provided in the 'Detailed information in support of key performance indicators' section of this annual report.

(b) The Department of Treasury has exempted the Authority from reporting information relating to NAPLAN in 2019–20, as NAPLAN testing was not conducted due to COVID-19.

Changes to Outcome Based Management Framework

The Authority's Outcome Based Management Framework did not change during 2019–20 and its outcomes remained the same as specified in the *School Curriculum and Standards Authority Annual Report 2018–19*.

Shared Responsibilities with Other Agencies

The Authority shared responsibilities with the Department of Education for Corporate Services, including human resources, finance and recordkeeping in the 2019–20 financial year.

PERFORMANCE AGAINST FINANCIAL TARGETS

Table 6: Performance Against Financial Targets

Financial Targets	2020 Target ^(a) \$000	2020 Actual \$000	Variance \$000
Total cost of services	33,438	34,488	(1,050)
Net cost of services	30,447	31,624	(1,177)
Total Equity	3,968	4,759	(791)
Net increase/(decrease) in cash held	0	3,134	(3,134)

(a) As specified in the Annual Estimates submission.

More details on the Authority's effectiveness and efficiency in meeting targets specified in the *School Curriculum and Standards Authority Annual Report 2019–20* are provided in the 'Detailed information in support of key performance indicators' section of this annual report.

Each strategic priority outlined in the *Strategic Plan* has a goal with activities identified that direct our endeavours to meet those goals.

SECTION 2 AGENCY PERFORMANCE



REPORT ON OPERATIONS

Strategic priority 1: Curriculum, assessment and standards

Kindergarten to Year 10

The Western Australian Curriculum and Assessment Outline

In accordance with the *Act*, the *Western Australian Curriculum and Assessment Outline* (the *Outline*) sets out ‘the knowledge, understanding, skills, values and attitudes that Kindergarten to Year 10 students are expected to acquire and guidelines for the assessment of student achievement (Pre-primary to Year 10).’

The *Kindergarten Curriculum Guidelines* reinforce the themes of the Authority’s Kindergarten and Pre-primary Statement for Western Australia and the Guiding Principles for Western Australian schools presented in the *Outline*.

Early childhood educators in Western Australia use the *Early Years Learning Framework*, the Western Australian curriculum and their own professional knowledge to develop high quality early childhood programs that are aligned with whole school plans and initiatives and tailored to community contexts.

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

The Authority’s *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* communicates the mandatory requirements for teaching the Western Australian curriculum and for assessing and reporting student achievement.

This policy is supported by the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*.

Due to COVID-19 and the disruption to learning and teaching in Semester 1, 2020, an amendment to Section 5.3 Reporting (page 4) of the Authority’s *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* was made. The amendment was in place for Semester 1, 2020 and schools are expected to return to usual minimum reporting arrangements for Semester 2, 2020.

Alice Springs (Mparntwe) Education Declaration

The *Alice Springs (Mparntwe) Education Declaration* (the *Declaration*) was released by Education Ministers on 12 December 2019. The *Declaration* replaces the *Melbourne Declaration on Educational Goals for Young Australians* (2008), which was a guiding document in the formation of the *Western Australian Curriculum and Assessment Outline* (the *Outline*).

The 2019 *Declaration* sets out the national educational goals for the next ten years, including the recognition of the importance of early childhood education; the reaffirmation of the importance of building on learning and development of foundational skills that are critical for future learning; and the commitment to creative and critical thinking skills. The national educational goals will provide an ongoing focus for the *Outline*.

Abilities Based Learning Education, Western Australia (ABLEWA)

ABLEWA resources provide support to teachers of Western Australian students with disability and additional learning needs who may not be able to access the Pre-primary to Year 10 curriculum. The resources enable students with disability and additional learning needs to participate in learning

experiences that are purpose-built to develop their skills, knowledge and understanding on the same basis as students without disability and ensure students can confidently participate in education and training.

The ABLEWA resource package includes curriculum and achievement standards for all learning areas (other than Languages) and assessment tools for Critical and Creative Thinking, Digital Literacy, English – Speaking and Listening, English – Reading and Writing, Mathematics, Movement and Physical Activity as well as Personal and Social Capability. Teachers are supported with online professional learning that provides advice on linking assessment information with curriculum planning and teaching.

Also available for teachers are documents encompassing Stages A–D Content Descriptions, Elaborations and Achievement Standards. These resources assist teachers to design teaching and learning programs suitable for students with disability and additional learning needs.

The ABLES assessment tool was used by 268 schools in Semester 2, 2019 with 2311 students being assessed. The number of schools has more than doubled over the three years that the ABLES assessment tool has been fully in use in Western Australia. While the number of students being assessed has not increased at the same rate, this can be attributed to the large increase of K–6 schools using the assessment tool for less than five students. The Term 1, 2020 data may have been slightly affected by the impacts of COVID-19, with 207 schools using the assessment tool and 1102 students being assessed.

Implementing the Pre-primary to Year 10 Western Australian curriculum

The syllabuses in each learning area contain:

- a year-level description – overview of the context for teaching and learning in the year
- curriculum content – the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard – indicates the quality of learning that students should typically demonstrate by a particular point in their schooling.

The phased implementation of Languages has continued with the implementation of Languages at Year 5 in 2020 complementing the suite of learning areas (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages at Year 4) already implemented by schools. The Languages learning area will be fully implemented when Languages at Year 8 is introduced in 2023, as the provision of languages by schools for Years 9 and 10 will be optional.

For the purposes of Languages education in Western Australia, the Authority is providing syllabuses for second language learners in six Languages: Chinese, French, German, Indonesian, Italian and Japanese. The Australian Curriculum Languages that were not adopted and adapted by Western Australia through the development of a syllabus and support materials are also available on the Authority website. In addition, the Authority has made available on its website ACARA's *Aboriginal Languages and Torres Strait Islander Languages Framework* to support schools implementing local languages.

The Western Australian curriculum for Pre-primary to Year 10 has been fully implemented for the following learning areas: English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages Years 3–5. The requirements for the implementation for Languages Years 6–8 are outlined in Table 7.

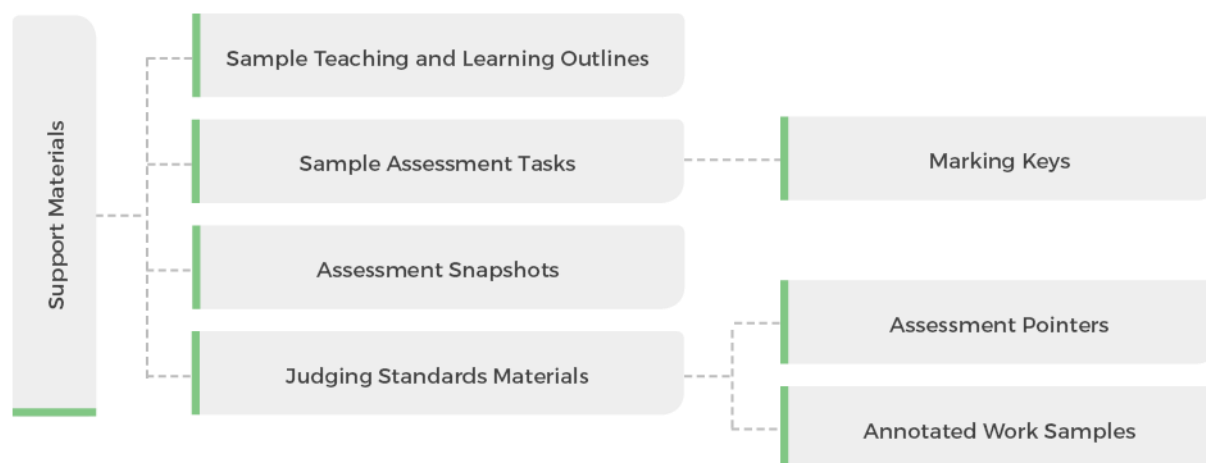
Table 7: Implementation Schedule for Languages in the Western Australian Curriculum

Year	Learning Area	Implementation Requirements
2019	Languages – Year 4	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2020	Languages – Year 5	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2021	Languages – Year 6	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2022	Languages – Year 7	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2023	Languages – Year 8	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.

Note: schools may use the Years 7–10 Languages Sequence where appropriate for their students. The study of Languages in Years 9 and 10 is optional.

Teacher support materials

Work continued on the development of teacher support materials. Support materials consist of Teaching and Learning Outlines, Assessment Tasks, Assessment Snapshots and Judging Standards resources that include assessment pointers and annotated student work samples.

Figure 3: Teacher Support Materials

Sample Teaching and Learning Outlines exemplify the elements of a teaching and learning program and the implementation of the principles of teaching and learning as articulated in the ‘Ways of teaching’ in the *Overview of the syllabus* section of the syllabus.

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

Assessment Snapshots illustrate the assessment principles within a classroom or school context.

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

Judging Standards audio visual materials for Physical Education – Tennis were published in the reporting period.

With the completion of the scope and sequence documents for the Western Australian Curriculum: Languages Years 7 to 10 curriculum sequence, the Authority has completed the development of Years 7 and 8 assessment tasks across all six languages for schools to implement in Term 3 and Term 4, 2020 to harvest work samples. The work samples will support the development of the Judging Standards Materials, including the development of evidence based achievement standards for each year level and in the six languages, assessment pointers and annotated work samples to support the implementation of the curriculum.

Table 8: Judging Standards Resources

Resource	Description
Achievement Standards	Describe an expected level that the majority of students are achieving or working towards by the end of the year.
Assessment Pointers	Offer a point of reference for teachers to make an on-balance judgement about student achievement, based on what has been taught and assessed during a reporting period.
Annotated Work Samples	Indicate the qualities of achievements that students may typically demonstrate at each grade. These work samples identify aspects of the achievement standard evident in students' work.

Sample Assessment Activities continued to be published during 2019 and 2020 with the focus on Pre-primary to Year 6 The Arts, including Music, Drama, Media Arts and Visual Arts, and Years 9 and 10 Languages. Sample Teaching and Learning Outlines were published for a range of years across Pre-primary to Year 10 The Arts and Technologies. Sample Teaching and Learning Outlines were also published for Years 4 and 5 Languages across all six languages (Chinese, French, German, Indonesian, Italian, and Japanese).

The Western Australian Curriculum: Languages was written on the basis that many schools provide a Languages program, in at least one language, from Pre-primary to Year 10. It recognises that Languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages. It also recognises that many students prefer to continue with the language they studied in primary school.

Early in the development of the Western Australian Curriculum: Languages, it was acknowledged that some students would enter Year 7 with, or having to choose, a language different from the one(s) they had been studying through the primary years. The Authority completed the development of the Western Australian Curriculum: Languages Year 7 to Year 10 curriculum sequence in six languages: Chinese, French, German, Indonesian, Italian and Japanese.

Alternative curriculum/reporting recognition

As in previous years, in 2019–20, the Authority provided the opportunity for schools to seek alternative curriculum/reporting recognition for all eight Pre-primary to Year 10 learning areas.

The Authority received one alternative curriculum and reporting submission in 2019 for recognition of an alternative curriculum, plus reporting, for Technologies and The Arts. This request for recognition/approval was unique as it is the curriculum of another country being provided solely for its in-country citizens and the Board agreed to recognise that full alignment with the Western Australian Curriculum was not an appropriate expectation, given the purpose that the school fulfils.

Moderation

YEAR 6 AND YEAR 7 MODERATION

Year 6 and Year 7 moderation continued in 2019. Participating schools implemented the learning area common task developed by the Authority and, as part of this process, teachers attended a moderation workshop held for each learning area.

In 2019, learning area moderation workshops were held to continue working with schools and teachers in developing a comprehensive and shared understanding of the achievement standards for both Year 6 and Year 7. The workshops addressed the need for professional discussion during the transition period from primary to secondary schooling, providing teachers across both settings with the opportunity to engage in purposeful and informative discussions about student achievement, curriculum, pedagogy, and assessment. The following table provides the number of participants in each of these workshops.

Table 9: 2019 Year 6 and Year 7 Moderation Workshop Participants by Learning Area (Face-to-Face Meetings)

Learning Area	Year 6	Year 7	Total
English (2 workshops)	10	19	29
Humanities and Social Sciences (1 workshop)	2	18	20
Mathematics (2 workshops)	16	26	42
Science (1 workshop)	3	23	26

The 2020 Year 6 and Year 7 Moderation program was affected by the impacts of COVID-19 in Semester 1, 2020. As a result, the event did not run. However, to support teachers to deliver learning and assessment in online and face-to-face delivery, the Authority made the assessment tasks for each learning area, together with the planned workshop materials, available to registered teachers.

Year 6 and Year 7 moderation continued in 2020 with the expansion of the moderation program to include the following learning areas: Health and Physical Education, Technologies (Design and Technologies) and The Arts (Visual Arts) in conjunction with those learning areas offered in 2019.

The following table indicates the registrations received from schools to participate in the 2020 Year 6 and Year 7 moderation, and the supporting workshops.

Table 10: 2020 Year 6 and Year 7 Moderation Registrations and Workshop Sign-ins

Learning Area	Registrations ^(a,b)	Workshop Sign-ins ^(c)
Design and Technologies	96	52
English	222	106
Health Education	38	25
Humanities and Social Sciences	141	71
Mathematics	149	74
Physical Education	57	38
Science	132	61
Visual Arts	58	37
Total	893	464

(a) Withdrawn registrations have not been included in the data.

(b) Registrations for Health and Physical Education instead of Health Education and/or Physical Education have not been included in the data.

(c) Teachers on the waiting list for the workshops have not been included in the data.

The Authority received registrations from metropolitan, regional, remote and international schools as summarised in the table below.

Table 11: 2020 Year 6 and Year 7 Moderation Registrations by Region and Workshop Sign-ins

Learning Area ^(a)	Metropolitan Registrations	Regional/Remote Registrations ^(b)	Combined Registrations ^(c)	Workshop Sign-ins ^(d)
Design and Technologies	81	15	96	52
English	166	56	222	106
Health Education	27	11	38	25
Humanities and Social Sciences	107	34	141	71
Mathematics	109	40	149	74
Physical Education	45	12	57	38
Science	88	44	132	61
Visual Arts	46	11	58	37
Total	669	223	893	464

(a) Registrations for Health and Physical Education instead of Health Education and/or Physical Education have not been included in the data.

(b) Regional/Remote includes registrations from international schools.

(c) Withdrawn registrations have not been included in the data.

(d) Teachers on the waiting list for the workshops have not been included in the data.

BRIGHTPATH

In 2015, the Authority purchased the Brightpath software licence for a period of five years to support Pre-primary to Year 10 teachers in making reliable professional judgements, recording assessment results and reporting a range of formative and summative information.

By December 2019, over 580 Western Australian schools had registered to use the Brightpath assessment software. The Authority has met the cost of access to the Brightpath Basic Package, which includes unlimited access to the assessment process for all scales and access to central reports.

The Authority supports schools across the education systems/sector to use Brightpath, allowing teachers and school leaders to access comprehensive reports about student performance. Teacher judgements were used to evaluate student growth in learning and to evaluate teaching programs. In Semester 2, 2019, 104 020 assessments were undertaken across Western Australian schools, including 50 488 in the Narrative Scale, 20 109 in the Persuasive Scale and 15 813 in the Recount – Early Childhood Scale. Term 1, 2020 data (26 530 assessments overall) indicates that school usage of the software was affected by the impact of COVID-19.

In Semester 1, 2020, an additional 26 schools were registered to use Brightpath, facilitating the efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning. Schools can collect consistent teacher judgements that can be used for evaluating school programs and supporting the next steps in each student's learning plan.

A number of secondary schools have continued to access the Brightpath Narrative and Persuasive Rulers which were updated to cover a broader range of development up to Year 9.

International education

From July 2019 to June 2020, the Authority licensed the delivery of the *Outline* as part of its international education program.

The *Outline* was licensed by three schools in three countries – Bangladesh, Indonesia and Vietnam. Students at these overseas schools study the Authority's curriculum programs without leaving their own country.

Each school offering the *Outline* was visited, where possible, or WebEx based meetings were held with the school. These schools included the Australian International School, Dhaka, the Australian Intercultural School, Batam and the Western Australian International School System, Ho Chi Minh City. The visits focused on ensuring school documentation complied with the Authority's Pre-primary to Year 10 *Outline* requirements.

Due to the impact of COVID-19, visits from January to June 2020 were postponed. The Authority increased online support in lieu of in-country visits.

Years 11 and 12

The Western Australian Certificate of Education (WACE)

The WACE is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers.

Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

Moderation

Moderation processes were implemented to ensure that standards for marks and grades can be compared across schools delivering Western Australian curriculum programs. Moderation provides teachers with a reliable standard against which to assess student work. Processes include the school moderation program (documentation and grading reviews), a syllabus delivery audit, consensus moderation and externally set tasks (ESTs).

SYLLABUS DELIVERY AUDIT

The Authority introduced the syllabus delivery audit in 2015 and it has continued through to 2020. The audit is designed to ensure that all schools are delivering and assessing the correct syllabus to comply with WACE requirements. Selected Year 12 General courses were reviewed for the syllabus delivery audit in 2020. The selected Year 12 General courses were English, Physical Education Studies, Accounting and Finance, Business Management and Enterprise, Religion and Life, Mathematics Essential, Marine and Maritime Studies, Psychology, and Food Science and Technology.

In Term 1, 2020 approximately 1790 documents associated with the delivery of the selected Year 12 General courses were reviewed against the WACE requirements for course and assessment outlines to identify the degree of compliance. The review was undertaken over four days by 30 reviewers made up of three Principal Consultants from the Authority and 27 experienced teachers. The compliance rate achieved by schools was 67.5 per cent for course outlines and 77 per cent for assessment outlines.

In late Term 1, 2020, Principal Consultants for each course contacted the small number of schools identified as having significant non-compliance issues in each subject to ensure that each school had taken action to modify the audited document/s and was using appropriate assessment tasks and marking keys to assess student work.

SCHOOL MODERATION PROGRAM

The school moderation program is predominantly conducted through school visits for specific courses, based on evidence of potential delivery and/or assessment issues. The school moderation program helps to ensure that state-wide comparability of course standards is being achieved. Assessment and grading practices at selected schools are reviewed each year by the Authority to ensure requirements and procedures have been understood and implemented.

Between July 2019 and June 2020, the Authority conducted 252 grading reviews and 46 documentation reviews on specific courses at schools where:

- based on previous moderation activities, the Authority believed course delivery or assessment issues may exist, or
- the difference between the ATAR course examination mark distribution and the school mark distribution indicated the possibility of assessment issues.

Other schools were involved in the program at their request.

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

As part of the support program for schools offering WACE courses for the first time, 111 documentation reviews were conducted in Term 1 and Term 2, 2020. The reviews were conducted for seven schools in their first year of delivering WACE courses in the senior secondary years.

Two seminars were provided for 27 teachers involved in a small group moderation partnership. An online presentation was also provided for teachers unable to attend a face-to-face meeting.

CONSENSUS MODERATION MEETINGS

Consensus moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability. Consensus moderation continued in 2019.

In 2019, there were 94 consensus moderation meetings held in Term 3 from 29 July to 16 August. Consensus Moderation meetings were conducted for both Year 11 and Year 12 courses as illustrated in Table 12 and Table 13.

Table 12: Year 11 Courses Involved in Consensus Moderation Meetings 29 July to 16 August 2019

Course	Course Type	Number of Face-to-Face Meetings	Number of Participants	Number of Online Meetings	Number of Participants
Children, Family and Community	General Year 11	5	53	1	14
Dance	ATAR Year 11	3	33	1	2
Engineering Studies	General Year 11	1	7	1	3
Materials, Design and Technology (Wood, Metal and Textiles)	General Year 11	4	35	2	19
Modern History	ATAR Year 11	9	92	1	16
Music: Contemporary, Jazz and Western Art (Practical component)	ATAR Year 11	3	33	0	0
Total		25	253	6	54

Table 13: Year 12 Courses Involved in Consensus Moderation Meetings 29 July to 16 August 2019

Course	Course type	Number of Face-to-Face Meetings	Number of Participants	Number of Online Meetings	Number of Participants
Accounting and Finance	ATAR Year 12	1	6	1	11
Applied Information Technology	General Year 12	4	38	1	8
Arabic	ATAR Year 12	0	0	0	0
Career and Enterprise	ATAR Year 12	0	0	0	0
Career and Enterprise	General Year 12	2	26	1	13
Children, Family and Community	General Year 12	0	0	1	14
Chinese: First Language	ATAR Year 12	0	0	1	3
Dance	ATAR Year 12	3	34	1	4
Engineering Studies	General Year 12	1	7	1	6
English	Foundation Year 12	4	33	2	17
French: Second Language	ATAR Year 12	0	0	0	0
Health Studies	ATAR Year 12	4	37	1	9
Human Biology	ATAR Year 12	5	42	1	10
Italian: Second Language	ATAR Year 12	0	0	0	0
Japanese: Second Language	ATAR Year 12	0	0	0	0
Materials, Design and Technology (Wood, Metal and Textiles)	General Year 12	4	31	2	15
Mathematics Essentials	General Year 12	8	93	2	22
Media Production and Analysis	General Year 12	1	7	1	5
Outdoor Education	ATAR Year 12	0	0	1	5
Outdoor Education	General Year 12	2	6	1	13
Psychology	ATAR Year 12	5	53	1	10
Total		44	413	19	165

Note: in Table 13, Arabic, Career and Enterprise ATAR, Children, Family and Community General, Chinese: First Language, French: Second Language and Outdoor Education ATAR, registered zero face-to-face meetings, as the meetings were scheduled in June 2019.

Courses that were selected for consensus moderation during 2020

Table 14 illustrates the Year 11 and Year 12 courses selected for moderation in 2020 and the proposed face-to-face and online meetings. In 2020 there had been 39 consensus moderation meetings proposed for Term 2 from 8 June to 26 June 2020 to be held in metropolitan and regional venues, together with four online meetings.

2020 Consensus Moderation was affected by the impacts of COVID-19 in Semester 1, 2020. As a result, the scheduled meetings in June 2020 did not run.

Table 14: Proposed Year 11 ATAR and Year 12 ATAR and Year 12 General Consensus Moderation Meetings to 26 June 2020

Course	Course Type	Proposed Number of Face-to-Face Meetings	Anticipated Number of Participants	Proposed Number of Online Meetings	Anticipated Number of Participants
French: Second Language	ATAR Year 11	2	26	0	0
Italian: Second Language	ATAR Year 11	0	0	0	0
Japanese: Second Language	ATAR Year 11	2	24	0	0
Chinese: Second Language	ATAR Year 12	1	16	0	0
German: Second Language	ATAR Year 12	1	3	0	0
Indonesian: Second Language	ATAR Year 12	1	13	0	0
Accounting and Finance	General Year 12	1	8	0	0
Ancient History	General Year 12	0	0	0	0
Biology	General Year 12	0	0	0	0
English	General Year 12	10	126	0	0
Food Science and Technology	General Year 12	7	93	1	6
Geography	General Year 12	2	22	1	7
Human Biology	General Year 12	5	56	0	0
Marine and Maritime Studies	General Year 12	1	15	1	4
Modern History	General Year 12	0	0	0	0
Visual Arts	General Year 12	6	65	1	11
Total		39	467	4	28

Note: in Table 14, Ancient History, Italian: Second Language and Modern History registered zero face-to-face meetings, as the meetings were proposed for July and August 2020. Accounting and Finance, Ancient History, English, Human Biology and Modern History registered zero online meetings, as the meetings were proposed for July and August 2020. Biology General Year 12 registered zero meetings as there were no students enrolled for 2020.

Validation meetings

Validation meetings provide Preliminary course teachers with the opportunity to build common understandings of the validation requirements for course delivery. In 2019, three validation meetings were held for Mathematics Preliminary Unit 1, with a total of 28 participants. An additional online validation meeting with four participants was held.

EXTERNALLY SET TASKS (ESTs)

The 2020 ESTs were affected by the impacts of COVID-19 in Term 2, 2020. As a result, the ESTs were conducted in Weeks 7, 8 and 9 of Term 2, rather than Weeks 2, 3 and 4. The Authority prepared 61 EST papers (some have contexts, e.g. Modern History has four separate context-based EST papers) written across the General and Foundation courses for 2020. The EST is considered part of the school's assessment program and these tasks:

- assist to ensure the fair assessment of student achievement in Year 12 General and Foundation courses
- have an educative role in establishing common understandings among teachers of the course standards and related content
- provide access to feedback which will encourage teachers to review and, where appropriate, adjust their marking
- model best assessment practice which teachers can apply to other school-based assessment tasks
- support credibility of standards and assist to inform the Authority's other moderation activities.

By 30 June, 2020, General and Foundation 2021 ESTs were being developed by nominated EST writers and due for submission to the Authority by 31 July 2020.

Years 11 and 12 curriculum

GRADE DESCRIPTIONS AND ANNOTATED SAMPLES

Grade descriptions for the Year 11 and Year 12 courses were developed to assist teacher judgements of standards.

To support these teacher judgements, ongoing collection and updating of samples of Year 12 student work at the A, B and C levels was continued. The samples relate to the range of assessment task types for each course. These samples were annotated and are being progressively published on the Authority website.

Enrolment processes

ENROLMENT PROCESS FOR WACE LANGUAGES COURSES

In the 2019 school year, all students who planned to enrol in a Year 11 WACE Language course in 2020 were required to complete an application for permission to enrol in Chinese, French, German, Indonesian, Italian or Japanese language courses.

The Authority processed 2202 applications in total and determined for each student the course in which they were permitted to enrol. An external and independent appeals committee considered appeals from 25 students. Seven students successfully appealed the Authority's initial determination.

ENROLMENT PROCESS FOR ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

In 2019, students from Years 9 to 12 submitted EAL/D eligibility applications for enrolment into Year 12 EAL/D courses and/or OLNA EAL/D student status. There were 3715 students registered as having an EAL/D eligibility status in the 2019 school year, with 92 of these students ineligible. There were no appeals submitted.

International education

From July 2019 to June 2020, the Authority licensed the delivery of the following Years 11 and 12 Western Australian curriculum programs as part of its international education program:

- Year 11 and Year 12 WACE
- Year 12 one-year Australian Matriculation (AUSMAT).

The WACE and AUSMAT were offered in a total of 11 schools in six countries – Bangladesh, China, Indonesia, Malaysia, Singapore and Vietnam.

Students at these overseas schools study the Authority's curriculum programs without leaving their own country. The senior program provides a seamless transition into universities within Western Australia and around the world.

Each overseas school offering the WACE or AUSMAT was visited by a Principal Consultant – International Education, where possible. The visits had two points of focus:

- review the school's Year 12 WACE statistical reports produced by the Authority, based on the previous year's examinations and WACE documentation
- consider teachers' WACE documentation, including course outlines, assessment outlines, marking keys, student assessment records, internal school comparability plans and small group moderation comparability plans, where relevant.

Due to the impact of COVID-19, visits from January to June 2020 were postponed. The Authority increased online support in lieu of in-country visits for Semester 1 2020.

Table 15: International Offshore Student Enrolments in Years 11 and 12 Programs

Schools (as at 18 May 2020)	Year 11	Year 12
Australian Intercultural School, Batam	11	2
Australian International School, Dhaka	7	5
Beijing Aidi School, Beijing	130	80
China-Australia College, Zhengzhou	37	28
Methodist College Kuala Lumpur, Kuala Lumpur	0	129
Australian International School, Nanjing	72	64
Saigon International College, Ho Chi Minh City	140	82
Shanghai International School, Shanghai	57	75
St Francis Methodist School, Singapore	23	18
Sunway College, Kuala Lumpur	0	698
Sunway University College, Johor Bahru	0	54
Total students per year enrolled	477	1235

Retention and participation

Table 16 shows the school registrations of students for 2019. Year 7 students have been included in the statistics since 2015, and registration figures in 2019 (187 780) allow continuing comparison of the six cohorts. Following on from the lower number of students in Year 11 in 2018, the decrease has remained through to Year 12 in 2019 – 315 (1.15%). All other academic years have seen another increase in numbers. There is a total increase of 4141 students (2.25%) across the whole population. The pattern of 2018 continues with the most significant increase in numbers in Year 7 – 1569 (4.77%) and Year 8 – 1345 students (4.22%). Year 12 numbers remain very similar. As in all previous years, the number of Year 12 students is less than the number of Year 11 students (3397 compared to 2843 in 2018). The 30 000 statistic which has been prevalent for a number of years, is increasing gradually, with Year 7 now at almost 34 500, Year 8 at almost 32 000, and Year 9 at approximately 31 500.

Students working with Participation Teams in the Department's regional education offices include those who may have completed a course and were seeking employment, and who were actively working with participation coordinators to identify an appropriate training program or employment.

Table 16: 2019 Secondary Registrations (as at 31 October 2019)

School Type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	20 903	19 713	18 973	18 180	18 149	15 210	111 128
Non-government	13 103	13 054	12 205	12 255	11 786	10 787	73 190
Home education	457	418	446	392	604	1 145	3 462
Total	34 463	33 185	31 624	30 827	30 539	27 142	187 780

Tables 17, 18 and 19 show that a total of 274 297 primary students were registered with an average of approximately 34 000 in each academic year, except Kindergarten, which is closer to 32 000.

Table 17: 2019 Primary Registrations (K–2) (as at 31 October 2019)

School Type	Kindergarten	Pre-primary	Year 1	Year 2	Total
Government	23 486	25 540	25 757	25 067	99 850
Non-government	8 207	8 777	8 789	8 994	34 767
Home education	160	300	504	447	1 411
Total	31 853	34 617	35 050	34 508	136 028

Table 18: 2019 Primary Registrations (3–6) (as at 31 October 2019)

School Type	Year 3	Year 4	Year 5	Year 6	Total
Government	25 052	24 620	23 966	24 401	98 039
Non-government	9 223	9 484	9 764	10 137	38 608
Home education	379	402	429	412	1 622
Total	34 654	34 506	34 159	34 950	138 269

Table 19: 2019 Primary Registrations (K–6) (as at 31 October 2019)

School Type	Kindergarten–Year 2	Years 3–6	Total
Government	99 850	98 039	197 889
Non-government	34 767	38 608	73 375
Home education	1 411	1 622	3 033
Total	136 028	138 269	274 297

Table 20 shows the number of students born 1/7/2001–30/6/2003 registered with the Authority in 2019, including those undertaking programs other than full-time schooling.

Table 20: 2019 Student Registrations Students Born 1/7/2001–30/6/2003 (as at 31 October 2019)

	Date of Birth 1/7/2001– 30/6/2002	Date of Birth 1/7/2002– 30/6/2003
A. Participating students		
(i) Schooling		
Government	15 211	17 038
Non-government	10 922	11 429
Home education	98	183
Sub-total: participating students (i)	26 231	28 650
(ii) Non-School (Notice of Arrangements)		
TAFE/RTO (Form A)	1 028	600
Apprenticeship/traineeship (Form ATRS)	730	291
Employment (Form C)	387	121
Combination of above (Form B)	45	19
Pending (i.e. no learning program supplied)	96	73
Sub-total: participating students (ii)	2 286	1 104
Sub-total (i) and (ii): participating students	28 517	29 754
B. Non-participating students		
Includes students who have left secondary education, not re-registered, on cancelled Notices of Arrangements	1 813	869
C. Other		
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	802	471
Total all students	31 132	31 094

ABORIGINAL/TORRES STRAIT ISLANDER STUDENT REGISTRATIONS

Table 21 shows the number of Aboriginal and Torres Strait Islander students born 1/7/2001–30/6/2003 registered with the Authority in 2019, including those undertaking programs other than full-time schooling.

Table 21: Aboriginal and Torres Strait Islander 2019 Student Registrations Students Born 1/7/2001–30/6/2003

	Date of Birth 1/7/2001–30/6/2002			Date of Birth 1/7/2002–30/6/2003		
	YEAR 10	YEAR 11	YEAR 12	YEAR 10	YEAR 11	YEAR 12
A. Participating students						
(i) Schooling						
Government	2	146	992	48	1 351	7
Non-government	6	35	320	26	351	4
Home education	0	0	1	0	0	0
Sub-total: participating students (i)	8	181	1 313	74	1 702	11
(ii) Non-School (Notice of Arrangements)						
TAFE/RTO (Form A)	0	10	35	1	37	0
Apprenticeship/traineeship (Form ATRS)	0	0	6	0	5	0
Employment (Form C)	0	1	13	0	4	0
Combination of above (Form B)	0	0	1	0	0	0
Sub-total: participating students (ii)	0	11	55	1	46	0
Sub-total (i) and (ii): participating students	8	192	1 368	75	1 748	11
B. Non-participating students						
Includes students who have left secondary education, not re-registered, on cancelled or pending Notices of Arrangements	23	62	205	57	106	3
C. Other						
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	0	25	249	4	190	2
Total all Aboriginal and Torres Strait Islander students	31	279	1 822	136	2 044	16

ADDITIONAL COMPLETION OPTION FOR THE WACE

In May 2019, following broad consultation with key education stakeholders, the Minister for Education and Training announced an additional option for Year 11 students commencing senior secondary studies in 2020 to achieve their WACE. This additional option will provide students with the opportunity to complete five Year 12 General courses if they choose not to undertake four or more ATAR courses or a VET Certificate II or higher.

SYLLABUS REVIEW

The Authority gathers a range of information through monitoring the implementation of its courses. This involves:

- analysis of enrolment data
- consideration of issues identified in school moderation processes
- analysis of trends in ESTs and ATAR course examinations
- interaction with teachers and liaison with professional associations that contribute practitioner views
- input from the Authority's Curriculum Advisory Committees (CACs), key stakeholders and representative groups
- outcomes of consultation meetings.

Based on information gathered, in August 2019, the Board of the Authority determined that the following senior secondary courses would be reviewed in 2020:

- Years 11 and 12 Ancient History (ATAR)
- Years 11 and 12 Computer Science (ATAR)
- Years 11 and 12 Design (ATAR)
- Years 11 and 12 Economics (ATAR)
- Years 11 and 12 Engineering Studies (ATAR)
- Years 11 and 12 Human Biology (General)
- Years 11 and 12 Modern History (ATAR)
- Years 11 and 12 Music (ATAR)
- Years 11 and 12 Psychology (ATAR)
- Years 11 and 12 Aboriginal and Intercultural Studies (ATAR, General).

Courses that commenced syllabus review in 2019:

- Years 11 and 12 Integrated Science (General)
- Years 11 and 12 Animal Production Systems (ATAR)
- Years 11 and 12 Plant Production Systems (ATAR)
- Years 11 and 12 Media Production and Analysis (ATAR)
- Years 11 and 12 Geography (ATAR)
- Years 11 and 12 Drama (ATAR)
- Years 12 Physical Education Studies (ATAR)
- Years 12 English as an Additional Language or Dialect (ATAR).

Due to the impact of COVID-19, the syllabus review process for the courses listed above was suspended until resumption is feasible.

Strategic priority 2: Examinations, testing and certification

EXAMINATIONS

As part of its legislated role to develop and maintain a database of student participation and achievement, the Authority gathers, collates and reports on ATAR course examinations.

2020 ATAR course examination development

In December 2019 and early 2020, 267 examining panel members for 52 ATAR course examination panels were briefed regarding the development of the examination materials for the 2020 examinations. Each panel included examiners and independent reviewers. A curriculum specialist and a number of independent checkers who are separate from each panel's processes provide an additional layer of quality assurance.

The panel structure for the three Background Language courses in French, German and Italian included a coordinating examiner to ensure comparability across the three examinations.

By 30 June, 2020, 52 ATAR course examination document sets (examination paper, marking keys, source booklets, recording information etc.) for the 2020 examinations had been received by Examination Development. All these documents had been checked by a curriculum specialist, and external editor and more than half of these documents had been checked by the Manager – Examination Development by 30 June 2020.

2019 ATAR course examinations

For the 2019 school year, the Authority recorded that:

- 12 269 (48.7 per cent) of Year 12 students who undertook full-time WACE studies were enrolled to sit four or more ATAR course examinations – 13 204 (51.9 per cent) in 2018, 13 443 (55 per cent) in 2017
- a total of 14 508 students enrolled to sit one or more ATAR course examinations
- of the students who enrolled in four or more examinations, 79.45 per cent studied at a school in the metropolitan area. This compares with 12 per cent for students who studied at a country school
- the most frequent number of ATAR course examinations in which students were enrolled over the past six years was five
- more female students were enrolled to sit the examinations than males
- 934 Year 12 Aboriginal and Torres Strait Islander students enrolled in at least one WACE course with the Authority in 2019. Of these students, 139 were enrolled to sit one or more ATAR course examinations
- not all candidates enrolled in an examination sat the examination. There were 913 candidates absent from the written examinations (including Interstate Languages examinations).

See Appendix A for detailed data about 2019 ATAR course examinations.

Written examinations

The Authority conducted 83 separate written examinations comprising 51 ATAR course examinations and 32 Interstate Language examinations. The ATAR course written examinations were held from Wednesday, 30 October to Tuesday, 19 November 2019. At least two, and at most five, examinations were conducted each day during the examination period.

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

Staff managing the examination process were supported by:

- examining panels – one for each ATAR course examination
- curriculum specialists – one for each ATAR course examination
- Special Examination Arrangements Committee
- Sickness/Misadventure Committee
- Breach of Examination Rules Committee
- Appeal to Breach of Examination Rules Committee
- Appeal to Special Examination Arrangements Committee.

Practical examinations

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

Practical examinations were set and conducted in Western Australia in 19 ATAR courses and undertaken by 7076 candidates. Depending on the course, the practical examinations – worth between 25 per cent and 50 per cent of the combined ATAR course – constituted a substantial portion of the final combined score.

The Authority also conducted 28 Interstate Language practical examinations.

Access for candidates with disability

A total of 693 applications were received for 2019 (compared with 688 in 2018, 676 in 2017). This represented 4.8 per cent (4.5 per cent in 2018, 4.3 per cent in 2017) of the number of candidates who were enrolled to sit at least one ATAR course examination. When compared to the applications received in 2018, the greatest increases have been in the categories of fine motor (54 per cent) and ADD/ADHD (26 per cent) with a decrease overall in psychological/neurological applications (13 per cent).

Breach of examination rules

In 2019, the Breach of Examination Rules Committee found that 51 candidates had breached examination rules. There were 27 breaches for the practical examinations and 24 for the written examinations. Seven candidates appealed the committee's decision. The appeals process determined that six of these candidates had breached the examination rules.

Sickness/misadventure consideration

In 2019, 492 applications were received for sickness/misadventure consideration, which represents a decrease (14.9 per cent) on the number of applications received in 2018.

Checking of marks

After receiving their statement of results, candidates had the opportunity to have their scripts checked to confirm that each question attempted had been awarded a mark and that the mark had been recorded correctly. A total of 73 candidates requested a results check, involving 109 written and practical examinations. One change was made to an examination mark.

In the 2019 school year, 28 candidates applied to see a breakdown of their examination marks in 43 examinations. Another 83 candidates requested a copy of one or more of their examination scripts and 109 scripts were provided.

Vocational education and training (VET)

In 2019, 15 496 Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12, compared with 14 975 in 2018. This equates to an overall 3.5 per cent increase in completed qualifications. In 2019, 3658 students achieved a Certificate III qualification and 1192 students achieved a Certificate IV qualification compared to 3654 and 1021 respectively in 2018.

Student achievement of a WACE

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

Students must demonstrate a minimum literacy and numeracy standard, achieve a minimum number of 'C grades' and complete a Certificate II or higher, if not enrolled in four or more ATAR courses.

In 2019, there were 24 097 Year 12 students who were eligible for the WACE. Of these students, 22 008 (91.3 per cent) achieved the WACE.

Table 22: Achievement of a WACE 2009–2019

WACE status/ Year	2009	2010	2011	2012	2013	2014*	2015	2016	2017	2018	2019
Number of WACE-eligible students	19 845	21 296	21 621	21 879	22 934	15 607	23 475	23 360	24 332	24 347	24 097
Number of WACE-eligible students who achieved a WACE	19 096	20 713	21 057	21 284	22 229	14 982	22 630	21 473	22 174	22 293	22 008
Percentage WACE-eligible students who achieved a WACE	96.2	97.3	97.4	97.0	96.9	96.0	96.4	91.9	91.1	91.6	91.3

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

Table 23 shows there were 733 Aboriginal and Torres Strait Islander students eligible for a WACE in 2019. Of these students, 511 (69.7 per cent) achieved a WACE.

Table 23: Achievement of a WACE by Aboriginal and Torres Strait Islander Students 2009–2019

WACE Status/ Year	2009	2010	2011	2012	2013	2014*	2015	2016	2017	2018	2019
Number of WACE-eligible students	367	460	469	437	600	402	617	565	661	687	733
Number of WACE-eligible students who achieved a WACE	328	422	432	407	558	372	553	417	459	494	511
Percentage WACE-eligible students who achieved a WACE	89.4	91.7	92.1	93.1	93.0	92.5	89.6	73.1	69.4	71.9	69.7

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

Special considerations

Schools that considered that any of their Year 12 students were disadvantaged with respect to meeting the WACE requirements were required to submit applications for special consideration. The study program of each such student was considered and a decision was made as to whether the student's failure to meet the WACE requirements was due to the administration of the WACE rules by schools.

The WACE Requirements Special Considerations Committee met in mid-November to consider 18 applications from ten schools. The committee approved 13 applications, which meant that these students were granted a WACE, despite not meeting all the requirements to achieve the WACE. Five applications were not approved.

The VET WACE Special Considerations Committee considers and assesses applications for special consideration where Year 12 students have been disadvantaged due to issues with registered training organisations (RTOs). In 2019, four schools applied for VET WACE special considerations on behalf of four students. All applications were approved by the committee following a meeting held in mid-November.

Exhibitions and awards

A total of 4125 exhibitions and awards were granted to 4083 students, with some students receiving multiple exhibitions and awards.

The Minister for Education and Training announced the recipients of the Beazley Medals at Government House on Friday, 20 December 2019. The full list of award winners was published on

the Authority website that same day and in *The West Australian* newspaper on Saturday, 21 December 2019.

Eighty-six award recipients were invited to be presented with their awards at a ceremony held at Government House Ballroom on Wednesday, 19 February 2020. The five Western Australian universities jointly sponsored the Beazley Medal: WACE. AustralianSuper sponsored the Beazley Medal: VET.

Online Literacy and Numeracy Assessment (OLNA)

As part of the WACE reforms introduced for students achieving a WACE from 2016, students need to demonstrate a minimum standard in literacy and numeracy to achieve a WACE. This standard, based on Level 3 of the *Australian Core Skills Framework*, is regarded as essential for students to meet the demands of everyday life and work in a knowledge-based economy.

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

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

Schools use the OLNA results to:

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

Implementation of the OLNA

Students from Years 10 to 12 who had not demonstrated the minimum standard in reading, writing and/or numeracy were required to sit the OLNA. The OLNA was administered twice during the reporting period, in September 2019 and March 2020.

Schools were provided with a four-week window in both rounds in which to schedule Year 10, Year 11 and Year 12 students who had either not pre-qualified through Year 9 NAPLAN or had not met the standard through previously completing the OLNA to sit the relevant OLNA component.

Approximately 11 200 numeracy assessments, 9000 reading assessments and 10 600 writing assessments were completed by students during the September 2019 round. Approximately 19 200 numeracy assessments, 18 300 reading assessments and 23 400 writing assessments were completed by students during the March 2020 round.

Cumulatively, this meant that in the two testing periods (September and March) approximately 91 700 assessments were undertaken. Support was provided to schools through the Authority's regular communications with schools advising about test logistic requirements, deadlines and technical matters. During the test windows, the Authority's OLNA helpdesk assisted schools to overcome any technical issues. The Authority recorded 135 breaches of the OLNA rules. This

consisted of 42 breaches in September 2019 and 93 in March 2020, representing 0.1 per cent of all OLNA assessments undertaken by students.

Student performance in the OLNA

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

- Category 1 – students who have not demonstrated the standard. These students have been identified as at risk of not demonstrating some of these skills and require specific learning interventions to enable the student to demonstrate the required standard.
- Category 2 – students who have not yet demonstrated the standard. These students should be monitored and, where necessary, be provided with specific learning interventions to enable the student to demonstrate the required standard.
- Category 3 – students who have demonstrated the standard, either through the OLNA or through their performance in NAPLAN Year 9.

National Assessment Program – Literacy and Numeracy (NAPLAN)

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

This assessment, undertaken annually since 2008, by students throughout Australia in Years 3, 5, 7 and 9, provides an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands. NAPLAN results are reported one year behind in this annual report due to the timing of the release of results.

In March of 2020, the NAPLAN assessment scheduled to be administered in May 2020 was cancelled by the State and Territory Education Ministers due to the impact on schools of COVID-19. Schools will be provided with an additional OLNA sitting in 2020 for Year 9 students on an opt-in basis. In addition, this year, Year 9 students who achieved Band 8 or higher in the relevant Year 7 NAPLAN writing assessment will be considered to have met and prequalified for the writing standard.

In 2019, there were 134 351 students in Years 3, 5, 7 and 9 eligible for participation in NAPLAN. The following tables reflect the final participation status of these students for each test.

For the 2019 NAPLAN, individual student reports were provided to schools to distribute to parents from 9 September 2019.

Table 24: Participation Status of Eligible Students for 2019 NAPLAN Language Conventions Test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 039	95.4	1.2	2.4	2.2
Year 5	32 773	96.0	1.2	2.3	1.8
Year 7	32 577	95.2	1.2	4.2	0.6
Year 9	29 133	93.0	1.2	6.5	0.5
Total	127 522				

*Includes students who sat the test and those who were exempt. (Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

Table 25: Participation Status of Eligible Students for 2019 NAPLAN Numeracy Test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	32 877	94.9	1.2	3.0	2.1
Year 5	32 598	95.4	1.2	2.8	1.7
Year 7	32 352	94.5	1.2	4.9	0.6
Year 9	28 958	92.5	1.2	7.0	0.5
Total	126 785				

*Includes students who sat the test and those who were exempt. (Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

Table 26: Participation Status of Eligible Students for 2019 NAPLAN Reading Test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 270	96.0	1.2	1.8	2.2
Year 5	33 001	96.6	1.2	1.6	1.8
Year 7	32 887	96.1	1.2	3.3	0.6
Year 9	29 545	94.3	1.2	5.2	0.5
Total	128 703				

*Includes students who sat the test and those who were exempt. (Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

Table 27: Participation Status of Eligible Students for 2019 NAPLAN Writing Test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	32 909	95.0	1.2	2.8	2.2
Year 5	32 926	96.4	1.2	1.8	1.8
Year 7	32 932	96.2	1.2	3.2	0.6
Year 9	29 656	94.7	1.2	4.8	0.5
Total	128 423				

*Includes students who sat the test and those who were exempt. (Note: due to rounding, the percentage figures in the Participated, Absent and Withdrawn columns do not add up to exactly 100 in some rows.)

Strategic priority 3: Communication, engagement and partnerships

Communication

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

Web presence

The Authority websites are critical to dissemination of information and communication with key stakeholders, including teachers, school administrators, secondary school students and parents. Improvements in the Authority's digital culture continue to be made to support the daily operations and service delivery through online tools. Initiatives to improve digital services included:

- continued implementation of a web content management system
- delivery of training to enable engagement with stakeholders in an online environment
- ongoing efficiencies in the way content is published online within the Authority
- use of Cisco Webex events as a means of communicating directly with groups of stakeholders, particularly school leaders and teachers in regional, rural and remote locations
- ongoing use of social media as a means of communicating information and developing relationships with stakeholder groups
- development of a curriculum and assessment advice page relating to COVID-19
- web content management.

Webinars

Communication with teachers in rural, remote and international locations was supported through webinars using the Cisco Webex platform, which has been useful given the impact of COVID-19. Training and information sessions provided via video conference offered an alternative to school visits during the pandemic. Webinars also allowed Authority staff to provide timely feedback and advice to schools and teachers.

Social media

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

- maintaining a Facebook presence through a page dedicated to teachers and a page focusing on information for students in Years 10–12 who are working towards a WACE, their parents and the community
- continuing to use the Authority's Twitter account in Semester 2, 2019 (the account was closed in Semester 1, 2020)
- linking social media content to core business activities, key dates and publication of materials
- continuing a blog for students and parents, teachers and the community
- refining the Authority's social media policy and procedures.

Publications

The Authority's approach to publishing has continued to focus on reader engagement and increased accessibility. Key publications of 2019–20 include the:

- *WACE Manual 2020*
- *Year 12 Information Handbook 2019 Part II* (July 2019)
- *Year 12 Information Handbook 2020 Part I* (March 2020)
- *Year 10 Information Handbook 2020*

- *Externally Set Task Handbook 2020*
- Judging Standards materials (achievement standards, assessment pointers, annotated work samples) for Pre-primary to Year 6
- Achievement Standards, assessment pointers, and annotated work samples for Years 7 to 10 Languages
- 2020 School Leader Briefings slides
- Activities Schedule and Term Planner
- *Data Procedures Manual*
- *Student Registration Procedures Manual (Primary)*.

Regular *Kto10* and *11to12* circulars were published online to ensure subscribers were kept informed of the latest information about school curriculum and assessment, standards and certification of student achievement in Western Australia.

The majority of the Authority's publications were created, stored and managed digitally.

Queries

Stakeholders are encouraged to send queries to the Authority through info@scsa.wa.edu.au and 2689 queries were responded to in the reporting period. This compares to 2623 queries during 2018–19.

Student Records Management System (SRMS)

To meet its legislative functions, the Authority commenced the development of the Student Records Management System (SRMS) during 2018–19. After full implementation, the SRMS will manage K–12 student records and improve the Authority's service delivery to schools and students. The SRMS will use the current Student Information Records System (SIRS) data for schools, including student registrations, course enrolments and achievements and will retain the functions and reporting currently provided to schools through SIRS.

The development phase of the SRMS is nearing completion and user acceptance testing (UAT), piloting and deployment phases are being staged to fit in with schools to ensure schools have the necessary lead-in time, training and support, and to reduce the impact on school operations as each phase is implemented.

During 2019–20, several components of the SRMS were released as pilots, including the Dashboard, online application procedures for EAL/D and ATAR course examination development modules. After successfully piloting the online application procedures for EAL/D, they were deployed and are now available online to students. Other components of the SRMS, such as online languages applications, Year 11 equivalent studies applications and P–10 achievements (grade and grade descriptor) collection, will be piloted during 2020–21.

The SRMS student portal was accessed by the 2019 Year 12 students who were able to check their personal information, course enrolment details and examination timetables, and at the end of the year access their WACE and WASSA certificates. The final year for printing and mailing WACE and WASSA certificates to students was 2019. From 2020 onwards, only electronic copies of the certificates will be made available via the student portal. A facility to authenticate electronic copies of the WACE is available to universities, TAFEs, employers and training organisations.

The SRMS Dashboard is an interactive monitoring tool which showcases the live status of the registrations, offerings, enrolments and achievements that the school has uploaded. Using the Dashboard, schools can monitor their data uploads and have the capacity to further interrogate

specific information relating to an individual student. The Dashboard was piloted with 25 schools and it is planned to pilot it with more secondary schools later in 2020. Full implementation for all schools is planned for 2021.

The first stage of UAT for the P–10 achievements collection components of the SRMS has been completed. Ongoing work is being conducted in collaboration with the Department of Education and Catholic Education Western Australia to investigate if their individual databases would enable the SRMS to extract and transfer records directly. A selection of Independent schools will be invited to participate in a student record upload trial in Terms 3 and 4 in 2020. Full implementation of this component is planned for December 2021.

The Music Editor module was developed for Examination Logistics staff to prepare the Music practical examination timetable. In July 2019, the UAT was completed in time for the Music Editor to be used to compile the timetable for the 2019 Music practical examination in parallel with the traditional procedure. This trial implementation was successful, confirming the module ready for use from 2020 onwards.

Disruptions resulting from COVID-19 have significantly impacted on the SRMS project causing delays in the piloting and deployment of the SRMS components. A revised implementation timeline will ensure that the SRMS will continue to be deployed in a timely manner with minimal impact on school operations.

Engagement and Partnerships

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

Stakeholder consultation

Stakeholders the Authority regularly consulted included: the Department of Education, Association of Independent Schools of Western Australia, Catholic Education Western Australia, Department of Training and Workforce Development, universities, the Western Australian Council of State School Organisations and Catholic School Parents Western Australia.

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

Additionally, the Authority undertook consultation on options to achieve a WACE, the Regulations to support the 2017 amendments to the *School Curriculum and Standards Authority Act 1997*, and the parent and student websites.

The key effectiveness indicators of the Authority's performance in providing curriculum development and evaluation support for Western Australian schools measured stakeholder engagement with, and acceptance of:

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

Details of the Authority's Key Effectiveness Indicators relating to communication, consultation and collaboration can be found in the *Performance Management Framework* section of this report.

Support

A range of briefings and support were offered to stakeholders, in particular teachers, school administrators and school support staff.

2020 STUDENT INFORMATION RECORDS SYSTEM (SIRS) TRAINING

On 16 January, 2020 an *Introduction to SIRS* training was provided via WebEx to the following five international schools yet to commence delivery:

- Hohhot Number 14 Middle School – China
- Western Australian International School System – Vietnam
- international agent for Chayong Bilingual School, Tianfu College of SWUFE and Shanghai Jian Qiao University – China.

2020 SCHOOL LEADER BRIEFINGS

The Executive Director – SCS and executive team delivered nine key messages briefings about the *Western Australian Curriculum and Assessment Outline* for Years 7–10 and the WACE 2020 to 167 school leaders across Western Australia.

The senior secondary briefings were affected by the impacts of COVID-19 in Semester 1, 2020. As a result, the four metropolitan briefings and one regional briefing in Kalgoorlie (five briefings in total) were cancelled.

Senior officers conducted video conferences to communicate with Principals during the period of time schools were delivering teaching and learning in alternative modes as a result of COVID-19.

TEACHER SEMINARS AND WORKSHOPS

Small Group Moderation Seminars

In 2020, the Authority provided two face-to-face seminars and one online seminar through the WebEx platform during Term 1 to assist senior secondary teachers delivering Year 12 ATAR courses that require their school to take part in the small group moderation process.

The face-to-face seminars were attended by 26 teachers and the online seminar was attended by 17 teachers, with representation from across the education systems/sector.

Meeting WACE requirements in 2020

In 2020 the Authority conducted 14 face-to-face seminars attended by 186 teachers, and two online seminars via WebEx with 50 teachers participating, with representation from across the education systems/sector. The seminars were provided for:

- schools that are offering a course for the first time in 2020
- schools that are reintroducing a course
- teachers delivering one or more WACE courses for the first time in 2020 (e.g. graduate teachers, teachers who have not previously taught Year 11 or 12, teachers whose past experience has been interstate or overseas)
- new school leaders to assist schools in meeting the WACE requirements in 2020.

Specific seminars were held for Humanities and Social Sciences courses, Health and Physical Education courses, Technologies courses, Interstate Languages courses, Languages courses, English courses, Arts courses, Mathematics courses, Science courses (including Aviation and Psychology) and Agriculture courses, the Workplace learning endorsed program and Authority-developed endorsed programs, and Foundation courses.

The Authority also provided two generic online seminars to assist teachers in regional, remote schools and international schools in meeting WACE requirements in 2020.

Improving student performance workshops

The Authority planned to provide a range of improving student performance workshops in Semester 1, 2020 to support participants to develop their understandings of syllabus content, course standards and assessment task design. However, due to the impact of COVID 19, only two workshops were delivered, with twenty participants between the two. The remainder were cancelled.

External committees (non-statutory)

In 2019–20, the Board convened several external committees to ensure responsiveness to the needs of its key stakeholders.

Figure 4: External Committees



Curriculum advisory committees (CACs)

In 2019–20, the Authority held 119 CAC meetings encompassing the K–Year 2 CAC (Early Childhood), Years 3–6 CAC (Middle Childhood), Years 7–10 CACs (Early Adolescence) and Years 11 and 12 CACs (Late Adolescence).

A significant aspect of the Years 11 and 12 committees' work has been the commencement of syllabus review for identified senior school courses, while the K–Year 10 committees commenced a review of the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*.

The committees provide the Board with expert advice from practising teachers representing each education systems/sector, representatives from education systems/sector offices and professional associations and, as appropriate, representatives from universities, the training sector, industry and/or the community.

Importantly, the CACs cover each phase of learning:

- Early Childhood (Kindergarten–Year 2): one committee provides advice on the Western Australian curriculum (Kindergarten–Year 2), including the *Kindergarten Curriculum Guidelines* and the *Early Years Learning Framework*
- Middle to Late Childhood (Years 3–6): one committee provides advice on the Western Australian Curriculum (Years 3–6)
- Early and Middle Adolescence (Years 7–10): eight committees provide advice on each of the eight learning areas – English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies and The Arts

- Late Adolescence and Early Adulthood (Years 11 and 12): these committees provide advice on senior school courses and programs.

These committees are responsible for providing expert advice to the Authority on a range of matters, including, but not limited to:

- the Western Australian curriculum Kindergarten to Year 12
- the Principles of Teaching, Learning and Assessment
- the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- external assessments (NAPLAN, OLNA, ESTs and ATAR course examinations)
- assessment and moderation – Pre-primary to Year 2, Years 3 to 6, Years 7 to 10, Years 11 and 12
- the WACE syllabus requirements
- the Australian Curriculum
- trends and emerging issues pertaining to Kindergarten to Year 12 curriculum and assessment.

The committee meetings held in the first half of 2020 were affected by the impacts of COVID-19 with many meetings being postponed or held via WebEx.

SECTION 3 SIGNIFICANT ISSUES IMPACTING THE AGENCY



Novel Coronavirus (COVID-19)

The ongoing impacts of COVID-19 are unknown, but the Authority is aware that along with immediate health, social and economic impacts there are likely to be long-term effects. The health and wellbeing of students and their teachers will continue to be a focus of the Authority.

The National Assessment Program – Literacy and Numeracy (NAPLAN) Online

The transition of the NAPLAN assessments from a paper-based mode of delivery to online delivery commenced in May 2018 with 272 volunteer Western Australian schools from across the education systems/sector successfully participating in the first NAPLAN Online assessments.

In May 2019, 920 schools in Western Australia (approximately 88 per cent) participated in NAPLAN Online, with the vast majority of Government and Catholic schools, and some independent non-government schools making the transition.

The cancellation of 2020 NAPLAN and many of the 2021 NAPLAN Online readiness activities, due to COVID-19, has led to a further extension to the timeframe for the transition of all schools to NAPLAN Online from 2021 to 2022. In Western Australia, it is likely that the 19 schools that nominated to start online testing in 2020 will now do so in 2021 and the remaining 101 schools in 2022.

As the Test Administration Authority for Western Australia, the Authority is responsible for the implementation of the transition to NAPLAN Online. The Authority continues to work closely with the Cross Sectoral Online Assessment Working Party representatives to ensure that Western Australian schools and students are well prepared for and supported through the transition period.

Delivery of Western Australian curriculum to offshore international schools

The Authority has a rich tradition of providing world-class curriculum programs to offshore international schools. It has licensed international schools to deliver its curriculum programs overseas for more than 33 years. To support growing overseas interest and to support the State Government's *International Education Strategy 2018-2025* the Authority commenced an expansion of its Kindergarten to Year 12 international education program.

Through the Authority's curriculum and support provided to international schools, overseas students are able to access a range of desired post-school study and work options. The Authority continues to collaborate with the Department of Jobs, Science, Tourism and Innovation (JTSI), StudyPerth, universities and other key stakeholders to continue to grow the international education industry in Western Australia to deliver world-class education to overseas students.

School Curriculum and Standards Authority Act 1997

The amendments to the *School Curriculum and Standards Authority Act 1997* arise from a 2016 review. The amendment enables the Authority to conduct, promote or participate in research involving students. The Authority has worked with the Parliamentary Counsel's Office to draft regulations to support the implementation of the Amendments. The drafting process has included consultation with a range of stakeholders, including representatives from:

- each Western Australian university
- parent organisations
- research bodies
- State Government agencies and departments.

The Regulations will be made in accordance with the Government legislative processes.

SECTION 4 DISCLOSURES AND LEGAL COMPLIANCE



FINANCIAL STATEMENTS

Certification of Financial Statements

For the reporting period ended 30 June 2020

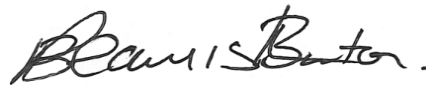
The accompanying financial statements of the School Curriculum and Standards Authority have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the reporting period ended 30 June 2020 and the financial position as at 30 June 2020.

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



**EMERITUS PROFESSOR PATRICK GARNETT
CHAIR**

18 September 2020



**PHILIPPA BEAMISH BURTON
ACTING CHIEF FINANCE OFFICER**

18 September 2020

FINANCIALS AND PERFORMANCE



Auditor General

INDEPENDENT AUDITOR'S REPORT**To the Parliament of Western Australia****SCHOOL CURRICULUM AND STANDARDS AUTHORITY****Report on the financial statements*****Opinion***

I have audited the financial statements of the School Curriculum and Standards Authority which comprise the Statement of Financial Position as at 30 June 2020, the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows and Summary of Consolidated Account Appropriations for the year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the School Curriculum and Standards Authority for the year ended 30 June 2020 and the financial position at the end of that period. They are in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for opinion

I conducted my audit in accordance with the Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor's Responsibility for the Audit of the Financial Statements section of my report. I am independent of the Authority in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial statements. I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibility of the Board for the financial statements

The Board is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions, and for such internal control as the Board determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Western Australian Government has made policy or funding decisions affecting the continued existence of the Authority.

Auditor's responsibility for the audit of the financial statements

As required by the *Auditor General Act 2006*, my responsibility is to express an opinion on the financial statements. The objectives of my audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

A further description of my responsibilities for the audit of the financial statements is located on the Auditing and Assurance Standards Board website at https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf. This description forms part of my auditor's report.

Report on controls

Opinion

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by the School Curriculum and Standards Authority. The controls exercised by the Authority are those policies and procedures established by the Board to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions (the overall control objectives).

My opinion has been formed on the basis of the matters outlined in this report.

In my opinion, in all material respects, the controls exercised by the School Curriculum and Standards Authority are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2020.

The Board's responsibilities

The Board is responsible for designing, implementing and maintaining controls to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities are in accordance with the *Financial Management Act 2006*, the Treasurer's Instructions and other relevant written law.

Auditor General's responsibilities

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the suitability of the design of the controls to achieve the overall control objectives and the implementation of the controls as designed. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3150 *Assurance Engagements on Controls* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements and plan and perform my procedures to obtain reasonable assurance about whether, in all material respects, the controls are suitably designed to achieve the overall control objectives and were implemented as designed.

An assurance engagement to report on the design and implementation of controls involves performing procedures to obtain evidence about the suitability of the design of controls to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including the assessment of the risks that controls are not suitably designed or implemented as designed. My procedures included testing the implementation of those controls that I consider necessary to achieve the overall control objectives.

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

Limitations of controls

Because of the inherent limitations of any internal control structure, it is possible that, even if the controls are suitably designed and implemented as designed, once the controls are in operation, the overall control objectives may not be achieved so that fraud, error, or non-compliance with laws and regulations may occur and not be detected. Any projection of the outcome of the evaluation of the suitability of the design of controls to future periods is subject to the risk that the controls may become unsuitable because of changes in conditions.

Report on the key performance indicators

Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2020. The key performance indicators are the Under Treasurer-approved key effectiveness indicators and key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of the School Curriculum and Standards Authority are relevant and appropriate to assist users to assess the Authority's performance and fairly represent indicated performance for the year ended 30 June 2020.

Matter of Significance

The Authority received an exemption from the Under Treasurer from reporting the following key efficiency indicator in its annual report for the year ended 30 June 2020:

- Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)

The exemption was approved due to NAPLAN not proceeding in 2019-20 due to the impact of the COVID-19 pandemic. My opinion is not modified in respect of this matter.

The Board's responsibility for the key performance indicators

The Board is responsible for the preparation and fair presentation of the key performance indicators in accordance with the *Financial Management Act 2006* and the Treasurer's Instructions and for such internal control as the Board determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

In preparing the key performance indicators, the Board is responsible for identifying key performance indicators that are relevant and appropriate, having regard to their purpose in accordance with Treasurer's Instruction 904 *Key Performance Indicators*.

Auditor General's responsibility

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the key performance indicators. The objectives of my engagement are to obtain reasonable assurance about whether the key performance indicators are relevant and appropriate to assist users to assess the entity's performance and whether the key performance indicators are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements relating to assurance engagements.

An assurance engagement involves performing procedures to obtain evidence about the amounts and disclosures in the key performance indicators. It also involves evaluating the relevance and appropriateness of the key performance indicators against the criteria and guidance in Treasurer's Instruction 904 for measuring the extent of outcome achievement and the efficiency of service delivery. The procedures selected depend on my judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments I obtain an understanding of internal control relevant to the engagement in order to design procedures that are appropriate in the circumstances.

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

My independence and quality control relating to the reports on controls and key performance indicators

I have complied with the independence requirements of the *Auditor General Act 2006* and the relevant ethical requirements relating to assurance engagements. In accordance with ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other Financial Information, and Other Assurance Engagements*, the Office of the Auditor General maintains a comprehensive system of quality control including documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

Matters relating to the electronic publication of the audited financial statements and key performance indicators

This auditor's report relates to the financial statements and key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2020 included on the Authority's website. The Authority's management is responsible for the integrity of the Authority's website. This audit does not provide assurance on the integrity of the Authority's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version of the financial statements and key performance indicators.



DON CUNNINGHAME
ASSISTANT AUDITOR GENERAL FINANCIAL AUDIT
Delegate of the Auditor General for Western Australia
Perth, Western Australia
18 September 2020

Statement of Comprehensive Income

For the year ended 30 June 2020

	Note	2019–20 \$'000	2018–19 \$'000
COST OF SERVICES			
Expenses			
Employee benefits expense	2.1	20,177	17,696
Supplies and services	2.2	14,219	16,393
Depreciation and amortisation expense	4.1.1, 4.2.1	436	302
Other expenses	2.2	1	3
Total cost of services		34,833	34,394
Income			
Revenue			
User contributions, charges and fees	3.2	1,177	1,247
Grants and contributions	3.3	51	50
Recoveries for national testing	3.4	1,567	1,553
Other revenue	3.5	69	98
Total revenue		2,864	2,948
Total income other than income from State Government		2,864	2,948
NET COST OF SERVICES			
		31,969	31,446
Income from State Government			
Service appropriation	3.1	1,004	-
Grants from State Government Agencies		250	250
Services received free of charge		30,948	30,475
Total income from State Government		32,202	30,725
SURPLUS/(DEFICIT) FOR THE PERIOD		233	(721)
OTHER COMPREHENSIVE INCOME			
		-	-
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD		233	(721)

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

Statement of Financial Position

As at 30 June 2020

	Note	2019–20 \$'000	2018–19 \$'000
ASSETS			
Current Assets			
Cash and cash equivalents	6.1	4,763	1,629
Receivables	5.1	19	254
Total Current Assets		4,782	1,883
Non-Current Assets			
Amounts receivable for services	5.2	1,004	-
Property, plant and equipment	4.1	1,016	1,311
Intangible assets	4.2	848	1,194
Total Non-Current Assets		2,868	2,505
TOTAL ASSETS		7,650	4,388
LIABILITIES			
Current Liabilities			
Payables	5.3	3,032	3
Total Current Liabilities		3,032	3
NET ASSETS		4,618	4,385
EQUITY			
Contributed equity	8.8	4,428	4,428
Accumulated surplus/(deficit)		190	(43)
TOTAL EQUITY		4,618	4,385

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

Statement of Changes in Equity

For the year ended 30 June 2020

	Note	Contributed equity \$'000	Accumulated surplus/(deficit) \$'000	Total equity \$'000
Balance at 1 July 2018	8.8	4,428	679	5,107
Changes in accounting policy and prior period errors ^(a)		-	(1)	(1)
Restated Balance at 1 July 2019		4,428	678	5,106
Surplus/(deficit)		-	(721)	(721)
Total comprehensive income for the period		-	(721)	(721)
Balance at 30 June 2019		4,428	(43)	4,385
Balance at 1 July 2019	8.8	4,428	(43)	4,385
Surplus/(deficit)		-	233	233
Total comprehensive income for the period		-	233	233
Balance at 30 June 2020		4,428	190	4,618

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

(a) Initial application of AASB 9 Financial Instruments

Statement of Cash Flows

For the year ended 30 June 2020

	Note	2019–20 \$'000	2018–19 \$'000
CASH FLOWS FROM STATE GOVERNMENT			
Grants from State Government Agencies		500	41
Net cash provided by State Government		500	41
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employees benefits		(13)	(7)
Supplies and services		(213)	(8,093)
GST payments on purchases		(4)	(1)
GST payment to taxation authority		(209)	(420)
Receipts			
User contribution, charges and fees		1,177	1,247
Grants and contributions		51	51
Recoveries for National testing		1,567	1,553
GST receipts on sales		224	214
Other receipts		54	431
Net cash provided by/(used in) operating activities		2,634	(5,025)
Net increase/(decrease) in cash and cash equivalents		3,134	(4,984)
Cash and cash equivalents at the beginning of the period		1,629	6,613
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	6.1	4,763	1,629

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

Summary of Consolidated Account Appropriations

For the year ended 30 June 2020

	2019–20 Budget Estimate \$'000	2019–20 Supplementary Funding \$'000	2019–20 Revised Budget \$'000	2019–20 Actual \$'000	2019–20 Variance \$'000
DELIVERY OF SERVICES	-	-	-	-	-
Net amount appropriated to deliver services	-	-	-	-	-
Total appropriations provided to deliver services	-	-	-	-	-

No supplementary income from the Department of Treasury was received by the Authority.

Notes to the Financial Statements

For the year ended 30 June 2020

NOTE 1. BASIS OF PREPARATION

The School Curriculum and Standards Authority (the Authority) is a WA Government entity and is controlled by the State of Western Australia, which is the ultimate parent. The entity is a not-for-profit entity (as profit is not its principal objective).

A description of the nature of its operations and its principal activities have been included in the 'Overview' which does not form part of these financial statements.

These annual financial statements were authorised for issue by the Accountable Authority of the entity on 18 September 2020.

Statement of compliance

These general purpose financial statements have been prepared in accordance with:

1. The *Financial Management Act 2006 (FMA)*
2. The Treasurer's Instructions (the Instructions or TI)
3. Australian Accounting Standards (AAS) – Reduced Disclosure Requirements
4. Where appropriate, those AAS paragraphs applicable for not-for-profit entities have been applied.

In accordance with the AAS the Authority, in 2019–20, has moved to the Reduced Disclosure Requirements reporting format. This has removed some of the comparative information and has reduced the overall reporting requirements for the Authority.

The *Financial Management Act 2006* and the Treasurer's Instructions (the Instructions) take precedence over AAS. Several AAS are modified by the Instructions to vary application, disclosure format and wording. Where modification is required and has had a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

Reporting entity

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

Since 1 July 2017, the Authority's functions have been supported by the Department of Education (the Department). The Department directorates provide financial services, information and communications technology services (except where these services relate directly to the performance of the functions of the Authority), human resources services, media, marketing and communications services, and other corporate services. The operational expenditure of the Authority is paid by the Department and the revenue equivalent is reported as a service received free of charge (non cash) by the Authority. The expenditure incurred by the Department is reported by the Authority at the individual line item level e.g.: employee benefits expense.

The Authority also incurs revenue and expenditure directly (i.e. not through the Department) and this is reported by the Authority at individual line item e.g.: revenue: Fees, Recoveries for National Testing and for expenditure: depreciation expense (non cash). Due to the Authority directly receiving revenue and incurring expenditure there will be a difference between the Department's financial statement's reporting by Service for the Authority and what is reported in the Authority's financial statements.

Basis of preparation

These financial statements are presented in Australian dollars applying the accrual basis of accounting and using the historical cost convention.

Certain balances will apply a different measurement basis (such as the fair value basis). Where this is the case the different measurement basis is disclosed in the associated note. All values are rounded to the nearest thousand dollars (\$'000).

Comparative figures

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

Judgements and estimates

Judgements, estimates and assumptions are required to be made about financial information being presented. The significant judgements and estimates made in the preparation of these financial statements are disclosed in the notes where amounts affected by those judgements and/or estimates are disclosed. Estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances.

Significant judgements and estimates have been made to meet the requirements of the new standards AASB 15 and AASB 1058.

AASB 15:

Key judgements include determining the timing of revenue from contracts with customers in terms of timing of satisfaction of performance obligations and determining the transaction price and the amounts allocated to performance obligations.

Estimation uncertainty include determining the transaction prices (estimating variable consideration and measuring non-cash considerations), allocating the transaction price, including estimating stand-alone selling prices and allocating discounts and variable consideration.

AASB 1058:

Key judgements include determining the timing in the satisfaction of obligations and judgements used in determining whether funds are restricted.

Refer to Note 8.2 for the impact of the initial adoption and the practical expedients applied in the initial recognition.

Contributed equity

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

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

NOTE 2. USE OF OUR FUNDING**Expenses incurred in the delivery of services**

This section provides additional information about how the Authority's funding is applied and the accounting policies that are relevant for an understanding of the items recognised in the financial statements. The primary expenses incurred by the Authority in achieving its objectives and the relevant notes are:

	Note	2019–20 \$'000	2018–19 \$'000
Employee benefits expenses ^(a)	2.1	20,177	17,696
Other expenses	2.2	14,220	16,396

- (a) From 1 July 2017 the staff of the Authority became employees of the Department of Education (Department). The employee benefits expenses were provided as a resource received free of charge (Note 3.1) from the Department. The Authority's Board sitting fees and superannuation were paid directly by the Authority.

2.1 EMPLOYEE BENEFITS EXPENSE

	2019–20 \$'000	2018–19 \$'000
Wages and salaries ^(a)	18,389	16,480
Superannuation ^(b)	1,788	1,216
Total employee benefits expense	20,177	17,696
Add: AASB 16 Non-monetary benefits	1	-
Less: Employee contributions	-	-
Net employee benefits	20,178	17,696

- (a) Includes the value of fringe benefits to employees plus the fringe benefits tax component, leave entitlements including superannuation contribution component.
- (b) Defined contribution plans include West State (WSS), Gold State (GSS) and Government Employees Superannuation Board (GESB) and other eligible funds.

Employment on-costs expenses, such as workers' compensation insurance are included in Note 2.2 'Other Expenses'.

Wages and salaries

Employee expenses include all costs related to employment including wages and salaries, fringe benefits tax, leave entitlements, termination payments and WorkCover premiums.

Superannuation

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

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

The Authority does not recognise any defined benefit liabilities because it has no legal or constructive obligation to pay future benefits relating to its employees. The Liabilities for the unfunded Pension Scheme and the unfunded GSS transfer benefits attributable to members who

transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS obligations are funded by concurrent contributions made by the Authority to the GESB.

The GESB and other fund providers administer public sector superannuation arrangements in Western Australia in accordance with legislative requirements. Eligibility criteria for membership in particular schemes for public sector employees vary according to commencement and implementation dates.

2.2 OTHER EXPENSES

	2019–20 \$'000	2018–19 \$'000
Supplies and services		
Communication services	276	216
Consumables	415	409
Consumables - Utilities	47	47
Equipment purchases (\$4 999 and below)	125	137
Insurance	272	204
Repairs and maintenance	147	166
Service and contracts	8,466	10,767
Services and contracts - property	2,878	2,533
Staff-related expense	40	39
Travel	251	314
Other	1,302	1,561
Total supplies and services expenses	14,219	16,393
Other expenditures		
Expected credit losses expense	1	3
Total other expenditures	1	3
Total other expenses	14,220	16,396

Supplies and services

Supplies and services are recognised as an expense in the reporting period in which they are incurred. The carrying amounts of any materials held for distribution are expensed when the materials are distributed.

Repairs and maintenance

Repairs, maintenance and cleaning costs are recognised as expenses as incurred, except where they relate to the replacement of a significant component of an asset. In that case, the costs are capitalised and depreciated.

Other

Other operating expenses generally represent the day-to-day running costs incurred in normal operations.

NOTE 3. OUR FUNDING SOURCES**How we obtain our funding**

This section provides additional information about how the Authority obtains its funding and the relevant accounting policy notes that govern the recognition and measurement of this funding. The primary income received by the Authority and the relevant notes are:

	Notes	2019–20 \$'000	2018–19 \$'000
Income from State Government	3.1	32,202	30,725
User contributions, charges and fees	3.2	1,177	1,247
Grants and contributions	3.3	51	50
Recoveries for National testing	3.4	1,567	1,553
Other revenue	3.5	69	98

3.1 INCOME FROM STATE GOVERNMENT

	2019–20 \$'000	2018–19 \$'000
<u>Appropriation received during the period (non cash):</u>		
Service appropriation – from the Department of Education ^(a)	1,004	-
	<u>1,004</u>	<u>-</u>
<u>Grants and subsidies received during the period:</u>		
State grants - recurrent ^(b)	250	250
	<u>250</u>	<u>250</u>
<u>Services received free of charge from other State government agencies during the period:</u>		
Department of Education ^(c)	30,935	30,463
Department of Finance	13	12
	<u>30,948</u>	<u>30,475</u>
	<u>32,202</u>	<u>30,725</u>

- (a) Service appropriations fund the net costs of services delivered. The receivables (holding account – Note 5.2) comprises the depreciation expense for the year.

Service Appropriations are recognised as income at the fair value of consideration received in the period in which the Authority gains control of the appropriated funds. The Authority gains control of appropriated funds at the time it is credited to the 'Amounts receivable for services' (holding account) held at the Department of Education.

- (b) State grants received were from the Department of Education for Board expenditure.
(c) Services received free of charge from the Department of Education are for the operational management of the Authority.

The application of AASB 15 and AASB 1058 from 1 July 2019 has had no impact on the treatment of income from State Government.

3.2 USER CONTRIBUTIONS, CHARGES AND FEES

	2019–20 \$'000	2018–19 \$'000
Fees from examination related services	421	435
Fees from overseas full fee paying students	756	812
Total Fees	1,177	1,247

Until 30 June 2019, revenue was recognised and measured at the fair value of consideration received or receivable.

From 1 July 2019, revenue is recognised at the transaction price when the Authority transfers control of services to customers. Revenue is recognised for the major activities as follows:

Contributions, charges and fees

Revenue is recognised when the agency transfers control of services to a customer for the amount to which the agency expects to be entitled. Under AASB 15, these are predominantly to be recognised at a point in time when performance obligations are satisfied.

3.3 GRANTS AND CONTRIBUTIONS

	2019–20 \$'000	2018–19 \$'000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	51	50
Total Grants and Contributions	51	50

3.4 RECOVERIES FOR NATIONAL TESTING

	2019–20 \$'000	2018–19 \$'000
Recovery for NAPLAN testing from non-government Western Australian system and sector	1,567	1,553
Total Recoveries for National Testing	1,567	1,553

3.5 OTHER REVENUE

	2019–20 \$'000	2018–19 \$'000
<u>Other</u>		
Other miscellaneous revenue	19	71
Sale of goods and services	50	27
Total Other Revenue	69	98

Other revenue

Other revenue is recognised in the accounting period in which the relevant performance obligations has been satisfied.

NOTE 4. KEY ASSETS**Assets the Authority utilises for economic benefit or service potential**

This section includes information regarding the key assets the Authority utilises to gain economic benefits or provide service potential. The section sets out both the key accounting policies and financial information about the performance of these assets:

	Notes	2019–20 \$'000	2018–19 \$'000
Property, plant and equipment	4.1	1,016	1,311
Intangibles	4.2	848	1,194
Total key assets		1,864	2,505

4.1 PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant and equipment at the beginning and end of the reporting period are set out in the tables below.

	Carrying amount at start of the period	Additions	Disposals	Transferred to land & buildings held for distribution to owner	Transferred from land & buildings held for distribution to owner	Transferred to/from works in progress	Revaluation	Impairment losses	Depreciation	Transfers/ Adjustments/ Write-offs	Carrying amount at the end of the period
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
2019–20											
Computers	48	-	-	-	-	-	-	-	(34)	-	14
Furniture and Fittings	1,263	-	-	-	-	-	-	-	(260)	(1)	1,002
Communication equipment ^(a)	-	-	-	-	-	-	-	-	-	-	-
Total	1,311	-	-	-	-	-	-	-	(294)	(1)	1,016

(a) Communication equipment is fully written down.

4.1 PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

Initial recognition

Items of property, plant and equipment, costing \$5,000 or more are measured initially at cost. Where an asset is acquired for no or nominal cost, the cost is valued at its fair value at the date of acquisition. Items of property, plant and equipment and infrastructure costing less than \$5,000 are immediately expensed direct to the Statement of Comprehensive Income (other than where they form part of a group of similar items which are significant in total).

Subsequent measurement

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

4.1.1 DEPRECIATION AND IMPAIRMENT

Charge for the period

	2019–20 \$'000	2018–19 \$'000
<u>Depreciation</u>		
Computers	34	16
Furniture and Fittings	260	261
Total depreciation for the period	294	277

As at 30 June 2020 there were no indications of impairment to property, plant and equipment.

All surplus assets at 30 June 2020 have either been classified as assets held for sale or have been written-off.

Refer to Note 4.2 for guidance in relation to the impairment assessment that has been performed for intangible assets.

Finite useful lives

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

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

Computers	4	Years
Communication equipment	3	Years
Other equipment and fittings	5-10	Years

Impairment

Non-financial assets, including items of plant and equipment, are tested for impairment whenever there is an indication that an asset may be impaired. 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 to be impaired and is written down to the recoverable amount and the impairment loss is recognised. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit or loss. As the Authority is a not-for-profit entity, the recoverable amount of regularly revalued specialised assets is anticipated to be materially the same as fair value.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling, or where there is significant change in

useful life. Each relevant class of asset is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of the asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

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

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

4.2 INTANGIBLE ASSETS

	2019–20 \$'000	2018–19 \$'000
<u>Computer software</u>		
At cost	5,445	4,941
Accumulated amortisation	(5,081)	(4,940)
	<u>364</u>	<u>1</u>
Work in progress - Intangible internally generated	484	1,193
	<u>484</u>	<u>1,193</u>
Total intangible assets	848	1,194
Reconciliations:		
<u>Computer software</u>		
Carrying amount at start of period	1	26
Transferred from works in progress	504	-
Amortisation expense	(141)	(25)
Carrying amount at end of period	<u>364</u>	<u>1</u>
Work in progress - Intangible internally generated	484	1,193
	<u>848</u>	<u>1,194</u>

Initial recognition

Acquisitions of intangible assets costing \$5,000 or more and internally generated intangible assets costing \$50,000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful lives. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

Intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

Software that is an integral part of the related hardware is recognised as property, plant and equipment. Software that is not an integral part of the related hardware is recognised as an intangible asset.

Subsequent measurement

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

4.2.1 AMORTISATION AND IMPAIRMENT

	2019-20 \$'000	2018-19 \$'000
<u>Amortisation</u>		
Intangible assets	142	25
Total amortisation for the period	142	25

As at 30 June 2020 there were no indications of impairment to intangible assets.

The Authority held no goodwill or intangible assets with an indefinite useful life during the reporting period. At the end of the reporting period there were no intangible assets not yet available for use.

Amortisation of finite life intangible assets is calculated on a straight line basis at rates that allocate the asset's value over its estimated useful life. All intangible assets controlled by the Authority have a finite useful life and zero residual value. Estimated useful lives are reviewed annually.

The estimated useful lives for each class of intangible asset are:

Software	3	Years
Student Information and Records	7-10	Years

Impairment

Intangible assets with finite useful lives are tested for impairment annually or when an indication of impairment is identified.

The policy in connection with testing for impairment is outlined in Note 4.1.1.

NOTE 5. OTHER ASSETS AND LIABILITIES

This section sets out those assets and liabilities that arose from the Authority's controlled operations and includes other assets utilised for economic benefits and liabilities incurred during normal operations:

	Notes	2019–20 \$'000	2018–19 \$'000
Receivables	5.1	19	254
Amounts receivable for services	5.2	1,004	-
Payables	5.3	(3,032)	(3)

5.1 RECEIVABLES

	2019–20 \$'000	2018–19 \$'000
<u>Current</u>		
Trade receivables	20	254
Allowance for impairment of trade receivables	(1)	-
Total current	19	254
Total receivables	19	254

Trade receivables are recognised and carried at original invoice amount less any allowance for uncollectible amounts (i.e. impairment). The carrying amount is equivalent to fair value as it is due for settlement within 30 days.

5.2 AMOUNTS RECEIVABLE FOR SERVICES

	2019–20 \$'000	2018–19 \$'000
Non-current	1,004	-
Balance at end of period	1,004	-

Amounts receivable for services represents the non-cash component of service appropriations received from the Department of Education (depreciation for 2019–20 (\$296,000), 2018–19 (\$302,000) and 2017–18 (\$406,000)).

Amounts receivable for services are not considered to be impaired (i.e. there is no expected credit loss of the holding accounts).

5.3 PAYABLES

	2019–20 \$'000	2018–19 '000
<u>Current</u>		
Trade and other payables	3	1
GST payable	14	2
Accrued expenses ^(a)	3,015	-
Total current	3,032	3
Balance at end of period	3,032	3

(a) An accrual for \$3,015,000 relating to an operational invoice.

Payables

Payables are recognised at the amounts payable when the Authority 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 settlement is generally within 30 days.

NOTE 6. FINANCING

This section sets out the material balances and disclosures associated with the financing and cash flows of the Authority.

	Notes
Cash and cash equivalents	6.1

6.1 CASH AND CASH EQUIVALENTS

	2019–20 \$'000	2018–19 \$'000
Operating bank account	4,763	1,629
Total cash and cash equivalents	4,763	1,629

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

NOTE 7. RISKS AND CONTINGENCIES

This section sets out the key risk management policies and measurements techniques of the Authority.

	Notes
Financial instruments	7.1
Contingent assets and liabilities	7.2

7.1 FINANCIAL INSTRUMENTS

The carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are as follows:

	2019–20 \$'000	2018–19 \$'000
<u>Financial Assets</u>		
Cash and cash equivalents	4,763	1,629
Receivables ^(a)	19	254
Total financial assets	4,782	1,883
<u>Financial Liabilities</u>		
Payables ^(b)	3,032	3
Total financial liabilities	3,032	3

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable), and in 2018–19, includes a \$250,000 receivable relating to a state grant.

(b) Includes an accrual for \$3,015,000 relating to an operational invoice.

7.2 CONTINGENT ASSETS AND LIABILITIES

Contingent assets and contingent liabilities are not recognised in the statement of financial position but are disclosed and, if quantifiable, are measured at the best estimate.

Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

There were no contingent assets and liabilities as at 30 June 2020 (30 June 2019: nil).

NOTE 8. OTHER DISCLOSURES

This section includes additional material disclosures required by accounting standards or other pronouncements for the understanding of this financial report.

	Notes
Events occurring after the end of the reporting period	8.1
Initial application of Australian Accounting Standards	8.2
Key management personnel	8.3
Related party transactions	8.4
Affiliated bodies	8.5
Remuneration of auditors	8.6
Services provided free of charge	8.7
Equity	8.8
Explanatory statement	8.9

8.1 EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

There have been no material events occurring after 30 June 2020.

8.2 INITIAL APPLICATION OF AUSTRALIAN ACCOUNTING STANDARDS**AASB 15 Revenue from Contracts with Customers and AASB 1058 Income of Not-for-Profit Entities**

AASB 15 *Revenue from Contracts with Customers* replaces AASB 118 *Revenue* and AASB 111 *Construction Contracts* for annual reporting periods on or after 1 January 2019. Under the new model, an entity shall recognise revenue when (or as) the entity satisfies a performance obligation by transferring a promised good or service to a customer and is based upon the transfer of control rather than transfer of risks and rewards.

AASB 15 focuses on providing sufficient information to the users of financial statements about the nature, amount, timing and uncertainty of revenue and cash flows arising from the contracts with customers. Revenue is recognised by applying the following five steps:

- Identifying contracts with customers
- Identifying separate performance obligations
- Determining the transaction price of the contract
- Allocating the transaction price to each of the performance obligations
- Recognising revenue as each performance obligation is satisfied.

Revenue is recognised either over time or at a point in time. Any distinct goods or services are separately identified and any discounts or rebates in the contract price are allocated to the separate elements.

In addition, income other than from contracts with customers are subject to AASB 1058 *Income of Not-for-Profit Entities*. Income recognition under AASB 1058 depends on whether such a transaction gives rise to liabilities or a contribution by owners related to an asset (such as cash or another asset) recognised by the Authority.

The Authority adopts the modified retrospective approach on transition to AASB 15 and AASB 1058. No comparative information is restated under this approach, and the agency recognises the cumulative effect of initially applying the Standard as an adjustment to the opening balance of accumulated surplus/(deficit) at the date of initial application (1 July 2019).

Under this transition method, the Authority elects not to apply the standards retrospectively to non-completed contracts at the date of initial application.

The adoption of AASB 15 and AASB 1058 had no material impact on the Authority.

8.3 KEY MANAGEMENT PERSONNEL

The Authority has determined that key management personnel include cabinet ministers and senior officers of the Authority. However, the Authority is not obligated to compensate Ministers and therefore disclosures in relation to Ministers' compensation may be found in the Annual Report on State Finances.

Total compensation (total fees, salaries, superannuation, non-monetary and other benefits) for senior officers of the Authority for the reporting period are presented within the following bands:

Compensation Band (\$)	2019–20	2018–19
\$300 001 - \$310 000	1	-
\$290 001 - \$300 000	-	1
\$220 001 - \$230 000	1	-
\$210 001 - \$220 000	-	1
\$200 001 - \$210 000	1	-
\$180 001 - \$190 000	-	1
\$40 001 - \$50 000	1	1
\$20 001 - \$30 000	8	6
\$10 001 - \$20 000	-	4 ^(a)
\$0 - \$10 000	2	2 ^{(a)(b)}
	\$'000	\$'000
Total compensation of senior officers	977	926

(a) Includes senior officers where period of service is less than 12 months.

(b) One senior officer left the Authority in early 2018–19.

8.4 RELATED PARTY TRANSACTIONS

The Authority is a wholly owned public sector entity that is controlled by the State of Western Australia.

Related parties of the Authority include:

- all cabinet ministers and their close family members, and their controlled or jointly controlled entities;
- all senior officers and their close family members, and their controlled or jointly controlled entities;
- other departments and statutory authorities, including related bodies, that are included in the whole of government consolidated financial statements (i.e. wholly-owned public sector entities);
- associates and joint ventures, that are included in the whole of government consolidated financial statements; and
- the Government Employees Superannuation Board (GESB).

Material transactions with other related parties

Outside of normal citizen type transactions with the Authority, there were no other related party transactions that involved key management personnel and/or their close family members and/or their controlled (or jointly controlled) entities.

8.5 AFFILIATED BODIES

The Authority had no affiliated bodies.

8.6 REMUNERATION OF AUDITORS

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

	2019–20 \$'000	2018–19 \$'000
Auditing the accounts, financial statements and key performance indicators	43	43

These amounts are due and payable in the next financial year.

The expenses for the 2019–20 audit of the financial statements is included in Note 2.2 'Other Expenses'.

8.7 SERVICES PROVIDED FREE OF CHARGE

During the period the following services were provided to other agencies free of charge for functions outside the normal operations of the Authority:

	2019–20 \$'000	2018–19 \$'000
Department of Training and Workforce Development	1	1
	1	1

8.8 EQUITY

	2019–20 \$'000	2018–19 \$'000
Contributed equity		
Balance at start of period	4,428	4,428
Total contributions by owners	4,428	4,428
Balance at end of period	4,428	4,428
Accumulated surplus		
Balance at start of the year	(43)	679
Changes in accounting policy and prior period errors ^(a)	-	(1)
Restated balance at start of the year	(43)	678
Result for the period	233	(721)
Balance at the end of the year	191	(43)
Total equity at end of the period	4,619	4,385

(a) 2018–19 - Initial application of AASB 9 Financial Instruments

8.9 EXPLANATORY STATEMENT

All variances between annual estimates (original budget) and actual results for 2020, and between the actual results for 2020 and 2019 are shown below. Narratives are provided for key major variances, which are greater than 10% and \$1 million for the Statements of Comprehensive Income, Cash Flows and the Statement of Financial Position.

8.9 EXPLANATORY STATEMENT (CONTINUED)

Statement of Comprehensive Income

	Estimate 2019–20 \$'000	Actual 2019–20 \$'000	Actual 2018–19 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
	\$'000	\$'000	\$'000	\$'000	%	Note	\$'000	%	Note
COST OF SERVICES									
<i>Expenses</i>									
Employee benefits expense	16,397	20,177	17,696	3,780	23%	1	2,481	14%	A
Supplies and services	14,258	14,219	16,393	(39)	0%		(2,174)	(13%)	B
Depreciation and amortisation expense	2,128	436	302	(1,692)	(80%)	2	134	44%	
Grants and awards	14	-	-	(14)	(100%)		-	0%	
Other expenses	641	1	3	(640)	(100%)		(2)	(67%)	
Total cost of services	33,438	34,833	34,394	1,395	4%		439	1%	
<i>Income</i>									
<i>Revenue</i>									
Fees	1,263	1,177	1,247	(86)	(7%)		(70)	(6%)	
Other revenue	46	69	98	23	50%		(29)	(30%)	
Grants and contributions	39	51	50	12	31%		1	2%	
Recoveries for National testing	1,643	1,567	1,553	(76)	(5%)		14	1%	
Total Revenue	2,991	2,864	2,948	(127)	(4%)		(84)	(3%)	
Total income other than income from State Government	2,991	2,864	2,948	(127)	(4%)		(84)	(3%)	
NET COST OF SERVICES	30,447	31,969	31,446	1,522	5%		523	2%	
<i>Income from State Government</i>									
Service Appropriation	-	1,004	-	1,004	100%	3	1,004	100%	C
Grants from State Government Agencies	250	250	250	-	0%		-	0%	
Services received free of charge	30,197	30,948	30,475	751	2%		473	2%	
Total income from State Government	30,447	32,202	30,725	1,755	6%		1,477	5%	
SURPLUS/(DEFICIT) FOR THE PERIOD	-	233	(721)	233	0%		954	(132%)	
OTHER COMPREHENSIVE INCOME									
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	-	233	(721)	233	0%		954	(132%)	

8.9 EXPLANATORY STATEMENT (CONTINUED)

Statement of Financial Position

	Estimate 2019–20 \$'000	Actual 2019–20 \$'000	Actual 2018–19 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
ASSETS									
Current Assets									
Cash and cash equivalents	241	4,763	1,629	4,522	1876%		3,134	192%	
Receivables	18	19	254	1	6%		(235)	(93%)	
Total Current Assets	259	4,782	1,883	4,523	1746%		2,899	154%	
Non-Current Assets									
Amounts receivable for services	-	1,004	-	1,004	100%	4	1,004	100%	D
Property, plant and equipment	891	1,016	1,311	125	14%		(295)	(23%)	
Intangible assets	3,117	848	1,194	(2,269)	(73%)	5	(346)	(29%)	
Total Non-Current Assets	4,008	2,868	2,505	(2,144)	(53%)		(641)	(26%)	
TOTAL ASSETS	4,267	7,650	4,388	2,379	56%		2,258	51%	
LIABILITIES									
Current Liabilities									
Payables	299	3,032	3	2,733	100%		3,029	100967%	
Total Current Liabilities	299	3,032	3	2,733	100%		3,029	100967%	
NET ASSETS	3,968	4,618	4,385	2,379	60%		2,258	51%	
EQUITY									
Contributed equity	1,574	4,428	4,428	2,854	181%		-	0%	
Accumulated surplus/(deficit)	2,394	190	(43)	(2,204)	(92%)		233	(542%)	
TOTAL EQUITY	3,968	4,618	4,385	650	16%		233	5%	

8.9 EXPLANATORY STATEMENT (CONTINUED)

Statement of Cash Flows

	Estimate 2019–20 \$'000	Actual 2019–20 \$'000	Actual 2018–19 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
CASH FLOWS FROM STATE GOVERNMENT									
Grant from the Department of Education	250	500	41	250	100%		459	1120%	
Net cash provided by State Government	250	500	41	250	100%		459	1120%	
Utilised as follows:									
CASH FLOWS FROM OPERATING ACTIVITIES									
Payments									
Employees benefits	(25)	(13)	(7)	12	(48%)		(6)	86%	
Supplies and services	(2,276)	(213)	(8,093)	2,063	(91%)	6	7,880	(97%)	E
Finance and interest costs	(641)	-	-	641	(100%)		-	0%	
GST payments on purchases	(228)	(4)	(1)	224	(98%)		(3)	300%	
Payable to Department of Education (2018–19)	(299)	-	-	299	(100%)		-	0%	
GST Payment to Taxation Authority	-	(209)	(420)	(209)	100%		211	(50%)	
Receipts									
User contributions, charges and fees	1,263	1,177	1,247	(86)	(7%)		(70)	(6%)	
Grants and contributions	39	51	51	12	31%		-	0%	
Recoveries for National testing	1,643	1,567	1,553	(76)	(5%)		14	1%	
GST receipts on sales	208	224	214	16	8%		10	5%	
GST receipts from taxation authority	20	-	-	(20)	(100%)		-	0%	
Other receipts	46	54	431	8	17%		(377)	(87%)	
Net cash used in operating activities	(250)	2,634	(5,025)	2,884	(1154%)		7,659	(152%)	
Net increase/(decrease) in cash and cash equivalents	-	3,134	(4,984)	3,134	100%		8,118	(163%)	
Cash and cash equivalents at the beginning of the period	241	1,629	6,613	1,388	576%		(4,984)	(75%)	
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	241	4,763	1,629	4,522	1876%		3,134	192%	

8.9 EXPLANATORY STATEMENT (CONTINUED)

Major Variance Narratives

Variations between estimate and actual

Statement of Comprehensive Income	
1	Employee benefits expense was \$3.8 million (23%) higher than the 2019–20 Estimate due primarily to the additional FTE associated with the International Education strategy approved during 2019–20 and a revised cost allocation methodology between the Estimate and Actual.
2	The State's accounting position on Government Office Accommodation inter-agency agreements was revised during 2019–20. This change has resulted in a \$1.7 million variance between the Estimate, which reflected the previous accounting position and the Actual.
3	This relates to the non-cash appropriation for asset replacement from the Department of Education since the Machinery of Government changes on 1 July 2017. This treatment was applied during 2019–20.
Statement of Financial Position	
4	This relates to the non-cash appropriation for asset replacement from the Department of Education since the Machinery of Government changes on 1 July 2017. This treatment was applied during 2019–20 after the 2019–20 Estimate was completed.
5	The value of Intangible assets as at 30 June 2020 was \$2.3 million (73%) less than the 2019–20 Estimate. The 2019–20 Estimate was predicated on the basis that the Student Records Management System would be completed during 2019–20. However, this project is now expected to be completed over a longer period.
Statement of Cash Flows	
6	Supplies and services was \$2.1 million (91%) under the 2019–20 Estimate due to the delay in the payment to the Department of Education for expenses incurred on behalf of the Authority. The payment was made in early July 2020.

Variations between actual results for 2019–20 and 2018–19

Statement of Comprehensive Income	
A	Employee benefits expense was \$2.5 million (14%) higher than the 2018–19 Actual due primarily to the additional FTE associated with the International Education strategy approved during 2019–20 and a revised cost allocation methodology in the 2019–20 Actual.
B	The decrease in Supplies and services compared to the 2018–19 Actual mainly reflects the cancellation of the 2020 NAPLAN testing in response to the COVID-19 pandemic.
C	This relates to the non-cash appropriation for asset replacement from the Department of Education since the Machinery of Government changes on 1 July 2017. This treatment was applied during 2019–20.

Variations between actual results for 2019–20 and 2018–19**Statement of Financial Position**

- | | |
|----------|--|
| D | This relates to the non-cash appropriation for asset replacement from the Department of Education since the Machinery of Government changes on 1 July 2017. This treatment was applied during 2019–20. |
|----------|--|

Statement of Cash Flows

- | | |
|----------|---|
| E | Supplies and services was \$7.9 million (97%) lower than the 2018–19 Actual. This variance is attributed to the one-off payment for the transfer of employees' leave provisions (\$4.5 million) in 2018–19 and the delay in the payment of the Authority's contribution towards the costs incurred by the Department of Education in 2019–20. |
|----------|---|

KEY PERFORMANCE INDICATORS

Key Performance Indicators

Certification of key performance indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the School Curriculum and Standards Authority's performance, and fairly represent the performance of the Authority for the financial Year ended 30 June 2020.



EMERITUS PROFESSOR PATRICK GARNETT
CHAIR
18 September 2020



PAULINE COGLAN
BOARD MEMBER
18 September 2020

Detailed information in support of key performance indicators

Agency Level Government Desired Outcome:

Western Australian schools implement the *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.

Key Effectiveness Performance Indicators

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

Table 28: Key Effectiveness Performance Indicators

Key effectiveness indicators (KEI) ^(a)	2018 Actual	2019 Target ^(b)	2019 Actual ^{(c)(d)}	2020 Target	2020 Actual	Variance Between 2020 Target and 2020 Actual ^(e)	Variance Between 2020 Actual and 2019 Actual
Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	4.2	4.1	3.9	4.0	4.1	0.1	0.2
Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	4.2	4.1	4.1	4.1	4.3	0.2	0.2
Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	4.3	4.2	4.2	4.2	4.3	0.1	0.1

(a) As specified on page 110 of the *School Curriculum and Standards Annual Report 2018–19*.

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

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

KEI 1: Number of question responses received from members of Curriculum Advisory Committees: 336 (77.2% response rate; total number of members: 435)

KEI 2: Number of question responses received from members of Curriculum Advisory Committees: 336 (77.2% response rate; total number of members: 435)

KEI 3: Number of question responses received from members of Curriculum Advisory Committees: 311 (71.4% response rate; total number of members: 435)

(d) The Authority collects data in terms of the ATAR course examinations administered in the financial year covered by the annual report with the examinations conducted in November and data collected/collated early in the following year.

(e) The structure and function of the CACs was changed in 2019 and the membership has been refreshed accordingly. The new membership's views are reflected in the survey data used to collate the 2020 KEIs.

SERVICES

Service 1: Curriculum development, evaluation and support

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

Key Efficiency Indicator:

Average cost per registered school for syllabus development and review (Pre-primary–Year 12)

This efficiency indicator demonstrates the average costs associated with syllabus development and review in all registered schools with full-time students.

Service 2: Student assessment and certification

This service involves:

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

Key Efficiency Indicators:

Average Cost per enrolled Student for Moderation (Years 3–12)

The average cost per enrolled student for moderation is calculated using the number of Year 12 students enrolled to complete the externally set task in General and Foundation courses and the number of students who sat the ATAR course examinations. It does not include students from Years 3–11.

Average Cost per enrolled Student for External Assessment (Years 11–12)

The average cost per enrolled student for external assessment reflects the number of students sitting ATAR course examinations.

Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)

The average cost per enrolled student in NAPLAN is calculated using the total costs associated with the administration of NAPLAN divided by the number of students sitting NAPLAN.

Average cost per enrolled Year 12 student for certification

The average cost per enrolled Year 12 student for certification is calculated using the total number of Year 12 certificates issued for the period.

Table 29: Key Efficiency Indicators

Key Efficiency Indicators ^(a)	2019 Actual	2020 Target ^(b)	2020 Actual	Variance Between 2020 Target and 2020 Actual	Variance Between 2020 Actual and 2019 Actual
Service 1: Curriculum development, evaluation and support Key efficiency indicator:					
1. Average cost per registered school for syllabus development and review (Pre-primary–Year 12)	\$5,836	\$4,925	\$6,378	\$1,453 ^(b)	\$542
Service 2: Student assessment and certification Key efficiency indicators:					
1. Average cost per enrolled student for moderation (Years 3–12)	\$41	\$34	\$46	\$12 ^(c)	\$5 ^(d)
2. Average cost per enrolled student for external assessment (Years 11–12)	\$284	\$299	\$303	\$4	\$19
3. Average cost per enrolled Year 12 student for certification	\$916	\$907	\$925	\$18	\$9
4. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN) ^(e)	\$32	N/A	N/A	N/A	N/A

(a) The above figures have not been adjusted for inflation.

(b) The 2019–20 actual is higher than the 2019–20 budget target mainly due to a revised cost allocation methodology.

(c) The 2019–20 actual is higher than the 2019–20 budget target mainly due to a revised cost allocation methodology, combined with a lower than expected number of enrolled students for moderation in 2020.

(d) The increase in average cost per student for moderation in 2019–20 compared to 2018–19 was predominantly due to a lower number of enrolled students for moderation in 2020.

(e) The Department of Treasury has exempted the Authority from reporting information relating to NAPLAN in 2019–20, as NAPLAN testing was not conducted due to COVID-19.

Note: the data reported is based on ATAR course examinations conducted in November 2019.

OTHER FINANCIAL DISCLOSURES

Pricing Policies of Services Provided

Schedule 1 of the *School Curriculum and Standards Authority Regulations 2005* sets out the fees and charges to be paid to the Authority for or in connection with:

- the assessment of courses for purposes of certification
- an application to the Authority, the supply of certificates
- records or materials by the Authority
- supply of services by the Authority.

For a student who is an Australian resident, certification, assessment and examination fees and charges are those set out in Schedule 1 of the *School Curriculum and Standards Authority Regulations 2005*.

Certification, assessment and examination fees and charges for students who are not Australian residents are, if there is a relevant determination in force under the regulations, the fees and charges specified in that determination. Otherwise, the fees and charges are set out in Schedule 1 of the *School Curriculum and Standards Authority Regulations 2005*.

The Authority's tariffs, fees and charges were unchanged in 2019–20. Additionally, the Authority raises revenue through license fees and fees from overseas fee paying students, and recovery of NAPLAN testing.

The Department processes revenue transactions into the Authority's account as per s24(1) of the *Act*.

Capital Works

Capital projects incomplete

The Student Records Management System (SRMS) development contract commenced in May 2017 with Insight Enterprises Australia (formerly Ignia). The SRMS development is progressing using an Agile project management methodology and is 70 per cent completed.

The online student portal was launched on 28 February 2019. Year 12 students are now able to obtain their 2018 certificates through the portal. Students enrolled in Year 12 in 2019 can also check their registration and course enrolments via the student portal.

A number of modules (examination development collaboration, Primary to Year 10 results data capture, Language courses and EAL/D online applications, and Music examination timetabling) are in user acceptance testing phase.

Capital spent to date is \$2 369 466 out of contract price of \$2 591 833.20 (inc. GST).

Capital projects complete

No capital projects were completed in 2019–20.

Board and Committee Remuneration

Members of the Board and committees are remunerated as determined by the Minister for Education and Training, on the recommendation of the Public Sector Commissioner.

Table 30: Remuneration of Members of the Board 2019–20

Name and Position	Term of Appointment	Membership Length (2019–20)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2019–20)
Emeritus Professor Patrick Garnett Chair	5 years	12 months	Annual	\$37,380	\$37,380
Chapple Professor David Andrich Member	2.5 years	12 months	Annual	\$23,475	\$23,475
Associate Professor Lennie Barblett Member	3 years	12 months	Annual	\$23,475	\$23,475
Ms Pauline Coghlan Member	2.5 years	12 months	Annual	\$23,475	\$23,475
Dr Lynette Henderson-Yates Member	3 years	12 months	Annual	\$23,475	\$23,475
Ms Margaret Herley Member	4 years	9 months	Annual	\$23,475	\$19,051
Dr Bruce Matthews Member	4 years	12 months	Annual	\$23,475	\$23,475
Ms Denise O'Meara Member	3.5 years	3 months	Annual	\$23,475	\$1,174
Total					\$174,980

Table 31: Remuneration of Members of the Curriculum and Assessment Committee 2019–20

Name and Position	Term of Appointment	Membership Length (2019–20)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2019–20)
Ms Margaret Herley Chair	4 years	9 months	Per meeting	\$550	\$2,200
Ms Denise O'Meara Chair	3.5 years	3 months	Per meeting	\$550	-
Associate Professor Caroline Barratt-Pugh Member	3 years	12 months	Per meeting	\$370	\$1,110
Ms Elizabeth Blackwell Member	3 years	12 months	N/A	-	-
Ms Eileen Climo Member	1 year	6 months	N/A	-	-
Ms Amanda Connor Member	2 years	12 months	Per meeting	\$370	\$1,480
Ms Fiona Forbes Member	3 years	12 months	N/A	-	-
Mr Armando Giglia Member	3 years	12 months	N/A	-	-
Mr Lindsay Hale Member	3 years	8 months	N/A	-	-
Ms Jillian Jamieson Member	2 years	12 months	Per meeting	\$370	\$1,110
Mr Tony Misich Member	3 years	12 months	Per meeting	\$370	\$370
Ms Kristine Stafford Member	2 years	12 months	Per meeting	\$370	\$1,110
Ms Katherine Ward Member	3 years	12 months	N/A	-	-
Mr Roderick (Rod) Wood Member	3 years	12 months	Per meeting	\$370	\$1,850
Total					\$9,230

Table 32: Remuneration of Members of the Standards Committee 2019–20

Name and Position	Term of Appointment	Membership Length (2019–20)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2019–20)
Dr Bruce Matthews Chair	4 years	12 months	Per meeting	\$550	\$2,200
Ms Anne Ford Member	3 years	12 months	Per meeting	\$370	\$1,110
Ms Melissa Gillett Member	1 year	12 months	N/A	-	-
Associate Professor Stephen Humphry Member	3 years	12 months	Per meeting	\$370	\$1,110
Mrs Pauline White Member	2 years	12 months	N/A	-	-
Total					\$4,420

OTHER LEGAL REQUIREMENTS

Governance Disclosures

Contracts with senior officers

At the date of reporting, no Board members had any beneficial interests in existing or proposed contracts between Authority and Board members, other than the usual contracts for appointment to the Board.

Unauthorised use of credit cards

A corporate credit card for the Chair is held by the Executive Officer. There was no unauthorised use of this card during 2019–20.

Ministerial directives

Treasurer's Instruction 903 (12) requires the Authority to disclose information on any ministerial directives relevant to the setting of achievement of desired outcomes or operational objectives, investment activities and financing activities.

There were no Ministerial directives for the 2019–20 financial year.

Disability Access and Inclusion Plan (DAIP)

The *Disability Services Act 1993* requires all Western Australian public agencies to develop a Disability Access and Inclusion Plan (DAIP). The Authority's *DAIP 2017–2021* was developed in consultation with the community. It aims to ensure that individuals with disability are provided with the same opportunities as others to access services, facilities and information provided by the Authority.

The *DAIP 2017–2021* is available on the Authority website.

A voluntary coordinator role monitors and reports on the Authority's DAIP. The Authority provided a DAIP 2019–20 progress report to the Department of Communities in June 2020.

Language Services

The Authority is committed to ensuring that all clients have equitable access to information and services, in accordance with the *Western Australian Language Services Policy and Guidelines 2014*. This commitment ensures effective communication between service providers and clients to deliver high quality services and programs that meet the needs of Western Australia's diverse population.

Diversity Planning and Management

As at 30 June 2020, the Board membership was made up of three males and four females. One Board member was of Aboriginal or Torres Strait Islander background.

The Standards Committee comprised two males and three females and the Curriculum and Assessment Committee comprised nine females and four males.

The Authority did not employ any staff nor have any direct employees in the reporting period.

Compliance with Public Sector Standards

The Authority is committed to ongoing compliance with the *Public Sector Standards* and the *Public Sector Commission Code of Ethics*. SCS staff support the Authority to fulfil its legislated functions and

comply with the Department's policy and procedures in accordance with section 31 (1) of the *Public Sector Management Act*.

The Authority undertook an annual review of its Code of Conduct in October 2019, in accordance with the *Public Sector Commission Code of Ethics*. New and existing SCS staff and other individuals who performed the Authority's functions were provided with a copy of the Code of Conduct together with a Conflict of Interest Statement. Both documents are published on the Authority's intranet. SCS staff are required to read, sign and return the document, stating that they understand their obligations and accountabilities on a yearly basis.

All SCS Division staff are required to comply with the Department's Equal Opportunity, Discrimination and Harassment policy and procedures. As the Authority's secretariat is provided by the Department, written exemption has been received from the Public Sector Commission in relation to the need for a separate Equal Opportunity (EO) Policy.

The Authority aims to address complaints in a timely and effective manner in accordance with the policies and procedures of both the Authority and the Department. Complaints received are registered as part of the Authority's accountability procedures. Three complaints were received in 2019–20.

Staff Screening and Working with Children Checks

As a prerequisite to employment, all SCS staff and individuals performing the Authority's functions (including those employed on a casual basis) were required to undergo security screening. This screening is conducted through the Department's Screening unit who provide a Nationally Coordinated Criminal History Check clearance on application. If relevant to the position, SCS staff were also required to provide a current Working with Children Check.

Recordkeeping

Recordkeeping plans

In accordance with section 19 of the *State Records Act 2000* (Records Act), the Authority must have a Recordkeeping Plan that has been approved by the State Records Commission under section 23 of the Records Act. The Authority fully complied with the *Department of Education and School Curriculum and Standards Authority Recordkeeping Plan* (Recordkeeping Plan) ensuring implementation of best practice recordkeeping within the agency. The Recordkeeping Plan was approved by the State Records Commission in 2017 and is scheduled for a review in 2022.

The endorsement of the Authority's functional retention and disposal schedule submitted to the State Records Office in 2018 was delayed due to the Machinery of Government and the Royal Commission into Institutional Responses to Child Sexual Abuse priorities. The Authority expects to implement the revised schedule with the State Records Commission's recommendations once it is approved.

Recordkeeping efficiency and effectiveness

In 2019–20, the Authority continued to focus on electronic records and information management, and encouraged staff to create and manage their documents within the Authority's electronic document and records management system (EDRMS).

Table 33: Records Registered in EDRMS in 2019–20

Electronic Record Type	Total Number of Electronic Files Created
Document	73 029
Email	40 050
Electronic file only	532

Due to the expansion of the Authority's International Education Program, a review of the program's existing recordkeeping practices was undertaken in early 2020. Consequently, an improved streamlined recordkeeping structure was developed with about 90 per cent of files changed to electronic-only and accessible to staff via the saved searches function in EDRMS.

In May 2020, preparation commenced for the upgrade of the EDRMS from HPE Content Manager 9.1 version to HPE Content Manager 9.4 version to meet updated industry standards. The new version offers increased reliability and advanced system functionalities, mainly related to EDRMS Web Client and in support of the remote working arrangements required due to COVID-19.

Recordkeeping induction and training

Throughout the COVID-19 related work from home arrangements, the Authority encouraged staff to access and manage their documents via EDRMS Web Client. Emphasis was placed on updating the existing Web Client training material and the development of new training material published on the Authority's intranet and on providing Web Client training sessions.

In 2019–20 the Authority continued to provide comprehensive training sessions to all new staff to effectively utilise EDRMS and to gain an understanding of the State government recordkeeping requirements.

Additionally, all new staff were required to complete the Department's online Records Awareness Training (RAT).

The Authority's help desk supporting all its statutory functions and electronic records management processed 1100 requests promptly for the 2019–20 period.

Table 34: Recordkeeping Training Sessions Provided During 2019–20

EDRMS Training	Total Number of Sessions	Total Number of Attendees
EDRMS training <ul style="list-style-type: none"> Electronic Document and File Management Searching Email Management 	20	24
Other <ul style="list-style-type: none"> HPRM Web Client 	6	30
Total	26	54

Records management staff were supported in professional development and attendance at relevant industry training sessions was encouraged to allow staff to keep abreast of current trends, issues and practices in the area of records and information management.

Freedom of Information

The Authority recognises that any person has a right to be given access to documents of the Authority subject to, and in accordance with, the *Freedom of Information Act 1992*. The Authority website contains an information statement that documents the purpose of the Authority and how to access information. The information statement was updated in 2018–19.

The Authority's Freedom of Information (FOI) practice is guided by the Department's policy and procedures.

In 2019–20, the Authority received four FOI applications.

Audit and Risk Management (ARM) Committee

In accordance with section 53(1)(d) of the *Financial Management Act 2006*, the ARM Committee assists the Board to properly discharge their responsibilities and to provide the framework for the conduct of the Authority's audit and risk functions. A delegated Board member chairs the committee and membership includes senior officers of the SCS Division and two external representatives. A Department representative also attends meetings as an observer. A *Risk Management Working Group* (RMWG) reports to the ARM committee. The RMWG manages the operational aspects of the Authority's risk management matters.

The *ARM Committee Charter* (the Charter) provides the scope, purpose and requirements of audit and risk management. In 2019–20, a major review of the Charter was undertaken and subsequently endorsed by the Board.

The Authority's risk management program is detailed in the *Authority's Risk Management Framework* (the Framework). The Framework and its relevant documentation ensure delivery of a coherent and comprehensive system of risk management that covers variations in the nature, degree and likelihood of risk. A major review of the Framework began in January 2020, with the *Pandemic Management Plan* undergoing significant improvements. All policies under the committee's responsibility undergo scheduled reviews in accordance with its Policy Register.

In 2019–20, the Authority upgraded its risk management record management system to a cloud-based system. This system has enhanced the capture, monitoring and management of risks in a more dynamic manner. All risks rated high and above are reported at each Board meeting.

Public Interest Disclosure

The Authority's *Public Interest Disclosure Policy* is reviewed on a regular basis and complies with the *Public Interest Disclosure Act 2003*. The Authority strongly encourages the Board and other key stakeholders to disclose, in the appropriate manner, any information regarding possible corrupt or improper conduct.

There were no public information disclosure matters received by the Authority in 2019–20.

Accountability and Integrity

As employees of the Department, the SCS Division staff are required to undertake its mandatory *Accountable and Ethical Decision-making* training.

The Department's policies and procedures provide clear guidance for SCS staff wanting to report alleged misconduct or inappropriate behaviour and the management of such reports.

Financial Management Manual

The Authority's *Financial Management Manual* (FMM) covers practices, procedures and policies in matters of financial management that apply to the Authority. References to relevant sections of the *Financial Management Act 2006*, Financial Administration Regulations and Treasurer's Instructions are included, where applicable.

As employees of the Department, the SCS Division staff are obligated to follow the Department's FMM. The management of funds generated by the Authority, together with funds provided by the Department to the Authority, is subject to the Authority's FMM, as per the Service Level Agreement between the Department and Authority.

Where there is a conflict between the procedures and guidelines outlined in the Authority's FMM and finance related topics contained in the Department's policies, the Authority's FMM is followed. Officers are encouraged to seek guidance on such matters from relevant authorities.

APPENDICES



APPENDIX A

2009–2019 ATAR Course Examination Data

Examination Enrolments (four or more ATAR* course examinations) as at October 2009–2018 and December 2019†

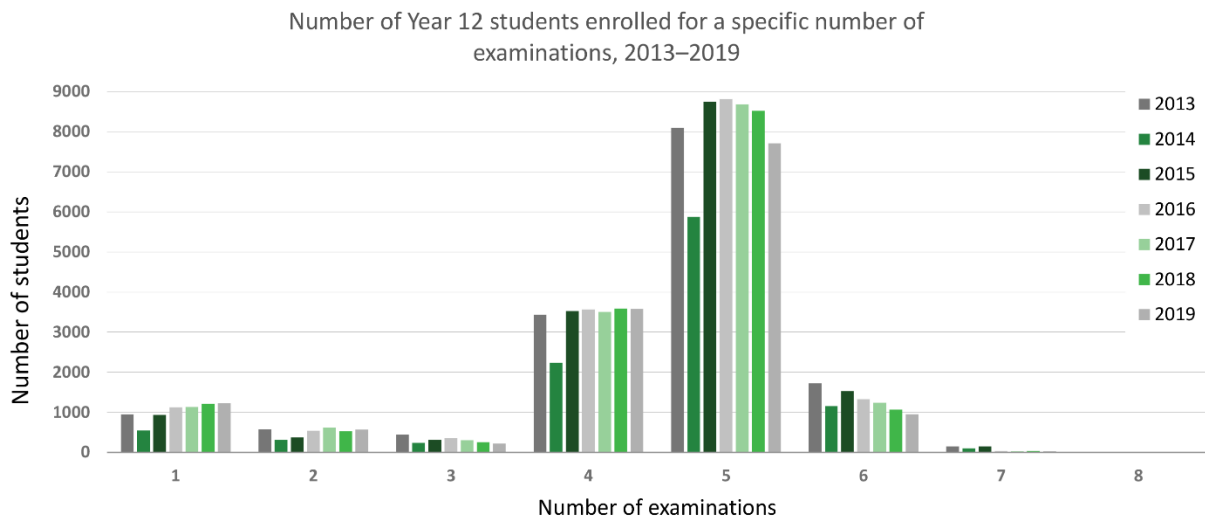
October enrolments	2009	2010	2011	2012	2013	2014‡	2015	2016	2017	2018	2019
Gender											
Male	5590	6181	6145	6092	6155	4431	6439	6305	6069	6039	5553
Female	6539	7262	7369	7167	7245	4932	7505	7427	7374	7165	6716
Systems/sector											
Government	4838	5506	5374	5297	5303	3378	5568	5443	5404	5369	4972
Non-government	6598	7175	7251	7187	7232	4982	7322	7126	6859	6631	6253
Overseas	685	760	885	774	864	999	1050	1163	1180	1203	1044
Non-school candidates	8	2	4	1	1	4	4	0	0	1	0
Location											
Metropolitan	9947	10955	10892	10867	10891	7280	11214	10888	10644	10427	9748
Country	1489	1726	1733	1617	1644	1080	1676	1681	1619	1574	1477
Overseas	685	760	885	774	864	999	1050	1163	1180	1203	1044
Non-school candidates	8	2	4	1	1	4	4	0	0	1	0

*Prior to 2016, the ATAR course examinations were referred to as WACE course examinations. The data in this table are based on ATAR courses examination enrolments in October each year and should not be compared with data provided on the number of examination sittings as at 31 December each year.

†2019 data are based on ATAR course enrolments in December.

‡2014 was the 'half-cohort' of students who exited the system as Year 12 students.

Number of Candidates Enrolled for a Specific Number of ATAR Course Examinations (2013–2019)



Aboriginal/Torres Strait Islander Students Enrolled in ATAR Course Examinations 2019

	Male	Female	Metro	Country	Government	Non-government
Aboriginal	53	80	76	57	72	61
Torres Strait Islander	1	1	2	0	2	0
Both Aboriginal and Torres Strait Islander	0	4	2	2	3	1
Total	54	85	80	59	77	62

2019 WACE Exhibitions and Awards

Number of Exhibition and Award Winners by Category, 2019

Award	Number awarded
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibition	50
General Exhibition (Aboriginal and Torres Strait Islander)	1
Special General Award	0
Subject Exhibition	41
Special Subject Award	0
Subject Certificate of Excellence	303
Special Subject Certificate of Excellence	11
VET Exhibition	7
Special VET Award	0
VET Certificate of Excellence	29
Special VET Certificate of Excellence	1
Certificate of Distinction	1272
Certificate of Merit	2408
Total	4125

APPENDIX B

Estimate of Statement of Comprehensive Income

For the year ended 30 June 2021

	Note	2020–21 Estimate \$'000
COST OF SERVICES		
Expenses		
Employee benefits expense		17,575
Grants and awards		40
Supplies and services		18,759
Depreciation and amortisation expense		539
Finance and interest costs		2
Total cost of services	1,2	36,915
Income		
Revenue		
User contributions, charges and fees		1,870
Grants and contributions		39
Other revenue		15
Total Revenue	1	1,924
Total income other than income from State Government		1,924
NET COST OF SERVICES		34,991
Income from State Government		
Grants from State Government Agencies	2	250
Non-cash service appropriation from Department of Education	3	539
Services received free of charge	1	33,677
Total income from State Government		34,466
SURPLUS/(DEFICIT) FOR THE PERIOD	4	(525)
OTHER COMPREHENSIVE INCOME		-
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		(525)

Estimate of Statement of Cash Flows

For the year ended 30 June 2021

	Note	2020–21 Estimate \$'000
CASH FLOWS FROM STATE GOVERNMENT		
Grants from State Government Agencies		250
Net cash provided by State Government		250
Utilised as follows:		
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee benefits		(25)
Supplies and services	5	(5,289)
GST payments on purchases		(2)
GST payments to taxation authority		(139)
Receipts		
User contributions, charges and fees		1,870
Grants and contributions		39
GST receipts on sales		141
Other receipts		15
Net cash provided by/(used in) operating activities		(3,390)
Net increase/(decrease) in cash and cash equivalents		(3,140)
Cash and cash equivalents at the beginning of period		4,765
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		1,625

Estimate of Statement of Financial Position

For the year ended 30 June 2021

	Note	2020–21 Estimate \$000
ASSETS		
Current Assets		
Cash and cash equivalents		1,625
Amounts receivable for services	3	1,789
Total current assets		3,414
Non-Current Assets		
Property, plant and equipment		741
Intangible assets		2,970
Total non-current assets		3,711
TOTAL ASSETS		7,125
LIABILITIES		
Current Liabilities		
Payables		-
Total current liabilities		-
Non-current Liabilities		
Payables		-
Total non-current liabilities		-
TOTAL LIABILITIES		-
NET ASSETS		7,125
EQUITY		
Contributed equity		6,985
Accumulated surplus/(deficit)		140
TOTAL EQUITY		7,125

Notes to the Annual Estimates

For the year ended 30 June 2021

Note 1 Total Cost of Services and Services Received Free of Charge

Since the Machinery of Government changes on 1 July 2017, the operational management of the School Curriculum and Standards Authority is brought to account by the Department of Education and the associated expenditure is recognised as Resources Received Free of Charge.

Note 2 Grants from State Government Agencies

Under the Service Level Arrangement with the Department of Education, the Department of Education provides a cash grant to the School Curriculum and Standards Authority to pay for the Board's expenditure. Expenditure incurred by the Board for its operation is also recorded in the total of cost of services.

Note 3 Non-cash Service Appropriation from Department of Education

Since the Machinery of Government changes, the School Curriculum and Standards Authority ceased to be a separate Division of the Consolidated Account Expenditure Estimates and a single appropriation is made solely to the Department of Education. The Department is to provide the School Curriculum and Standards Authority with non-cash appropriation for asset depreciation.

Note 4 Surplus/(Deficit) for the Period

The deficit is due to the impact of COVID-19 in the early stages of the expansion of the International Education program that supports international schools offering the Western Australian Curriculum.

Note 5 Supplies and Services Payment

The Department of Education recoups an appropriate portion of School Curriculum and Standards Authority own-sourced revenue for the recovery of cost of services.

APPENDIX C

Performance Management Framework 2021 Targets

For the year ended 30 June 2021

Consistent with the State Government's goal of 'Results-Based Service Delivery – Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians', our agency level Government desired outcomes for the 2020–21 financial year will include:

- quality curriculum outline (Kindergarten to Year 12)
- assessment (Year 3 to Year 12)
- certification (Year 11 and Year 12) in Western Australia.

Outcome Based Management Framework

Government Goal	Desired Outcome	Services
Strong Communities: Safe communities and supported families.	Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.	1. Curriculum Development, Evaluation and Support 2. Student Assessment and Certification

The Authority performs the following services to meet the desired outcomes.

Service 1: Curriculum development, evaluation and support

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

Service 2: Student assessment and certification

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

The extent that the Authority is effective in meeting the desired outcomes will be measured by the scale of actual achievement against the targets as shown in the tables below.

Key effectiveness performance indicators

Key effectiveness performance indicators ^(a)	2021 Target
Engagement of and acceptance by stakeholders of responsive syllabuses, accreditation and review	4.2
Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	4.3
Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	4.3

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

Key Efficiency Indicators

Key Efficiency Indicators	2021 Targets
Service 1: Curriculum development, evaluation and support	
1. Average cost per registered school for syllabus development and review (Pre-primary to Year 12)	\$6,176
Service 2: Student assessment and certification	
1. Average cost per enrolled student for moderation (Year 3 to 12)	\$53
2. Average cost per enrolled student for external assessment (Years 11 to 12)	\$312
3. Average cost per enrolled Year 12 student for certification	\$977
4. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$37

APPENDIX D

Annual Report Feedback Form

We invite your feedback on the *School Curriculum and Standards Authority Annual Report 2019–20* (the Report).

Please take the time to share your thoughts and overall impressions of this Report with us by marking the appropriate box with ✓ and adding your comments.

The Report meets your needs?

Strongly agree Agree Disagree Strongly disagree

Comments (including a description of your needs):

The Report gives you a better understanding of the School Curriculum and Standards Authority's role and responsibilities?

Yes No

What areas did you find most useful/informative?

The Report addresses issues that are in the public interest.

Strongly agree Agree Disagree Strongly disagree

Comments:

How do you rate the overall quality of the Report?

Excellent Good Average Poor No comment

Please rate the following elements of the Report.

Information content

Excellent Good Average Poor No comment

Presentation of information

Excellent Good Average Poor No comment

Ease of finding information

Excellent Good Average Poor No comment

Ease of readability and comprehension

Excellent Good Average Poor No comment

Comments

Who are you?

<input type="checkbox"/> Government employee – education	<input type="checkbox"/> Researcher
<input type="checkbox"/> Government employee – other	<input type="checkbox"/> Student
<input type="checkbox"/> Private individual	<input type="checkbox"/> Other

General comments

Feedback on the Report should be emailed to info@scsa.wa.edu.au or posted to:

Principal Consultant – School Curriculum and Standards
School Curriculum and Standards Authority
PO Box 816
CANNINGTON WA 6987

