



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



School Curriculum and Standards Authority
Annual Report
2021-2022

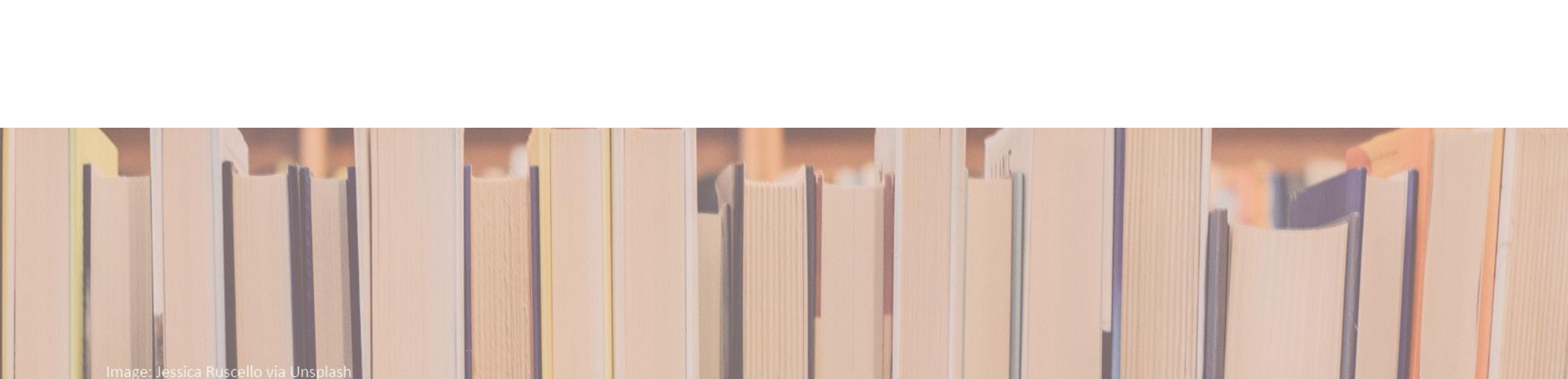


Image: Jessica Ruscello via Unsplash

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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.

2022/19426v4

Key terms

ATAR	Australian Tertiary Admission Rank
AUSMAT	Australian Matriculation
EAL/D	English as an Additional Language or Dialect
Education systems/sectors	the Anglican Schools Commission, the Association of Independent Schools of Western Australia, Catholic Education Western Australia, 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 <i>Outline</i>	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



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Statement of compliance

For the year ended 30 June 2022

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*, we 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 2022.

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.

Ms Pauline Coghlan
Acting Chair
19 September 2022

Ms Denise O'Meara
Board Member
19 September 2022

Contents

Section 1: Overview	1
About this report	1
About us	1
Foreword from the Chair of the Board	3
2021–22 – At a glance	6
Operational structure	8
Legislation	14
Performance management framework	16
Section 2: Agency performance	19
Report on operations	19
Section 3: Significant issues impacting the agency	55
Delivery of Western Australian curriculum to offshore international schools	55
Australian Curriculum version 9	55
Section 4: Disclosures and legal compliance	57
Financial statements	58
Certification of financial statements	58
Financials and performance	59
Key performance indicators	94
Service	97
Other financial disclosures	98
Other legal requirements	102
Appendices	109
APPENDIX A	110
APPENDIX B	113
APPENDIX C	116
APPENDIX D	118



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Section 1: Overview

About this report

Welcome to our *2021–22 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 2021–2023* (the Strategic Plan), budget papers and other significant documents, and outlines our contribution to broader government desired outcomes.

Section 1: Overview

Section 1 provides an executive summary through a foreword by the Chair of the Authority's Board, a summary of the Authority's 2021–22 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 2021–22.

Section 2: Agency Performance

Section 2 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 curriculum and assessment but, as Kindergarten is not a compulsory year of schooling in Western Australia, generally reports data from Pre-primary onwards. Detailed 2021 Australian Tertiary Admission Rank (ATAR) course examination data is included in Appendix A.

Section 3: Significant Issues Impacting the Authority

Section 3 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

Section 4 presents our audited financial statements for the year ended 30 June 2022 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. Since 2019–20, the Authority has moved to a Tier 2 reporting model in accordance with Treasurer's instruction 1107.

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, since December 2021, the Western Australian Minister for International Education. It 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 (ATAR) 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

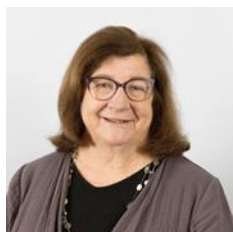
- Students and teachers from Kindergarten to Year 12 in every school in Western Australia.
- Students and teachers in offshore international schools using the Western Australian curriculum by arrangement with the Authority.
- Parents, school administrators and bodies representative of the education systems/sectors, including the Anglican Schools Commission, the Association of Independent Schools of Western Australia, Catholic Education Western Australia, 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 *Board of the School Curriculum and Standards Authority Strategic Plan 2021–2023* has three priority areas:

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





Foreword from the Chair of the Board

The School Curriculum and Standards Authority (the Authority) is the statutory authority charged with delivering the functions legislated by the *School Curriculum and Standards Authority Act 1997* (the Act).

My focus for the Authority's work is on our partnerships with schools and their communities in delivering the best opportunities for their students. Our stakeholders include schools, pre-schools and early learning centres, the education systems/sectors, home educators, Training and Further Education (TAFE), universities, professional associations, national education authorities and the community of Western Australia.

In the period covered by this report, we have all continued to face challenges as we work through the conditions brought about by the COVID-19 pandemic. The commitment of the Authority Board remained firmly on meeting the terms of our legislated functions. As individuals, we are experienced educators with wide-ranging experience and expertise across the school years and into higher and vocational education. As a collective, we are a body working to ensure the curriculum available to students and the standards against which they are assessed are rigorous and reflective of their needs today and into the future.

As a Board of seven people, we rely on the contributions, commitment and involvement of many others. The overview of the Authority's achievements in light of the *School Curriculum and Standards Authority Strategic Plan 2021–2023* demonstrates what is possible with a shared and clear vision. I am pleased to present this annual report for 2021–22 on behalf of the Board of the Authority.

Taking stock and looking forward

We have continued our work on curriculum review and development. This is an essential aspect of our function, as we seek to maintain our high standards and continue to provide our students with a relevant and up-to-date curriculum.

Following a broad consultation process, the Authority provided meaningful feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) regarding its curriculum review, which was announced in June 2020 by Education Council. We ensured that the views of Western Australia were strongly represented. Recognising that curriculum change has impacts on schools and resourcing, we have continued with our position that we 'adopt and/or adapt' the Australian Curriculum to meet and reflect the needs of Western Australian schools and students. We will ensure that any changes to the mandated Western Australian curriculum are well considered and consulted before being finalised.

We have continued the review of Year 11 and 12 syllabuses. This work has involved an extensive consultation process. This process includes drawing in particular on the expertise of the Curriculum Advisory Committees (CACs) and then opening the draft revised syllabuses to teachers and stakeholders for review. All feedback collected is collated and considered. The final drafts of the revised syllabuses are then endorsed by the Board and then presented for ratification to schools teaching the course.

The review of ATAR courses for Years 11 and 12 Drama, Geography, Media Production and Analysis and Year 11 English as an Additional Language or Dialect has been completed, and school delivery of the Year 11 syllabuses commenced in 2022. The review of ATAR courses for Years 11 and 12 Design and Music has been completed, and school delivery of the Year 11 syllabus is to commence in 2023. The review process is underway for Years 11 and 12

ATAR courses for Ancient History, Animal Production Systems, Computer Science, Economics, Engineering Studies, Modern History, Physical Education Studies, Years 11 and 12 Plant Production Systems, and Psychology; Years 11 and 12 ATAR and General Aboriginal and Intercultural Studies; and the Years 11 and 12 General courses for Human Biology and Integrated Science.

We began development in early 2022 of the Western Australian Hindi, Korean and Tamil Languages curriculum as part of the *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10). The curriculum for all three languages is scheduled to be available for implementation from Term 1, 2023. Work also began in 2022 on the Year 11 Hindi, Tamil and Korean Second Language and Background Language course syllabuses and teacher support materials are scheduled to be available for implementation in Term 1, 2023. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from Term 1, 2024.

In early 2022, the Authority commenced the development of a Noongar (Revival) Language Pre-primary to Year 10 curriculum adapted from the *ACARA Framework for Aboriginal Languages and Torres Strait Islander Languages*. The curriculum will serve as a model for the development of other Western Australian Aboriginal Languages curricula to provide primary and secondary students with a robust Aboriginal Language education.

Maintenance of the currency of syllabuses and support materials for courses not under review is ongoing. Officers from the Authority have continued to provide schools with support through documentation and grading reviews, along with moderation processes and a range of seminars that build and share understandings across the teaching community. This work is central to maintaining the standard and integrity of our courses from Pre-primary through to Year 12.

Expanding horizons

The Authority has a long history of providing our Western Australian curriculum in overseas schools. The high quality of our curriculum and our rigorous standards make the Western Australian curriculum attractive to offshore international schools.

Our offshore international curriculum program continues to grow and is part of the *Western Australian International Education Recovery and Renewal Plan*. Eight new schools have been approved to implement Western Australian curriculum programs in Bangladesh, China, India, Mauritius and South Korea. The commencement dates for the implementation of the Western Australian curriculum in some of these schools are yet to be determined.

As part of our international work, we successfully piloted a set of international ATAR course examinations for our offshore international schools in March–April 2022. These mid-year examinations supported schools aligned with Northern Hemisphere academic calendars. Two schools located in Malaysia were involved in the pilot.

Thank you

On behalf of the Board, I would like to again acknowledge the leadership and contributions of Emeritus Professor Patrick Garnett, who retired as Chair of the Board at the end of 2021. I also extend our thanks to the members of the Authority's two statutory committees – the Curriculum and Assessment Committee and the Standards Committee – who continued to provide advice that ensured the Board was well briefed in its deliberations and decisions.

Thank you also to the executive team of Allan Blagaich, Juanita Healy, Russell Dyer and Ivan Banks. Their steady leadership in challenging times ensured that the Authority again delivered its legislated functions in 2021–22 to a high standard.

The ongoing efforts of the staff of the Authority’s secretariat are marked, as always, by an ongoing commitment to support the work of the Authority. Under the executive team’s leadership, the staff diligently pursued the best outcomes for all students. They ensured that school administrators and teachers were supported in their work, particularly in addressing the needs of schools under pressure during a difficult time.

The Authority’s work is possible only because of the involvement of many people from the education systems/sectors, stakeholder groups, teachers’ professional associations, parent associations and the community. Every year, there are thousands of people involved in external committees, forums, working parties, advisory groups and consultations, and 2021–22 saw that involvement continue. Thank you to everyone who has played a part in the operations of the Authority in providing support to schools, teachers and students through sharing time, expertise and a vision for excellence and equity. Thank you especially to teachers who took on roles such as external markers, resource developers and reviewers, all adding further commitments to their already busy lives to give our students opportunities that will support them now and into the future.

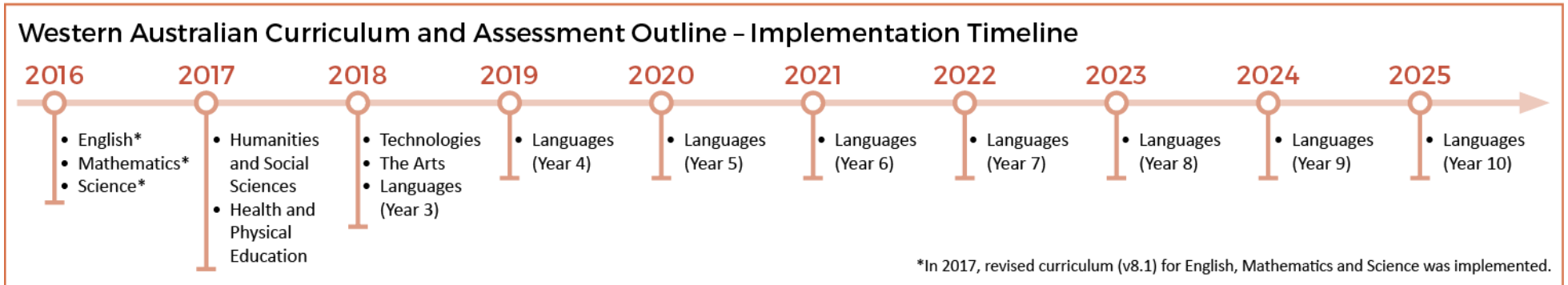


Mrs Pauline White
Chair



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2021–22 – At a glance



WACE – Eligibility and achievement

91.3% ACHIEVED A WACE

In 2021, there were 24 504 Year 12 students eligible for the WACE. Of these, 22 376 achieved the WACE.

Aboriginal and Torres Strait Islander students

69.2% ACHIEVED A WACE

In 2021, there were 686 Aboriginal and Torres Strait Islander students eligible for the WACE. Of these, 475 achieved the WACE.

Vocational Education and Training (VET)

The number of full-time WACE-eligible Year 12 students who achieved at least one qualification at Certificate II or higher during Years 10, 11, or 12.

2021

12 918

Certificate II or higher

- 3209 Certificate III
- 1539 Certificate IV

2020

16 042

Certificate II or higher

- 3931 Certificate III
- 1505 Certificate IV

*VET qualifications, reported by schools, are not awarded by the School Curriculum and Standards Authority and need to be verified by sighting the relevant certificate.

Exhibitions and Awards



3942

exhibitions and awards were granted to

3586

students

Examinations



14 150

candidates enrolled to sit one or more examinations



52

ATAR course written examinations



27

Interstate Languages examinations



19

ATAR course practical examinations



6200

practical examination candidates

Offshore international curriculum programs

International schools

- 7 schools in 5 countries implemented K–10 curriculum overseas.
- 14 schools in 6 countries implemented the WACE overseas.

Student enrolments overseas

Southern hemisphere academic calendar (as at 31 December 2021):

472

Year 11

987

Year 12

Northern hemisphere academic calendar examinations pilot (as at 30 June 2022):



2 schools in Malaysia



254 students



10 examinations



Brightpath assessment tool

700+

schools across the education systems/sectors were provided access to Brightpath.

Image: SDI Productions via iStock

Operational structure

Responsible Minister

The Authority is responsible to the Hon Sue Ellery MLC, Minister for Education and Training and, since December 2021, the Hon David Templeman MLA, Minister for International Education. It is administered by a Board consisting of seven members.

The Minister for Education and Training 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 Minister for Education and Training.

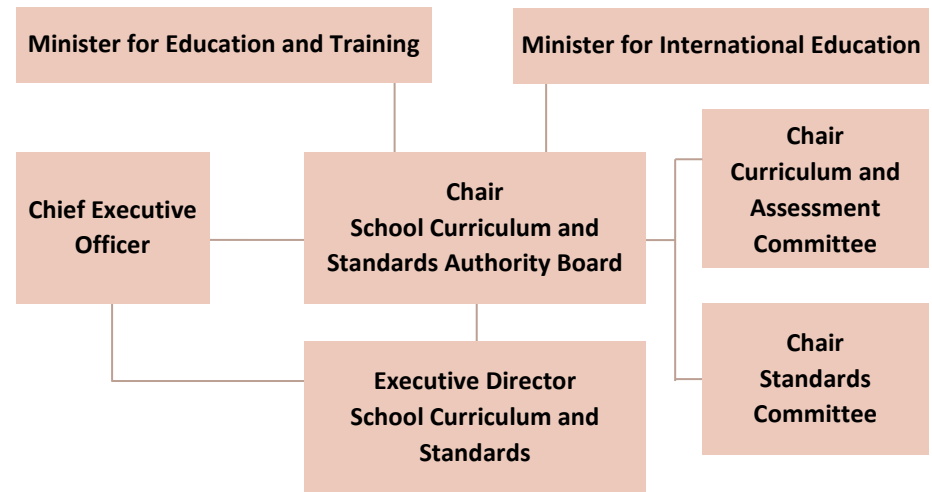
The Authority has a seven-member Board appointed by the Minister for Education and Training.

Statutory committees

The Act prescribes two statutory committees to provide advice to the Board. These are 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



From left: Ms Pauline Coghlan, Ms Denise O'Meara, Mrs Pauline White, Emeritus Professor David Andrich, Emeritus Professor Jill Downie, Dr Lynette Henderson-Yates (Absent: Ms Lee Musumeci)

Mrs Pauline White (Chair since December 2021)

Mrs White was formerly Principal of Wanneroo Secondary College and held the position of Associate Principal at Warnbro Community High School and Hamilton Senior High School. She has extensive experience as a teacher and school leader. She was a member of the School Curriculum and Standards Authority – Standards Committee from July 2018 to September 2020.

Emeritus Professor Patrick Garnett (Chair until December 2021)

Formerly Deputy Vice-Chancellor of Edith Cowan University, Emeritus Professor Garnett has extensive teaching experience in chemistry and science and involvement in applying new technologies, including online learning. He has extensive experience in educational leadership and management. He was a long-standing member of the Chemistry Joint Syllabus Committee, chaired two Chemistry Syllabus Review Committees and was an examiner and chair of the Tertiary Admissions Examination (TAE) Chemistry Examining Panel.

Emeritus Professor David Andrich

Emeritus Professor Andrich was Chapple Professor of Education at the University of Western Australia from 2007 to 2020. He 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 AM (until December 2021)

Associate Professor Barblett AM 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.

Ms Pauline Coghlan

As an independent education consultant and reviewer, 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. Prior to this, Ms Coghlan worked as a secondary school principal for 20 years.

Emeritus Professor Jill Downie (from April 2022)

Emeritus Professor Downie has significant experience in education as well as executive management in the University sector. She has led strategic projects in curriculum and assessment development and engaged with school Principals to develop innovative strategies to meet school objectives. Her extensive Board experience gives her a strong understanding of the Board's role in governance, quality assurance, risk and financial accountability.

Dr Lynette Henderson-Yates

Dr Henderson-Yates is an Aboriginal woman from Derby with over 40 years of experience in Aboriginal education. A former school principal, teaching at primary, secondary and tertiary levels, she was the first Aboriginal person appointed Deputy Vice Chancellor of an Australian university.

Ms Lee Musumeci (from December 2021)

Ms Musumeci is Principal of Challis Community Primary School. During her career as an educator, Ms Musumeci has won several awards, including 2010 Primary Principal of the Year, WA Education Awards; 2011 Australian Primary Principal of the Year, AITSL; and 2017 ACEL Pre-eminent Educational Leader Award. She was inducted into the WA Women's Hall of Fame in 2019 and awarded a Public Service Medal in the Australia Day Honours in 2020.

Ms Denise O'Meara

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

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 the *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 the Act (s 17), the Board delegated some of its powers to a specific officer of the Department, the Executive Director – School Curriculum and Standards (SCS).

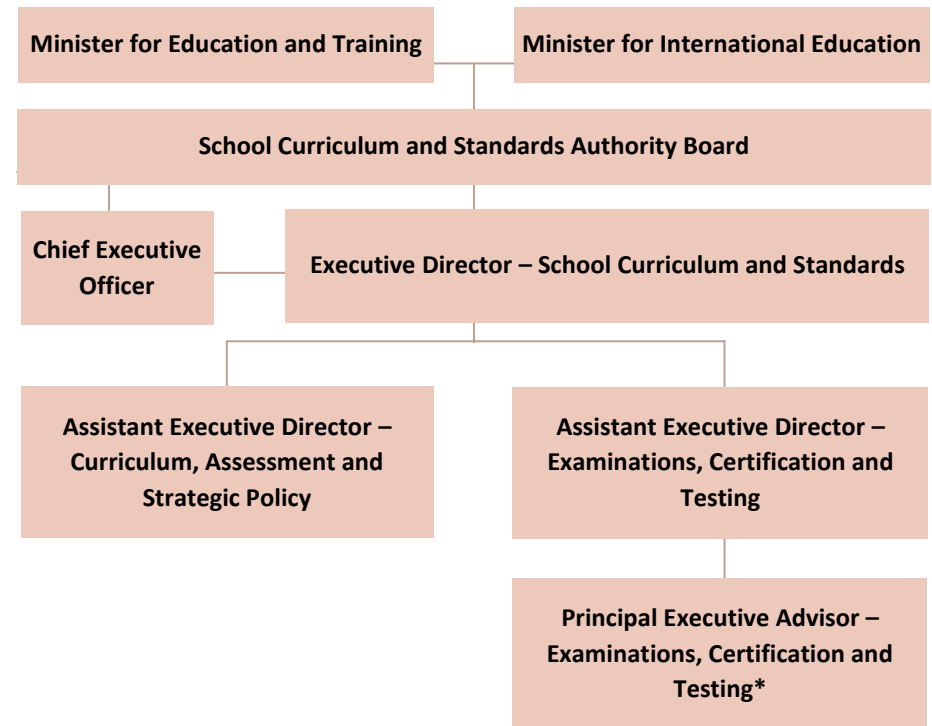
In exercising the delegations of the Board, the Executive Director – SCS is accountable to the Board. In exercising all other functions, the Executive Director – SCS is accountable to the CEO of the Authority.

For the purposes of the *Financial Management Act 2006* (s 57), the Chief Financial Officer (CFO) of the Department is the CFO of the Authority. Funding to support the functions of the Authority is appropriated to the Department and allocated to the SCS Division. This amount is reported as resources received 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)



* Position in place until 13 June 2022 Flow chart connector

Executive Group



From left: Mr Allan Blagaich, Ms Juanita Healy, Mr Ivan Banks

Executive Group

The SCS Executive Group is responsible for establishing, maintaining and monitoring the Authority’s governance structures, and 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 (until June 2022)
Mr Ivan Banks	Principal Executive Advisor – Examinations, Certification and Testing (until June 2022) Assistant Executive Director – Examinations, Certification and Testing (from June 2022)

Executive Director – School Curriculum and Standards

Mr Allan Blagaich

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
 - > education systems/sectors-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
- > offshore international offerings of the Western Australian curriculum and the Western Australian Certificate of Education (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, the Minister for International Education 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.

Assistant Executive Director – Curriculum, Assessment and Strategic Policy
Ms Juanita Healy

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 offshore 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, the Minister for Education and Training and the Minister for International Education and leading the coordination of associated services, projects and support.

Assistant Executive Director – Examinations, Certification and Testing

Mr Russell Dyer (until June 2022)

Mr Ivan Banks (from June 2022)

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 at 30 June 2022, the Authority’s functions were supported by the staff numbers* (headcount) displayed in Table 2. Approximately 4046 casual staff assisted with examinations, testing and short-term syllabus development and evaluation requirements in 2021–22.

Table 2: SCS staff numbers as at 30 June 2022

Contract Type	Full-time	Part-time	Total
Permanent	107	45	152
Fixed-term	19	28	47
Total	126	73	199

* Only SCS Division staff data are reported in the Authority’s annual report. The 199 staff in the 30 June headcount equated to a full-time equivalent of 165.93 staff.

Legislation

Enabling legislation

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

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*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *School Curriculum and Standards Authority Regulations 2005*
- *State Records Act 2000*
- *Work Health and Safety Act 2020.*

The Authority continued to make necessary adjustments to its activities and worked with the education systems/sectors to support teachers, students and schools in accordance with health advice during the Western Australia Declaration of Public Health State of Emergency and the Western Australia Declaration of State of Emergency in response to the pandemic caused by COVID-19.



Image: Steve Debenport via iStock

Performance management framework

The *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10) and the Western Australian Certificate of Education (Years 11 and 12) are critical elements to ensuring Western Australian students receive a high quality and contemporary education across Western Australia. This desired outcome is achieved through the delivery of the Authority’s service, and contributes to the State Government’s Goal of providing ‘Safe, strong and fair communities: Developing healthy and resilient communities’.

The Authority’s Outcome Based Management framework is summarised in Table 3.

Table 3: Outcome Based Management framework

Government goal
Safe, strong and fair communities: Developing healthy and resilient communities.
Desired outcome
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.
Service
Student assessment, certification, curriculum development, evaluation and support.

Service: Student assessment, certification, curriculum development, evaluation and support

The Authority’s 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; and
- 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 performance indicators

The Authority’s key effectiveness indicators measure the extent to which the desired outcome has been achieved. The scale of actual achievement against the targets are shown in Table 4. The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

The Authority’s key efficiency indicators are outlined in Table 5 and measure how efficiently the Authority has delivered its service.

Table 4: Key effectiveness indicators^(a)

	2022 Target	2022 Actual	Variance
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4	3.6	0.2
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4	3.7	0.3
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4	3.6	0.2
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4	3.3 ^(b)	(0.1)

(a) The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

(b) Due to the COVID-19 pandemic, there was a reduced number of Consensus moderation meetings held during 2021–22.

Table 5: Key efficiency indicators

	2022 Target	2022 Actual	Variance ^(a)
Service: Student assessment, certification, curriculum development, evaluation and support			
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$71	\$74	\$3
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$34	\$26	(\$8)

(a) Explanations of the variations are provided in the ‘Key Performance Indicators’ section of this Annual Report.

Changes to Outcome Based Management framework

The Authority’s Outcome Based Management framework did not change during 2021–22.

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 2021–22 financial year.

Performance against financial targets

Table 6: Performance against financial targets

	2022	2022	Variance ^(b)
	Target ^(a)	Actual	
	\$000	\$000	\$000
Total cost of services	41,250	40,999	(251)
Net cost of services	35,755	37,747	1,992
Total Equity	7,675	7,110	(565)
Net increase/(decrease) in cash and cash equivalents	22	6	(16)

(a) As specified in the Annual Estimates submission.

(b) Explanations for the variances are provided in Note 8.9 of the financial statements.



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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 *Outline* is informed by the *Alice Springs (Mparntwe) Education Declaration* and the Australian Curriculum developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

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

Early childhood educators in Western Australia use the *Early Years Learning Framework*, the Western Australian curriculum and their professional knowledge to develop high quality early childhood programs that align 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, including government, non-government, approved offshore 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 assessing and reporting student achievement.

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

Review of the F–10 Australian Curriculum

In September 2015, Australia's Education Ministers endorsed the Foundation to Year 10 (F–10) Australian Curriculum. After consultation with teachers and other stakeholders, Western Australia 'adopted and adapted' the F–10 Australian Curriculum. The Western Australian curriculum, published in the *Outline*, sets out the mandatory teaching, assessing and reporting on student achievement requirements for all Western Australian schools.

On 12 June 2020, the Education Council tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to undertake a review of the F–10 Australian Curriculum to ensure it was meeting the needs of students and providing clear guidance for teachers.

In February 2022, Australian Education Ministers requested that ACARA undertake further revisions to the Mental Health content within the Health and Physical Education learning area.

On 1 April 2022, Education Ministers endorsed the Australian Curriculum version 9. The updated Australian Curriculum version 9 was published on an ACARA website on 9 May 2022.

The Authority's Board Chair wrote to all Western Australian Principals on 7 April 2022 to advise that while there is a newly endorsed Australian Curriculum version 9, all Western Australian schools and approved offshore international schools must continue to implement the Western Australian curriculum as published in the *Outline* until otherwise advised.

The Authority collaborated with the education systems/sectors to coordinate opportunities for Western Australian teachers and other stakeholders to provide feedback on ACARA's proposed revisions to the F–10 Australian Curriculum. This feedback has been analysed and forms the basis of the Authority's response to ACARA.

The Australian Curriculum: Languages is still being reviewed, as set out in the terms of reference for the Australian Curriculum Review. The Languages curriculum will be reviewed in phases and completed by the end of 2023.

The Authority will coordinate feedback on ACARA's Phase 2 Languages curriculum when it is released for public consultation in Semester 2, 2022.

Abilities Based Learning Education, Western Australia (ABLEWA)

ABLEWA resources provide support to teachers of 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 understandings on the same basis as students without disability and ensure students can confidently participate in schooling.

ABLEWA assists teachers in creating high-quality targeted classroom programs by applying the Abilities Based Learning and Education Support (ABLES) assessment tool to identify their students' readiness to learn across the seven learning domains (Critical and Creative Thinking, Digital Literacy, English – Reading and Writing, English – Speaking and Listening, Mathematics, Movement and Physical Activity, and Personal and Social Capability) and using the curriculum content descriptions and achievement standards for Stages A to D, in all learning areas except Languages, as provided in the *Outline*.

In creating an individual education plan for a student with a disability or additional needs, teachers utilise the Pre-primary to Year 10 Western Australian curriculum. They may also draw on ABLEWA Stages A to D in designing teaching and learning programs for students with disability and additional needs.

A new platform (Ruby) for the ABLES assessment tool was implemented in Semester 2, 2021. This platform has enhanced flexibility for service users and improved data security and privacy controls. The tool is available to all schools across education systems/sectors, with 3173 students being assessed in 266 schools in Semester 2, 2021. Although the number of students being assessed is steadily increasing, there was a decrease in the number of schools accessing the tool for this period, which may be attributed in part to the introduction of the new platform and enhanced security arrangements for login.

The 2022 Term 1 data shows 230 schools using the assessment tool and 1301 students being assessed. This is an increase in the number of students for the same period in 2021, but involves slightly fewer schools. Teachers recognise that the assessments allow a comprehensive picture of a student's strengths and abilities to be compiled.

Pre-primary to Year 10 Western Australian curriculum

The syllabuses in each learning area contain:

- a year-level description – an 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 continued with the implementation of Languages at Year 7 in 2022, complementing the suite of learning areas (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages at Year 6) 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 is optional.

For Languages education in Western Australia, the Authority provides syllabuses for second language learners in six Languages: Chinese, French, German, Indonesian, Italian and Japanese. In addition, the *ACARA Aboriginal Languages and Torres Strait Islander Languages Framework* is available on the Authority website to support schools implementing local languages.

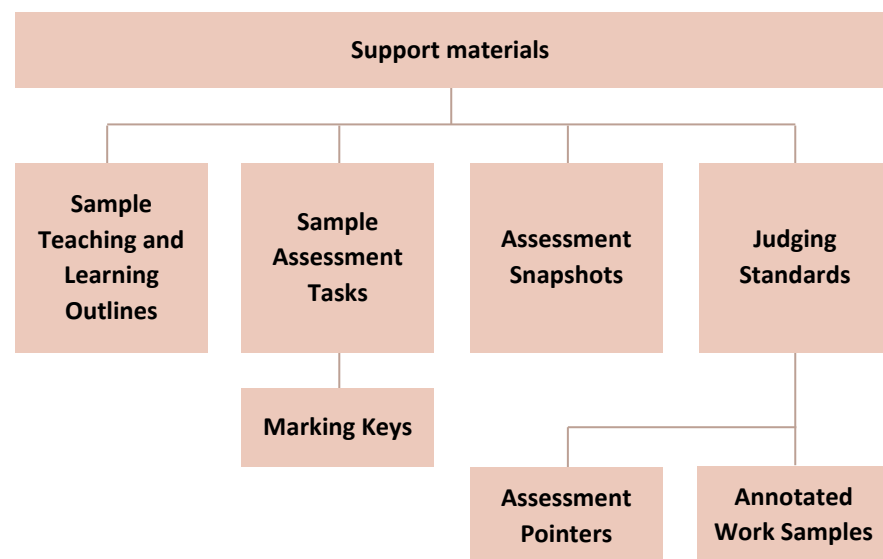
In early 2022, the Authority commenced the development of a Noongar (Revival) Language Pre-primary to Year 10 curriculum adapted from the *ACARA Framework for Aboriginal Languages and Torres Strait Islander Languages*. The curriculum will serve as a model for use in the development of curriculum for other Western Australian Aboriginal Languages in order to provide primary and secondary students with a robust Aboriginal Language education.

The Authority also commenced the development in early 2022 of the Western Australian Hindi, Korean and Tamil Languages curriculum as part of the *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10). The curriculum for all three languages is scheduled to be available for implementation from Term 1, 2023.

Teacher support materials

Support materials consist of sample Teaching and Learning Outlines, sample 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.

Sample Assessment Tasks and Marking Keys illustrate how teachers can use best practice to create 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. They can be used to assist whole-school planning and individual classroom practice related to teaching, assessment and the reporting of student achievement.

With the completion of the scope and sequence documents for the Western Australian Curriculum: Languages Years 7 to 10 curriculum sequence, the Authority completed the development of Years 7 and 8 assessment tasks across all six languages for schools to implement in Term 3, 2021. These assessment tasks were used to harvest student work samples. The work samples schools provided led to the development of evidence-based achievement standards for Year 7 and Year 8 in the six languages, assessment pointers and annotated work samples to support the implementation of the curriculum.

Table 7: 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.

Kindergarten to Year 10 Curriculum Support Project

The Department of Education negotiated a replacement agreement with the State School Teachers’ Union of Western Australia (SSTUWA) and the Principals’ Federation of Western Australia (PFWA) for the *School Education Act Employees (Teachers and Administrators) General Agreement 2017*. During the

course of negotiations, the following commitments were made under Clause 61.1–61.3:

- development of Kindergarten to Year 10 (K–10) curriculum, planning and moderation support materials (the support materials)
- associated professional learning of up to half a day was available to public school teachers upon the release of new support materials, where such materials were relevant to the teacher’s current student cohort.

These two commitments are interrelated and are referred to as the Curriculum Support Project (the project).

During 2021, the Authority developed the Kindergarten to Year 10 support materials for each of the eight learning areas in the *Outline* (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages). Table 8 indicates the subject or context demonstrated in the support materials developed in learning areas where there is more than one subject or context.

Table 8: Subject or context exemplified in the curriculum support materials in learning areas with more than one subject or context

Context/Subject	Pre-primary to Year 2	Year 3 to Year 6	Year 7 to Year 10
Technologies – Design and Technologies	Food and Fibre Materials and Technologies Specialisations (P–2)	Engineering (4 and 6) Materials and Technologies Specialisations (3–5) Food and Fibre (3 and 5) Food Specialisations (6)	Food Specialisations Materials and Technologies Specialisations
The Arts – Performing Arts	Music	Music	Music
The Arts – Visual Arts	Visual Arts	Visual Arts	Visual Arts
Languages		Japanese: Second Language	Japanese: Second Language (P–10 sequence) Japanese: Second Language (7–10 sequence)
Languages		Italian: Second Language	French: Second Language (P–10 sequence) French: Second Language (7–10 sequence)

The Authority completed the development of the draft curriculum support materials in 2021. These materials are outlined below.

Kindergarten

- updated *Kindergarten Curriculum Guidelines* (the *Guidelines*)

- > the review and redevelopment of the *Guidelines* based on contemporary research and best practice. The *Guidelines* will be finalised upon the Australian Government’s release of the updated *Early Years Learning Framework*.

Pre-primary to Year 2

- teaching and learning sequence and assessment exemplars
 - > a literature review of contemporary research and practice for early childhood education across the learning areas in the *Outline*
 - > a planning and assessment template to support effective teaching and assessment practice in the early childhood phase of schooling
 - > a planning and assessment exemplar for each learning area in the *Outline*, to demonstrate the scope and sequence of content, ideas for assessment and ideas for integration

Year 3 to Year 6

- teaching and learning sequence and assessment exemplars
 - > exemplars of a teaching and learning sequence for each learning area in the *Outline*, and for each year level
 - > suggested assessment points within the teaching and learning sequence for each learning area in the *Outline*, and for each year level
 - > two assessment exemplars based on a teaching and learning sequence for each learning area, and for each year level

Year 7 to Year 10

- teaching and learning sequence and assessment exemplars
 - > possible key conceptual knowledge, understandings and skills for each learning area in the *Outline*, and for each year level
 - > assessment exemplars based on a teaching and learning sequence for each learning area, and for each year level

Moderation

- a model to support moderation within and across schools
 - > a network of schools based on the Authority's Year 6 and Year 7 moderation process, along with an online course to support teachers

in implementing the moderation process in their school or across schools.

Alternative curriculum/reporting recognition

In 2021, the Authority reinstated the opportunity to seek alternative curriculum/reporting on student achievement recognition for all eight Pre-primary to Year 10 learning areas for schools that may wish to make modifications to their curriculum and/or reporting before the conclusion of the extension period of December 2022.

Two schools took advantage of this opportunity to seek approval for alterations to their reporting on student achievement documentation. One school sought alternative curriculum recognition for their Year 8 Humanities and Social Sciences curriculum, and one organisation sought reporting on student achievement recognition for the primary years on behalf of five schools. The Board granted approval to all submissions and the Alternative Curriculum/Reporting on Student Achievement Register was updated to reflect these changes.

Moderation

The purpose of the Authority's moderation process is to work with schools and teachers to develop a comprehensive and shared understanding of the achievement standards. The deep analysis of the standards, along with engagement with the assessment pointers, also supports teachers to collect evidence in order to make valid, reliable and consistent judgements on student achievement for reporting purposes.

Year 6 and Year 7 moderation

The Year 6 and Year 7 moderation program was affected by the impact of COVID-19 in Semester 2, 2020. As a result, Semester 2, 2020 the learning area Moderation Workshops were cancelled.

Year 6 and Year 7 moderation resumed in 2021 with workshops to develop a comprehensive, shared understanding of the achievement standards and the mandated Principles of Teaching, Learning and Assessment in the *Outline*.

A summary of teacher registrations and participation in each of the learning areas for Year 6 and Year 7 moderation is presented in Table 9.

Workshops for Health Education, Physical Education and Design and Technologies were cancelled due to low enrolment registrations. Principal Consultants from the Authority provided opportunities for teachers to work with them directly on the moderation tasks.

Table 9: 2021 Year 6 and Year 7 moderation – registrations vs moderation workshop attendees

Learning Area	Year 6	Year 7	Combined Registrations	Workshop Attendees
Health Education	0	4	4	Cancelled
Physical Education	2	1	3	Cancelled
Design and Technologies	1	8	9	Cancelled
Visual Arts	4	8	12	9
Science	3	12	15	15
Humanities and Social Sciences	5	18	23	15
Mathematics	13	10	23	19
English	8	33	41	39
Total	36	94	130	97

Year 4 Languages Moderation Pilot

To support the implementation of the Year 4 Languages Moderation Pilot, moderation workshops were conducted in Week 8 of Term 3 and Term 4, 2021. Each workshop focused on developing a comprehensive and shared understanding of the Achievement Standards for Year 4. Participants gained an understanding of the benefits and use of marking keys as diagnostic tools and in making valid, reliable and consistent judgements on student achievement. The analysis of the standards, along with engagement with the assessment pointers, supported the teachers who attended in collecting evidence to make judgements for reporting purposes

The teacher registrations for the Year 4 Languages Pilot are summarised in Table 10, along with teachers who participated in the Moderation Workshop in Term 3 and Term 4.

Table 10: 2021 Year 4 Languages Moderation Pilot – moderation registrations vs workshop attendees

Learning Area	Metropolitan Registrations	Regional Registrations	Combined Registrations	Workshop Attendees (Face-to-Face) 8 September	Workshop Attendees (Online) 2 December
Chinese: Second Language	6	2	8	0	3
French: Second Language	4	0	4	2	0
German: Second Language	5	0	5	0	0
Indonesian: Second Language	8	3	11	5	2
Italian: Second Language	13	1	14	3	0
Japanese: Second Language	6	0	6	2	0
Total	42	6	48	12	5

Brightpath

Brightpath supports Pre-primary to Year 10 teachers in making reliable professional judgements, recording assessment results and reporting a range of formative and summative information. The Authority provides access to over 700 schools to the Brightpath Basic Package and the Advanced Package, which includes unlimited access to the assessment process for all scales and access to central reports, plus information for leadership teams about whole school performance and comparable performance against other schools.

The Authority supports schools across the education systems/sectors 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, 2021, 167 751 assessments were undertaken across Western Australian schools, including 63 614 in the Narrative Scale, 31 236 in the Persuasive Scale and 15 745 in the Recount – Early Childhood Scale. As expected, this was an improvement on the corresponding data for 2020 in

both Narrative and Persuasive, and similar for Recount. Term 1, 2022 data (68 649 assessments overall) indicates improved usage from the same period in 2021, as is expected with a larger number of registered schools.

In 2021, an extensive suite of formative Mathematics Assessments was added to the assessment and reporting platform. The assessments cover Years 2 to 9 and include Measurement and Geometry, and Number and Algebra. In Semester 2, 2021, 11 044 assessments were undertaken in Measurement and Geometry and 22 756 assessments in Number and Algebra.

An additional 44 schools registered to use Brightpath in Term 1, 2022, affording them the opportunity for efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning. Schools can collect consistent teacher judgements to evaluate school programs and support the next steps in each student's learning plan. This includes a small number of secondary schools that have registered to access both the Brightpath Literacy and Mathematics assessments.

International education (Kindergarten to Year 10)

From July 2021 to June 2022, the Authority continued to approve the implementation of the *Outline* as part of its offshore international curriculum program.

The *Outline* was implemented by seven schools in five countries – Bangladesh, Indonesia, Mauritius, Vietnam and South Korea. The schools include the Australian Intercultural School in Batam, Indonesia, the Australian International School in Dhaka, Bangladesh, the Western Australian International School System in Ho Chi Minh City, Vietnam, Dukesbridge – Trianon in Mauritius, Dukesbridge – North in Mauritius, Dukesbridge – South in Mauritius, and D&CO Minerva International School with Busan MBC in

South Korea. Students at these schools study the Authority's curriculum programs without leaving their own country.

Each school implementing the *Outline* was supported through online conferencing, email and telephone. This support focused on ensuring school documentation complied with the Authority's Pre-primary to Year 10 *Outline* requirements.

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 a syllabus delivery audit, a new schools documentation review, documentation and grading reviews, consensus moderation, validation meetings and externally set tasks (ESTs).

Syllabus delivery audit

The Authority introduced the syllabus delivery audit (SDA) in 2015 and it has continued through to 2022. The audit is designed to ensure that all schools deliver and assess the correct syllabus to comply with WACE requirements. The following Years 11 and 12 Foundation, General and ATAR courses were audited in 2022:

- Year 11 ATAR Media Production and Analysis
- Year 11 ATAR Drama
- Year 11 ATAR English as an Additional Language or Dialect
- Year 11 Foundation Health, Physical and Outdoor Education
- Year 11 ATAR Geography
- Year 11 General Aboriginal and Intercultural Studies
- Year 11 General Career and Enterprise
- Year 11 Foundation Career and Enterprise
- Year 11 ATAR Chinese: Second Language
- Year 11 ATAR German: Second Language
- Year 11 ATAR Indonesian: Second Language
- Year 11 General Earth and Environmental Science
- Year 11 ATAR Food Science and Technology
- Year 11 General Aviation
- Year 12 Foundation English
- Year 12 General Children, Family and the Community.

In Term 1, 2022, approximately 1317 documents associated with the delivery of the selected 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 40 reviewers (13 Principal Consultants from the Authority and 27 experienced teachers). The compliance rate achieved by schools was 62 per cent for course outlines and 54 per cent for assessment outlines.

In Term 1, 2022, the Executive Director – SCS sent a letter to schools delivering Year 11 ATAR Geography, Year 11 ATAR Media Production and Analysis, and Year 11 ATAR Drama, all of which had revised syllabuses released for teaching in 2022. These courses emerged as having a higher than usual level of non-compliance with documentation of the revised syllabuses. 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.

New schools documentation review

New schools offering courses for the first time in Year 11 or Year 12 are required to submit their Year 11 and Year 12 course delivery documentation for review at the beginning of the school year. Feedback is provided to schools on the documentation appropriateness, including the revision and resubmission of documents where required. Eight schools were involved in this process in 2022. The Authority reviewed the documentation for 123 offerings for Years 11 and 12 across the eight schools, with 46 requiring some course documentation to be resubmitted.

Documentation and grading reviews

The school moderation program is predominantly conducted through school visits for specific courses, based on evidence of potential delivery and/or assessment issues. A review by electronic submission was conducted for schools where a visit was not possible. The school moderation program helps to ensure that state-wide comparability of course standards is 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.

In the period July 2021 to June 2022, the Authority conducted 282 documentation and grading reviews on specific courses at schools where:

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

Other schools were involved in the program at their request. Each school received feedback on whether the documentation provided was compliant with the Authority's requirements. Where issues were identified at a documentation review or a grading review, required actions were documented, and the Principal completed a declaration that the action would be completed.

Consensus moderation meetings

Consensus moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability. Consensus moderation was held in 2021, after the activity was suspended due to the impacts of COVID-19 in 2020, and covered 21 courses across ATAR and General for either Year 11 or Year 12. One thousand two hundred and ninety-seven teachers were registered to attend the 72 face-to-face meetings (54 metropolitan and 18 regional) and 21 online meetings conducted over six weeks in Term 2 and Term 3.

In 2021, consensus moderation meetings were full-day events conducted in two parts. Part A remained the same as in 2019, with the review of student assessment files and a focus on applying the Grade Descriptions in a course to determine a grade. The process of judging the student assessment files also remained the same. Part B was a new initiative in 2021, focusing on assessment practice outlined in Section 2.4 of the *WACE Manual 2021*.

In 2021, 54 consensus moderation meetings were held in Term 3 from 26 July to 13 August. Consensus moderation meetings were conducted for Year 11 and Year 12 courses, as illustrated in Table 11.

Note: in Table 11, Biology, Geography and Outdoor Education registered zero face-to-face or online meetings, as the meetings were held in Term 2, 2021. Arabic ATAR Year 12 registered zero meetings as only one school offered the course in 2021.

The Authority determined that, due to the impact of COVID-19 on schools, the proposed 2022 consensus moderation program would not go ahead. The courses selected will be included in the consensus moderation program for 2023. In place of the proposed program, the Authority offered teachers of the selected courses the opportunity to participate in online Assessment and Moderation workshop sessions at the end of Term 2 and the start of Term 3, 2022.

Table 11: Consensus moderation meetings 26 July to 23 August 2021

Course	Course Type	Number of Face-to-Face Meetings	Number of Participants	Number of Online Meetings	Number of Participants
Arabic	ATAR Year 11	0	0	0	0
Chinese: Second Language	ATAR Year 12	1	15	0	0
Indonesian: Second Language	ATAR Year 12	1	13	0	0
German: Second Language	ATAR Year 12	1	3	0	0
Mathematics Specialist	ATAR Year 12	2	29	1	10
Applied Information Technology	General Year 11	3	51	1	10
Automotive Engineering and Technology	General Year 11	1	17	1	7
Building and Construction	General Year 11	1	17	1	8
Outdoor Education	General Year 11	0	0	0	0
Visual Arts	General Year 11	10	143	2	26
Accounting and Finance	General Year 12	1	3	1	5
Ancient History	General Year 12	2	18	0	0
Animal Production Systems	General Year 12	1	8	0	0
Biology	General Year 12	0	0	0	0
English	General Year 12	5	73	3	37
Food Science and Technology	General Year 12	4	66	2	22
Geography	General Year 12	0	0	0	0
Human Biology	General Year 12	1	16	1	12
Marine and Maritime Studies	General Year 12	0	0	1	6
Modern History	General Year 12	2	29	1	3
Plant Production Systems	General Year 12	1	6	0	0
Psychology	General Year 12	1	17	1	9
Total		38	524	16	155

Validation meetings

Validation meetings provide Preliminary course teachers with the opportunity to build common understandings of the validation requirements for course delivery. In 2021, validation meetings were planned for Food Science and Technology Unit 1 in Term 3 but were affected by the impact of COVID-19, and the sessions were cancelled.

Externally set tasks (ESTs)

Year 12 students enrolled in General and Foundation courses complete an EST developed by the Authority in Term 2 each year. The Authority prepared 61 EST papers (courses with contexts, such as Ancient History which has three, require separate context-based EST papers) written across the General and Foundation courses for 2022. The Authority sent schools 74 695 EST papers (plus spares) to 245 schools. From these, the Authority selected 25 580 samples for the external marking process. The EST is considered part of the school's assessment program, and these tasks:

- assist in ensuring 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 the credibility of standards and assist in informing the Authority's other moderation activities.

By 30 June 2022, General and Foundation ESTs for 2023 were being developed by nominated EST writers and were due for submission to the Authority by 12 July 2022.

Assessment task review trial

In 2022, the Authority extended a trial of the Assessment Task Review process as a potential ongoing moderation activity. The trial aimed to provide feedback to teachers to support them in strengthening their development of assessment tasks and marking keys that reflect course requirements and standards.

Ninety-eight schools (57 in 2021) chose to participate in the trial in 2021. Selected schools were required to provide the Authority with two assessment tasks and marking keys for two different assessment types for the nominated course. Table 12 shows the courses involved, the assessment task types reviewed, and number of schools that submitted documents for review for each course.

Table 12: Assessment task review trial

Learning area	Course	Nominated assessment types	Number of schools per course
Arts	Year 12 General Drama	Performance/production Response	19
	Year 11 General Music	Composing and arranging Investigation and analysis	32
English	Year 11 General Literature	Short written response Creative production	3
	Year 12 General Literature	Short written response Oral	2
Humanities and Social Sciences	Year 11 ATAR Politics and Law	Short answer Source analysis	30
Languages	Year 11 ATAR Japanese: Second Language	Response: Viewing and reading Written communication	10
	Year 11 ATAR Applied Information Technology	Project Extended answer	26
Technologies	Year 11 General Materials Design and Technology	Design Production	30

Years 11 and 12 curriculum

Grade descriptions and annotated samples

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

To support these teacher judgements, ongoing collection and updating of samples of Year 11 and Year 12 student work at the A, B and C grade levels

continued. The samples relate to the range of assessment task types for each course. These samples are annotated for teacher reference and are progressively reviewed and published on the Authority website.

Enrolment processes

Enrolment process for WACE languages courses

In the 2021 school year, all students who planned to enrol in a Year 11 WACE Language course in 2022 were required to complete an application for permission to enrol in Chinese, French, German, Indonesian, Italian or Japanese language courses.

The Authority processed 2009 applications in total from Years 9, 10 and 11 students 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. Fourteen students successfully appealed the Authority’s initial determination.

In 2021, the Languages enrolment process moved to online completion through the Authority’s Student Records Management System (SRMS).

Enrolment process for English as an Additional Language or Dialect (EAL/D)

In 2021, students from Years 9 to 12 submitted EAL/D eligibility applications for enrolment into Year 12 EAL/D courses and/or Online Literacy and Numeracy Assessment (OLNA) EAL/D student status. There were 2457 students registered as having an EAL/D eligibility status in the 2021 school year, with 105 of these students ineligible. An external and independent appeals panel considered five appeals. Four appeals were upheld.

International education (Year 11 and Year 12)

From July 2021 to June 2022, the Authority continued to approve the implementation of the following Year 11 and Year 12 Western Australian curriculum programs as part of its offshore international education offerings:

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

From July 2021 to June 2022, WACE or AUSMAT programs were implemented in schools in eight countries: Bangladesh, China, Indonesia, Japan, Malaysia, Singapore, Thailand and Vietnam.

Students at these offshore international schools study the Authority’s curriculum programs without leaving their own country. The programs provide a seamless transition for students into universities in Western Australia and around the world.

Due to the impact of COVID-19, each offshore international school implementing the WACE or AUSMAT was supported through online conferencing, email and telephone. The focus of this support included:

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

Table 13: Offshore international student enrolments in Year 11 and Year 12 curriculum programs (students enrolled in at least one WACE course on a Southern hemisphere 2021 academic calendar, as at 31 December 2021)

Schools	Year 11	Year 12
Australian Intercultural School, Batam, Indonesia	6	5
Australian International School, Dhaka, Bangladesh	5	3
Australian International School, Nanjing, China	0	55
Beijing Aidi School, Beijing, China	126	58
Beijing Chaoyang International School, Beijing, China	33	0
China-Australia College, Zhengzhou, China	31	19
Methodist College Kuala Lumpur, Kuala Lumpur, Malaysia	0	64
Saigon International College, Ho Chi Minh City, Vietnam	134	140
Shanghai Australian International School, Shanghai, China	69	49
St Francis Methodist School, Singapore	29	16
Sunway College, Kuala Lumpur, Malaysia	0	522
Sunway College, Johor Bahru, Malaysia	0	40
Western Australian International School System, Ho Chi Minh City, Vietnam	21	0
Yiwu Xinyi High School, Zhejiang Province, China	18	16
Total students per year enrolled	472	987

WACE International Northern hemisphere examinations pilot

In response to demand from offshore international schools located in the Northern hemisphere to license the Western Australian Year 11 and Year 12 curriculum programs, the Authority permitted two schools located in Malaysia to pilot the delivery of a limited number of ATAR courses on a Northern hemisphere academic calendar in 2021–22. Under this pilot, the Authority administered WACE International Northern hemisphere examinations for these ATAR courses. Table 14 shows the student enrolments for the WACE International Northern hemisphere examinations pilot in 2021–22.

Table 14: Offshore international student enrolments in Year 11 and Year 12 curriculum programs (students enrolled in at least one WACE course on a Northern hemisphere academic calendar, as at 30 June 2022)

Schools	Year 11	Year 12
Sunway College, Kuala Lumpur, Malaysia	0	242
Methodist College Kuala Lumpur, Kuala Lumpur, Malaysia	0	12
Total students enrolled	0	254

Retention and participation

Table 15 shows the school registrations of secondary students in 2021. Approximately 195 000 students between Years 7 to 12 were registered in Western Australia. As is expected, the number of registered Year 12 students is less than the number of registered Year 11 students (27 261 compared to 30 383). This may be due to Year 12 students opting to participate in activities other than full-time schooling. Other registrations accounted for 4020 (2 per cent) of all secondary registrations.

Table 15: 2021 secondary registrations (as at 29 October 2021)

School Type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	20 879	21 318	20 564	19 225	17 722	15 102	114 810
Non-government	13 513	13 756	13 477	13 060	11 999	11 065	76 870
Other*	650	514	630	470	662	1 094	4 020
Total	35 042	35 588	34 671	32 755	30 383	27 261	195 700

* Other includes offshore international and home education registrations.

Tables 16, 17 and 18 show that a total of 276 015 primary students were registered, with an average of approximately 35 000 in each academic year, except Kindergarten and Pre-primary, which are over 32 000.

Table 16: 2021 primary registrations (K–2) (as at 29 October 2021)

School Type	Kindergarten	Pre-primary	Year 1	Year 2	Total
Government	23 369	26 095	25 522	25 645	100 631
Non-government	8 519	5 916	8 973	9 282	32 690
Other	463	347	415	414	1 639
Total	32 351	32 358	34 910	35 341	134 960

Table 17: 2021 primary registrations (3–6) (as at 29 October 2021)

School Type	Year 3	Year 4	Year 5	Year 6	Total
Government	25 628	24 674	24 455	24 272	99 029
Non-government	9 403	9 862	10 206	10 361	39 832
Other	755	460	567	412	2 194
Total	35 786	34 996	35 228	35 045	141 055

Table 18: 2021 primary registrations (K–6) (as at 29 October 2021)

School Type	Kindergarten–Year 2	Years 3–6	Total
Government	100 631	99 029	199 660
Non-government	32 690	39 832	72 522
Other	1 639	2 194	3 833
Total	134 960	141 055	276 015

Table 19 shows the number of students born 1/7/2003–30/06/2005 registered with the Authority in 2021, including those undertaking programs other than full-time schooling.

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

Table 19: 2021 student registrations – students born 1/7/2003–30/6/2005 (as at 29 October 2021)

Engagement Type	Date of birth 1/7/2003–30/6/2004	Date of birth 1/7/2004–30/6/2005
A. Participating students		
(i) Schooling		
• Government	15 198	17 312
• Non-government	11 346	11 871
• Home education	129	191
Sub-total: participating students (i)	26 673	29 374
(ii) Non-School (Notice of Arrangements)		
• TAFE/RTO (Form A)	1 099	975
• Apprenticeship/traineeship (Form ATRS)	1 119	582
• Employment (Form C)	453	228
• Combination of above (Form B)	65	30
• Pending (i.e. no learning program supplied)	121	53
Sub-total: participating students (ii)	2 857	1 868
Sub-total (i) and (ii): participating students	29 530	31 242
B. Non-participating students		
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	1 887	1 216
C. Other		
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	689	339
Total all students	32 106	32 797

Aboriginal and Torres Strait Islander student registrations

Table 20 shows the number of Aboriginal and Torres Strait Islander students born 1/7/2003–30/6/2005 registered with the Authority in 2021, including those undertaking activities other than full-time schooling.

Table 20: Aboriginal and Torres Strait Islander 2021 student registrations – students born 1/7/2003–30/6/2005 (as at 29 October 2021)

Engagement Type	Date of birth 1/7/2003–30/6/2004			Date of birth 1/7/2004–30/6/2005		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
A. Participating students						
(i) Schooling						
• Government	0	112	962	28	1 402	4
• Non-government	1	56	330	26	434	5
• Home education	0	0	3	0	1	0
Sub-total: participating students (i)	1	168	1 295	54	1 837	9
(ii) Non-School (Notice of Arrangements)						
• TAFE/RTO (Form A)	0	10	44	3	34	0
• Apprenticeship/traineeship (Form ATRS)	0	0	13	0	3	0
• Employment (Form C)	0	2	14	0	7	0
• Combination of above (Form B)	0	0	3	0	1	0
• Pending (i.e. no learning program supplied)	0	2	7	0	2	0
Sub-total: participating students (ii)	0	14	81	3	47	0
Sub-total (i) and (ii): participating students	1	182	1 376	57	1 884	9
B. Non-participating students						
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	12	97	188	112	140	0
C. Other						
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	0	14	233	7	128	0
Total all Aboriginal and Torres Strait Islander students	13	293	1 797	176	2 152	9

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 provides 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 development

After the Minister of Education and Training announced the development of three new languages for Western Australian schools, the Authority commenced development in early 2022 of the Western Australian Hindi, Korean and Tamil ATAR courses as part of the WACE.

The Year 11 Hindi, Tamil and Korean Second Language and Background Language course syllabuses and teacher support materials are scheduled to be available for implementation in Term 1, 2023. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from Term 1, 2024.

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.

The following senior secondary courses have been approved by the Board of the Authority to be reviewed:

- Years 11 and 12 Aboriginal and Intercultural Studies (ATAR, General)
- Years 11 and 12 Ancient History (ATAR)
- Years 11 and 12 Animal Production Systems (ATAR)
- Years 11 and 12 Computer Science (ATAR)
- Years 11 and 12 Design (ATAR)†
- Years 11 and 12 Drama (ATAR)*
- Years 11 and 12 Economics (ATAR)
- Years 11 and 12 Engineering Studies (ATAR)
- Years 11* and 12‡ English as an Additional Language or Dialect (ATAR)
- Years 11 and 12 Geography (ATAR)*
- Years 11 and 12 Human Biology (General)
- Years 11 and 12 Integrated Science (General)
- Years 11 and 12 Media Production and Analysis (ATAR)*
- Years 11 and 12 Modern History (ATAR)
- Years 11 and 12 Music (ATAR)†
- Years 11 and 12 Physical Education Studies (ATAR)
- Years 11 and 12 Plant Production Systems (ATAR)
- Years 11 and 12 Psychology (ATAR).

* Review has been completed, new courses have been ratified and school delivery of the Year 11 syllabus commenced in 2022.

† Review has been completed, new courses have been ratified and school delivery of the Year 11 syllabus is to commence in 2023.

‡ Review has been completed, new course has been ratified and school delivery of the Year 12 syllabus is to commence in 2023.

Members of CACs for the courses being reviewed continue to contribute advice and support in the review process. Of the courses listed above still in

the developmental phase, the drafts of Years 11 and 12 Aboriginal and Intercultural Studies (General), Agricultural Science (Animal Production Systems and Plant Production Systems) (ATAR), Computer Science (ATAR), Economics (ATAR), Psychology (ATAR) and Science in Practice (Integrated Science)(General) course syllabuses were released for public consultation. Feedback received will be used to finalise the revisions to the syllabuses.

A school-based practical assessment validation pilot was conducted with all schools teaching Physical Education Studies Year 12 ATAR (145 schools) from April to June 2022 as part of the Physical Education Studies ATAR syllabus review process. The purpose of the pilot was to determine the appropriateness of school-based practical assessment validation as a potential replacement for the external practical (performance) examination. Feedback received will inform the syllabus review process.

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.

ATAR course examination development

In December 2021 and early 2022, 278 examining panel members for 52 ATAR course examination panels were briefed regarding the development of the examination materials for the 2022 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 Background Language courses in French, German and Italian included a coordinating examiner to ensure comparability across the three examinations.

By 30 June 2022, 52 ATAR course examination document sets (examination paper, marking keys, source booklets, recording information etc.) for the 2022 examinations had been received by Examination Development. A curriculum specialist and an external editor had checked all these documents and more than half of these documents had been checked by the Manager – Examination Development by 30 June 2022.

Forty-three of the 278 examining panel members were involved in writing a second ATAR course examination for nine courses for the WACE International Northern hemisphere examinations pilot. By 30 June 2022, the nine document sets for the 2022 examinations had been received by Examination Development and had been checked by a curriculum specialist.

2021 ATAR course written examinations

Written ATAR course examinations papers were set and 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.

The Authority conducted 79 separate written examinations comprising 52 ATAR course examinations and 27 Interstate Languages examinations. The 2021 ATAR course written examinations were held from Monday, 1 November to Friday, 19 November 2021. At least one, and at most four, examinations were conducted each day during the examination period.

For the 2021 school year, the Authority recorded that:

- 11 581 (45.4 per cent) of Year 12 students who undertook full-time WACE studies were enrolled to sit four or more ATAR course examinations – 11 892 (46.8 per cent) in 2020, 12 269 (48.7 per cent) in 2019, 13 204 (51.9 per cent) in 2018
- a total of 14 150 students enrolled to sit one or more ATAR course examinations

- of the students who enrolled in four or more examinations, 80.5 per cent studied at a school in the metropolitan area, compared with 11.5 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
- 869 Year 12 Aboriginal and Torres Strait Islander students were enrolled in at least one WACE course with the Authority in 2021. Of these students, 118 were enrolled to sit one or more ATAR course examinations
- not all candidates enrolled in an examination sat the examination. There were 1129 candidates absent from the written examinations (including Interstate Languages examinations).

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.

See Appendix A for detailed data about the 2021 ATAR course examinations.

2021 ATAR course practical examinations

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

Practical examinations were set and conducted in Western Australia in 19 ATAR courses and undertaken by 6200 candidates. Depending on the course, the practical examinations constituted a substantial portion of the final combined score, with a value of between 25 per cent and 50 per cent of the combined ATAR course score.

The Authority also conducted 25 Interstate Languages practical examinations.

Access for candidates with special examination provisions

A total of 952 applications for special examination provisions were received for 2021 (compared with 762 in 2020, 693 in 2019, 688 in 2018 and 676 in 2017). This represented 6.7 per cent (5.3 per cent in 2020, 4.8 per cent in 2019, 4.5 per cent in 2018, 4.3 per cent in 2017) of the number of candidates enrolled to sit at least one ATAR course examination. When compared to the applications received in 2020, the greatest increases were in the categories of ADD/ADHD (77 per cent) and Psychological/Neurological (70 per cent), with a decrease overall in Hearing (33 per cent) and Physical (22 per cent).

Breach of examination rules

In 2021, the Breach of Examination Rules Committee found that 78 candidates had breached examination rules. There were 38 breaches for the practical examinations and 40 for the written examinations. Six candidates appealed the committee's decision to the Breach of Examination Rules Committee. The appeals process determined that these candidates had breached the examination rules.

Sickness/misadventure consideration

In 2021, 621 applications were received for sickness/misadventure consideration, representing a decrease of 2.1 per cent in the number of applications received in 2020.

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. Fifty candidates requested a results check, involving 99 written and practical examinations. Two changes were made to an examination mark.

In the 2021 school year, 16 candidates applied to see a breakdown of their examination marks in 30 examinations. Another 65 candidates requested a copy of one or more of their examination scripts, and 98 scripts were provided.

Vocational education and training (VET)

In 2021, 12 918 full-time WACE-eligible Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12, compared with 16 042 in 2020. This equates to an overall 19.5 per cent decrease in completed qualifications. In 2021, 3209 students achieved a Certificate III qualification and 1539 students achieved a Certificate IV qualification, compared to 3931 and 1505 respectively in 2020. A decrease in the number of students undertaking at least one VET qualification at Certificate II or higher in 2021 is potentially because a number of students have opted to complete five Year 12 General courses, rather than four or more ATAR courses or a VET Certificate II or higher.

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 Year 12 ATAR courses or five or more Year 12 General courses.

In 2021, there were 24 504 Year 12 students who were eligible for the WACE. Of these students, 22 376 (91.3 per cent) achieved the WACE.

Of the Year 12 students eligible for the WACE in 2021, there were 686 Aboriginal and Torres Strait Islander students. Of these students, 475 (69.2 per cent) achieved a WACE.

Table 21 shows the Achievement of a WACE 2011–2021 and Table 22 shows the Achievement of a WACE by Aboriginal and Torres Strait Islander students 2011–21.

Table 21: Achievement of a WACE 2011–2021

WACE status Year	2011	2012	2013	2014*	2015	2016	2017	2018	2019	2020	2021
Number of WACE-eligible students	21 621	21 879	22 934	15 607	23 475	23 360	24 332	24 347	24 097	24 335	24 504
Number of WACE-eligible students who achieved a WACE	21 057	21 284	22 229	14 982	22 630	21 473	22 174	22 293	22 008	22 265	22 376
Percentage of WACE-eligible students who achieved a WACE	97.4	97.0	96.9	96.0	96.4	91.9	91.1	91.6	91.3	91.5	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 22: Achievement of a WACE by Aboriginal and Torres Strait Islander students 2011–2021

WACE Status Year	2011	2012	2013	2014*	2015	2016	2017	2018	2019	2020	2021
Number of WACE-eligible students	469	437	600	402	617	565	661	687	733	715	686
Number of WACE-eligible students who achieved a WACE	432	407	558	372	553	417	459	494	511	506	475
Percentage of WACE-eligible students who achieved a WACE	92.1	93.1	93.0	92.5	89.6	73.1	69.4	71.9	69.7	70.8	69.2

* 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 of these students was considered and a decision made as to whether the student's failure to meet the WACE requirements was due to the school's administration of the WACE requirements.

The WACE Requirements Special Considerations Committee's role is to review situations where students are not eligible to meet, or have not met, WACE requirements due to exceptional circumstances which are out of the control of either the school or the student. The committee met in mid-November to consider seven applications from seven schools. Six applications were approved by the committee, which meant that these students were granted a WACE, despite not meeting all the requirements to achieve the WACE. In addition, the committee also considered one application (for two students) from one school out of session. The committee approved this application. Overall, eight students were awarded a WACE.

In addition, the committee supported the decision to waive the WACE requirements to demonstrate the literacy and/or numeracy standard for the three offshore international schools where their students were unable to sit the OLNA. A total of 212 students were awarded a WACE without demonstrating the literacy and/or numeracy standard. However, these students' WASSA recorded which standards were not demonstrated.

The VET WACE Requirements Special Considerations Committee considers and assesses applications for special consideration where Year 12 students have been unable to meet the WACE requirements as a result of issues relating to VET. In 2021, applications from one school on behalf of two eligible students were received. The committee considered the applications at a meeting in mid-November and granted two students special consideration.

Exhibitions and awards

A total of 3941 exhibitions and awards were granted to 3586 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 22 December 2021. The full list of award winners was published on the Authority website on the same day.

Seventy-four award recipients were invited to a ceremony at Government House on 18 February 2022 to be presented with their awards. The five Western Australian universities jointly sponsored the Beazley Medal: WACE.

Northern hemisphere examinations pilot

As part of the Authority's pilot of mid-year examinations for schools working to a Northern hemisphere academic year, the Authority permitted two schools located in Malaysia to pilot the implementation of a limited number of ATAR courses in a mid-year examination period. Under this pilot, the Authority administered Northern hemisphere examinations for 10 ATAR courses:

- Business Management and Enterprise
- Chemistry
- Economics
- English
- English as an Additional Language or Dialect (practical and written)
- Human Biology
- Mathematics Applications
- Mathematics Methods
- Physics
- Psychology.

The 2021–22 ATAR course practical examinations (Northern hemisphere) were held from Saturday, 12 March to Sunday, 20 March 2022. English as an

Additional Language or Dialect (EAL/D) was the only practical performance examination sat by candidates enrolled in the inaugural Northern hemisphere school year of 2021–22. Two hundred and twenty-seven students sat this practical examination, and three were absent.

The 2021–22 ATAR course written examinations (Northern hemisphere) were held from Monday, 28 March to Tuesday, 5 April 2022. Ten examinations were held over the seven days with no more than two examinations scheduled per day. No examinations were scheduled for the Saturday or Sunday. For the inaugural delivery of the Authority’s ATAR course written examinations within a Northern hemisphere academic year in 2021–22, the Authority recorded that:

- all 254 students were enrolled to sit five of the 10 ATAR course examinations on offer
- 61.4 per cent (156) of enrolments were female students
- not all candidates enrolled in an examination sat the examination. There were 11 candidates absent from a written examination
- there were no applications for special provisions for the examinations
- there were no breaches of examination rules by candidates in the examined cohort
- 14 applications were received for sickness/misadventure consideration
- two candidates requested a results check in three examinations that resulted in no changes to their examination mark. No candidates requested a breakdown of examination marks or a copy of an examination script.

Online Literacy and Numeracy Assessment (OLNA)

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 prequalify 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 in providing 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 to these year groups during the reporting period, in September 2021 and March 2022.

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 prequalified through Year 9 NAPLAN or had not met the standard through previously completing the OLNA to sit the relevant OLNA component.

Approximately 10 300 numeracy assessments, 7600 reading assessments and 9400 writing assessments were completed by students during the September 2021 round. Approximately 17 900 numeracy assessments, 17 600 reading assessments and 21 700 writing assessments were completed by students during the March 2022 round.

Cumulatively, this meant that in the two testing periods (September and March) approximately 84 500 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 OLN helpdesk assisted schools in overcoming any technical issues. The Authority recorded 92 breaches of the OLN rules. This consisted of 45 breaches in September 2021 and 47 in March 2022, representing 0.1 per cent of all OLN assessments undertaken by students.

Student performance in the OLN

In this reporting period, the Authority provided schools with interim reports that identified each student’s performance in the OLN 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 OLN 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 2021 there were 138 795 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.

In May 2021, students from 954 schools participated in NAPLAN online and the remaining 102 schools conducted their tests on paper.

Tables 23 to 26 show the participation state of eligible students for the 2021 NAPLAN in relation to the Language Conventions, Reading, Writing and Numeracy tests.

Table 23: Participation status of eligible students for the 2021 NAPLAN Language Conventions test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	34 009	95.9	1.1	2.2	1.9
Year 5	33 815	96.3	1.0	2.2	1.5
Year 7	32 705	94.7	1.1	4.8	0.6
Year 9	31 781	92.6	1.0	7.0	0.4
Total	132 310				

* 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 24: Participation status of eligible students for the 2021 NAPLAN Numeracy test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 929	95.7	1.1	2.5	1.8
Year 5	33 668	95.9	1.0	2.6	1.4
Year 7	32 457	94.0	1.1	5.5	0.5
Year 9	31 566	92.0	1.0	7.6	0.4
Total	131 620				

* 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 the 2021 NAPLAN Reading test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	34 173	96.4	1.1	1.8	1.9
Year 5	33 970	96.8	1.0	1.7	1.5
Year 7	33 066	95.7	1.1	3.7	0.5
Year 9	32 110	93.5	1.0	6.1	0.4
Total	133 319				

* 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 the 2021 NAPLAN Writing test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 884	95.6	1.1	2.6	1.9
Year 5	33 865	96.5	1.0	2.0	1.5
Year 7	32 902	95.3	1.1	4.2	0.5
Year 9	32 024	93.3	1.0	6.3	0.4
Total	132 675				

* 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.)

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. As a result, there was no NAPLAN data reported in September of 2020, and Year 9 students were given the opportunity to sit the OLN in August 2020 in order to be eligible to prequalify for the minimum standard in literacy and numeracy for the WACE.

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 for sharing information and communicating with key stakeholders, including teachers, school administrators, secondary school students and parents. Ongoing improvements in the Authority's digital culture continue to support the Authority's 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 online 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 sharing information and developing relationships with stakeholder groups

- development of a curriculum and assessment advice page relating to COVID-19
- web content management.

COVID-19

The Authority's *Curriculum and Assessment COVID-19* website (www.scsa.wa.edu.au) was published in Term 1, 2020 to provide schools, students and parents with advice:

- to support implementation of the *Outline* (Pre-primary to Year 10)
- in relation to the delivery and assessment of all Years 11 and 12 ATAR, General, Foundation and Preliminary courses, VET, and endorsed programs
- about suggested accommodations to specific Year 11 and Year 12 courses where teachers and students were experiencing challenges.

To support school planning processes, Emeritus Professor Patrick Garnett, Board Chair of the Authority, wrote to all school leaders on 16 November 2020, advising that while the Authority would continue to monitor the impact of COVID-19 and provide ongoing advice as required, it would be returning to largely normal operations in 2021.

The COVID-19 pages on the Authority website will continue to be the Authority's key point of communication and advice in relation to the pandemic.

Webinars

Communication with teachers in rural, remote and international locations was supported through webinars using the 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. This included augmenting the online meetings with other support and collaboration tools such as

Alchemer, Vimeo and the Canvas learning management system. Online meetings continued to add functionality and expanded and improved the collaborative processes during online and hybrid (combined live and online) meetings. The number of meeting spaces within the Authority’s offices was increased to enable more meetings to run in a hybrid capacity.

Many Authority staff have peripherals that enable online collaborations at workstations and offices. Webex has added background noise removal to facilitate a smoother desk-based meeting process.

Social media

The Authority continued to develop its use of social media through its Facebook 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
- 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 2021–22 include the:

- *WACE Manual 2022*
- *Year 12 Information Handbook 2020 Part II* (July 2021)
- *Year 12 Information Handbook 2021 Part I* (March 2022)
- *Year 10 Information Handbook 2022*
- *Externally Set Task Handbook 2022*

- 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
- Kindergarten to Year 10 curriculum support materials
- 2022 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 informed of the latest information about school curriculum and assessment, standards and certification of student achievement in Western Australia.

Most 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 2398 queries were responded to in the reporting period. This compares to 2637 queries during 2020–21.

Student Records Management System (SRMS)

To meet its legislative functions, the Authority developed the Student Records Management System (SRMS) during 2018–2022 to manage K–12 student records. The capital component of the SRMS project was completed on 11 March 2022. The SRMS uses the current Student Information Records System (SIRS) data for schools, including student registrations, course enrolments and achievements, and retains the functions and reporting currently provided to schools through SIRS.

The Authority adopted a transitional approach to implementing the SRMS, releasing components gradually. SIRS and the SRMS are operating in parallel to assist with the transition process. The SRMS project was disrupted in 2021–22 by COVID-19, causing delays in the piloting and deployment of various components. The ongoing situation with the pandemic has had a significant impact on the delivery of planned enhancements to the SRMS project.

Year 12 students use the SRMS student portal to check their personal details and course enrolments, complete their *Student Declaration and Permission* and, if enrolled in an ATAR course, view their personalised written and practical examination timetables, and achievements. Students from 2016 onwards are able to securely download digital copies of their WACE and WASSA from the student portal. In addition, they can download their Australian Tertiary Admission Rank (ATAR) course reports, ATAR course examination results and Awards, if any. Students have lifelong access to their digital certificates and employers or educational institutions can verify achievement of the WACE when presented with an electronic copy.

The facility for students to enter a mobile number (in preparation for any pandemic-related changes to examination timetable/s and/or venue/s) enabled students to be kept informed directly. This facility is active for the 2022 cohort of Year 12 students and examination candidates.

The SRMS module for online applications for ATAR English as an Additional Language or Dialect (EAL/D) eligibility continues to operate successfully for all secondary schools. ATAR EAL/D eligibility user guides and other resources, including student login instructions, a checklist and information for parents – translated into 14 languages – are available on the Authority website.

Examination Logistics used the Music Editor module to successfully prepare the 2021 Music practical examination timetable.

The module for the ATAR course examination development was piloted over two years. Following a review of the pilot, a business decision was made not to proceed with this module.

All primary and secondary schools are registered in the SRMS. Schools use the SRMS dashboard to view their student data that has been uploaded in SIRS and view online applications. User guides, PowerPoint resources and a dashboard video were provided to assist schools in using the SRMS.

All secondary schools submit Year 11 equivalent studies applications electronically in the SRMS. User guides are available on the website to assist schools.

The WACE language online application facility was implemented from mid-June 2021 to enable students from all secondary schools to submit their applications in the student portal. Schools and the Authority staff process these applications in the SRMS portal. This WACE language course enrolment status is published in the student portal and in updates to SIRS. Language enrolment guides and other resources, including student portal login instructions, a checklist, information for parents, and the parent/guardian acknowledgement form – translated into 16 languages – are available on the Authority website.

Meetings have taken place with the Department of Education and Catholic Education Western Australia to progress the trial of the collection of Pre-primary to Year 10 (P–10) achievements at a system level. System level uploads into the SRMS will greatly reduce any additional workload requirements on schools for collecting this data. An opt-in trial is underway with a group of Independent schools.

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

The Authority regularly consulted with stakeholders including, but not limited to:

- the Anglican Schools Commission
- the Association of Independent Schools of Western Australia
- Catholic Education Western Australia
- the Department of Education
- the Department of Training and Workforce Development
- universities
- the Western Australian Council of State School Organisations
- Catholic School Parents Western Australia.

Consultation with stakeholders was achieved in a various 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:

- quality syllabuses and review processes

- comprehensive and easily understood assessment policy, guidelines and support
- valid and reliable external senior secondary assessments
- valid and reliable school-based assessments and moderation processes.

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 was offered to stakeholders, particularly teachers, school administrators and school support staff.

2022 Student Information Records System (SIRS) Training

On 13 and 20 January 2022, online Introduction to SIRS training sessions were provided to the following offshore international schools:

- Beijing Chaoyang International School, Beijing, China
- Chengdu Wuhou District Kaibo Vocational School, Chengdu Sichuan, China
- D&CO Minerva International School with Busan MBC, Busan, South Korea
- Dukesbridge – North, Mauritius
- Dukesbridge – South, Mauritius
- Dukesbridge – Trianon, Mauritius
- MITA International School, Tokyo, Japan
- St Mark’s International School, Bangkok, Thailand
- Yiwu Xinyi High School, Zhejiang Province, China.



Image: FatCamera via iStock

2022 school leader briefings

The Executive Director – SCS and the executive team delivered six key messages briefings about the *Outline* for Years 7–10 and the WACE 2021 to 544 school leaders across Western Australia.

The Authority collaborated with the education systems/sectors to coordinate opportunities for Western Australian teachers and other stakeholders to provide feedback in relation to ACARA’s proposed revisions to the F–10 Australian Curriculum. This feedback has been analysed and forms the basis of the Authority’s feedback to ACARA.

Teacher seminars and workshops

Small group moderation seminars

In Term 1, 2022, the Authority provided three online seminars to assist senior secondary teachers delivering Year 12 ATAR courses that require their school to participate in the small group moderation process. The online seminars were attended by 51 teachers from across the education systems/sectors.

Meeting WACE requirements seminars

In Semester 1 2022, the Authority did not conduct any face-to-face seminars in as a result of COVID-19. In their place, 14 online seminars were offered with 266 teachers registered from across the education systems/sectors. The seminars were provided for:

- schools offering a course for the first time in 2022
- schools reintroducing a course in 2022
- teachers delivering one or more WACE courses for the first time in 2022 (i.e. graduate teachers, teachers who have not previously taught Years 11 or 12, teachers whose past experience was interstate or overseas)
- new school leaders to assist schools in meeting the WACE requirements in 2022.

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

The Authority also provided two generic online seminars to assist teachers in regional, remote and offshore international schools in meeting WACE requirements in 2021.

Chinese: First language Year 11 syllabus implementation meetings

In Terms 3 and 4, 2021 and during the school holidays in January 2022, the Authority held three meetings for the new Chinese: First Language ATAR Year 11 syllabus. Meetings were held for Chinese teachers in metropolitan schools and offshore international schools, and for the Chinese Language Teachers' Association WA members. The meetings focused on familiarisation with the syllabus, unit content and assessment types. The Year 11 syllabus is available for teaching in schools from 2022.

Improving student performance workshops

The Authority provides Improving student performance workshops in Semester 1 of each year to support participants in developing their understandings of syllabus content, course standards and assessment task design. All workshops were cancelled in 2022 because of COVID-19 and associated restrictions and their impact on schools.

External committees (non-statutory)

In 2021–22, the Board convened several external committees to ensure responsiveness to the needs of its key stakeholders.

Figure 4: External committees



Curriculum Advisory Committees (CACs)

Established in 2019, the committees provide the Board with expert advice from practising teachers representing each of the education systems/sectors, representatives from education systems/sectors 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 three-year tenure of the foundation members of the CACs was due to conclude at the end of 2021. All foundation members were informed in 2021 that their tenure would be extended for a further year through to December 2022. This was because of the majority of the 2020 CAC meetings being cancelled due to the COVID-19 pandemic.

In 2021–22 the Authority held 107 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).

The K–10 CACs provided feedback and advice on ACARA’s review of the F–10 Australian Curriculum and on the Authority’s development of the curriculum support materials. A significant aspect of the Years 11 and 12 committees’ work has been the review of syllabuses for identified senior school courses.

The committee meetings held in the first half of 2022 were affected by the impact of COVID-19, with meetings being held online.

Section 3: Significant issues impacting the agency

Delivery of Western Australian curriculum to offshore international schools

In the 2021–22 financial year, the Authority continued work to expand its international education program in response to demand from offshore international schools. A desired outcome of the expansion is to build a pipeline of offshore WACE graduates seeking to come onshore to Western Australia for further study as international travel resumes in line with the *Western Australian International Education Recovery and Renewal Plan*.

Eight new schools, located in Bangladesh, China, India, Mauritius and South Korea, were approved during the 2021–22 financial year to implement Western Australian curriculum programs. The commencement dates for the implementation of the Western Australian curriculum in some of these schools are yet to be determined. Factors influencing the commencement dates for Western Australian curriculum implementation include the ongoing impacts of COVID-19. The Authority is mindful of the challenges of these impacts on offshore international schools offering our curriculum programs and continues to provide support.

The Authority is also working to diversify the markets in which offshore international schools approved to implement Western Australian curriculum programs are located. This work includes the establishment of the SCSA Associate Program, with eight approved SCSA Associates, and piloting a second set of ATAR course examinations in March–April 2022.



Australian Curriculum version 9

On 1 April 2022, Education Ministers endorsed the Australian Curriculum version 9. The updated Australian Curriculum version 9 was published on an ACARA website on 9 May 2022.

The Authority’s Board Chair wrote to all Western Australian Principals on 7 April 2022 to advise that while there is a newly endorsed Australian Curriculum version 9, all Western Australian schools and approved offshore international schools must continue to implement the Western Australian curriculum as published in the *Western Australian Curriculum and Assessment Outline* until otherwise advised.

Western Australia has a longstanding history of ‘adopting and/or adapting’ the Australian Curriculum and this will continue. The Authority will coordinate the collaboration between the education systems/sectors, as it has in the past, to ensure that any changes to the mandated Western Australian curriculum are well considered and consulted before being finalised.

Section 4: Disclosures and legal compliance



Image: Drazen_ via iStock

Financial statements

Certification of financial statements

For the reporting period ended 30 June 2022

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 2022 and the financial position as at 30 June 2022.

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.

P. C. Coghlan.

Ms Pauline Coghlan
Acting Chair
19 September 2022

Beamish Burton.

Ms Philippa Beamish Burton
Chief Finance Officer
19 September 2022



Image: Jay Yuno via iStock

Financials and performance



Auditor General

INDEPENDENT AUDITOR'S REPORT
2022
School Curriculum and Standards Authority

To the Parliament of Western Australia

Report on the audit of the financial statements

Opinion

I have audited the financial statements of the School Curriculum and Standards Authority (Authority) which comprise:

- the Statement of Financial Position at 30 June 2022, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended
- 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 2022 and the financial position at the end of that period
- in accordance with Australian Accounting Standards (applicable to Tier 2 Entities), 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 responsibilities for the audit of the financial statements section of my report.

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

Responsibilities of the Board for the financial statements

The Board is responsible for:

- keeping proper accounts
- preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards (applicable to Tier 2 Entities), the *Financial Management Act 2006* and the Treasurer's Instructions
- such internal control as it 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
- 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 responsibilities 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. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.

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

Report on the audit of 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 Board are those policies and procedures established 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).

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 2022.

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 involves performing procedures to obtain evidence about the suitability of the controls design to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including an 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 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 audit of 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 2022. 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 2022.

The Board's responsibilities 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 responsibilities

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 financial statements, 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.

Other information

The Board is responsible for the other information. The other information is the information in the entity's annual report for the year ended 30 June 2022, but not the financial statements, key performance indicators and my auditor's report.

My opinions on the financial statements, controls and key performance indicators do not cover the other information and, accordingly, I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, controls and key performance indicators, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and key performance indicators or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I did not receive the other information prior to the date of this auditor's report. When I do receive it, I will read it and if I conclude that there is a material misstatement in this information, I am required to communicate the matter to those charged with governance and request them to correct the misstated information. If the misstated information is not corrected, I may need to retract this auditor's report and re-issue an amended report.

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

This auditor's report relates to the financial statements, controls and key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2022 included in the annual report 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, controls and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from the annual report. 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.

Mark Ambrose

Mark Ambrose
Senior Director Financial Audit
Delegate of the Auditor General for Western Australia
Perth, Western Australia
19 September 2022

Statement of Comprehensive Income

For the year ended 30 June 2022

	Note	2021–22 \$'000	2020–21 Reclassified* \$'000
COST OF SERVICES			
Expenses			
Employee benefits expenses	2.1	30,649	28,530
Supplies and services	2.2	7,450	6,291
Depreciation and amortisation expenses	4.1.1, 4.2.1	509	418
Accommodation expenses	2.2	2,389	2,219
Other expenses	2.2	2	(1)
Total cost of services		40,999	37,457
Income			
Revenue			
User contributions, charges and fees	3.2	1,531	1,422
Grants and contributions	3.3	39	49
Recoveries for national testing	3.4	1,618	-
Other revenue	3.5	64	105
Total revenue		3,252	1,576
Total income other than income from State Government		3,252	1,576
NET COST OF SERVICES			
Income from State Government	3.1		
Service appropriation		509	558
Income from other public sector entities		250	250
Services received free of charge		36,556	35,283
Total income from State Government		37,315	36,091
(DEFICIT)/SURPLUS FOR THE PERIOD		(432)	210
OTHER COMPREHENSIVE INCOME			
TOTAL COMPREHENSIVE (LOSS)/INCOME FOR THE PERIOD		(432)	210

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

* See also Note 8.2 for details regarding the reclassification of comparatives.

Statement of Financial Position

As at 30 June 2022

	Note	2021–22 \$'000	2020–21 \$'000
ASSETS			
Current Assets			
Cash and cash equivalents	6.1	1,804	1,798
Receivables	5.1	67	32
Total Current Assets		1,871	1,830
Non-Current Assets			
Amounts receivable for services	5.2	2,071	1,562
Property, plant and equipment	4.1	501	752
Intangible assets	4.2	2,667	3,252
Total Non-Current Assets		5,239	5,566
TOTAL ASSETS		7,110	7,396
LIABILITIES			
Current Liabilities			
Payables	5.3	-	10
Total Current Liabilities		-	10
NET ASSETS		7,110	7,386
EQUITY	8.8		
Contributed equity		7,142	6,986
Accumulated (deficit)/surplus		(32)	400
TOTAL EQUITY		7,110	7,386

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 2022

		Contributed equity	Accumulated surplus/(deficit)	Total equity
	Note	\$'000	\$'000	\$'000
Balance at 1 July 2020	8.8	4,428	190	4,618
Transfer of net assets from other agencies		2,558	-	2,558
Surplus/(deficit)		-	210	210
Total comprehensive income for the period		-	210	210
Balance at 30 June 2021		6,986	400	7,386
Balance at 1 July 2021	8.8	6,986	400	7,386
Transfer of net assets from other agencies		156	-	156
Surplus/(deficit)		-	(432)	(432)
Total comprehensive income for the period		-	(432)	(432)
Balance at 30 June 2022		7,142	(32)	7,110

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

Statement of Cash Flows

For the year ended 30 June 2022

	Note	2021–22 \$'000	2020–21 \$'000
CASH FLOWS FROM STATE GOVERNMENT			
Funds from other public sector entities		250	250
Net cash provided by State Government		250	250
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits expenses		(16)	(17)
Supplies and services		(3,466)	(4,752)
GST payments on purchases		(1)	(13)
GST payments to taxation authority		(214)	(84)
Receipts			
User contribution, charges and fees		1,531	1,483
Grants and contributions		39	49
Recoveries for national testing		1,618	-
GST receipts on sales		203	93
Other receipts		62	26
Net cash (used in) operating activities		(244)	(3,215)
Net increase/(decrease) in cash and cash equivalents		6	(2,965)
Cash and cash equivalents at the beginning of the period		1,798	4,763
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	6.1	1,804	1,798

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

Notes to the financial statements

For the year ended 30 June 2022

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 19 September 2022.

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 TIs)
3. Australian Accounting Standards (AAS) – Simplified Disclosures
4. Where appropriate, those AAS paragraphs applicable for not-for-profit entities have been applied.

The FMA and TIs take precedence over AASs. Several AASs 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).

Accounting for Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of goods and services tax (GST), except that the:

- (a) amount of GST incurred by the Authority as a purchaser that is not recoverable from the Australian Taxation Office (ATO) is recognised as part of an asset’s cost of acquisition or as part of an item of expense; and
- (b) receivables and payables are stated with the amount of GST included.

Cash flows are included in the Statement of cash flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the ATO are classified as operating cash flows.

Contributed equity

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.

Comparative information

Except when an AAS permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements. AASB 1060 provides relief from presenting comparatives for:

- Property, Plant and Equipment reconciliations; and
- Intangible Asset reconciliations.

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.

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:

	Notes	2021–22 \$'000	2020–21 \$'000
Employee benefits expenses ^(a)	2.1	30,649	28,530
Other expenditure	2.2	9,841	8,509

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

2.1 EMPLOYEE BENEFITS EXPENSES

	2021–22	2020–21
	\$'000	Reclassified* \$'000
Employee benefits	27,765	25,840
Superannuation	2,884	2,690
Total employee benefits expenses	30,649	28,530
Add: AASB 16 Non-monetary benefits	1	1
Net employee benefits	30,650	28,531

* See also Note 8.2 for details regarding the reclassification of comparatives.

Employee benefits

Includes wages, salaries and social contributions, accrued and paid leave entitlements and paid sick leave, and non-monetary benefits recognised under accounting standards other than AASB 16 (such as medical care, housing, cars and free or subsidised goods or services) for employees.

Superannuation

Superannuation is the amount recognised in profit or loss of the Statement of comprehensive income and comprises employer contributions paid to the GSS (concurrent contributions), the WSS, other GESB schemes or other superannuation funds.

AASB 16 Non-monetary benefits

Includes non-monetary employee benefits, predominantly relating to the provision of vehicle and housing benefits that are recognised under AASB 16 and are excluded from the employee benefits expense.

Employee contributions

Includes contributions made to the Authority by employees towards employee benefits that have been provided by the Authority. This includes both AASB 16 and non-AASB 16 employee contributions.

2.2 OTHER EXPENDITURE

	2021–22	2020–21
	\$'000	Reclassified* \$'000
Supplies and services		
Communication services	234	186
Consumables	576	514
Consumables - Utilities	55	59
Equipment purchases (\$4,999 and below)	133	312
Insurance	332	296
Remuneration of members of the Board	156	171
Repairs and maintenance	127	133
Service and contracts	4,277	2,998
Service and contracts – property	100	146
Staff-related expense	27	29
Travel	171	119
Other	1,262	1,328
Total supplies and services expenses	7,450	6,291
Accommodation expenses		
Office rental	1,882	1,656
Other accommodation expenses	507	563
Total accommodation expenses	2,389	2,219
Other expenses		
Expected credit losses expense	2	(1)
Total other expenses	2	(1)
Total other expenditure	9,841	8,509

* See also Note 8.2 for details regarding the reclassification of comparatives.

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.

Office rental

Office rental is expensed as incurred as Memorandum of Understanding Agreements between the Authority and the Department of Finance for the leasing of office accommodation contain significant substitution rights.

Repairs and maintenance

Repairs, maintenance and cleaning costs are recognised as expenses as incurred.

Other

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

Expected credit losses

Expected credit losses is recognised for movement in allowance for impairment of trade receivables. Please refer to Note 5.1 for more details.

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:

		2021–22	2020–21
	Notes	\$'000	\$'000
Income from State Government	3.1	37,315	36,091
User contributions, charges and fees	3.2	1,531	1,422
Grants and contributions	3.3	39	49
Recoveries for national testing	3.4	1,618	-
Other revenue	3.5	64	105

3.1 INCOME FROM STATE GOVERNMENT

	2021–22	2020–21
	\$'000	Reclassified* \$'000
<u>Appropriation received during the period (non-cash):</u>		
Service appropriation ^(a)	509	558
	509	558
<u>Income received from other public sector entities during the period:</u>		
State grants - recurrent ^(b)	250	250
	250	250
<u>Resources received from other public sector entities during the period:</u>		
Department of Education ^(c)	36,545	35,271
Department of Finance	11	12
	36,556	35,283
Total Income from State Government	37,315	36,091

* See also Note 8.2 for details regarding the reclassification of comparatives.

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

Service appropriations

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.

Income from other public sector entities

Income from other public sector entities are recognised as income when the Authority has satisfied its performance obligations under the funding agreement. If there is no performance obligation, income will be recognised when the Authority receives the funds.

Resources received from other public sector entities

Resources received from other public sector entities is recognised as income equivalent to the fair value of assets received, or the fair value of services received that can be reliably determined and which would have been purchased if not donated.

3.2 USER CONTRIBUTIONS, CHARGES AND FEES

	2021–22	2020–21
	\$'000	\$'000
Fees from examination related services	413	469
Fees from overseas full fee paying students	1,118	953
Total Fees	1,531	1,422

Revenue is recognised at the transaction price when the Authority transfers control of the services to customers. Revenue is recognised for the major activities as follows:

Contributions, charges and fees

Revenue is recognised when the Authority transfers control of services to a customer for the amount to which the Authority 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

	2021–22	2020–21
	\$'000	\$'000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	39	49
Total Grants and Contributions	39	49

3.4 RECOVERIES FOR NATIONAL TESTING

	2021–22	2020–21
	\$'000	\$'000
Recovery for NAPLAN testing from non-government Western Australian system and sector ^(a)	1,618	-
Total Recoveries for National Testing	1,618	-

(a) No recoveries occurred in 2020–21 due to the cancellation of 2020 NAPLAN as a result of COVID-19.

3.5 OTHER REVENUE

	2021–22	2020–21
	\$'000	\$'000
Other		
Other miscellaneous revenue	37	6
Sale of goods and services	27	99
Total Other Revenue	64	105

Other revenue

Other Revenue is recognised in the accounting period in which the relevant performance obligations have 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	2021–22	2020–21
		\$'000	\$'000
Property, plant and equipment	4.1	501	752
Intangible assets	4.2	2,667	3,252
Total key assets		3,168	4,004

4.1 PROPERTY, PLANT AND EQUIPMENT

	Computers	Furniture and Fittings	Communication equipment	Total
	\$'000	\$'000	\$'000	\$'000
1 Jul 2021				
Gross carrying amount	494	2,559	39	3,092
Accumulated depreciation	(494)	(1,807)	(39)	(2,340)
Carrying amount at start of the period	-	752	-	752
Depreciation	-	(251)	-	(251)
Carrying amount at 30 Jun 2022	-	501	-	501
Gross carrying amount	494	2,559	39	3,092
Accumulated depreciation	(494)	(2,058)	(39)	(2,591)

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.

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

	2021–22	2020–21
	\$'000	\$'000
Depreciation		
Computers	-	13
Furniture and Fittings	251	251
Total depreciation for the period	251	264

As at 30 June 2022, there were no indications of impairment to property, plant and equipment.

All surplus assets at 30 June 2022 have either been classified as assets held for sale or have been written-off.

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, at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life. Typical estimated useful lives for the different asset classes for current and prior years are included in the table below:

Computers	4 Years
Communication equipment	3 Years
Furniture and fittings	5–10 Years

The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period, and adjustments should be made where appropriate.

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.

Where a previously revalued asset is written down to its recoverable amount, the loss is recognised as a revaluation decrement through other comprehensive income.

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.

If there is an indication that there has been a reversal in impairment, the carrying amount shall be increased to its recoverable amount. However, this reversal should not increase the asset's carrying amount above what would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised in prior years.

4.2 INTANGIBLE ASSETS

	Internally generated intangibles -		Total
	Computer Software	work in progress	
	\$'000	\$'000	\$'000
1 Jul 2021			
Gross carrying amount	5,445	3,042	8,487
Accumulated amortisation	(5,235)	-	(5,235)
Carrying amount at start of the period	210	3,042	3,252
Additions ^(a)	-	156	156
Transferred to/from work in progress ^(b)	2,715	(2,715)	-
Adjustment from work in progress ^(c)	-	(484)	(484)
Amortisation expense	(258)	-	(258)
Carrying amount at 30 Jun 2022	2,667	-	2,667
Gross carrying amount	8,160	-	8,160
Accumulated amortisation	(5,493)	-	(5,493)

- (a) An amount of \$156,185 previously included in the Department of Education's work in progress (relating to the Student Records Management System) was transferred to the Authority in 2021-22. See also Note 8.8 Equity.
- (b) The Student Records Management System was completed during 2021-22.
- (c) The scoping and design stage (\$483,961) of the Student Records Management System was capitalised in 2015-16 and 2016-17. However, it was expensed in 2021-22 as it did not meet the criteria for capitalisation under the development phase of AASB 138 *Intangible Assets*.

Initial recognition

Intangible assets are initially recognised at cost. For assets acquired at significantly less than fair value, the cost is their fair value at the date of acquisition.

Acquisitions of intangible assets costing \$50,000 or more and internally generated intangible assets costing \$50,000 or more that comply with the recognition criteria of AASB 138 *Intangible Assets* are capitalised.

Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

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.

An internally generated intangible asset arising from development (or from the development phase of an internal project) is recognised if, and only if, all of the following are demonstrated:

- the technical feasibility of completing the intangible asset so that it will be available for use or sale;
- an intention to complete the intangible asset, and use or sell it;
- the ability to use or sell the intangible asset;
- the intangible asset will generate probable future economic benefit;
- the availability of adequate technical, financial and other resources to complete the development and to use or sell the intangible asset; and
- the ability to measure reliably the expenditure attributable to the intangible asset during its development.

Costs incurred in the research phase of a project are immediately expensed.

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

	2021–22	2020–21
	\$'000	\$'000
Amortisation		
Intangible assets	258	154
Total amortisation for the period	258	154

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 ^(a)	3 Years
Student Records Management System ^(b)	10 Years

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

(b) The Student Records Management System was completed during 2021-22. Refer to Note 4.2 for more details.

Impairment

Intangible assets with finite useful lives are tested for impairment annually or when an indication of impairment is identified. As at 30 June 2022, there were no indications of impairment to intangible assets.

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	2021–22	2020–21
		\$'000	\$'000
Receivables	5.1	67	32
Amounts receivable for services	5.2	2,071	1,562
Payables	5.3	-	10

5.1 RECEIVABLES

	2021–22	2020–21
	\$'000	\$'000
<u>Current</u>		
Trade receivables	67	32
GST receivable	2	-
Allowance for impairment of trade receivables	(2)	-
Total current	67	32
Total receivables	67	32

Trade receivables are initially recognised at their transaction price or, for those receivables that contain a significant financing component, at fair value. The Authority holds the receivables with the objective to collect the contractual cash flows and therefore subsequently measured at amortised cost using the effective interest method, less an allowance for impairment.

The Authority recognises a loss allowance for expected credit losses (ECLs) on a receivable not held at fair value through profit or loss. The ECLs based on the difference between the contractual cash flows and the cash flows that the entity expects to receive, discounted at the original effective interest rate. Individual receivables are written off when the Authority has no reasonable expectations of recovering the contractual cash flows.

For trade receivables, the Authority recognises an allowance for ECLs measured at the lifetime expected credit losses at each reporting date. The Authority has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the

debtors and the economic environment. Please refer to Note 2.2 for the amount of ECLs expensed in this financial year.

5.2 AMOUNTS RECEIVABLE FOR SERVICES

	2021–22	2020–21
	\$'000	\$'000
Non-current	2,071	1,562
Balance at end of period	2,071	1,562

Amounts receivable for services represents the non-cash component of service appropriations (depreciation and amortisation for 2021-22 (\$509,046))

The amounts receivable for services are financial assets at amortised cost, and are not considered impaired (i.e. there is no expected credit loss of the Holding Account).

5.3 PAYABLES

	2021–22	2020–21
	\$'000	\$'000
Current		
GST payable	-	9
Accrued expenses	-	1
Total current	-	10
Total payables	-	10

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 20 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
Capital commitments	6.2

6.1 CASH AND CASH EQUIVALENTS

	2021–22	2020–21
	\$'000	\$'000
Cash and cash equivalents	1,804	1,798
Total cash and cash equivalents	1,804	1,798

For the purpose of the Statement of Cash flows, 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.

6.2 CAPITAL COMMITMENTS

	2021–22	2020–21
	\$'000	\$'000
Capital expenditure commitments		
Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:		
Within 1 year	-	289
	-	289
The capital commitments include amounts for:		
Student Records Management System	-	289
Total capital commitments	-	289

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:

	Notes	2021–22 \$'000	2020–21 \$'000
Financial Assets			
Cash and cash equivalents	6.1	1,804	1,798
Financial assets at amortised cost ^{(a)(b)}	5.1, 5.2	2,138	1,594
Total financial assets		3,942	3,392
Financial Liabilities			
Financial liabilities at amortised cost ^(c)	5.3	-	10
Total financial liabilities		-	10

- (a) The amount of financial assets at amortised cost excludes GST recoverable from the ATO (statutory receivable).
- (b) Financial assets at amortised cost for 2020-21 has been restated (previously \$32,000) with amounts receivable for services of \$1.562 million (refer to Note 5.2) now included.
- (c) The amount of financial liabilities at amortised cost excludes GST payable to the ATO (statutory payable).

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.

The Authority had no contingent assets as at 30 June 2022.

Contingent liabilities

The following contingent liability is additional to the liabilities included in the financial statements:

Casual employees' entitlement to long service leave

The Authority currently does not employ or have any direct employees. The work of the Authority is supported by a secretariat – the School Curriculum and Standards Division – provided under a Service Level Agreement with the Department of Education (the Department). The employee benefits expenditure incurred by the Authority relates to the direct and indirect support provided by the Department including the secretariat and has been provided as resources free of charge. In September 2019, the Department of Mines, Industry Regulation and Safety – Government Sector Labour Relations (GSLR) informed public sector agencies that the *Long Service Leave Act 1958 (LSL Act)* applies to casual public sector employees. Since then public sector industrial agreements have been progressively renegotiated so that casual employees will accrue long service leave entitlements under their applicable award or agreement from the date it is registered. In February 2021, GSLR issued a Guidance Note on the transitional arrangements for long service leave entitlements of current casual employees from the *LSL Act* to the applicable industrial instruments. The Department has determined that the liabilities associated with long service leave entitlements for the below categories of both current casual and fixed term employees and those who have left employment are unable to be measured with sufficient reliability at reporting date:

- Employee liability for service from 1996-2003 is unknown due to the unavailability of electronic records for service periods. It is acknowledged that employees may make a claim to the Department to have their eligibility for additional entitlements to Casual LSL assessed for service performed between 1996 and 2003.
- Terminated (former) employees liability who may have an entitlement under the Act have not yet been calculated, notwithstanding this, former employees may make a claim to the Department to assess their service from 1996 to termination date to determine any entitlement.
- Employees contracted on a fixed term basis by the Department to undertake the functions of the School Curriculum and Standards Division (the secretariat). This category of Department employee is not employed under a specific award and the employment classification is currently being reviewed.

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
Reclassification of comparatives	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

On 31 July 2022, the WA State Government announced changes to the WA public sector wages policy, including a 3 per cent wage increase per annum for two years and a one-off \$2,500 cost of living payment. For the Authority the new WA public sector wages policy impacts one award agreement; the *School Education Act Employees' (Teachers and Administrators) General Agreement 2021*. This agreement was subsequently registered with the Western Australian Industrial Relations Commission on 2 August 2022. The Government Sector Labour Relations has advised that the one-off \$2,500 cost of living payment will be provided outside of the agreement.

The financial statements have been prepared based on the previous parameter of the WA public sector wages policy, including the estimated accrued salaries for the salary backpay associated with the *School Education Act Employees' (Teachers and Administrators) General Agreement 2021* effective 6 December 2021 (2.75 per cent per annum over two years commencing 6 December 2021). The Authority assessed the one-off \$2,500 cost of living payment for the *School Education Act Employees' (Teachers and Administrators) General Agreement 2021* to be immaterial (including superannuation). Other award agreements are not yet finalised and would not have a material financial impact on the 2021-22 financial statements.

8.2 RECLASSIFICATION OF COMPARATIVES

The reclassification of comparatives includes the following reclassification adjustments:

- (a) To account for accommodation expenses as a separate expense classification, previously classified within supplies and services; and
- (b) To account for markers, examiners, supervisors and course material writers as employee benefits rather than supplies and services; and
- (c) Refinement to the cost allocation for employee benefits in the services received free of charge from the Department of Education.

Statement of Comprehensive Income (extract)

	2020–21	Reclassification Increase/decrease			2020–21 Reclassified
	\$'000	\$'000 ^(a)	\$'000 ^(b)	\$'000 ^(c)	\$'000
COST OF SERVICES					
Expenses					
Employee benefits expenses	22,668	-	7,456	(1,594)	28,530
Supplies and services	15,966	(2,219)	(7,456)	-	6,291
Depreciation and amortisation expenses	418	-	-	-	418
Accommodation expenses	-	2,219	-	-	2,219
Other expenses	(1)	-	-	-	(1)
Total cost of services	39,051	-	-	(1,594)	37,457
Income					
Revenue					
User contributions, charges and fees	1,422	-	-	-	1,422
Grants and contributions	49	-	-	-	49
Recoveries for national testing	-	-	-	-	-
Other revenue	105	-	-	-	105
Total revenue	1,576	-	-	-	1,576
Total income other than income from State Government	1,576	-	-	-	1,576
NET COST OF SERVICES	37,475	-	-	(1,594)	35,881
Income from State Government					
Service appropriation	558	-	-	-	558
Income from other public sector entities	250	-	-	-	250
Services received free of charge	36,877	-	-	(1,594)	35,283
Total income from State Government	37,685	-	-	(1,594)	36,091
SURPLUS/(DEFICIT) FOR THE PERIOD	210	-	-	-	210
OTHER COMPREHENSIVE INCOME	-	-	-	-	-
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD	210	-	-	-	210

8.2 RECLASSIFICATION OF COMPARATIVES (CONTINUED)

Note 2.1 Employee benefits expense (extract)

	2020–21	Reclassification Increase/decrease			2020–21 Reclassified
	\$'000	\$'000 ^(a)	\$'000 ^(b)	\$'000 ^(c)	\$'000
Employee benefits	20,686	-	7,456	(2,302)	25,840
Superannuation	1,982	-	-	708	2,690
Total employee benefits expenses	22,668	-	7,456	(1,594)	28,530

8.2 RECLASSIFICATION OF COMPARATIVES (CONTINUED)

Note 2.2 Supplies and services and Accommodation expenses (extract)

	2020–21	Reclassification Increase/decrease			2020–21 Reclassified
	\$'000	\$'000 ^(a)	\$'000 ^(b)	\$'000 ^(c)	\$'000
Supplies and services					
Communication services	186	-	-	-	186
Consumables	514	-	-	-	514
Consumables - Utilities	59	-	-	-	59
Equipment purchases (\$4,999 and below)	259	53	-	-	312
Insurance	296	-	-	-	296
Remuneration of members of the Board	171	-	-	-	171
Repairs and maintenance	133	-	-	-	133
Markers fees	5,096	-	(5,096)	-	-
Supervisors Fees	1,603	-	(1,603)	-	-
Examiners Fees	956	-	(956)	-	-
Service and contracts	2,799	-	199	-	2,998
Service and contracts - property	2,418	(2,272)	-	-	146
Staff-related expense	29	-	-	-	29
Travel	119	-	-	-	119
Other	1,328	-	-	-	1,328
Total supplies and services expenses	15,966	(2,219)	(7,456)	-	6,291
					-
Accommodation expenses					
Office rental	-	1,656	-	-	1,656
Other accommodation expenses	-	563	-	-	563
Total accommodation expenses	-	2,219	-	-	2,219
					-
Other expenses					
Expected credit losses expense	(1)	-	-	-	(1)
Total other expenses	(1)	-	-	-	(1)
Total other expenditure	15,965	-	(7,456)	-	8,509

8.2 RECLASSIFICATION OF COMPARATIVES (CONTINUED)

Note 3.1 Income from State Government (extract)

	2020–21	Reclassification Increase/decrease			2020–21
	\$'000	\$'000 ^(a)	\$'000 ^(b)	\$'000 ^(c)	Reclassified \$'000
<u>Appropriation received during the period (non-cash):</u>					
Service appropriation	558	-	-	-	558
	558	-	-	-	558
<u>Income received from other public sector entities during the period:</u>					
State grants - recurrent	250	-	-	-	250
	250	-	-	-	250
<u>Resources received from other public sector entities during the period:</u>					
Department of Education	36,865	-	-	(1,594)	35,271
Department of Finance	12	-	-	-	12
	36,877	-	-	(1,594)	35,283
Total Income from State Government	37,685	-	-	(1,594)	36,091

8.3 KEY MANAGEMENT PERSONNEL

The Authority has determined key management personnel to include cabinet ministers and senior officers of the Authority. The Authority does not incur expenditures to compensate Ministers and those disclosures may be found in the *Annual Report on State Finances*.

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

Compensation Band (\$)	2021–22	2020–21
\$310 001 – \$320 000	-	1
\$290 001 – \$300 000	2 ^(a)	-
\$240 001 – \$250 000	-	1
\$220 001 – \$230 000	1	-
\$200 001 – \$210 000	-	1
\$40 001 – \$50 000	-	1
\$30 001 – \$40 000	1	-
\$20 001 – \$30 000	5	6
\$10 001 – \$20 000	3 ^(a)	2 ^(a)
\$0 – \$10 000	2 ^(a)	2 ^(a)
	\$'000	\$'000
Short term employee benefits	879	870
Post employment benefits	97	95
Other long term benefits	56	31
Total compensation of senior officers	1,032	996

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

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. Such transactions include:
 - > work in progress transferred from the Department of Education to the Authority (Notes 4.2 and 8.8); and
 - > services received free of charge from other State government agencies (Note 3.1);
- associates and joint ventures of a wholly-owned public sector entity; 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:

	2021–22	2020–21
	\$'000	\$'000
Auditing the accounts, financial statements and key performance indicators	52	43

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:

	2021–22	2020–21
	\$'000	\$'000
Department of Training and Workforce Development	-	1
	-	1

8.8 EQUITY

	2021–22	2020–21
	\$'000	\$'000
Contributed equity		
Balance at start of period	6,986	4,428
Transfer of net assets from other agencies:		
Department of Education ^(a)	156	2,558
Total contributions by owners	7,142	6,986
Balance at end of period	7,142	6,986
Accumulated surplus		
Balance at start of the year	400	190
Result for the period	(432)	210
Balance at the end of the year	(32)	400
Total equity at end of the period	7,110	7,386

(a) The work in progress relates to the Student Records Management System. \$156,185 was previously included in the Department of Education's work in progress however it was transferred to the Authority in 2021-22 (\$2.56 million in 2020-21).

8.9 EXPLANATORY STATEMENT

This explanatory section explains variations in the financial performance of the Authority undertaking transactions under its own control, as represented by the primary financial statements.

All variances between annual estimates (original budget) and actual results for 2022, and between the actual results for 2022 and 2021 are shown below. Narratives are provided for key major variances which vary more than 10% from their comparative and that the variation is more than 1% of the dollar aggregate of:

- Total Cost of Services for the Statements of comprehensive income and Statement of cash flows (i.e. 1% of \$37.46 million); and
- Total Assets for the Statement of financial position (i.e. 1% of \$7.40 million).

8.9 EXPLANATORY STATEMENT (CONTINUED)

Statement of Comprehensive Income

	Estimate 2021–22	Actual 2021–22	Actual Reclassified* 2020–21	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
COST OF SERVICES									
Expenses									
Employee benefits expense	23,526	30,649	28,530	7,123	30%	1	2,119	7%	
Supplies and services	14,807	7,450	6,291	(7,358)	(50%)	2	1,159	18%	A
Depreciation and amortisation expense	419	509	418	90	21%		91	22%	
Accommodation expense	2,496	2,389	2,219	(107)	(4%)		170	8%	
Other expenses	2	2	(1)	-	0%		3	(300%)	
Total cost of services	41,250	40,999	37,457	(252)	(1%)		3,542	9%	
Income									
Revenue									
User contributions, charges and fees	3,798	1,531	1,422	(2,267)	(60%)	3	109	8%	
Other revenue	15	64	105	49	327%		(41)	(39%)	
Grants and contributions	39	39	49	-	0%		(10)	(20%)	
Recoveries for national testing	1,643	1,618	-	(25)	(2%)		1,618	100%	B
Total Revenue	5,495	3,252	1,576	(2,243)	(41%)		1,676	106%	
Total income other than income from State Government	5,495	3,252	1,576	(2,243)	(41%)		1,676	106%	
NET COST OF SERVICES	35,755	37,747	35,881	1,992	6%		1,866	5%	
Income from State Government									
Service Appropriation	419	509	558	90	21%		(49)	(9%)	
Income from other public sector entities	250	250	250	-	0%		-	0%	
Services received free of charge	35,086	36,556	35,283	1,470	4%		1,273	4%	
Total income from State Government	35,755	37,315	36,091	1,560	4%		1,224	3%	
(DEFICIT)/SURPLUS FOR THE PERIOD	-	(432)	210	(432)	0%		(642)	(305%)	
OTHER COMPREHENSIVE INCOME									
TOTAL COMPREHENSIVE (LOSS)/INCOME FOR THE PERIOD	-	(432)	210	(432)	0%		(642)	(305%)	

* See also Note 8.2 for details regarding the reclassification of comparatives

8.9 EXPLANATORY STATEMENT (CONTINUED)

Statement of Financial Position

	Estimate 2021–22	Actual 2021–22	Actual 2020–21	Variance					
				Variance between original budget and actual			Variance between actual and actual		
	\$'000	\$'000	\$'000	\$'000	%	Note	\$'000	%	Note
ASSETS									
Current Assets									
Cash and cash equivalents	1,820	1,804	1,798	(16)	(1%)		6	0%	
Receivables	-	67	32	67	100%		35	109%	
Total Current Assets	1,820	1,871	1,830	51	3%		41	2%	
Non-Current Assets									
Amounts receivable for services	1,981	2,071	1,562	90	5%		509	33%	C
Property, plant and equipment	501	501	752	-	0%		(251)	(33%)	D
Intangible assets	3,373	2,667	3,252	(706)	(21%)	4	(585)	(18%)	E
Total Non-Current Assets	5,855	5,239	5,566	(616)	(11%)		(327)	(6%)	
TOTAL ASSETS	7,675	7,110	7,396	(565)	(7%)		(286)	(4%)	
LIABILITIES									
Current Liabilities									
Payables	-	-	10	-	0%		(10)	(100%)	
Total Current Liabilities	-	-	10	-	0%		(10)	(100%)	
NET ASSETS	7,675	7,110	7,386	(565)	(7%)		(276)	(4%)	
EQUITY									
Contributed equity	7,275	7,142	6,986	(133)	(2%)		156	2%	
Accumulated (deficit)/surplus	400	(32)	400	(432)	(108%)		(432)	(108%)	
TOTAL EQUITY	7,675	7,110	7,386	(565)	(7%)		(276)	(4%)	

8.9 EXPLANATORY STATEMENT (CONTINUED)

Statement of Cash Flows

	Estimate 2021–22	Actual 2021–22	Actual 2020–21	Variance					
				Variance between original budget and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
CASH FLOWS FROM STATE GOVERNMENT									
Funds from other public sector entities	250	250	250	-	0%		-	0%	
Net cash provided by State Government	250	250	250	-	0%		-	0%	
Utilised as follows:									
CASH FLOWS FROM OPERATING ACTIVITIES									
Payments									
Employee benefits expenses	(25)	(16)	(17)	9	(36%)		1	(6%)	
Supplies and services	(5,720)	(3,466)	(4,752)	2,254	(39%)	5	1,286	(27%)	F
GST payments on purchases	(2)	(1)	(13)	1	(50%)		12	(92%)	
GST Payment to Taxation Authority	(185)	(214)	(84)	(29)	16%		(130)	155%	
Receipts									
User contributions, charges and fees	3,798	1,531	1,483	(2,267)	(60%)	6	48	3%	
Grants and contributions	39	39	49	-	0%		(10)	(20%)	
Recoveries for National testing	1,643	1,618	-	(25)	(2%)		1,618	100%	G
GST receipts on sales	209	203	93	(6)	(3%)		110	118%	
Other receipts	15	62	26	47	313%		36	138%	
Net cash used in operating activities	(228)	(244)	(3,215)	(16)	7%		2,971	(92%)	
Net increase/(decrease) in cash and cash equivalents	22	6	(2,965)	(16)	(73%)		2,971	(100%)	
Cash and cash equivalents at the beginning of the period	1,798	1,798	4,763	-	0%		(2,965)	(62%)	
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	1,820	1,804	1,798	(16)	(1%)		6	0%	

8.9 EXPLANATORY STATEMENT (CONTINUED)

Major Variance Narratives

Variations between estimate and actual

Statement of Comprehensive Income

- 1 Employee benefits was \$7.1 million (30%) higher than the 2021-22 Estimate. This variance is primarily due to the reclassification of payments for markers, examiners, supervisors and course material writers as Employee benefits rather than Supplies and services (\$7.5 million). This is partly offset by a refinement to the cost allocation for Employee benefits in the Services received free of charge from the Department of Education (-\$1.6 million).
- 2 Supplies and services was \$7.4 million (50%) lower than the 2021-22 Estimate. This variance is mainly due to reclassification of payments for markers, examiners, supervisors and course material writers (see Note 1).
- 3 The 2021-22 Actual for User contributions, charges and fees was \$2.3 million (60%) lower than the 2021-22 Estimate due to lower than expected revenue from the International Education program reflecting a lower number of enrolled students as a result of the impact of the COVID-19 pandemic.

Statement of Financial Position

- 4 Intangible assets were \$0.7 million (21%) lower than the 2021-22 Estimate. The scoping and design stage of the Student Records Management System (SRMS), which was capitalised in 2015-16 and 2016-17, was expensed in 2021-22 as it did not meet the criteria for capitalisation under the development phase of AASB 138 *Intangible Assets* (\$0.5 million). In addition, as the capital component of the SRMS was finalised slightly earlier than expected, the amortisation was higher than the 2021-22 Estimate (\$0.1 million).

Statement of Cash Flows

- 5 Supplies and services was \$2.3 million (39%) lower than the 2021-22 Estimate due the lower than forecast contribution paid to the Department of Education for expenses incurred on behalf of the Authority in 2021-22. The reduced contribution is due to lower than expected revenue (see Note 3).
- 6 The 2021-22 Actual for User contributions, charges and fees was \$2.3 million (60%) lower than the 2021-22 Estimate due to lower than expected revenue from the International Education program reflecting a lower number of enrolled students as a result of the impact of the COVID-19 pandemic (see Note 3).

Variations between actual results for 2021–22 and 2020–21

Statement of Comprehensive Income

- A** Supplies and services was \$1.2 million (18%) higher than the 2021-22 Actual mainly due to the expensing of the scoping and design stage of the Student Records Management System (SRMS) (\$0.5 million) (see Note E) and increased operational costs associated with examination logistics (\$0.4 million).
- B** The NAPLAN assessment scheduled for May 2020 was cancelled due to the COVID-19 pandemic. Accordingly, there were no Recoveries for National testing during 2020-21.

Statement of Financial Position

- C** The 2021-22 Actual was \$0.5 million (33%) higher than the 2020-21 Actual reflecting the depreciation and amortisation for 2021-22.
- D** The value of Property, plant and equipment as at 30 June 2022 was \$0.3 million (33%) lower than the previous year reflecting the 2021-22 depreciation expense.
- E** The value of Intangible assets as at 30 June 2022 was \$0.6 million (18%) lower than the value as at 30 June 2021. This is predominantly due to the expensing of the scoping and design stage of the Student Records Management System (SRMS) in 2021-22 as it did not meet the criteria for capitalisation under the development phase of AASB 138 *Intangible Assets* (\$0.5 million).

Statement of Cash Flows

- F** Supplies and services was \$1.3 million (27%) lower than the 2020-21 Actual. The variance is attributable to the 2020-21 Actual representing payments for two years (2019-20 and 2020-21). These payments are the Authority's contributions towards the costs incurred by the Department of Education.
- G** The NAPLAN assessment scheduled for May 2020 was cancelled due to the COVID-19 pandemic. Accordingly, there were no Recoveries for National testing during 2020-21.

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 2022.



Ms Pauline Coghlan
Acting Chair
19 September 2022



Ms Denise O'Meara
Board member
19 September 2022



Image: Ridofranz via iStock

Key performance indicators

Table 27: Outcome Based Management framework

Government Goal
Safe, strong and fair communities: Developing healthy and resilient communities.
Desired Outcome
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.
Service
Student assessment, certification, curriculum development, evaluation and support.

The *Western Australian Curriculum and Assessment Outline* (Pre-primary to Year 10) and the Western Australian Certificate of Education (Years 11 and 12) are critical elements to ensuring Western Australian students receive a high quality and contemporary education across Western Australia. This desired outcome is achieved through the delivery of the Authority’s service, and contributes to the State Government’s Goal of providing ‘Safe, strong and fair communities: Developing healthy and resilient communities’.

Changes to Outcome Based Management framework

The Authority’s Outcome Based Management framework did not change during 2021–22 and its outcomes remained the same as specified in the *School Curriculum and Standards Authority Annual Report 2020–21*.

Key effectiveness indicators

The first three key effectiveness indicators are based on surveys submitted by members of the Year 11 and 12 Curriculum Advisory Committees. The fourth key effectiveness indicator is based on surveys completed by teachers participating in Consensus moderation meetings.

The Curriculum Advisory Committees provide the School Curriculum and Standards Authority (the Authority) with expert advice from practising teachers representing all education systems/sectors, representatives from education systems/sectors’ offices and professional associations and, as appropriate, representatives from universities, the training sector, industry and/or the community.

The purpose of the Authority’s moderation process is to work with schools and teachers to develop a comprehensive and shared understanding of the achievement standards. The deep analysis of the standards, along with engagement with the assessment pointers, also supports teachers to collect evidence in order to make valid, reliable and consistent judgements on student achievement for reporting purposes. Consensus Moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability. Teachers attending the meetings represent all education systems and sectors.

Due to the COVID-19 pandemic, no Consensus Moderation meetings were held in either 2020 or 2022. The fourth key effectiveness indicator is based on Consensus Moderation meetings held during 2021. These meetings spanned the two financial years 2020–21 and 2021–22.

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. The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

Table 28: Key effectiveness indicators

Key effectiveness indicators	2021	2022	2022	Variance	Variance
	Actual	Target	Actual ^(a)	between 2022 Target and 2022 Actual ^(b)	between 2021 Actual and 2022 Actual ^(c)
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.3	3.4	3.6	0.2	0.3
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4	3.4	3.7	0.3	0.3
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.6	3.4	3.6	0.2	-
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.3	3.4	3.3	(0.1)	-

- (a) Measurements were based on feedback from the groups stated below.
 - KEI 1: Number of question responses received from members of Curriculum Advisory Committees: 318 (71.9% response rate; total number of members: 442)
 - KEI 2: Number of question responses received from members of Curriculum Advisory Committees: 317 (71.7% response rate; total number of members: 442)
 - KEI 3: Number of question responses received from members of Curriculum Advisory Committees: 274 (61.9% response rate; total number of members: 442)
 - KEI 4: Number of question responses received from attendees at Consensus moderation meetings during the calendar year 2021: 1,191 (98.1% response rate; total number of attendees: 1,214)
- (b) There was no material variance between the 2022 Actual and the 2022 Target.
- (c) There was no material variance between the 2022 Actual and the 2021 Actual.

Service

Service: Student assessment, certification, curriculum development, evaluation and support

The Authority's 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; and
- 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 indicators:

Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support

The average cost per enrolled student is calculated using the total cost of delivering the service to Western Australian students (excluding the cost associated with the administration of NAPLAN), divided by the total number of Western Australian students.

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.

Table 29: Key efficiency indicators

Key efficiency indicators	2021	2022	2022	Variance	Variance
	Actual ^(a)	Target	Actual	between 2022 Target and 2022 Actual	Between 2021 Actual and 2022 Actual
Service: Student assessment, certification, curriculum development, evaluation and support					
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$70 ^(a)	\$71	\$74	\$3 ^(b)	\$4 ^(b)
2. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	\$27	\$34	\$26	(\$8) ^(c)	(\$1) ^(d)

(a) The 2021 Actual was restated due to a refinement in the calculation methodology for salary on-costs resulting in a reduction in employee benefits expense.

(b) The 2022 actual is higher than both the 2022 target and the 2021 actual predominantly due to: the expensing of the scoping and design stage of the Student Records Management System (SRMS); and increased costs relating to examination logistics associated with continued COVID-19 arrangements, particularly for the 2021 Australian Tertiary Admission Rank (ATAR) examinations.

(c) The 2022 actual is lower than the 2022 target mainly due to printing and delivery costs for NAPLAN 2022 being lower than estimated in the target.

(d) The 2022 actual is lower than the 2021 actual due to a higher number of students sitting NAPLAN in 2022.

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 2021–22. 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 section 24(1) of the *Act*.

Capital Works

Capital projects incomplete

There are no incomplete capital projects as at 30 June 2022.

Capital projects complete

The Student Records Management System (SRMS) capital project was completed in 2021–22.

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 2021–22

Name and Position	Term of Appointment	Membership Length (2021–22)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2021–22)
Emeritus Professor Patrick Garnett Chair	5 years	6 months	Annual	\$37,380	\$18,115
Mrs Pauline White Chair	5 years	6 months	Annual	\$37,380	\$19,265
Emeritus Professor David Andrich Member	2 years	12 months	Annual	\$23,475	\$23,475
Associate Professor Lennie Barblett AM Member	3 years	6 months	Annual	\$23,475	\$11,376
Ms Pauline Coghlan Member	4 years	12 months	Annual	\$23,475	\$23,475
Emeritus Professor Jill Downie Member	3 years 8 months	2 months	Annual	\$23,475	\$1,715
Dr Lynette Henderson-Yates Member	3 years	12 months	Annual	\$23,475	\$23,475
Ms Lee Musumeci Member	1 year 10 months	6 months	N/A	N/A	-
Ms Denise O’Meara Member	3 years 6 months	12 months	Annual	\$23,475	\$23,475
Mrs Pauline White Member	3 years	6 months	Annual	\$23,475	\$11,376
Total					\$155,747

Table 31: Remuneration of Members of the Curriculum and Assessment Committee 2021–22

Name and Position	Term of Appointment	Membership Length (2021–22)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2021–22)
Ms Denise O’Meara Chair	3 years 6 months	12 months	Per meeting	\$550	\$2,750
Mr Jeffrey Allen Member	4 years	12 months	Per meeting	\$370	\$1,480
Associate Professor Caroline Barratt-Pugh Member	3 years 3 months	5 months	Per meeting	\$370	\$1,480
Ms Elizabeth Blackwell Member	4 years	12 months	N/A	-	-
Mr Martin Clery Member	4 years	12 months	N/A	-	-
Ms Amanda Connor Member	4 years	12 months	Per meeting	\$370	\$1,110
Ms Fiona Forbes Member	2 years	12 months	N/A	-	-
Mr Armando Giglia Member	4 years	12 months	N/A	-	-
Ms Kya-Louise Graves Member	4 years	3 months	N/A	-	-
Ms Jillian Jamieson Member	2 years	12 months	Per meeting	\$370	\$740
Ms Rosemary Simpson Member	4 years	3 months	Per meeting	\$370	-
Ms Kristine Stafford Member	4 years	12 months	Per meeting	\$370	\$1,850
Ms Bronwyn Tester Member	4 years	3 months	N/A	-	-
Ms Katherine Ward Member	3 years	2 months	N/A	-	-
Mr Roderick (Rod) Wood Member	2 years	12 months	Per meeting	\$370	\$1,850
Total					\$11,260

Table 32: Remuneration of Members of the Standards Committee 2021–22

Name and Position	Term of Appointment	Membership Length (2021–22)	Type of Remuneration	Base Salary/ Sitting Fee	Actual Remuneration (2021–22)
Ms Pauline Coghlan Chair	4 years	12 months	Per meeting	\$550	\$3,300
Ms Jocelyn Cook Member	4 years	12 months	Per meeting	\$370	\$2,220
Ms Anne Ford Member	3 years	12 months	Per meeting	\$370	\$1,110
Ms Melissa Gillett Member	2 years	12 months	N/A	-	-
Associate Professor Stephen Humphry Member	3 years	12 months	Per meeting	\$370	\$1,480
Total					\$8,110

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

Purchasing is undertaken by the Department on behalf of the Authority. Purchase cards are held by relevant purchasing officers in the SCS Division.

A corporate credit card for Authority purchasing previously held by the Executive Officer was cancelled during 2021–22 as it is no longer required. There was no unauthorised use of this card during 2021–22.

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 2021–22 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 the Authority provides.

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

New staff and contractors delivering the Authority's legislative functions are inducted in the Authority's policies, procedures and processes, including the Authority's DAIP.

As required by the Department of Communities, the Authority provides a progress report on the *DAIP 2017–2021* in July each year. Each progress report demonstrates how the Authority's strategies, initiatives and actions have achieved access and inclusion in implementing the Authority functions. The 2021–22 DAIP progress report was submitted to the Department of Communities in July 2022.

Work is in progress to develop a new *DAIP 2022–2027*.

Our commitment to access and inclusion is supported by the Department of Education *Disability Access and Inclusion Plan 2018–2023* that applies to the SCS Division staff.

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 2020*. 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.

The Authority continued to develop resources in various languages to support its community to access services. The ATAR EAL/D eligibility resources, including student portal login instructions, and a checklist and information for parents have been translated and are provided in the following 14 languages: Arabic, Burmese, Dari, Dinka, Farsi, Hindi, Indonesian, Karen, Korean, Mandarin, Punjabi, Tagalog, Thai and

Vietnamese, to support the English as an Additional Language/Dialect (EAL/D) student cohort and their families.

The WACE language enrolment resources, including student portal login instructions, a checklist, information for parents, and the parent/guardian acknowledgement form have been translated and are provided in the following 16 languages: Arabic, Burmese, Dinka, Hindi, Indonesian, Japanese, Karen, Korean, Malay, Persian, Punjabi, Simplified Chinese, Sinhalese, Tamil, Thai and Vietnamese.

Diversity planning and management

As at 30 June 2022, the Board membership comprised one male and six females. One Board member was of Aboriginal or Torres Strait Islander background.

As at 30 June 2022, the Standards Committee comprised one male and four 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 Division 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 2021, 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 combined Code of Conduct and Conflict of Interest Statement document. Both documents are published on the Authority's intranet. SCS Division staff are required, on a yearly basis, to read, sign and return the document stating that they understand their obligations and accountabilities.

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 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 by the Authority are registered and dealt with in accordance with established policy and procedures.

Staff screening and Working with Children Checks

As a prerequisite to employment, all SCS Division staff and individuals performing the Authority's functions (including those employed on a casual basis) are 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 their role and responsibilities, SCS Division staff and other individuals are also required to provide a current Working with Children Check.

Recordkeeping

Recordkeeping plan

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. The Authority's Recordkeeping Plan (known

as the *Joined Department of Education and School Curriculum and Standards Authority Recordkeeping Plan*) is reviewed on a five-yearly basis. The plan is undergoing a review and due for submission to the State Records Commission in September 2022 to fulfil the requirements of section 28 of the *Records Act*.

As part of the review, the records management staff have commenced a consultation process with SCS Executive Group and business units to evaluate the effectiveness of the recordkeeping practices within the Authority. The Authority's Business Classification Scheme and its Functional Records Retention and Disposal Schedule are part of the evaluation process to ensure that corporate records are managed and disposed of in accordance with the *State Records Commission (SRC) Standard 5 – Retention and Disposal*.

In 2021–22, records management staff developed the Authority's Records Management Business Continuity Plan and Records Disaster Recovery Plan to comply with the *SRC Standard 5 – Preservation* to ensure the effective preservation of the corporate records and to minimise disruptions to the recordkeeping operations of the agency in the event of a major incident. The plan was endorsed by the SCS Executive Group in 2022.

The Authority continues to develop records management processes to support the development and expansion of the Authority's international curriculum program. To ensure that the WACE International Northern hemisphere examinations pilot records are disposed of lawfully, the Authority amended section 20 *External Assessment* of its functional retention and disposal schedule for an out of session endorsement by the State Records Commission. The State Records Office approved these amendments in May 2022.

Recordkeeping efficiency and effectiveness

The Authority continued to innovate its electronic records and information management practices, and encouraged and supported staff to create and manage their documents within the Authority's electronic document and records management system (EDRMS). A new EDRMS workflow supported the transition and implementation of the casual payments and timesheets from physical to digital format by the Examination Logistics business unit. Approximately 4000 casuals are engaged to support the examinations functions. The electronic workflow significantly improved the efficiency of the process, saving the cost and resources required in manual processing.

The work on evaluating and processing legacy records stored offsite has progressed with 105 boxes disposed of in accordance with the Authority's retention and disposal schedule.

Table 33: Records registered in EDRMS in 2021–22

Electronic record type	Total number of electronic files created
Document	70 680
Email	38 619
Electronic file only	449

Recordkeeping induction and training

The Authority continued to ensure all SCS Division staff supporting its statutory functions received training to gain an understanding of the State government recordkeeping requirements. Records staff provided 31 training sessions in records management practices, including how to effectively utilise the Authority’s EDRMS. All 48 attendees provided positive feedback on the quality of training and training materials.

Additionally, all SCS Division staff are required to complete the Department’s mandatory online *Records Awareness Training* every two years.

Following the EDRMS system upgrade, the Web Client help sheets were updated and published on the Authority’s intranet.

In 2021–22, the Authority’s records management helpdesk processed 947 requests, with the majority of issues resolved within the same day turnaround time.

Records management staff were also provided with opportunities for professional development. They were supported to attend relevant industry-run training sessions to keep abreast of current trends, issues and practices in 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 (FOI) Act 1992*.

In 2021–22, the Authority received four (4) FOI applications. Of the four, two applications for information were successfully met, and two applications were withdrawn/put on hold by the applicant.

The Authority’s *Public Information Statement* (information statement) is published on the Authority website and is compliant with the *FOI Act*. The information statement documents the types of records that the Authority holds and contains procedures for making an FOI application and applicable charges. The information statement is reviewed annually and updated only if there are changes in the Authority’s operations.

In addition, the Authority prepares an annual report each financial year that addresses the requirements of the *FOI Act*, and reports on any minor changes in the information statement and FOI access application data.

Audit and Risk Management (ARM) Committee

The Authority’s ARM Committee assists the Board to discharge its responsibilities properly and to provide the framework for the conduct of the Authority’s audit and risk functions. The membership of the committee was refreshed in 2020 following the release of the Western Australian Auditor General’s Report titled *‘Western Australian Public Sector Audit Committees – Best Practice Guide’* (Report 26: 2019–20, June 2020) and an audit manager was appointed to assist the Board with audit and risk management statutory requirements. The Board appoints the chair of the ARM committee.

The ARM Committee membership comprises the chair, two external independent representatives and the audit manager. In addition, ARM

Committee meetings are attended by the Chair of the Board, senior officers of the SCS Division and the Department's Director, Risk and Assurance as observers.

A Risk Management Working Group (RMWG) reports to the ARM committee. The RMWG manages the operational aspects of the Authority's risk management matters and captures new and potential risks for the ARM Committee's attention.

The *ARM Committee Charter* provides the scope, purpose, terms of reference and audit plan for the Authority's audit and risk management. This document is reviewed and updated annually.

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 system that covers variations in the nature, degree and likelihood of risk. A review of the Authority's risk management procedures was completed in 2021–22, and the Framework and its suite of documentation were updated and approved by the ARM Committee. All policies under the committee's responsibility undergo scheduled reviews in accordance with the Policy Register.

The Authority's risk management system was migrated to a new platform in 2021–22 with enhanced functions and improved capabilities that provides a more user-friendly experience. The system captures risks and provides a platform for monitoring and management. The Authority's staff attended risk management training sessions and developed plans to mitigate risks.

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 disclosure, in the appropriate manner, of any information regarding possible corrupt or improper conduct. The Authority's Public Interest Disclosure Officer is Board-appointed and has undergone training in the requirements of the role.

The Authority received no public information disclosure matters in 2021–22.

Accountability and Integrity

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

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

The Authority's *Complaints Management Policy and Procedures* is publicly available on the Authority website. This document outlines the process for making a complaint about the Authority's products, functions, services and processes.

Research involving students

The *School Curriculum and Standards Authority Amendment Act 2017* (Amendment Act) and corresponding Regulations enable the Authority to conduct, promote or participate in research involving students. As part of its preparation to implement the Amendment Act and corresponding Regulations, the Authority has established an Ethics Review Committee. This committee will make recommendations to the Authority's Board with respect to external requests for data for the purposes of research involving students.

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 Management Regulations 2007* 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.



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Appendices



Image: urbazon viia iStock

APPENDIX A

2009–2021 ATAR course examination data

Table 34: Examination enrolments (four or more ATAR* course examinations) as at October 2009–2018 and December 2019–2021†

	2011	2012	2013	2014‡	2015	2016	2017	2018	2019	2020	2021
Gender											
Male	6145	6092	6155	4431	6439	6305	6069	6039	5553	5420	5339
Female	7369	7167	7245	4932	7505	7427	7374	7165	6716	6471	6234
Systems/sectors											
Government	5374	5297	5303	3378	5568	5443	5404	5369	4972	4931	4917
Non-government	7251	7187	7232	4982	7322	7126	6859	6631	6253	5817	5734
Offshore international	885	774	864	999	1050	1163	1180	1203	1044	1141	927
Non-school candidates	4	1	1	4	4	0	0	1	0	3	3
Location											
Metropolitan	10892	10867	10891	7280	11214	10888	10644	10427	9748	9482	9324
Country	1733	1617	1644	1080	1676	1681	1619	1574	1477	1269	1330
Offshore international	885	774	864	999	1050	1163	1180	1203	1044	1141	927
Non-school candidates	4	1	1	4	4	0	0	1	0	3	3

* 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, 2020 and 2021 data are based on ATAR course enrolments in December.

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

Figure 5: Number of candidates enrolled for a specific number of ATAR course examinations (2015–2021)

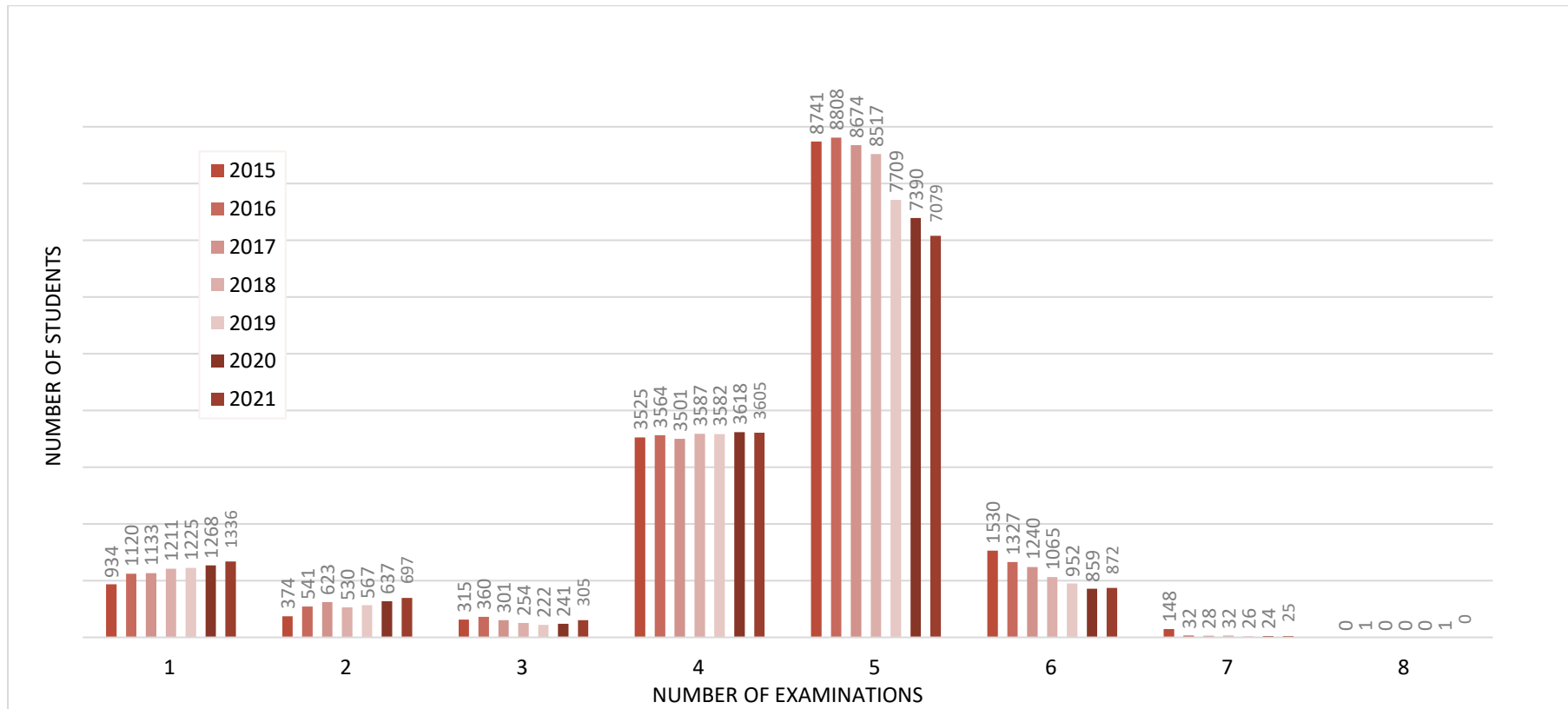


Table 35: Aboriginal and Torres Strait Islander students enrolled in ATAR course examinations 2021

	Male	Female	Metro	Country	Government	Non-government
Aboriginal	47	65	73	39	69	43
Torres Strait Islander	2	1	1	2	2	1
Both Aboriginal and Torres Strait Islander	2	1	3	0	1	2
Total	51	67	77	41	72	46

2021 WACE exhibitions and awards

Table 36: Number of exhibition and award winners by category, 2021

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	1
Subject Certificate of Excellence	288
Special Subject Certificate of Excellence	9
VET Exhibition	7
Special VET Award	0
VET Certificate of Excellence	32
Special VET Certificate of Excellence	1
Certificate of Distinction	1230
Certificate of Merit	2279
Total	3941

Estimate of Statement of Financial Position

For the year ended 30 June 2023

	Note	2022–23 Estimate \$'000
ASSETS		
Current Assets		
Cash and cash equivalents		1,820
Receivables		-
Total current assets		1,820
Non-Current Assets		
Amounts receivable for services	3	2,691
Property, plant and equipment		250
Intangible assets		2,781
Total non-current assets		5,722
TOTAL ASSETS		7,542
LIABILITIES		
Current Liabilities		
Payables		-
Total current liabilities		-
Non-Current Liabilities		
Payables		-
Total non-current liabilities		-
TOTAL LIABILITIES		-
NET ASSETS		7,542
EQUITY		
Contributed equity		7,142
Accumulated surplus/(deficit)		400
TOTAL EQUITY		7,542

Estimate of Statement of Cash Flows

For the year ended 30 June 2023

	Note	2022–23 Estimate \$'000
CASH FLOWS FROM STATE GOVERNMENT		
Grants from State Government Agencies		200
Net cash provided by State Government		200
Utilised as follows:		
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee benefits		(25)
Supplies and services	4	(4,171)
GST payments on purchases		(2)
GST payments to taxation authority		(207)
Receipts		
User contributions, charges and fees		2,299
Grants and contributions		39
Recoveries for National testing		1,643
GST receipts on sales		209
Other receipts		15
Net cash provided by/(used in) operating activities		(200)
Net increase/(decrease) in cash and cash equivalents		-
Cash and cash equivalents at the beginning of period		1,820
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		1,820

Notes to the Annual Estimates For the year ended 30 June 2023

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 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 a non-cash appropriation for asset depreciation.

Note 4 Supplies and Services Payment

The Department of Education recoups an appropriate portion of the School Curriculum and Standards Authority's own-sourced revenue for the partial recovery of the Total Cost of Services.

APPENDIX C

Performance Management Framework 2023 Targets

For the year ended 30 June 2023

The Authority's Outcome Based Management framework is summarised in Table 37.

Table 37: Outcome Based Management framework

Government Goal
Safe, strong and fair communities: Developing healthy and resilient communities.
Desired Outcome
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.
Service
Student assessment, certification, curriculum development, evaluation and support.

Service: Student assessment, certification, curriculum development, evaluation and support

The Authority's 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; and
- 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.

The extent that the Authority is effective in meeting the desired outcome will be measured by the scale of actual achievement against the targets as shown in Tables 38 and 39.

Table 38: Key effectiveness indicators

Key effectiveness performance indicators ^(a)	2023 Target
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4

(a) The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

Table 39: Key efficiency indicators

Key efficiency indicators	2023 Target
Service: Student assessment, certification, curriculum development, evaluation and support	
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$74
2. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	\$36

APPENDIX D

Annual Report feedback form

We invite your feedback on the School Curriculum and Standards Authority Annual Report 2021–22 (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.

- | | |
|---|--|
| <input type="checkbox"/> Strongly agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> 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.

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

What areas did you find most useful/informative?

The Report addresses issues that are in the public interest.

- | | |
|---|--|
| <input type="checkbox"/> Strongly agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly disagree |

Comments:

How do you rate the overall quality of the Report?

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Good | <input type="checkbox"/> No comment |
| <input type="checkbox"/> Average | |

Please rate the following elements of the Report.

Information content

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Good | <input type="checkbox"/> No comment |
| <input type="checkbox"/> Average | |

Presentation of information

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Good | <input type="checkbox"/> No comment |
| <input type="checkbox"/> Average | |

Ease of finding information

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Good | <input type="checkbox"/> No comment |
| <input type="checkbox"/> Average | |

Ease of readability and comprehension

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Poor |
| <input type="checkbox"/> Good | <input type="checkbox"/> No comment |
| <input type="checkbox"/> Average | |

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

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