



Curriculum Council

*“Student learning
is at the heart of
everything we do.”*

Annual Report 2003-2004

*“Student
is at the
everything”*





REPORT OF THE CURRICULUM COUNCIL

Hon. Alan J Carpenter MLA
Minister for Education and Training

Dear Mr Carpenter

In accordance with Section 66 of the *Financial Administration and Audit Act 1985*, we hereby submit the seventh annual report of the Curriculum Council for the year 1 July 2003 to 30 June 2004.

Yours sincerely

THERESE TEMBY
CHAIRPERSON OF THE COUNCIL
CURRICULUM COUNCIL

NORMA JEFFERY
CHIEF EXECUTIVE OFFICER
CURRICULUM COUNCIL

19 August 2004



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Membership of the 2003–04 Learning Area Committees, Curriculum Framework Working Parties, 2003 Examining Panels (TEE), 2003 Syllabus Committees and 2003 Accreditation Panels is available from the Curriculum Council.

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

ACRONYMS

AETC	Aboriginal Education and Training Council
AISWA	Association of Independent Schools of Western Australia
ANTA	Australian National Training Authority
ARF	Australian Recognition Framework
CAF	Common Assessment Framework
CEO	Catholic Education Office
DES	Department of Education Services
DET	Western Australian Department of Education and Training
ECU	Edith Cowan University
ESL	English as a Second Language
LOTE	Languages other than English
NTF	National Training Framework
PCI	Post-Compulsory Implementation
SSTUWA	State School Teachers' Union of WA
SWL	Structured Workplace Learning
TAC	Training Accreditation Council
TAFE	Technical and Further Education
TEE	Tertiary Entrance Examination(s)
UWA	University of Western Australia
VET	Vocational Education and Training
WA	Western Australia(n)
WACE	Western Australian Certificate of Education (awarded for secondary graduation)
WACSSO	Western Australian Council of State School Organisations
WSA	Wholly School-Assessed

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



CHAIRPERSON'S REPORT

Education of a high quality is central to the future welfare of our community and our children. The challenge for the Curriculum Council is to apply vision and strategic leadership with respect to curriculum for school education in Western Australia.

There is a need to be creative in solving problems that face curriculum development and implementation, and to continue to tap into the valuable networks in schools, Government agencies, industry and the community to ensure that solutions are responsive to the diverse needs of school communities.

This year the Council has successfully continued to provide and plan curriculum offerings to meet the diverse interests of children and young people.

The main areas of Council business during the past year were the continued implementation of the *Curriculum Framework* in all schools in Western Australia from kindergarten to Year 12; the development of new courses of study for the new system of education in Years 11 and 12, as outlined in the Council report *Our Youth, Our Future* (2002); the development of Curriculum Council-endorsed progress maps; and the development of curriculum guides.

In addition, the Council performed ongoing work in the post-compulsory schooling years in course development and approval, and student assessment (moderating school assessment and providing external assessment) and certification.

The initial five-year implementation phase of the *Curriculum Framework* ended in 2003 but implementation continues in schools. From 2004–05, schools and systems will report to the Council on implementation of the *Framework*.

At the beginning of 2004 I became the Chairperson of the Council when the inaugural chairperson, Professor Lesley Parker, retired from the Council. I would like to acknowledge the professional leadership and vision Lesley provided during her six years as head of the Council.

On behalf of the Council, I wish to thank the Minister for Education and Training, Hon. Alan Carpenter MLA, for his continued support. The Council has continued to successfully fulfil its role as an open, collaborative and consultative forum. Collaboration has been a hallmark of curriculum development in WA and it is essential that it is a critical element in our future initiatives.

The Council would not be able to provide its services without the hard-working Council secretariat, under the leadership of Norma Jeffery, and the Council's advisory and standing committees.

In conclusion, I would like to thank the members of the Council for their professionalism and commitment during the past 12 months.

THERESE TEMBY
CHAIRPERSON OF THE COUNCIL



CHIEF EXECUTIVE OFFICER'S REPORT

2003–04 has been a very challenging and interesting year for the Curriculum Council secretariat. Education is continuing to evolve and develop in Western Australia with strong public interest in the standards being achieved by students.

In all of its endeavours throughout the year, the secretariat has worked with teachers, schools, sector/system representatives, vocational education and training (VET) organisations, universities and the community; all have played a significant role in enabling the Council to fulfil its key responsibilities. Their contribution, collaboration and effective working relationships are key strengths of the WA education system.

The Curriculum Council has continued to focus on key priorities from its strategic plan within the broader context of priorities within the Education portfolio. The key areas of work during the past 12 months have been:

- **Support for the effective use of the *Curriculum Framework*** in its sixth year of implementation. Development of the Curriculum Council-endorsed progress maps and the curriculum guides has continued. Both documents will be finalised and published by the end of 2004.
- **Implementation of the Post-Compulsory Education Review's *Our Youth, Our Future* report (2002)**. The development of the new courses of study is well underway with courses at various stages of development, consultation and action research in a number of schools. At each stage of the process, teachers have had an opportunity to provide feedback.
- **Ensuring the Council's accreditation, moderation and assessment procedures for post-compulsory subjects are of high standing, and that public confidence in the validity of student achievement and results continues to be maintained**. As a result of feedback on some of these processes followed by further consultation, a minor change to the standardisation process was initiated in 2003.
- **Adapting the quality assurance arrangements for VET** undertaken by students in post-compulsory years as a result of the consolidation of all State Government education and training functions into one department with one Minister for Education and Training.
- **Development of a new Student Records Management System** to cater for the increased complexity of data as a result of the implementation of VET in Schools and the Post-Compulsory Education Review recommendations.

I would like to commend all of the secretariat staff for their dedication and hard work over the year. I would also like to thank all Council members, the members of our many committees, working parties, reference groups and the many workshop participants for their contribution to the work of the Curriculum Council.

In particular, I would like to thank the two people who chaired the Council during these past 12 months: Professor Lesley Parker, who retired from the Council in December 2003, and Therese Temby, who has led the Council since January 2004. Lesley and Therese have provided strong guidance and support to the secretariat.

NORMA JEFFERY
CHIEF EXECUTIVE OFFICER



ABOUT THE CURRICULUM COUNCIL

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

The Council serves:

- 363,600 students from kindergarten to Year 12 in every school (government and non-government) in WA and their 31,830 teachers
- parents, school administrators, representative bodies of the educational systems and sectors, including the Department of Education and Training (DET), the Catholic Education Office (CEO) and the Association of Independent Schools of WA (AISWA), training institutions and universities, and the community of Western Australia.

Chaired by Mrs Therese Temby, the Council has 13 members who represent DET, CEO and AISWA, the training sector, the university sector, teacher interests, industry and the community. It is supported by a secretariat of 99 staff.

Legislative Framework

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

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

Government Goals

The Curriculum Council contributes to Goal 1: People and Communities: To enhance the quality of life and well being of all people throughout Western Australia.

Mission

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

This is identified in the budget papers as two outcomes:

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

Purpose

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

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

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

Output 1: Curriculum implementation and maintenance

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

Output 2: Course development and approval

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

Output 3: Student assessment and certification

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

Principles

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

- **An encompassing view of the curriculum (K-12):** all of the experiences provided in students' learning environments should work together in a seamless way from kindergarten to Year 12 and should promote meaning, purpose and enjoyment in student's lives.
- **A recognition of the significance of learning outcomes:** learning outcomes represent an important means of describing the knowledge, understandings, skills, values and attitudes that students are expected to acquire as a result of their schooling.
- **Fair and explicit standards:** students and teachers need to know the criteria and standards by which achievement is to be judged. Fairness means that students should have equal opportunity to demonstrate their achievement and should not be disadvantaged on irrelevant grounds.

- **Inclusivity:** students should be provided with the widest and most empowering range of knowledge and skills. This means recognising and accommodating the different starting points and previous experiences of individual students and groups of students, and valuing and including the understandings, knowledge and ways of knowing and being of all groups.
- **An agreed set of values:** people's values influence their behaviour and give meaning and purpose to their lives. While there is a range of values positions in our pluralist society, there is also an agreed core of these values which will underpin the products and processes of the Curriculum Council.
- **Consultative and transparent decision-making processes:** policy directions are more likely to be readily endorsed when they are perceived to be fair and equitable. The decisions of the Curriculum Council and the information base and consultative processes by which these decisions are made will be open and publicly available.
- **Collaboration with stakeholders:** a central function and obligation of the Curriculum Council is to have regard to the capacity of education providers to respond to Council decisions and to take account of the views of post-school education providers and the wider community. It will, therefore, put in place structures and processes to facilitate wide and continuous collaboration with stakeholders.

Values

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

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

For our organisation this means:

- **pursuit of excellence:** by taking pride in our work, striving for excellence, and being receptive to new ideas for improving our everyday procedures and services;
- **honesty and integrity:** by behaving honestly and with loyalty to the Curriculum Council; being accountable and responsible for our actions and behaviour, and recognising the need for ethical discernment and truthfulness;

- **respect:** by acting professionally, courteously and with sensitivity and concern for the wellbeing of our colleagues and clients; consistently treating others fairly and impartially, respecting privacy and observing appropriate confidentiality and valuing the cultural diversity of others;
- **teamwork:** by encouraging, motivating and supporting each other to meet our potential, and being mindful of the impact our decisions and our behaviour have on others; recognising and appreciating the contribution of our colleagues in building a harmonious working environment;
- **efficiency and effectiveness:** by using Curriculum Council resources responsibly and delivering services in a professional and timely manner.

Outcomes

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

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



MEMBERSHIP OF THE COUNCIL



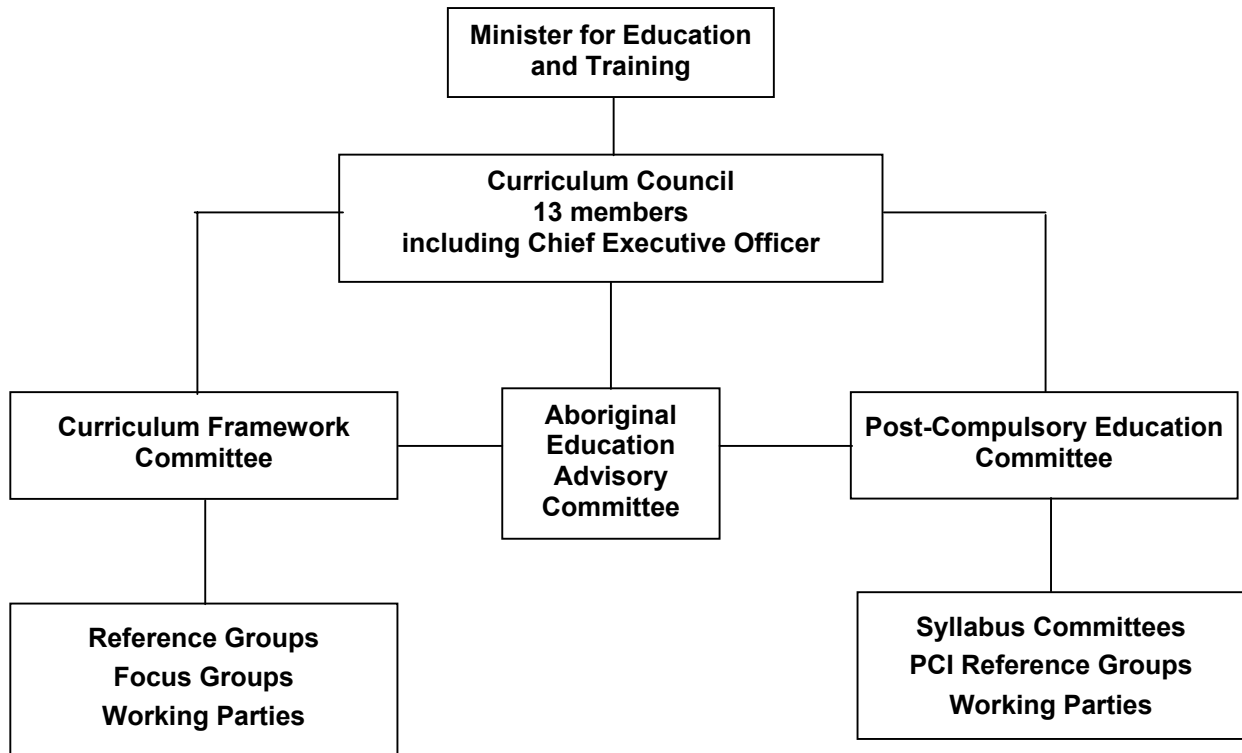
From left (seated): Mrs Norma Jeffery, Mrs Therese Temby and Mr Greg Robson and (standing) Professor Max Angus, Mrs Anne Wright, Mr Mike Keely, Mr Robert Player, Mr Ron Dullard and Ms Barbara Bosich. Absent: Mr Graham Rixon, Ms Lucina Cross, Dr Irene Ioannakis and Mrs Margaret Banks.

Members

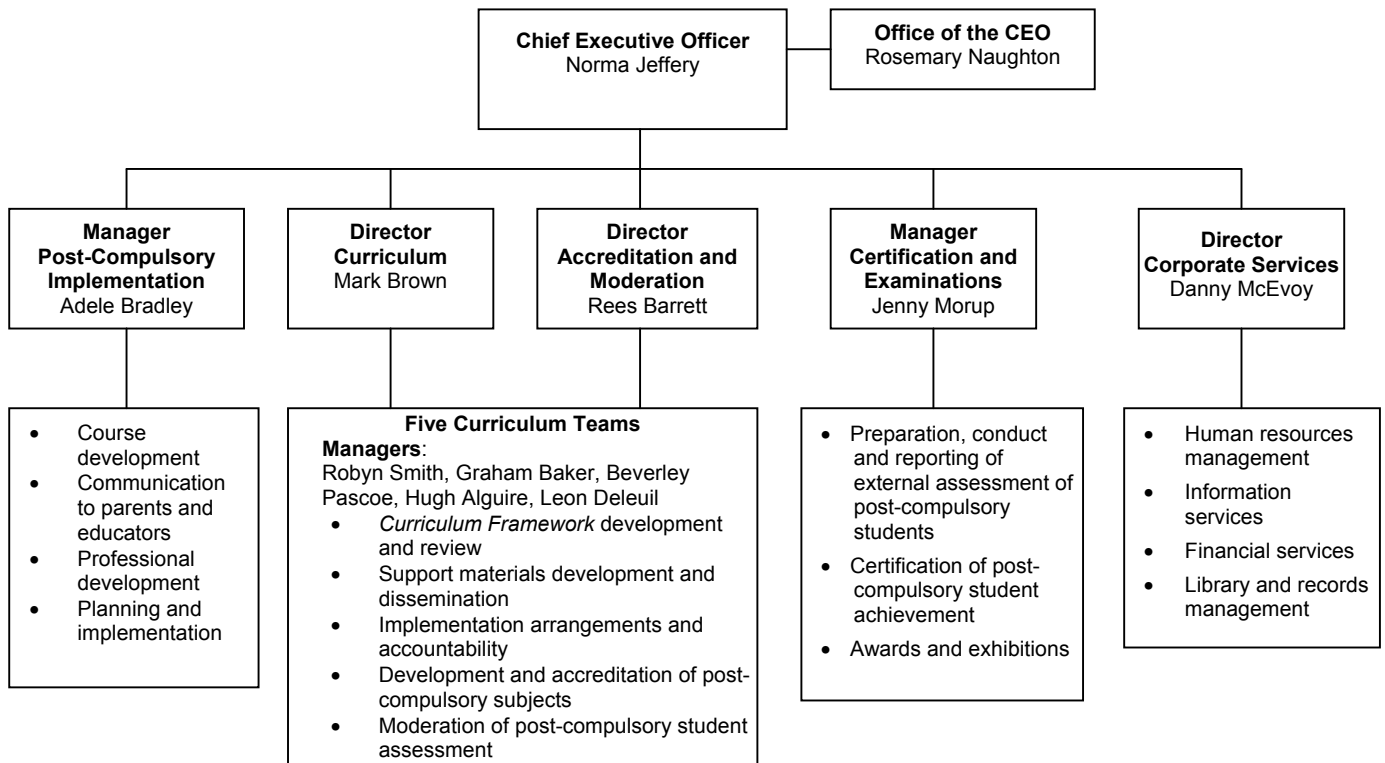
Chairperson	Professor Lesley Parker (to Dec 2003) Mrs Therese Temby (from Jan 2004)
Deputy Chairperson	Mrs Therese Temby (to Aug 2003) Mr Graham Rixon (from Sept 2003)
Chief Executive Officer	Mrs Norma Jeffery
Industry, education or community affairs	Ms Barbara Bosich (early childhood) Ms Lucina Cross (Aboriginal education) Mr Lyndon Rowe (industry) (to Jan 2004) Dr Irene Ioannakis (industry) (from Feb 2004)
Department of Education and Training	Mr Greg Robson Mrs Margaret Banks
Catholic Education Office	Mrs Therese Temby (to Aug 2003) Mr Ron Dullard (from Sept 2003)
Association of Independent Schools of WA	Mr Graham Rixon
Vocational Education and Training	Mr Malcolm Goff (to Jan 2004) Mr Robert Player (from Feb 2004)
Universities	Professor Max Angus
Teacher interests Representative of State School Teachers' Union of WA and Independent School Salaried Officers Association	Mr Mike Keely
Parent interests Representative of WA Council of State School Organisations and Parents and Friends Federation of WA	Mrs Anne Wright



Curriculum Council



Curriculum Council Secretariat



As at 30 June 2004. Total staff: 99; casual staff: 1,500 (for examinations)



SUMMARY OF ACHIEVEMENTS

Curriculum Framework

Implementation of the *Curriculum Framework* in all schools is continuing to progress with more than 55% of schools now modifying their curriculum practices and using the *Framework* for accountability practices. In 2003, the Council developed processes for schools to report on accountability of *Framework* implementation. School implementation data gathered through these processes will be in the 2004-05 report.

Progress maps

A working version of the progress maps being developed for all schools was published on the Council's website in February 2003. The Catholic Education Office also printed the working version for distribution to all Catholic schools. During 2003-04, the progress maps have been further refined, based on consultation with teachers and schools. The Council-endorsed progress maps will be published in 2004 along with curriculum guides.

Curriculum guides

As recommended in the report *Investing in Government Schools: Putting Children First* (2001), the Council has undertaken development of curriculum guides. To be published later in 2004, they will provide teachers and schools with scope and sequence statements of what students need to be taught in relation to the outcomes in the *Curriculum Framework*.

Post-Compulsory Education Implementation

The Council's report of the Post-Compulsory Education Review, *Our Youth, Our Future* (2002) outlined a new system of curriculum for Years 11 and 12. In August 2002, the process of developing 47 new courses of study to replace all current Years 11 and 12 subjects began. At June 2003, preliminary drafts had been prepared for 11 courses. At June 2004:

- action research had been completed for five courses of study and had begun for six courses
- 26 preliminary drafts had been developed
- 11 courses were at the concept plan stage
- 10 courses were in the early stages of development.

Preliminary drafts of all 47 courses will be completed by February 2005.

Certification and Examinations

Significant achievements for 2004 include:

- Relatively error-free Tertiary Entrance Examinations (TEE) papers.
- 375 applications for special examination arrangements considered.
- Information on the *Statement of Results* and *Western Australian Certificate of Education* was valid, accurate and despatched prior to Christmas.
- Certification of 690 Year 12 students undertaking VET at 19 schools that were Registered Training Providers.
- 1,071 Curriculum Council exhibitions and awards granted.
- Extensive positive publicity regarding the conduct of the TEE and Year 12 student achievement.

Enrolment trends

More students are staying at school until the end of Year 12 and more students are sitting the TEE and taking more subjects. Students are combining TEE studies with vocational education and training (VET) programs. The number of students who sat one or more TEE subjects increased slightly from 12,272 in 2002 to 12,426 in 2003. Seven per cent of the

students who studied four or more TEE subjects also completed at least one VET unit of competency.

Moderation

During the 2003 school year, 12,856 school–subject combinations were covered by the moderation process, which included:

- 1,615 school moderation visits (representing a sampling rate of 12.6% of the 12,856 school–subject combinations)
- 187 consensus meetings, which included all country schools delivering selected subjects in WACE programs. Compared with 2002, there were fewer difficulties with schools not attending consensus meetings.
- 101 assessment seminars for teachers that focused on outcome-focused assessment strategies and interpretation of new standardised distribution in the marks adjustment process for TEE subjects.
- Support materials for teachers were extended through increasing use of electronic media.

Vocational Education and Training (VET) in schools

There was continued growth in the number of post-compulsory students involved with vocational education during 2003, which was the second year of implementing the Joint Policy Statement *Future Directions for VET in Schools*. The Council:

- negotiated additional qualifications and competencies for inclusion in education programs delivered by training provider schools, including new and revised training packages
- conducted seminars and consensus meetings focused on competency-based assessment
- continued to publish support materials, including advice to schools on human and physical resource requirements
- collaborated with the Training Accreditation Council for the completion of validation audits using the new Australian Qualify Training Framework (AQTF) standards.

Overseas program

The Council markets WA curriculum products and services on a cost-recovery basis. In 2004, there are 507 students enrolled in TEE subjects in five schools in Indonesia, Malaysia and Singapore.



CURRICULUM IMPLEMENTATION AND MAINTENANCE

The *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* details the outcomes of schooling for all students in all WA schools. The Council released the *Curriculum Framework* in 1998 and implementation into all WA schools began in 1999. It is the focus of curriculum implementation and maintenance in WA. Schools are required to report on their implementation of the *Curriculum Framework* in 2004 and the results will be included in the Council's annual report in 2004-05.

Development of an agreed curriculum framework

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

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

Review and reflection

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

In 2003–04, the Council's work on development of progress maps and curriculum guides was informed by research into similar materials developed in other States and overseas. The work on the development of new courses of study for post-compulsory years also required extensive research to ensure the future orientation of the materials being developed.

During 2003–04, the Council has gained agreement on future accountability reporting for implementation of the *Curriculum Framework*. The process to be used will provide extensive data that will inform future review and reflection on the ongoing development of the *Curriculum Framework*.

Implementation of the *Curriculum Framework*

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

Teacher professional development to support implementation

Table 1 outlines the initiatives that were used by sector/systems to support implementation of the *Curriculum Framework* in 2003–04. Out of funding of \$1.5million, \$150,000 was used to support implementation of change in the post-compulsory years and \$4,455 was allocated for home educators.

The remaining \$1,345 545 was disbursed by the Council to education providers based on student numbers from the 2003 Semester 1 student census data. Distribution was as follows:

Sector/system	Proportion	Funding	Disbursement (including GST)
AISWA	12.77%	\$171,826.10	\$189,008.71
CEO	17.76%	\$238,968.79	\$262,865.67
DET	69.47%	\$934,750.11	\$1,028,225.12

As part of this arrangement, sector/systems agreed to match the funding provided by the Council with equivalent funding from their own budgets. Table 2 shows the hours of professional development directly funded by these grants during 2003-04.

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

<p>Association of Independent Schools of Western Australia (AISWA)</p> <p>As schools move forward with their implementation of the <i>Framework</i>, there has continued to be a shift away from full-day sessions with visiting speakers to more school-based activities and action and reflection. These activities increasingly take the form of developing a whole-school approach to implementation, investigating reporting and recording alternatives and communicating with the whole-school community about changes to learning, teaching and assessment programs, and how the achievements of students are reported.</p>
<p>Catholic Education Office (CEO)</p> <p>All Catholic schools, both primary and secondary, have developed implementation plans that identify their annual and long-term priorities in implementation of the <i>Framework</i>. Schools have used a variety of professional development approaches, from whole school, year, cluster and learning area meetings to focus on learning, teaching and assessment principles. A large number of schools have also engaged in workplace learning projects in their school. In addition, there were central network and workshop meetings, and school visits by consultants to support the implementation of the <i>Framework</i>.</p>
<p>Department of Education and Training (DET)</p> <p>An increasing focus of the professional learning in schools involves workplace learning using action-learning processes. Schools are providing time and opportunities for teachers to engage in collaborative learning with colleagues in and across schools. There has been a particular emphasis on pedagogy and enhancing teachers' understanding and use of authentic teaching and learning strategies. With CIP Phase Two, a systemic approach to professional learning has and will provide teachers and school leaders access to centrally coordinated high-quality professional learning programs with trained local deliverers.</p>

Table 2: Hours of professional development

Sector/system	Hours of funded professional development*
AISWA	17,551
CEO	11,050
DET	98,290
Total	126,891

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

Progress with implementation

To enable judgements to be made about progress with implementation of the *Curriculum Framework*, the continuum in the *Professional Development Guidelines*, which identifies four phases of implementation, was used as the basis for developing a Survey of Progress with Implementation of the *Curriculum Framework*. Data from this survey are shown in Table 3. Versions of this survey have been used since 1998-99 and these data are included in Figure 1 to provide an overview of progress with implementation in the five years since implementation commenced.

In 2003-04 the survey was sent to all schools in WA and 656 responses were received, a return rate of 59.7%.

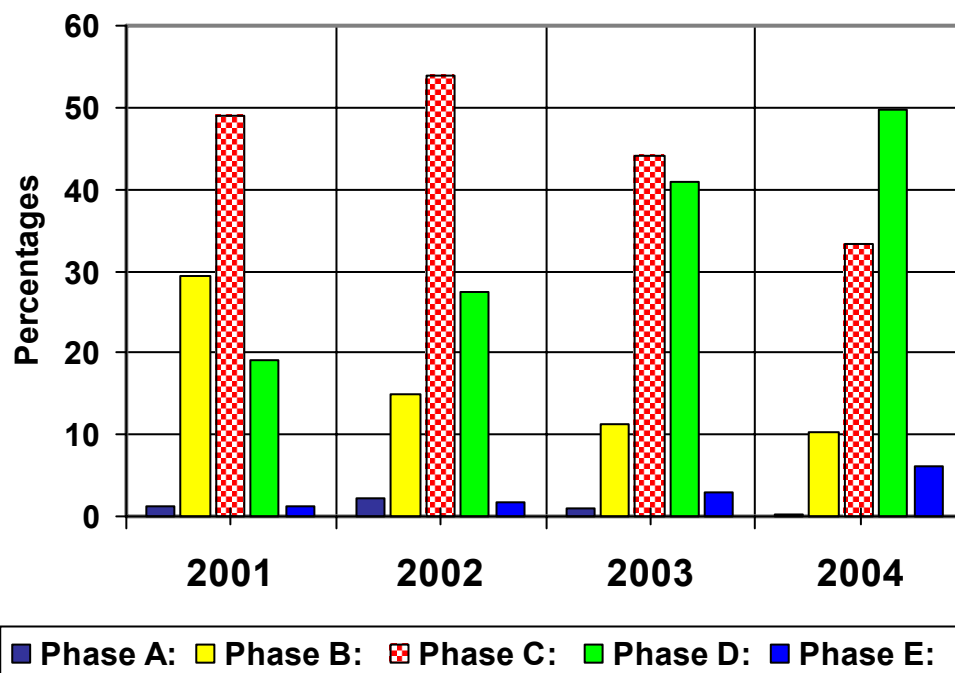
Figure 1 summarises the data from the last six annual surveys of progress with implementation of the *Curriculum Framework*. As was evident during 1999-00, an adjustment of schools' estimation of the task of implementation was observed and there was a regression during this period when compared to 1998-99, rather than the expected progression. This was interpreted as a necessary adjustment, however, as schools fully assessed the task of implementing the *Framework*. Data from 2001-02 showed a progression in implementation with the majority of schools being at Phases C and D. The 2002-03 data indicated that, on average, schools considered themselves to be progressing from Phase C toward Phase D. Data from the 2003-04 survey showed that schools are continuing to move forward with implementation of the *Curriculum Framework*; 56% of schools consider they are now at Phase D or higher (compared with 44% in 2003).

This method of reporting on implementation of the *Curriculum Framework* will be replaced in 2004-05 when all schools are being required to report to the Council on implementation of the *Framework*. The process for reporting has been negotiated with the school sector/systems and endorsed by the Council.

Table 3: Progress with implementation of the *Curriculum Framework* in 2003-04

Phase A	Phase B	Phase C	Phase D	Phase E
Implementation has not yet commenced	Familiar with the <i>Framework</i> and have begun to review current learning and teaching programs	Beginning to make links across phases of development and learning areas to enhance opportunities for students to achieve the outcomes in the <i>Framework</i>	Modifying teaching, learning and accountability practices and refining knowledge and skills in relation to the <i>Framework</i>	Fully implementing the <i>Framework</i> and using it for accountability purposes
0.3	10.3	33.4	49.8	6.1

Figure 1: Comparative progress with implementation by phase



Support materials

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

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

The Council supports the implementation of the *Framework* through the provision of curriculum materials. These materials are used in professional development for teachers provided by school sector/systems and teacher-training institutions. During 2003–04, continued work on progress maps, curriculum guides, online materials and newsletters to schools has occurred.

Progress maps

A working version of the progress maps being developed for all schools was published on the Council's website in February 2003. The Catholic Education Office also printed the working version for distribution to all Catholic schools. During 2003–04 the progress maps have been further refined, based on consultation with teachers and schools using the working version. The focus of this refinement has been on improving the clarity and consistency of the descriptions of student achievement of the outcomes in the *Curriculum Framework*. The Council-endorsed progress maps will be published in 2004 along with curriculum guides. They will be distributed to schools for the beginning of the 2005 school year.

Curriculum guides

As recommended in the report *Investing in Government Schools: Putting Children First* (2001), the Council has undertaken development of curriculum guides. The guides will provide teachers and schools with scope and sequence statements for what students should be taught in relation to the outcomes in the *Framework*. The guides are to be

published in 2004 and, along with the progress maps, they support the planning for and monitoring of student achievement in schools.

Professional development

Publication and distribution of the kindergarten to Year 12 Curriculum Council-endorsed progress maps and curriculum guides will be supported by development and dissemination of professional development guidelines to assist school sector/systems to use these materials to support ongoing implementation of the *Framework*.

Making Progress website

The Council is continuing to publish *Curriculum Framework* support materials in electronic formats. Additional materials were placed on the Making Progress website and a series of articles produced for teachers to understand the various ways in which the site could be used to support their teaching, learning and assessment programs. Schools were also able to obtain further copies of the Making Progress materials for new teachers or as a result to changes in staffing.

Curriculum Council Update

Thirty thousand copies of the *Curriculum Council Update* were distributed to all teachers in June and October 2003, and March and May 2004. The Council's newsletter provides information on the activities of the Council, upcoming publications, opportunities to be involved in consultation, insights into the work of teachers in schools and professional development information.

Data from the Council's customer focus survey showed that 88.7% of teachers considered that the *Curriculum Council Update* provided them with information that assisted them with their duties.

Information sessions

The log of information sessions maintained by curriculum staff responsible for *Curriculum Framework* development shows that a combined total of 875.75 hours was spent providing 311 information sessions to various groups and organisations engaged in implementation.

Consultative processes

Consultation with 1,233 teachers on the design brief for curriculum guide development has taken place since July 2003. Consultation has occurred through:

- Reference groups for the early childhood, middle childhood and early adolescence phases. These groups were predominately classroom-based teachers drawn from learning area reference groups. School sector/system officers also participated in these consultation groups.
- Information sessions at schools and DET central and district offices, the CEO and AISWA.
- Feedback survey through which participants from consultation sessions were given the opportunity to provide advice on the design.

These consultative processes were undertaken to ensure that, within criteria agreed by the Curriculum Framework Committee, support materials would meet the needs of teachers from kindergarten to Year 12. Data on consultation from the Council's customer focus survey indicate that 25.8% of respondents had been involved in consultation on *Framework* support materials, 18.5% had been involved in consultation on the Post-Compulsory Education Review and 3.6% had been involved in consultation in other areas. The mean overall positive response on items related to consultation indicated an overall satisfaction level of 89.3%.

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

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



COURSE DEVELOPMENT AND APPROVAL

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

The Council is responsible for developing and accrediting subjects for students in Years 11 and 12 (the post-compulsory years of schooling). Courses are accredited through the Council’s Post-Compulsory Education Committee, which comprises representatives of all major stakeholders (see Appendix 3). Accreditation focuses on the negotiation of standards for content, assessment and student performance for each subject.

While the new post-compulsory courses of study are being developed (see report on Post-Compulsory Education Review Implementation), the current system has been maintained.

In 2003:

- All 360 existing post-compulsory subjects were reviewed and accredited for 2004–05.
- Minor changes were negotiated in 20 subjects to make them more relevant to student learning needs.

Subject syllabuses are the basis of the course development and approval (accreditation) process conducted by the Council. The syllabus committees provide advice to the Council on these matters.

Table 4: Syllabus committee activity 2003 (2002 figures in brackets)

Curriculum area	No. of syllabus committees	No. of committee meetings*
The Arts	5 (5)	12 (8)
English	4 (4)	8 (16)
Health and Physical Education	5 (5)	7 (17)
Science	7 (7)	5 (8)
Languages other than English	7 (7)	12 (15)
Society and Environment	8 (8)	18 (14)
Mathematics	2 (2)	4 (1)
Technology and Enterprise	16 (16)	7 (12)
VET in Schools	1 (1)	4 (1)
Total	55 (59)	77 (92)

*Learning area post-compulsory workshops not included.

During 2003, 55 syllabus committees met on 77 occasions (92 in 2002). Syllabuses were reviewed for a two-year accreditation period. This decrease in activity was due to the development of new courses of study for the Post-Compulsory Education Review implementation.

Reviewing subject relevance

Each committee was involved in a process of reviewing subject syllabuses and recommending modifications that would increase their relevance to student learning needs. A survey of teachers was also conducted and the results confirm a high degree of subject relevance. A total of 816 teacher–subject responses on relevance were received. A survey of student perception was also conducted in 2003. A sample of 20% of student enrolments was stratified to represent city, country, government and non-government schools.

Table 5: Survey results – perceptions of subject relevance

	Syllabus committees			Teachers			Students		
	Number responding	2003	(2002 result)	Number responding	2003	(2002 result)	Number responding	2003	(2002 result)
Year 11 relevance	59	5.6	(5.5)	456	5.5	(5.2)	21,258	4.8	(4.8)
Year 12 relevance	58	5.6	(5.34)	360	5.5	(5.3)	11,345	4.9	(4.8)
Degree of satisfaction	117	79.9%	(77.3%)	816	78.4%	(75.4%)	32,603	69.4%	(68.3%)

Table 6 summarises data on the 360 accredited subjects available to schools during 2003.

Table 6: Accredited subjects 2003 (2002 figures in brackets)

Learning Area	Year 11*	Year 12
The Arts	11 (11)	8 (8)
English	13 (13)	6 (6)
Health and Physical Education	15 (15)	5 (7)
Science	12 (12)	7 (7)
Languages other than English	32 (32)	21 (21)
Society and Environment	19 (19)	10 (10)
Mathematics	9 (9)	4 (4)
Technology and Enterprise	35 (35)	24 (24)
Vocational Subjects	71 (71)	48 (48)
Total	217 (217)	143 (143)

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

The number of accredited subjects listed by the Council remained constant in 2003, due mainly to the strategy of stabilising the current curriculum during the Post-Compulsory Education Review implementation. Each accredited subject included a standards framework describing expectations of student achievement. This is done in two ways:

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

Vocational Education and Training (VET) in schools

There was continued growth in the number of post-compulsory students involved with vocational education during 2003. There are three main overlapping elements in vocational education for WA post-compulsory students:

- vocational subjects accredited by the Council
- Structured Workplace Learning (SWL) skills lists accredited by the Council
- VET units of competency recognised through the National Training Framework.

2003 was the second year of implementing the Joint Policy Statement *Future Directions for VET in Schools*.

The Council:

- negotiated additional qualifications and competencies for inclusion in education programs delivered by training provider schools, including new and revised training packages
- conducted seminars and consensus meetings focused on competency-based assessment
- continued to publish support materials, including advice to schools on human and physical resource requirements
- collaborated with the Training Accreditation Council for the completion of validation audits using the new *Australian Qualify Training Framework (AQTF)* standards
- issued *Statements of Attainment* and VET Certificates for students in training provider schools.

Council officers also contributed to the development of the *Youth Advantage* policy initiative for 15–19 year olds. It is likely that this initiative will result in closer collaboration between schools and training organisations and will lead to the phasing out of the Joint Policy Statement. In particular, it is anticipated that Council will retain some responsibility for negotiating qualifications and competencies appropriate for inclusion in general education programs, particularly in the development of new courses of study.

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



STUDENT ASSESSMENT AND CERTIFICATION

Moderation of School Assessments

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

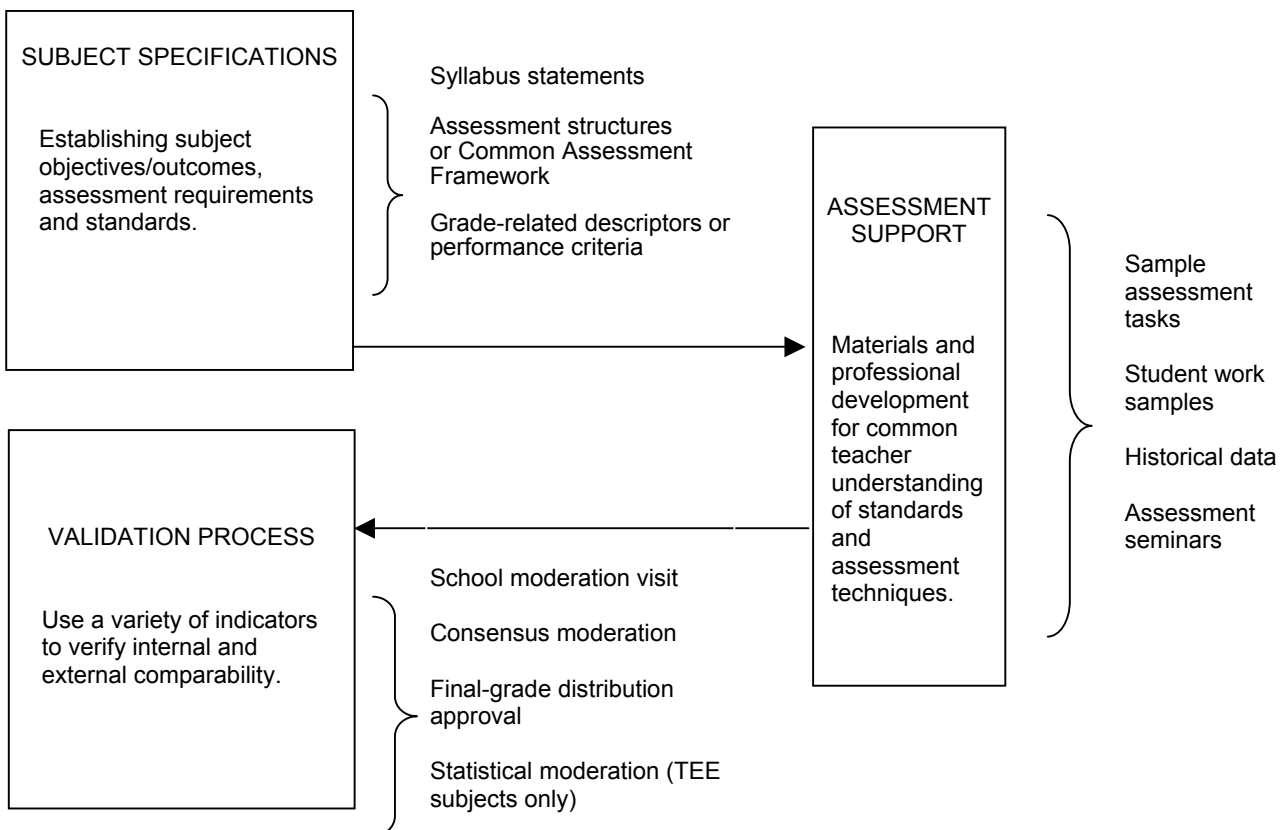
Moderation is the process of ensuring comparability of assessment information between schools. The aim of moderation of student achievement in Years 11 and 12 is to ensure that a student will not be advantaged or disadvantaged when compared with a student from a different school who is studying the same subject.

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

During the 2003 school year, there were 12,856 school–subject combinations that were covered by the moderation process. The Council's moderation strategies included:

- 1,615 school moderation visits
- 187 consensus meetings, which included all country schools delivering selected subjects in Western Australian Certificate of Education (WACE) programs
- 101 assessment seminars for teachers that focused on outcome-focused assessment strategies and interpretation of new standardised distribution in the marks adjustment process for TEE subjects.

Figure 2: Curriculum Council moderation strategies



Survey data—comparability of assessment and grading

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

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

Table 7: Comparability: 2003 survey results (2002 figures in brackets)

	Syllabus committees			Teachers			Students		
	Number responding	2003	(2002 result)	Number responding	2003	(2002 result)	Number responding	2003	(2002 result)
Year 11 comparability	57	5.4	(5.4)	448	6.1	(5.2)	21,349	4.7	(4.7)
Year 12 comparability	55	5.5	(5.3)	355	5.9	(5.2)	11,511	4.6	(4.7)
Degree of satisfaction	112	77.9%	(76.6%)	803	85.0%	(74.5%)	32,860	66.7%	(67.1%)

Student perception survey

A survey of student perception was also conducted using a sample of 20% of student enrolments stratified to represent city and country, government and non-government schools. The response for 32,860 student–subject combinations on comparability represents approximately 18% of the estimated 2003 student–subject population. Student perceptions were less favourable than those of teachers and syllabus committees, falling in the range of reasonable to high.

Student appeals against school assessment

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

During 2003, particularly at the end of the year, curriculum officers handled a number of enquiries from parents and students expressing dissatisfaction with assessment processes in a subject in their school. Officers provided advice to these calls and emails to explain the assessment requirements. They also explained that before lodging an appeal with the Council it was necessary to provide documentary evidence of their attempts to resolve the issue with the school. In those cases in which officers assist in the negotiation process the majority of cases are resolved to the satisfaction of the school and the student or parent.

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

Assessment seminars

Assessment seminars, which provided teachers with opportunities to focus on the assessment and grading of students' performance, were conducted in a sample of subjects during first term. This sample was negotiated in the previous year with representatives of the education systems. Attendance was optional but highly recommended. In total, 101 seminars were conducted, including seminars at the regional centres of Bunbury and Albany and several teleconferences for more remote schools.

Table 8: Assessment seminars 2003 (2002 figures in brackets)

The Arts	10	(8)
English	20	(18)
Health and Physical Education	3	(10)
Science	4	(16)
Languages other than English	1	(10)
Society and Environment	8	(6)
Mathematics	32	(0)
Technology and Enterprise	17	(25)
Vocational Subjects	6	(25)
Total	101	(114)

Assessment support materials

A total of 400 documents were included in the *Assessment Support Catalogue* published at the end of 2002 for teachers of subjects in 2003.

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

Table 9: Assessment support materials 2003 (2002 figures in brackets)

General	Documents		Assessor Software	
The Arts	57	(55)	10	(10)
English	28	(26)	4	(6)
Health and Physical Education	18	(18)	10	(10)
Science	47	(47)	2	(2)
Languages other than English	59	(62)	3	(3)
Society and Environment	44	(44)	8	(8)
Mathematics	23	(23)	0	(0)
Technology and Enterprise	102	(86)	29	(30)
Vocational Subjects	22	(52)	2	(2)
Total	400	(413)	68	(71)
VET in Schools	92	(92)	nil	(nil)

Consensus meetings

A total of 187 consensus meetings were conducted in 2003. Data demonstrate that 75.4% of these meetings were in wholly school-assessed (WSA) subjects. (Typically, school moderation visits are not conducted in the subjects selected for consensus moderation.) The degree of quality assurance provided by consensus moderation is limited by the fact that the meetings are restricted to approximately three hours.

It is compulsory for each school offering a subject to send a representative with student work samples, except in cases where the school is further than 200 kilometres from the venue. In the latter cases alternative arrangements using mail, facsimile and

teleconferences are implemented. Compared with 2002 there were fewer difficulties with schools not attending consensus meetings. Each school not sending a representative is contacted and alternative arrangements negotiated (typically a grading validation exercise). This is a concern because of its impact on the degree of confidence regarding comparability and its impact on limited moderation resources. Schools have been advised that they may be required to meet additional costs incurred in these situations.

School visits

In 2003 a total of 1,615 school visits were conducted. This figure represents a sampling rate of 12.6% of the 12,856 school–subject combinations and a decrease on the visitation rate in 2002.

Table 10: 2003 moderation summary* (2002 figures in brackets)

Curriculum area	Number of school–subject combinations		Number of school visits		Number of consensus meetings	
	TEE subjects (Yr 12 only)	WSA subjects**	TEE subjects	WSA subjects	TEE subjects	WSA subjects
The Arts	326 (399)	1098 (1096)	41 (54)	129 (72)	0 (7)	13 (13)
English (including Vocational English and ESL)	352 (338)	1002 (989)	74 (56)	131 (121)	2 (11)	18 (21)
Health and Physical Education	0 (0)	778 (779)	0 (0)	124 (145)	0 (0)	21 (25)
Science	630 (612)	873 (872)	102 (98)	104 (108)	14 (13)	25 (12)
Languages other than English	198 (202)	245 (206)	48 (38)	50 (55)	3 (10)	6 (6)
Society and Environment	532 (492)	575 (570)	75 (108)	87 (98)	12 (8)	2 (8)
Mathematics	458 (448)	891 (896)	48 (58)	102 (116)	0 (0)	29 (12)
Technology and Enterprise						
Business Education/ Computing	165 (163)	836 (858)	46 (42)	141 (119)	0 (0)	15 (21)
Design and Technology/ Agriculture	0 (0)	981 (965)	0 (0)	133 (120)	0 (0)	8 (19)
Vocational Subjects	0 (0)	2916 (2615)	0 (0)	180 (392)	0 (0)	29 (13)
Total	2,661(2554)	10,195 (9,846)	434 (454)	1,181 (1338)	31 (49)	156 (150)
	12,856 (12,400)		1,615 (1,792)		187 (199)	
%	20.7% (20.6)	79.3% (79.4)	26.9% (25.3)	73.1% (71.7)	16.6% (24.6)	83.4% (75.4)

Notes: * Data correct as at 1/2/04 and does not include schools finalised after that date.

** WSA (wholly school-assessed) subjects include the Year 11 subjects linked to Year 12 TEE subjects.

Table 11 shows there was a continued increase in the number of school–subject combinations; this increase was largely in the number of schools offering WSA subjects.

The long-term trend 1993–2003 shows a significant increase in the number of school–subjects to be covered with a fixed resource. This has implications for the strategies that must be implemented to assure the quality of school assessment.

The consensus meeting rates have been calculated by adding the number of schools offering the subjects included in the consensus meeting list, dividing by the total school–subject combinations and converting to a percentage. The consensus meeting rate decreased compared with 2002. The overall coverage of school–subject combinations (that is, school visit rate plus consensus meeting rate) decreased in 2003 (28.8% compared with 36.3% in 2002).

Table 11: Trends in school–subject combinations, visitation rates, consensus meeting rates and total coverage through validation activities

Year	School–subjects	Visitation rates	Consensus meeting rates	Total coverage
1994	9,434	1,515 (16.0%)	2,251 (23.9%)	39.9%
1995	9,610	1,460 (15.2%)	2,074 (21.6%)	37.8%
1996	9,870	1,864 (18.9%)	2,871 (29.1%)	48.0%
1997	10,444	1,631 (15.6%)	2,343 (22.4%)	38.0%
1998	10,298	1,577 (15.3%)	2,459 (23.9%)	39.2%
1999	10,716	1,561 (14.6%)	2,251 (21.0%)	35.6%
2000	11,340	1,819 (16.0%)	1,807 (15.9%)	31.9%
2001	11,868	1,684 (14.2%)	2,331 (19.6%)	33.8%
2002	12,400	1,792 (14.5%)	2,706 (21.8%)	36.3%
2003	12,856	1,615 (12.6%)	2083 (16.2%)	28.8%

This decreasing rate of coverage results from a number of factors:

- continuation of the trend of an increasing number of school-subject combinations to be covered with the same resource
- reduction of the number of school visits
- inclusion of subjects in the consensus meeting sample that had smaller numbers of schools offering them
- development of new courses for the Post-Compulsory Education Review implementation.

Although expressing confidence in the achievements of comparability, stakeholders did express concern about the drop below 30% coverage for the first time. Moderation activities in 2003 identified an increased number of major non-compliance issues. Follow-up moderation in 266 cases resulted in the non-compliance issues being addressed satisfactorily.

Table 12: 2003 moderation problems: major non-compliance (2002 figures in brackets)

Learning Area	Total School/Subject Major Non-compliance*
The Arts	37 (62)
English	10 (26)
Health and Physical Education	19 (14)
Science	69 (15)
LOTE	17 (2)
Society and Environment	8 (1)
Mathematics	25 (24)
Technology and Enterprise Business and Computing	27 (10)
Technology and Enterprise Design and Technology	52 (41)
Vocational Education	0 (0)
Total	266 (195)

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

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

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

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



External Assessment and Certification

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

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

In 2003, the Council was responsible for the assessment and certification of 42,830 post-compulsory secondary students in WA. Of these students, 12,426 sat at least one Tertiary Entrance Examination (TEE), 8,031 students completed structured workplace learning (SWL) subjects, 2,741 students completed at least one unit of non-embedded competency only, and 6,027 students completed at least one embedded unit of competency only.

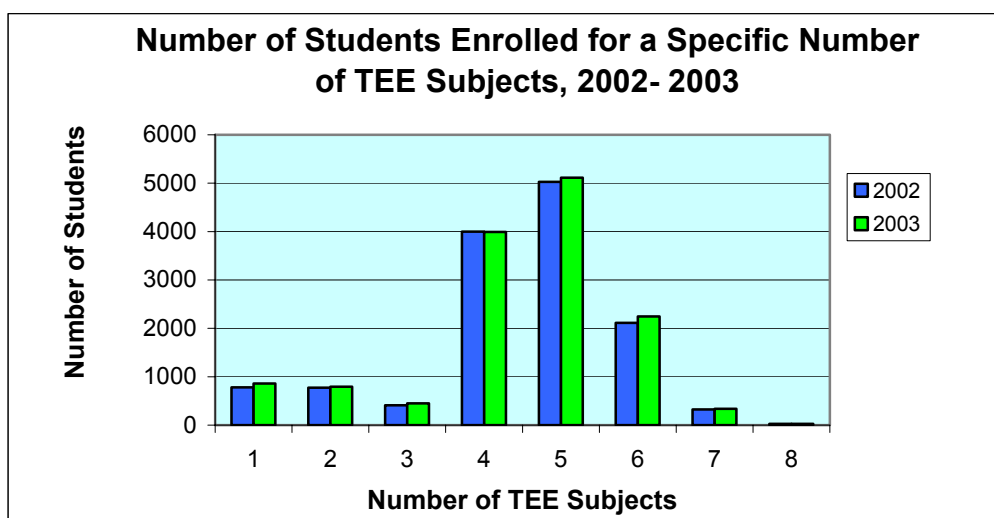
Staff responsible for Outcomes 6 and 7 were supported by:

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

Enrolment trends

More students are staying at school until the end of Year 12 and more students are sitting the TEE and are taking more subjects. Students are combining TEE studies with vocational education and training (VET) programs. The number of students who sat one or more TEE subjects increased slightly from 12,272 in 2002 to 12,426 in 2003. Seven per cent of the students who studied four or more TEE subjects also completed at least one VET unit of competency.

Figure 3: Number of candidates enrolled for a specific number of TEE subjects in 2002 and 2003



Of the 33 TEE subjects, English had the highest number of enrolments with 9,318 (2002: 9,171), Discrete Mathematics was the next highest with 9,146 (2002: 8,607) and Modern Greek had the lowest with 3 students (2002: 6).

In VET studies, there were 12,416 Year 12 and Year 11 students who participated in at least one unit of competency; of these, 82% (10,171 students) achieved competency (10,720 students in 2002 with 9,019, or 84%, achieving competency).

There is a growing trend in the number of students completing the WACE requirements over three years; schools are enrolling Year 10 students in D or E code subjects. Enrolments were received from students at all registered WA senior high schools, senior colleges, some remote community schools, some district high schools, the Schools of Isolated and Distance Education, two Malaysian schools, one Singaporean school and one Indonesian school.

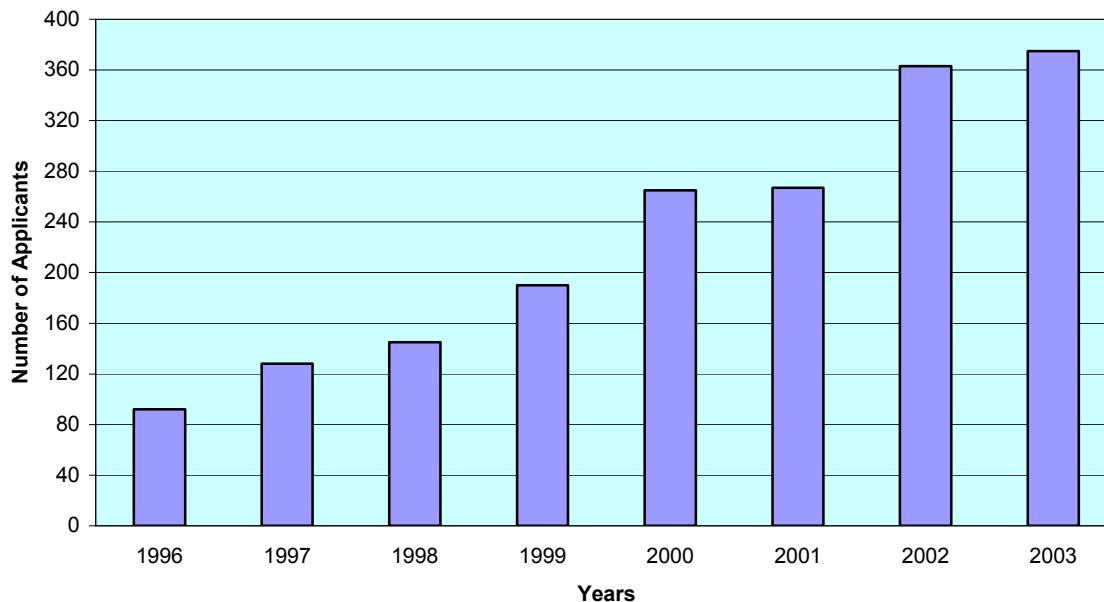
TEE papers

In 2003, examinations were held in 33 subjects (no increase on 2002). The TEE papers were valid and fair tests that provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their achievement. Challenging questions in the papers served as good discriminators between candidates, allowing candidates to demonstrate their achievement fairly.

Access for candidates with disabilities

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

Figure 4: Special examination arrangements 1996–2003



Forty-two applications (11.2%) were not supported (31 in 2002 – 8.5%, 21 in 2001 – 7.9%). Applications were received from 97 schools. There were 29 schools that submitted five or more applications and seven schools that submitted 10 or more applications. One school submitted 21 applications, which represented 12% of the school's Year 12 cohort.

The 325 successful applications for special examination arrangements covered a total of 1,078 examinations, an average of 3.2 examinations per candidate. Of these examinations, extra working time of 30 minutes was granted for 916, while 25 minutes extra non-working time was granted for 115 examinations.

Table 13: Special examination arrangements applications in 2003

Category	Government			Non-government			Approved	Not Approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	30	9	39	62	22	84	101	22	0	123
Hearing	4	2	6	0	2	2	8	0	0	8
Illness	7	24	31	7	14	21	45	4	3	52
Motor	3	3	6	7	0	7	12	1	0	13
Physical	8	12	20	9	18	27	41	2	4	47
Psychological	4	4	8	6	8	14	18	4	0	22
SLD	17	4	21	45	28	73	84	9	1	94
Vision	4	2	6	3	7	10	16	0	0	16
Total	77	60	137	139	99	238	325	42	8	375

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

Conduct of the TEE

Practical examinations

Practical examinations are conducted for Drama Studies, Music and most LOTE subjects. Art visual diaries are collected, and marked in studio area groups. The number of candidates who undertook practical examinations at overseas examination centres decreased and was less than expected; seven candidates undertook the Drama Studies practical examination (in Singapore) and no Art Visual Diaries were submitted.

Written examinations

The written components of examinations were held over a 13-day period with at least two subjects examined on each day. There were 638 people employed as supervisors (121 Chief Supervisors and 517 Supervisors) at 153 examination centres throughout the State, interstate (one centre) and overseas (seven centres).

During the written examinations, Council staff made 95 examination centre visits to 58 examination centres (71 visits in 2002). Generally, staff reported that examination accommodation was satisfactory, supervisors were proactive within the examination room, and centres were well organised.

New Chief Supervisors attended a three-hour training workshop at the Council that focused on examination protocol, conduct and specific duties.

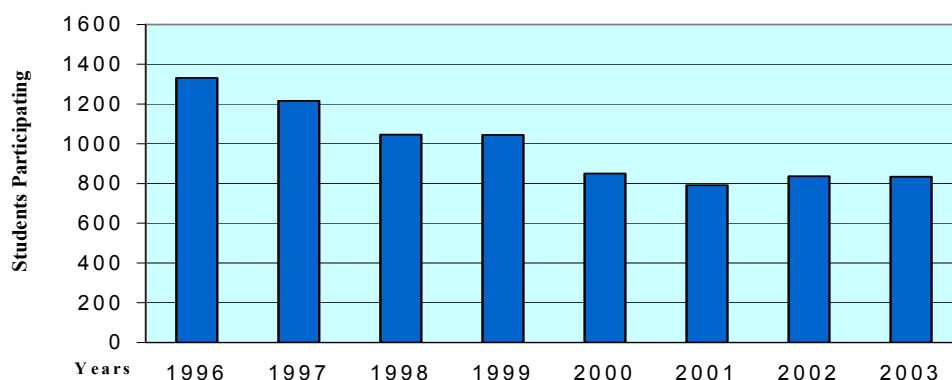
Breaches of examinations rules

During the written examinations, seven candidates (six in 2002) were reported to the Breaches of Examination Rules Committee as having breached the examination rules. One candidate was reported by the chief marker as having breached the examination rules for the practical component of an examination. Five candidates were penalised with a loss of marks.

English Language Competence Test

The Curriculum Council English Language Competence Test was held at 130 schools (136 in 2002; 134 in 2001) for 834 students (835 in 2002). After a steady decline in the number of students sitting the test from 1995–2000, attributable to the introduction of the “U” notation (unfinished), the number sitting in 2001–2003 has stabilised to around 800.

Figure 5: Participation in the English Language Competence Test, 2003



Marking of the TEE

More than 919 teachers and university lecturers were engaged in marking the 2003 TEE. Of these, 191 assessed the practical component of 10 subjects. The total marking cost of \$1,118,944 was an increase of 5.1% on 2002, due to an increase in the number of TEE candidates and the continued flow-on salary increase to markers.

Written papers

There were 56,490 written scripts marked (55,497 in 2002) by 728 markers. Pre-marking meetings between marking teams and chief markers established agreed marking guidelines through sample marking and discussion of the examination papers, a process overseen by Council subject moderators. Despite the increase in payment rates, some subjects (in particular History, Art and Information Systems) continued to experience difficulty in attracting sufficient qualified people to mark examinations.

Checking of marks

A total of 292 applications for a results check were received out of a possible 56,490, representing less than 0.6% of requests to student–subject numbers. Four errors were detected. The number of applications from candidates seeking a breakdown of their examination scores was 140 (168 in 2002).

Requests for scripts

Candidates who sat the TEE in 2003 were given the opportunity to purchase copies of their examination scripts. Scripts were made available to candidates when all the processes connected with the TEE had been completed; 202 scripts (265 in 2002) were requested by 71 candidates (88 in 2002), raising revenue of \$2,176 (\$2,792 in 2002).

Special considerations for candidates

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

Table 14: Sickness/misadventure applications by school sector and gender in 2003

School Type	Female		Male		Total		Enrolments**
Government	142	52.0%	72	50.0%	214	51.3%	7 654 (55.1%)
Non-government	130	47.6%	71	49.3%	201	48.2%	5 932 (42.7%)
Overseas	1	0.4%	1	0.7%	2	0.5%	293 (2.1%)
Total	273		144		417		13 879

** Enrolments: Equal the number of school candidates enrolled to sit TEE (31/10/03) – excludes totally private candidates.

Table 15: Outcome of sickness/misadventure applications for 2000–2003

	2000		2001		2002		2003	
All subjects accepted	363	79.6%	428	84.4%	341	78.4%	367	88.0%
No subjects accepted	52	11.4%	44	8.7%	63	14.5%	34	8.2%
Some subjects accepted	41	9.0%	35	6.9%	31	7.1%	16	3.8%
Total	456		507		435		417	

Evaluation of the TEE papers

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

Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates. In 14 subjects (14 in 2002), the marks spanned 90 or more percentage points, and in a further seven subjects, the range was 80–89.

Level of difficulty

TEE examiners were asked to set examinations that would result in mean raw marks of 55–60%. Seventeen examining panels (18 in 2002) achieved the desired level of difficulty. There was one examination, Indonesian: Advanced, with a mean mark below 50% in 2003. Two subjects had comparatively easy papers with mean marks above 65 — Chinese: Second Language and German. Both had mean scores of 74.

Reliability

Overall, the reliabilities of all of the examinations were high in 2003 considering that they were untrials tests; they ranged from 0.54 to 0.92 (0.66 to 0.95 in 2002). Nine subjects had a higher reliability in 2003 than in 2002, while 16 had lower reliabilities.

Concurrent evidence for validity

The correlations between school-based marks and the TEE were generally high (0.73 to 0.94) implying that, to a considerable extent, the TEE assessed the same achievements as school-based assessments.

Public comment

Only 14 online comments and a few letters on the content of the TEE papers were received from teachers and were sent to the appropriate syllabus committees for discussion.

Endorsement of TEE Papers

Statistical evidence from the 2003 TEE papers indicates that the overall quality of the examinations remains high. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from:

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

Stakeholders, through their representation on syllabus committees and the Post-Compulsory Education Committee, concluded that the 2003 TEE papers provided valid and credible assessment of the appropriate Year 12 subjects.

Comparability of achievement in TER subjects

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

Certification of student achievement

In 2003, 17,576 Year 12 students achieved a *Western Australian Certificate of Education* (WACE). In 2003, there were 296 Aboriginal and Torres Strait Islander students who were eligible for a WACE, with 222 achieving a WACE. There were 20,407 (19,725 in 2002) *Statements of Results* produced for the cohort of Year 12 students with 85% of these students (17,355) awarded a WACE. There were 22,493 (22,666 in 2002) *Statements of Results* issued to Year 11 students who completed either at least one upper-school Curriculum Council subject or a Unit of Competency/National Training Module in 2003.

Following the signing of the *Joint Ministerial Policy Statement* in regard to the future policy directions for VET in schools, the Council, in consultation with stakeholders, issued certificates to students who completed negotiated units/modules through a school with Training Provider status. The Curriculum Council issued 181 full qualifications to 149 Year 12 students and 837 partial qualifications to 590 Year 12 students.

Acknowledging excellence

There were 1,071 exhibitions and awards (1,029 in 2002, 1046 in 2001, 999 in 2000, 1,042 in 1999, 961 in 1998 and 892 in 1997) granted to post-compulsory students in recognition of educational excellence.

Table 16: 2003 secondary exhibitions and awards statistics

Award	Number
Beazley Medal: TEE	1
Beazley Medal: VET	1
General Exhibitions	40
Special General Award	0
Subject Exhibitions	53
TER subjects	28
WSA subjects	21
Special Subject Awards	
TER subjects	4
Certificates of Distinction	342
TER subjects	305
WSA subjects	37
Special Certificates of Distinction	34
TER subjects	23
WSA subjects	11
Certificates of Excellence	600
Total	1,071

Awards presentation

More than 2,000 people attended the Curriculum Council Exhibition and Awards Presentation Ceremony on 25 February 2004 at Edith Cowan University, Joondalup. Students provided music and entertainment during the evening. Sponsorship worth \$40,600 was raised from 12 organisations to assist with the ceremony. In-kind sponsorship was received from a further two organisations.

Public relations

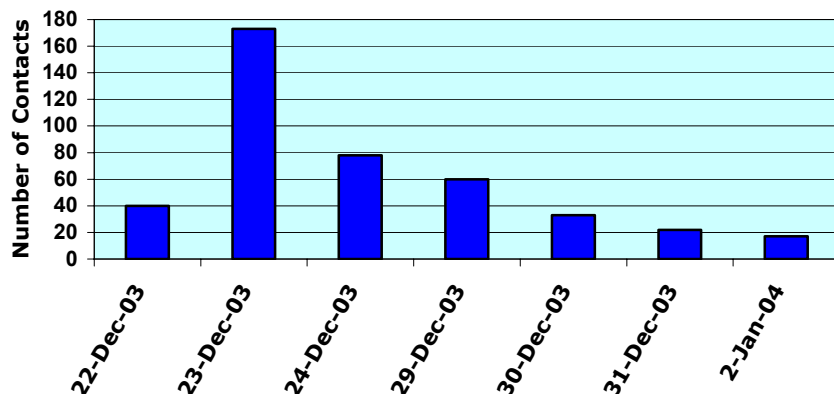
From July, with the release of the TEE timetable, there was interest by each sector of the media in the activities of the Council in relation to certification and the TEE. Almost without exception, the reporting and comments were positive and supportive. The main areas covered were the first practical exam (Drama Studies in the Term 3 holidays), the start of the written examinations in November, the release of secondary results (22/12/03), the release of the awards, and the release of school comparison data (league tables). In all, there were 141 (monitored) media reports from 25 July 2003 to 28 January 2004, including:

- 12-page *TEE Extra* colour liftout in *The West Australian* (25/07/03)
- Coverage by four TV channels and other media of the start of the TEE practical examinations (30/09/03)
- Coverage by five TV channels and other media of the start of the TEE written examinations (03/11/03)
- Extensive coverage by radio and TV news of the release of secondary results (22/12/03)
- Extensive coverage by all TV news of the announcement of the Beazley Medal winners by the Premier
- Extensive coverage by the *Sunday Times* of the Curriculum Council awards (p.1 pictorial, p.3 story on the Beazley Medals, half-page opinion piece and eight-page colour liftout.)
- Front-page story, two pages of stories and eight-page colour liftout on the league tables in *The West Australian* (16/01/04)
- One-page story and tables in the *Sunday Times* on its league table (18/01/04).

Post-TEE counselling

There were 423 telephone and email enquiries (403 following the 2002 TEE), mainly related to the process used by the Council to adjust marks (moderation, standardisation and scaling).

Figure 6: Post-TEE counselling following the 2003 TEE



School statistics

During the year numerous requests were made from a wide range of sources for data on a variety of areas, including performance of schools, subject enrolments and trends in student achievement. To ensure each school was informed of its students' performance prior to the publication of the "school league tables" in *The West Australian* and the *Sunday Times*, these reports were sent to holiday contact addresses for nominated school personnel.

When the statistics were published there were no complaints from schools or individuals. The extent and effectiveness of the consultation process led to a good understanding of the results and there were no queries from schools wanting the statistics to be explained.



OVERSEAS PROGRAM

Consistent with the State Government’s Education Exports Strategy, the Council has provided its expertise and programs in the international arena. The Overseas Program aims to market WA curriculum products and services developed, maintained and delivered by the Council. The products range from the external examination program and certification of student achievement in the post-compulsory years to the sale of books and materials. All services operate on a cost-recovery basis.

The Overseas Manager, a part-time position, coordinates the program. The program’s aims and objectives are to:

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

Services

The moderation, examination and certification processes mirror procedures followed in WA as much as possible. Regular school visits are not sustainable so alternative moderation strategies have been designed to ensure comparability of school assessments. Examination centres were set up in all overseas schools in 2003 for TEE subjects.

Schools

Table 17: Overseas schools offering TEE subjects 2004

School	No. of students	No. of subjects offered
Sunway College (Malaysia)	220	11 (Yr 12)
Bina Nusantara High School (Indonesia):	210	13 (Yrs 11 & 12)
KBU International (Malaysia)	43	9 (Yr 12)
St Francis Methodist School (Singapore)	29	11 (Yr 12)
Methodist College Kuala Lumpur (Malaysia)	5	9 (Yr 12)

The future

- Olympia College (Penang), the National Institute of Technology Beijing and a school in Delhi are expecting to enrol students in Curriculum Council post-compulsory subjects in 2005. Other markets in Indonesia, Vietnam, Bangladesh and the Gulf region are being evaluated.
- There is a significant interest in the use of the *Curriculum Framework* in overseas schools, however, without a process that indicates to the schools that a teaching-learning program based on the *Framework* can be validated and accredited, the Council is unable to tap this significant market. The Crown Solicitor’s Office has ruled that the Council has in its power the right to license or accredit programs in overseas schools that are based on the *Curriculum Framework*. This is presently under further consideration.
- The overseas program operates in a highly competitive market. Programs from Canada, UK and the USA have been aggressively marketed resulting in many institutions in China offering their programs.



POST-COMPULSORY EDUCATION REVIEW IMPLEMENTATION

The Curriculum Council is well underway in developing the new courses of study for Years 11 and 12, as recommended in the Post-Compulsory Education Review report *Our Youth, Our Future*, which was launched in March 2002. The Council is in the process of developing 47 courses of study that will gradually replace all current Years 11 and 12 subjects.

Courses of study development

The stages of the development process for all courses of study are:

- Course development (6-12 months): 12-member reference groups and one or two writers develop the preliminary draft course
- Preliminary consultation (1-2 months)
- Action research and redrafting (4-6 months)
- Formal consultation (1-4 months)
- Accreditation and distribution to schools (2 months).

The development of the first 11 courses of study began in August 2002 when reference groups for these courses were convened. At the end of June 2003:

- preliminary drafts had been written for the first 11 courses of study and preliminary consultation had begun
- writers and reference groups were working on concept plans for consultation on the next group of about 30 courses of study
- planning for the remaining courses had begun (nominations for reference groups were being received and writers were being sought).

As at June 2004, out of the 47 courses of study being developed:

- action research had been completed for five courses of study and had begun for six courses
- 26 preliminary drafts had been developed
- 11 courses were at the concept plan stage
- 10 courses were in the early stages of development.

Preliminary drafts of all 47 courses will be completed by February 2005.

Consultation

The Council's strong commitment to consultation is a key feature of course development. The three periods of consultation during the course-of-study development process are:

1. Preliminary consultation: Concept plans and preliminary drafts are presented to teachers in consultation meetings. Teachers at these meetings provide feedback that is used to identify issues. During the reporting period, 240 teachers participated in concept plans consultation meetings and 914 teachers participated in preliminary draft consultation meetings.

2. Action research and redrafting: Working with individual teachers, the Council undertakes action research to address issues identified in the preliminary consultation. This phase of the consultation has been completed for five courses of study and has involved working closely with 32 classroom teachers. A further six courses of study have commenced the action-research phase, with another 33 teachers closely involved. Assessment and moderation panels are being established for each course of study as part of this stage of the process. Each Assessment, Review and Moderation Panel will provide advice to the Council on various aspects of the course development and implementation. Each panel will comprise a core group of five to seven members, nominated by stakeholders with final selections made, according to established criteria, by the Council.

3. Formal consultation: The Council is in the process of redrafting the first five courses of study to be implemented in 2005–06. The Council is on schedule to communicate the five formal consultation courses to all schools and stakeholders for final feedback during Term 4, 2004.

Professional development

In consultation with the school systems/sector, the Council has developed a professional development plan for teachers and administrators to support their implementation of the new post-compulsory system and the associated courses of study.

By the end of August 2004, the implementation of the professional development plan will have begun with the first day of professional development for teachers of the Aviation course of study. The first of the five days of professional development for teachers of three courses of study to be introduced in 2006 have also been scheduled.

Information for the public

Planning is underway for communicating information about the new system to parents. In January, the Council undertook market research to determine what information parents would be seeking about the new system and how they would like it communicated to them.

The post-compulsory section of the Council's website is currently being modified and expanded to provide teachers, administrators and students with more comprehensive and easily accessed information.

Parent brochures are being drafted to assist the Council and schools in explaining the new system.



CORPORATE SERVICES

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

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

As the result of the Machinery of Government recommendations, staff members have been working with Department of Education and Training (DET) staff to move to sharing software for payroll, finance and record keeping. The final pay for this financial year was the last pay to be paid through the Futjitsu company. The first pay in the new financial year will be paid through a shared service arrangement with DET.

Information Services

Apart from the delivery of day-to-day services to the Council secretariat and DES, the main focus for the year was the creation of detailed technical design requirements of the new Student Records System. The next phase will be the building of the Student Records System.

Other achievements and significant changes throughout the year include:

- Upgrading of air-conditioning in the computer room to comply with Government energy reductions.
- Collection of all Vocational Education and Training (VET) qualifications as part of AVETMISS from all schools.
- Development of online web applications for VET registrations and collection of VET student demographic data from schools.
- Extension of electronic collection of student enrolments to Years 8, 9 and 10, especially for VET.
- Development of a new database to process special examination arrangements for Tertiary Entrance Examination (TEE) students.
- Setting up the voice and data communications for the relocation of DES and the Training Accreditation Council to Osborne Park. The voice communications utilises the latest voice over internet protocol via the Curriculum Council's PABX.
- Cessation of support for the Department of Sport and Recreation financial management information system.

Financial Services

The overall activity levels across the organisation are reflected in the increased volume (34%) of payment transactions processed by the Financial Services Team in 2003–04 compared with 2002–03. The implementation of the Post-Compulsory Education Review recommendations and the VET in Schools project has resulted in higher level of activity. The team and the accounting system coped well with the increased workload.

Plans to migrate from the current accounting system (Smartstream) to the one operated by DET (Oracle) have been deferred from 1 July 2004 to 1 January 2005. The schedule takes into account the expected release in September 2004 of the Government's Functional Review Implementation Team's (FRIT) decision on the choice of appropriate systems for all the Shared Services Centres for Corporate Services.

Human Resources

Occupational health and safety

Workstations were reviewed during the year. Those most in need of replacement have already been replaced; some other workstations will be gradually upgraded over successive financial years.

Workers' compensation

The two claims carried forward from the previous year have been finalised. The Council had only one new claim (muscle disorder) during the year and there has been no time lost. The injury continues to be monitored.

Equal employment opportunity

The Council continued to work towards the aims stated in its four-year Equity and Diversity Plan. The need to encourage young people continued to be recognised. Where possible, young people were provided with work experience opportunities through fixed employment contracts with the Council.

Code of Conduct

The Council continued to support the Code of Conduct, with a review planned for next year.

Implementation of The Language Services Strategy

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

Public sector standards

An independent internal audit of human resource management transactions was conducted for this reporting period to ensure the Council had met its compliance requirements under the Act. The audit found that Council had complied with the standards.

Disability Service Plan

The Council continues to monitor and review its Disability Service Plan (DSP) to better align it with the Council's Strategic Plan. The DSP is being significantly informed by the national Disability Standards for Education 2003.

The Council's Inclusivity Advisory Group, formed in 1998, continued to provide advice to the secretariat on the development of curriculum materials. (This group followed the work of the Inclusivity Working Party that provided advice on the development of the *Curriculum Framework*.) Membership includes people with expertise in relation to students from education support, non-English speaking backgrounds, boys at educational risk, Aboriginal education, specific disabilities, and low-achieving students who are not fulfilling their potential.

In 2003-04:

- A staff workshop was conducted to consider the implications of the DSP on all aspects of the Council's services. The workshop raised the current level of employee awareness and further strategies are being developed to consider the implications of the DSP in Council's assessment and moderation requirements.

- New courses of study are being developed for the Post-Compulsory Education Review implementation. Course developers and writers have used guidelines developed by the Inclusivity Advisory Group to ensure that people with disabilities are given the opportunity to make the most of their educational opportunities.
- Special examination arrangements were granted for 325 students taking the 2003 TEE. These arrangements were made to ensure students with disabilities were not disadvantaged in their final assessments (see more information in the Certification and Examinations report).

Online access

The Council is aware of its responsibility to cater for all sectors of the community and to minimise the effects of the 'digital divide' by making certain that Western Australians have equal access to the organisation's online services and information. This means ensuring availability to all people, regardless of disability, bandwidth, location, reduced mobility, and to some degree age or language barriers.

The development undertaken in the past year, including the updating of old materials, has been carried out with accessibility in mind and implemented as a priority. With the current website under review, any measures that are taken, especially with regard to implementing a new Web Content Management System, will focus on meeting the organisation's legal requirements with regard to accessibility. Accessibility, information management and currency issues will be addressed.

Freedom of information

There were no requests during the reporting period.

The Environment

Recycling

Recycling services are organised to ensure that high-grade waste paper is recycled.

Energy Smart Government Program

Energy Details	Baseline Data	2003–04 Actuals	Variation %
Energy Consumption (GJ)	1269	1248	-1.7
Energy Costs	\$55,490	\$55,490	
Greenhouse Gas Emissions (tonnes of CO ₂)	324	308	-5.0
Performance Indicators by End Use Category			
Office-Combined Services (Area)	2021	2021	
MJ/sqm/annum	628	617	-1.7
MJ/Occupancy People/annum	15,857	12,605	-22.0

The Sustainable Energy Development Office provided funding for energy auditors to conduct a study of the office environment. The auditors recommended the reprovisioning of the energy requirements of some major plant items, such as:

- replacement of the older airconditioning units with inverter drive models when replacements are required
- replacement of the existing precision environment unit located in the computer room with inverter drive split-system airconditioning units
- installation of motion detection units in board rooms, meeting rooms, the computer room and other frequently used areas of the building to control lighting
- installation of voltage-controlled lighting units to the lighting in the main building
- time-clock management of boiling water units.

Some of the above require significant capital investment, with others requiring the financial support of the owners of the building. As recommended, the computer room airconditioner has already been replaced; other recommendations will be gradually acted on as practicable.

Corporate Executive has continued to monitor the energy-saving action plan. Throughout the year, Corporate Executive was given feedback on the energy consumption levels. It is also recognised that activity has increased, resulting in more weekend work and increased staffing numbers, both of which have affected energy consumption.

Records Management

The Council's commitment to the development and implementation of a recordkeeping plan as required by the *State Records Act 2000* this year included:

- submission for approval, to the State Records Commission, of the Joint Recordkeeping Plan for DET, the Council, DES, TAFEWA colleges and the Public Education Endowment Trust (PEET)
- development of a core business classification scheme and its incorporation into the integrated education sector thesaurus
- development and registration in the State Records Office of the functional retention and disposal schedule
- work towards the development and implementation of records management policies, procedures and guidelines.

Risk Management

Risk Management is an integral part of the Council's strategic planning and its operating procedures. Its purpose is to ensure that risk exposures are managed in a professional and prudent manner. Operation of the policy is in accordance with Treasurer's Instruction (TI) 109 and within the framework of the Australian/New Zealand Risk Management Standard AS/NZS 4360:1999. A thorough review process commenced in June 2004 and should be completed in October 2004.

Public Interest Disclosure

The Director Corporate Services has been appointed as the PID officer. Internal procedures relating to the organisation's obligations are in the process of being published for all staff. Included in these procedures are strategies aimed at ensuring the anonymity of anyone making a disclosure. Should there be a disclosure in the future, the organisation's processes will enable the PID Officer to communicate with the complainant to ensure that he or she is protected from any unlawful behaviour.

Advertising and Sponsorship

Electoral Act 1907 section 175ZE

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

The details of the report are as follows:

Expenditure with Advertising Agencies	\$27,693
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Marketforce Productions

Expenditure with Market Research Agencies	\$12,040
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TNS Social Research

TOTAL EXPENDITURE	\$39,733
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COMPLIANCE STATEMENT

Compliance with Public Sector Management Act Section 31(1)

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

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

Norma Jeffery
CHIEF EXECUTIVE OFFICER

24 August 2004

Postal and street address
27 Walters Drive Osborne Park WA 6017

Telephone: 08 9273 6300
Facsimile: 08 9273 6301



APPENDIX 1: MAJOR AWARD WINNERS 2003

Beazley Medal: TEE

Dougal Maclaurin, Hale School

Beazley Medal: VET

Joel David Treeby, WA College of Agriculture - Denmark

General Exhibitions

Dougal Maclaurin, Hale School
Crystal Ai-Lee Chan, St Mary's Anglican Girls' School
Kit Alan Buckley, Christ Church Grammar School
Talitha Casey Santini, St Mary's Anglican Girls' School
Brittany Rose Knezevic, St Hilda's Anglican School for Girls
Caitlin Jane Owen, Perth College
Daniel Desmond Boland, Newman College
Keat Shaun Lee, Christ Church Grammar School
Benjamin John Brooksby, Christ Church Grammar School
Sook Wei Ng, Methodist Ladies' College
Andrew Mark Moser, Hale School
Casey Anne Mitchinson, Leeming Senior High School
Kah-Lok Chan, Chisholm Catholic College
Simon Ho Cheung Lau, Scotch College
Charlotte Elizabeth Humphries, Presbyterian Ladies' College
Pei-Yin Jodie Lew, St Hilda's Anglican School for Girls
Chris Jin Sun Ooi, Willetton Senior High School
Steven John Shenton, Bunbury Cathedral Grammar School
Susannah Monique Williams, Methodist Ladies' College
Theodore Edward Bennett, Christ Church Grammar School
David Michael Allen, Trinity College
Jodi Cartoon, Carmel School
Jackie Anglin McArthur, Shenton College
Benjamin Stanley Green, Carmel School
Amila Prashan Abeywardana, Rossmoyne Senior High School
Sharon Jane Phillips, Rehoboth Christian High School
Christopher McGrath, Shenton College
Shrivuthsun Srigandan, Christ Church Grammar School
Jane Patricia Mullins, Methodist Ladies' College
Andrea Su Lynn Chong, Methodist Ladies' College
Robert Daniel Moore, Thornlie Senior High School
Meg Ritchie, Geraldton Grammar School
John Michael McAnearney, Aquinas College
Claire Louise Taylor, St Mary's Anglican Girls' School
Ruth Louise Mills, St Hilda's Anglican School for Girls
Jennifer Claire Watts, Presbyterian Ladies' College
Robert Charles Clarke, Christ Church Grammar School
Ting Yi Shi, All Saints' College
Jared Addison, Wesley College
Jia Xi Li, Mt Lawley Senior High School

Subject Exhibitions

Accounting: Andrea Su Lynn Chong, Methodist Ladies' College
Ancient History: Dougal Maclaurin, Hale School

Animal Production and Marketing: Joel David Treeby, WA College of Agriculture - Denmark
 Applicable Mathematics: Crystal Ai-Lee Chan, St Mary's Anglican Girls' School
 Art and Design: Kendal Ashley Giles, Presbyterian Ladies' College
 Art: Raphael Julian de Vietri, Hale School
 Beliefs and Values: Robert John Sing, John Septimus Roe Anglican Community School
 Biology: Clare Elizabeth Jackson, Methodist Ladies' College
 Calculus: Dougal Maclaurin, Hale School
 Chemistry: Keat Shaun Lee, Christ Church Grammar School
 Chinese: Advanced: Xueli Wu, Rossmoyne Senior High School
 Dance Studies: Douglas Carl de Voogt, Hampton Senior High School
 Discrete Mathematics: Krischelle Lisa Burke, St Mary's Anglican Girls' School
 Drama Studies: Brittany Rose Knezevic, St Hilda's Anglican School for Girls
 Economics : Christopher McGrath, Shenton College
 English: Zoe Elizabeth Glasfurd, St Hilda's Anglican School for Girls
 English as a Second Language: Su An Ngeow, Applecross Senior High School
 English Literature: Nicholas Peter Maclaine, Hale School
 French: Rani Pramesti Lukita, Methodist Ladies' College
 Geography: Teisha Lee McNeill, St Mary's Anglican Girls' School
 German: Jessica Sommer, St Mary's Anglican Girls' School
 Health Studies: Claire Marie Beidatsch, Eastern Hills Senior High School
 History: Jasmine Evelyn Rhodes, Bunbury Cathedral Grammar School
 Human Biology: Sook Wei Ng, Methodist Ladies' College
 Independent Living: Jodie Lee Rowlands, Carine Senior High School
 Indonesian: Advanced: Farell Sutantio, Applecross Senior High School
 Indonesian: Second Language: Sharon Jane Phillips, Rehoboth Christian High School
 Information Systems: John George Treen, Leeming Senior High School
 Interactive Media: Elina Kim-Huay Tan, Methodist Ladies' College
 Italian: Talitha Casey Santini, St Mary's Anglican Girls' School
 Japanese: Second Language: Annabel Yuk Mei Lai, Penrhos College
 Management and Marketing: John Paul Colella, Aquinas College
 Metals Technology: Dale Browne, Aquinas College
 Modelling with Mathematics: Julie Anne Sharp, Perth College
 Music: Monica Mei Bow Leung, Perth Modern School
 Physical Education Studies: James Benjamin Birrell, Trinity College
 Physical Science: Tamlyn Dreaver, Manjimup Senior High School
 Physics: Chris Jin Sun Ooi, Willetton Senior High School
 Plant Production and Marketing: Joel David Treeby, WA College of Agriculture - Denmark
 Political and Legal Studies: Robert Charles Clarke, Christ Church Grammar School
 Senior English: Emmie Rae Del Borrello, Methodist Ladies' College
 Senior Science: Alisa Nicole Lagrange, Methodist Ladies' College
 Small Business Management and Enterprise: Mark Benson Zadow, WA College of Agriculture - Denmark
 SWL – Automotive: Joshua Adam Gould, Rossmoyne Senior High School
 SWL - Business and Clerical: Rosanna Hill, Lake Joondalup Baptist College
 SWL - Community Services, Health and Education: Sarah Edith Carter, Penrhos College
 SWL - Information Technology: Justin Laurence Evans, Aquinas College
 Technical Graphics: Michelle Bosveld, John Calvin Christian College
 Visual Communication – Photography: Brooke Leeming, Penrhos College

Special Subject Awards

Applicable Mathematics: Juan Li, Murdoch College
 Chinese: Advanced: Yu Gu, Taylors College
 Information Systems: Laura Marguerite Wisniewski, St Hilda's Anglican School for Girls
 Physical Science: Steven Hoey, Tuart College



Appendix 2: Curriculum Framework Committee

Role

To advise the Council and act within the authority delegated by the Council on the implementation and review of the *Curriculum Framework*.

Terms of Reference

The Curriculum Framework Committee has delegated authority to:

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

Chairperson

Ms Barbara Bosich

Curriculum Council member and Director,
Early Learning Centre, Christ Church
Grammar School

Members

Dr Lennie Barblett

Edith Cowan University

Ms Gail Barrow

Department of Education and Training

Ms Bethlyn Blackwood (to May 2004)

Presbyterian Ladies' College

Mr Bernard Boss

Catholic Education Office

Ms Valerie Gould (from June 2004)

Association of Independent Schools of WA

Ms Shani Graham

Fremantle Primary School

Ms Lea Hadley

Carlisle Primary School

Ms Eirlys Ingram

Cecil Andrews Senior High School

Ms Jayne Johnston

DET

Ms Pam Moss

DET

Ms Geri O'Keefe

CEO

Mr Michael O'Neill

CEO

Mr Tony Pullella

St Mark's Anglican Community School

A/Prof. Bruce Shortland-Jones

Curtin University of Technology



Appendix 3: Post-Compulsory Education Committee

Role

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

Terms of Reference

The Post-Compulsory Education Committee has delegated authority to:

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

Chairperson

Mr Graham Rixon

Curriculum Council Deputy Chairperson and Principal, Penrhos College

Members

Ms Mary Ballantine (to November 2003)

Department of Education and Training (Training)

Mr John Barich

Parents' interests

Ms Valerie Gould

Association of Independent Schools of WA

Mr Geoff Hawke

Training Accreditation Council

Ms Michelle Hoad (from February 2004)

DET (Training)

Mr Neil Hunt

DET (Schools)

Dr Susan Jordan

Curtin University of Technology

A/Prof Jane Long (from April 2004)

The University of Western Australia

A/Prof. David Macey

Murdoch University

Mr Frank Mahony

Teachers' interests

Mr Iain McDougall

Hospitality Group Training (WA)

Ms Pamela Moss

DET (Schools)

Mr John Nelson

Catholic Education Office

Prof Jennifer Nicol (from May 2004)

Notre Dame University

A/Prof. Judith Rivalland

Edith Cowan University

Ms Sue Slavin (from September 2003)

DET (Training)

Mr Royce Standish (to June 2003)

DET (Training)

A/Prof. David Treloar (to February 2004)

UWA



Appendix 4: Aboriginal Advisory Committee

Role

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

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

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

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

Chairperson

Ms Lucina Cross

Curriculum Council member and Principal,
Nullagine Primary School

Members

Ms Gail Barrow

Mr Norman Brahim (to April 2004)

Ms Donella Brown

Ms Robyn Collard

(from August 2003 to April 2004)

Ms Robyn Collard (from April 2004)

Virginia Dingo (from August 2003)

Ms Dorothy Ruben (from July 2003)

Ms Wendy Smith (from August 2003)

Department of Education and Training

Catholic Education Office

Clontarf Aboriginal College

DET

CEO

Lockridge Senior High School

Gwynne Park Primary School

DET



Appendix 5: Functions of the Curriculum Council

Curriculum Framework

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

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

Post-compulsory Schooling

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

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

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

Obligations

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

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



Appendix 6: Information Statement

This information summary is published by the Council in accordance with the requirements of Section 94 of the Freedom of Information Act 1992.

The Council is pleased to comply with this requirement and welcomes enquiries under the Freedom of Information Act.

An updated information summary will be published every 12 months in the annual report.

1. Policy and administrative documents

The Council policy and administrative documents are as follows:

- Accounting manual
- Annual financial accounts
- Annual reports
- Budget statements
- Council agendas
- Council minutes
- Curriculum Council statistics book
- Examiners' reports
- Financial reports
- Information brochures
- Policy documents
- Standing committee agendas
- Standing committee minutes
- Strategic plan
- Syllabus manuals

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

2. Structure and functions of the Council

The Council consists of 13 members:

- (i) a chairperson is appointed by the Minister
- (ii) the Chief Executive Officer
- (iii) 11 other persons appointed by the Minister

Of the persons appointed under (iii):

- (a) three are, in the opinion of the Minister, to have experience and expertise in industry, education or community affairs;
- (b) two are to be nominated by the chief executive officer of the Department of Education;
- (c) one is nominated by the Catholic Education Commission;
- (d) one is nominated by the Association of Independent Schools of Western Australia;

- (e) one is nominated by the chief executive as defined in the Vocational Education and Training Act 1996;
- (f) one is nominated by either:
 - the chief executive officer of Curtin University of Technology;
 - the chief executive officer of Edith Cowan University;
 - the vice-chancellor of Murdoch University;
 - the vice-chancellor of the University of Western Australia; or
 - the vice-chancellor of the University of Notre Dame Australia,as determined by the Minister;
- (g) one is a representative of the interests of teachers and is to be appointed on the recommendation of the State School Teachers' Union of Western Australia and the Independent Schools Salaried Officers' Association; and
- (h) one is to be a representative of the interests of parents of children attending school and is to be appointed on the recommendation of the Western Australian Council of State School Organisations (Inc.) and the Parents and Friends' Federation of Western Australia (Inc.)

The Council is to ensure that:

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

See Appendix 5 for Functions of the Council.

3. Standing committees of the Council

The major committees of the Council are (terms of reference are listed in the relevant appendices of this report):

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

The minutes from these committees form part of the agenda papers for the monthly Council meeting.

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

4. Delegation

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

5. Public participation

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

6. Community consultation

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

7. Access to council documents

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

Services available to individuals at cost:

- *Curriculum Framework* documents
- Teacher support materials
- Duplicate copies of State certificates issued at Year 10 or Year 12.
- Results check of TEE subjects (time limit for request applies)
- Statement of question/section marks awarded in TEE (time limit for request applies)
- Equivalence statements
- Past TEE papers
- Solutions to past TEE papers in a variety of subjects

8. Other information requests

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

Freedom of Information requests should be addressed to:

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

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

9. Amendment of Council records

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

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

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



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL PERFORMANCE INDICATORS FOR THE YEAR ENDED JUNE 30, 2004

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Curriculum Council are relevant and appropriate to help users assess the Council's performance and fairly represent the indicated performance for the year ended June 30, 2004.

Scope

The Council's Role

The Council is responsible for developing and maintaining proper records and systems for preparing performance indicators.

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

Summary of my Role

As required by the Financial Administration and Audit Act 1985, I have independently audited the performance indicators to express an opinion on them. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the performance indicators is error free, nor does it examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the performance indicators.

A handwritten signature in black ink, appearing to read 'D D R Pearson'.

D D R PEARSON
AUDITOR GENERAL
September 9, 2004



CURRICULUM COUNCIL

Certification of Performance Indicators for the year ended 30 June 2004

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Curriculum Council's performance, and fairly represent the performance of the Curriculum Council for the financial year ended 30 June 2004.

T.M.TEMBY
CHAIRPERSON OF THE COUNCIL

N I JEFFERY
CHIEF EXECUTIVE OFFICER

Date: 17 August 2004



PERFORMANCE INDICATORS AND OUTPUT MEASURES

The Council’s outputs, outcomes and the relationship to the most appropriate Government Strategic Goal is shown in the following table:

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

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

Output 1: Curriculum Implementation and Maintenance

Output description

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

Output measures

Key effectiveness indicator

The progress of the implementation of the *Curriculum Framework* was determined in a Curriculum Framework Survey. The results were as follows:

	2004 Target	2004 Actual	2003 Actual
Teachers who have commenced implementation of the <i>Curriculum Framework</i>	100%	100%	99%

Details of survey:

Population and Sample size: 1,099 schools; Response size: 656 schools; Response rate: 59.7%; Standard error: 2.43% (95%); Sample selection: all schools in Western Australia were surveyed.

Other performance measures

	2004 Target	2004 Actual	2003 Actual
Quantity			
Teachers provided with documents, advice, information, consultation and monitoring.	30,000	31,830	30,000
Teachers provided with professional development	30,000	31,830	30,000
Cost (Efficiency)			
Average cost per teacher for documents, advice, information, consultation and monitoring	\$115	\$112	\$97
Average cost per teacher for professional development	\$47	\$42	\$48

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

	2004 Target	2004 Actual	2003 Actual
Quality			
Satisfaction with documents, information, consultation and monitoring advice (including advice for professional development)	90%	95%	83%
Timeliness			
Satisfaction with response and delivery time	85%	94%	87%

The Quality and Timeliness measures were based on a survey with the following details: Population and sample size: 3,000; Response size: 2,313; Response rate: 77.1%; Standard error: 0.98% (95%); Sample selection: stratified random sample based on categories of people involved in implementing the *Curriculum Framework*

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

Output 2: Course Development and Approval

Output description

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

Output measures

Key effectiveness indicator

	2004 Target	2004 Actual	2003 Actual
Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs	100%	100%	79%

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

Population and sampling size: 164; Response size: 117; Response rate: 71% level.

There was unanimous acceptance of the Year 2003 Accreditation and Moderation Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

Other performance measures

	2004 Target	2004 Actual	2003 Actual
Quantity			
Courses developed or reviewed and approved	390	360	360
Cost (Efficiency)			
Average cost per course developed or reviewed and approved	\$3,662	\$5,044	\$3,650

The variation between the target cost and the actual cost for 2004 was due to higher than budgeted apportionment of costs incurred for the implementation of the recommendations of the Post-Compulsory Education Review compounded by the drop in the number of courses due to progressive removal from accredited list of subjects that are not currently taken by any students or offered by any schools particularly in the vocational education areas.

	2004 Target	2004 Actual	2003 Actual
Quality			
Support of stakeholders for courses developed or reviewed and approved	70%	100%	100%
Timeliness			
Courses developed or reviewed in time for approval and notification	100%	100%	100%

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

Population and sampling size: 164; Response size: 117; Response rate: 71% level.

The Timeliness indicator was based on the publication of the syllabus manuals.

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

Output 3: Student Assessment and Certification

Output description

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

Output measures

Key effectiveness indicator

	2004 Target	2004 Actual	2003 Actual
Acceptance by stakeholders that the measures of student achievement were valid and credible	100%	100%	100%

This indicator is based on unanimous acceptance of the Year 2003 Accreditation and Moderation Report and Year 2003 Certification and Examination Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

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

Other performance measures

	2004 Target	2004 Actual	2003 Actual
Quantity			
School–subject combinations awarding numerical assessment and/or grades	12,000	12,856	12,400
Students receiving a Statement of Results	44,000	42,830	42,391
Cost (Efficiency)			
School–subject combinations awarding numerical assessment and/or grades	\$130	\$109	\$106
Students receiving a Statement of Results	\$91	\$84	\$80
Quality			
Support of stakeholders for comparability of assessment and grading	75%	78%	77%
Timeliness			
Investigation of appeals against assessments are completed within agreed timeframes	100%	100%	100%

The Quality indicator was based on unanimous acceptance of the Year 2003 Accreditation and Moderation Report and Year 2003 Certification and Examination Report by stakeholders represented on Post-Compulsory Education Committee (PEC). The role and membership of the PEC are provided in the appendices section of the Annual Report.

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

The Timeliness indicator was based on the following details:

Total number of TEE student subjects: 56,490; Total number of results checks requested: 292; Number of errors found: 4.



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2004

Audit Opinion

In my opinion,

- (i) the controls exercised by the Curriculum Council provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the Council at June 30, 2004 and its financial performance and cash flows for the year ended on that date.

Scope

The Council's Role

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

The financial statements consist of the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and the Notes to the Financial Statements.

Summary of my Role

As required by the Act, I have independently audited the accounts and financial statements to express an opinion on the controls and financial statements. This was done by looking at a sample of the evidence.

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

D D R PEARSON
AUDITOR GENERAL
September 9, 2004



CURRICULUM COUNCIL

Certification of Financial Statements for the year ended 30 June 2004

The accompanying financial statements of the Curriculum Council have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2004 and the financial position as at 30 June 2004.

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

T.M TEMBY
CHAIRPERSON OF THE COUNCIL

N I JEFFERY
CHIEF EXECUTIVE OFFICER

D M McEVOY
PRINCIPAL ACCOUNTING OFFICER

Date: 17 August 2004

CURRICULUM COUNCIL

Statement of Financial Performance for the year ended 30 June 2004

	Note	2004 \$000	2003 \$000
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	2	5,760	4,993
Supplies and services	3	4,319	3,742
Depreciation expense	4	87	82
Borrowing costs expense	5	10	11
Grants and awards	6	1,355	1,453
Capital user charge	7	175	90
Other expenses from ordinary activities	8	-	1
Total cost of services		11,706	10,372
 Revenues from ordinary activities			
<i>Revenue from operating activities</i>			
Sales and fees	9	928	829
Commonwealth grants and contributions	10	20	67
Other grants and contributions	10	40	191
Other revenues from ordinary activities		35	29
 <i>Revenue from non-operating activities</i>			
Proceeds from disposal of non-current assets		-	3
Total revenues from ordinary activities		1,023	1,119
 NET COST OF SERVICES		 10,683	 9,253
 REVENUES FROM STATE GOVERNMENT			
	11		
Output appropriations		11,039	10,248
Resources received free of charge		274	245
Total revenues from State Government		11,313	10,493
 CHANGE IN NET ASSETS		 630	 1,240

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

CURRICULUM COUNCIL

Statement of Financial Position as at 30 June 2004

	Note	2004 \$000	2003 \$000
CURRENT ASSETS			
Cash assets	12	4,262	3,674
Restricted cash assets	13	44	218
Inventories	14	214	244
Receivables	15	21	22
Amount receivable for outputs	16	80	80
Prepayments		94	92
Total current assets		4,715	4,330
NON-CURRENT ASSETS			
Amount receivable for outputs	16	204	145
Office equipment and fittings	17	233	108
Project-in-progress	18	491	255
Total non-current assets		928	508
Total assets		5,643	2,146
CURRENT LIABILITIES			
Payables	19	40	91
Interest-bearing liabilities	20	9	9
Provisions	21	579	537
Other liabilities	22	386	294
Total current liabilities		1,014	931
NON-CURRENT LIABILITIES			
Interest-bearing liabilities	20	114	123
Provisions	21	175	940
Total non-current liabilities		289	1,063
Total liabilities		1,303	1,994
NET ASSETS		4,340	2,844
EQUITY			
	23		
Contributed equity		3,511	2,645
Accumulated surplus		650	76
Reserve		179	123
TOTAL EQUITY		4,340	2,844

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

CURRICULUM COUNCIL

Statement of Cash Flows for the year ended 30 June 2004

	Note	2004 \$000	2003 \$000
CASH FLOWS FROM STATE GOVERNMENT			
Output appropriations		10,900	10,160
Capital contributions		79	1,509
Holding account drawdowns		80	70
Net cash provided by State Government		<u>11,059</u>	<u>11,739</u>
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(5,618)	(5,011)
Services, supplies and communications		(3,992)	(3,653)
Borrowing costs		(10)	(14)
Capital user charge		(175)	(90)
Grants and awards		(1,355)	(1,452)
GST payments on purchases		(423)	(407)
GST payments to taxation authority		(67)	(115)
Receipts			
Sale of goods and services		938	942
Commonwealth grants and contributions		20	67
Grants from state agencies		24	176
Grants from non-government sources		16	15
Other receipts		23	21
GST receipts on sales		106	115
GST receipts from taxation authority		325	350
Net cash used in operating activities	24	<u>(10,188)</u>	<u>(9,056)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of non-current physical assets		-	-
Purchase of non-current physical assets		(448)	(245)
Net cash used in investing activities		<u>(448)</u>	<u>(245)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings from the WA Treasury Corporation		(9)	(11)
Net cash used in financing activities		<u>(9)</u>	<u>(11)</u>
Net increase in cash held		414	2,427
Cash assets at beginning of the financial year		3,892	1,465
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	24	<u>4,306</u>	<u>3,892</u>

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

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

1. Significant accounting policies

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

General statement

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

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

Basis of Accounting

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

(a) Output appropriations

Output appropriations are recognised as revenues in the period in which the Council gains control of the appropriated funds. The Council gains control of appropriated funds at the time those funds are deposited into the Council's bank account or credited to the holding account held at the Department of Treasury and Finance.

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

(b) Contributed Equity

Under UIG 38 "Contributions by Owners Made to Wholly-Owned Public Sector Entities" transfers in the nature of equity contributions must be designated by the Government (owners) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions in the financial statements. Capital contributions (appropriations) have been designated as contributions by owners and have been credited directly to Contributed Equity in the Statement of Financial Position.

(c) Grants and other contributions revenue

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

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

(d) Revenue recognition

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

(e) Acquisitions of assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Assets costing less than \$1,000 are expensed in the year of acquisition other than where they form part of a group of similar items which are significant in total.

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

(f) Depreciation of non-current assets

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

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

Computer hardware and software	3 years
Communication and audiovisual equipment	3 years
Other equipment and fittings	5-10 years

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

(g) Leases

The Council has entered into a number of operating lease arrangements for the rent of the office building, for vehicles and for office equipment where the lessors effectively retain all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Financial Performance over the lease term as this is representative of the pattern of benefits to be derived from the leased property.

(h) Cash

For the purpose of the Statement of Cash Flows, cash includes cash assets and restricted cash assets.

(i) Inventories

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

(j) Receivables

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

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

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

(k) Payables

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

(l) Interest-bearing liabilities

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

(m) Employee entitlements

(i) Annual leave

This benefit is recognised at reporting date in respect to employees' service up to that date and is measured at the nominal amounts expected to be paid when the liabilities are settled.

(ii) Long service leave

The liability for long service leave expected to be settled within 12 months of the reporting date is recognised in the provisions for employee benefits, and is measured at the nominal amounts expected to be paid when the liability is settled. The liability for long service leave expected to be settled more than 12 months from the reporting date is recognised in the provisions for employee benefits and is measured at the present value of expected future payments to be made in respect of services provided by employees up to reporting date. Consideration is given, when assessing expected future payments, to expected future wage and salary levels including relevant on-costs, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

(iii) Superannuation

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

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

On June 30, 2004, unfunded liabilities relating to the Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme were assumed by the Treasurer. The amount assumed by the Treasurer is disclosed at Note 23.

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

The note disclosure required by paragraph 6.10 of AASB 1028 (being the employer's share of the difference between employees' accrued superannuation benefits and the attributable net market value of plan assets) has not been provided. State scheme deficiencies are recognised by the State in its whole of government reporting. The GESB's records are not structured to provide the information for the Council. Accordingly, deriving the information for the Council is impractical under current arrangements, and thus any benefits thereof would be exceeded by the cost of obtaining the information.

(iv) **Employee benefit on-costs**

Employee benefit on-costs are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities and expenses.

(n) **Accrued salaries**

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

(o) **Resources received free of charge or for nominal value**

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

(p) **Comparative figures**

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

(q) **Rounding of amounts**

Amounts in the financial statements have been rounded to the nearest thousand dollars, or in certain cases, to the nearest dollar.

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

	2004	2003
	\$000	\$000
2. Employee expenses		
Salaries and allowances	4,758	3,855
Superannuation	644	607
Long service leave	63	103
Annual leave	81	158
Other related expenses ^(a)	214	270
	<u>5,760</u>	<u>4,993</u>

(a) These employee expenses include superannuation, workers compensation premiums and other employment on-costs associated with the recognition of annual and long service leave liability. The related on-costs liability is included in employee benefit liabilities at Note 21.

3. Supplies and services

Consultants and contractors	3,572	3,189
Communications	166	150
Consumable supplies	427	309
Repairs and maintenance	154	94
	<u>4,319</u>	<u>3,742</u>

4. Depreciation

Office equipment and fittings	<u>87</u>	<u>82</u>
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5. Borrowing costs expense

Interest paid	<u>10</u>	<u>11</u>
---------------	-----------	-----------

6. Grants and awards

Grants for professional development of teachers in the implementation and maintenance of the <i>Curriculum Framework</i> ^(a)	1,346	1,443
Grants for Year 12 Art Exhibition and Celebrates WA ^(a)	5	5
Awards for Tertiary Entrance Examinations (TEE)	4	5
	<u>1,355</u>	<u>1,453</u>

(a) The grants were provided for ordinary activities.

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

	2004	2003
	\$000	\$000
7. Capital user charge	175	90

A capital user charge rate of 8% has been set by the Government for 2003-04 (2002-03: 8%) and represents the opportunity cost of capital invested in the net assets of the Council used in the provision of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.

8. Other expenses from ordinary activities

Carrying amount of non-current asset stolen during the year	-	1
-------------------------------------------------------------	---	---

The asset stolen in 2003 was a laptop computer. The insurance compensation of \$3,215 was recognised as Proceeds from disposal of non-current assets in the Statement of Financial Performance as the computer was purchased in May 2000, a different financial year.

9. Sales and fees

Sale of TEE materials and other publications	434	453
Fees from services relating to TEE	143	168
Fees from overseas full fee paying students ^(a)	351	208
	928	829

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

10. Commonwealth grants and contributions **Other grants and contributions**

From a Commonwealth Government agency for projects	20	67
From other State agencies and non-government sources for TEE Award Ceremony	37	41
From other State agencies for projects	3	150
	40	191

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

	2004	2003
	\$000	\$000
11. Revenues from State Government		
Appropriation revenue received during the year:		
Output appropriations ^(a)	11,039	10,248
Resources received free of charge ^(b):		
Determined on the basis of the following estimates provided by agencies:		
Office of the Auditor-General – external audit services	-	21
Ministry of Justice – legal services	8	5
Department of Education Services – executive and project services	266	219
	<u>274</u>	<u>245</u>

(a) Output appropriations are accrual amounts reflecting the full cost of outputs delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises depreciation expense for the year and any agreed increase in annual and long service leave liabilities during the year.

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

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

The Council provided non-chargeable corporate services (human resource, financial and information system services) to the Department of Education. The estimated value of these services was \$116,896 for 2004 (2003:\$67,600).

Commencing with the 2003-04 audit, the Officer of the Auditor-General Office will be charging a fee. The full fee for 2003-04 of \$24,750 will be due and payable in the 2004-05 financial year.

	2004	2003
	\$000	\$000
12. Cash assets		
Cash at bank ^(a)	4,261	3,673
Petty cash and till float	1	1
	<u>4,262</u>	<u>3,674</u>

(a) Included in Cash at bank is an amount of \$179,000 (2003: \$123,000) reserved for meeting the 27th fortnight payroll mentioned in Note 23.

13. Restricted cash assets

Cash at bank held for:		
Externally funded project	<u>44</u>	<u>218</u>

This represents the balance of unspent grants from other State Government agencies and a Commonwealth Government agency for projects mentioned in Note 10 above.

14. Inventories

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

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

	2004	2003
	\$000	\$000
15. Receivables		
Trade debtors	7	5
GST receivable	14	17
	<u>21</u>	<u>22</u>

16. Amount receivable for outputs		
Current	80	80
Non-Current	204	145
	<u>284</u>	<u>225</u>

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

17. Office equipment and fittings

At cost	830	668
Accumulated depreciation	(597)	(560)
	<u>233</u>	<u>108</u>

Reconciliation:

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

Carrying amount at start of the year	108
Additions	212
Disposals at cost	(51)
Accumulated depreciation on disposals	51
Depreciation for the year	(87)
Carrying amount at end of year	<u>233</u>

18. Project-in-progress

Replacement of Student Records System, at cost	<u>491</u>	<u>255</u>
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No depreciation is provided until the completion of the project.

Carrying amount at start of the year	255
Additions	236
Carrying amount at end of year	<u>491</u>

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

	2004	2003
	\$000	\$000
19. Payables		
Trade payables	40	91
	<hr/>	<hr/>
20. Interest-bearing liabilities		
WA Treasury Corporation loans:		
Current	9	9
Non-current	114	123
	<hr/>	<hr/>
	123	132
	<hr/>	<hr/>

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

21. Provisions

Current:		
Annual leave ^(a)	237	212
Long service leave ^(a)	342	325
	<hr/>	<hr/>
	579	537
	<hr/>	<hr/>
Non-Current:		
Long service leave ^(a)	175	190
Superannuation ^(b)	-	750
	<hr/>	<hr/>
	175	940
	<hr/>	<hr/>
	754	1,477
	<hr/>	<hr/>

(a) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including superannuation and workers compensation insurance premiums. The liability for such on-costs is included here. The associated expense is included under Other related expenses (under Employee expenses) at Note 2.

(b) On June 30, 2004, unfunded liabilities relating to the Pension Scheme and the pre-transfer benefit for employees who transferred to the Gold State Superannuation Scheme were assumed by the Treasurer. An expense equivalent to the movement in this liability during the financial year has been included in Employee Expenses in the Statement of Financial Performance.

The Council considers the carrying amount of employee benefits approximates the net fair value

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

	2004	2003
	\$000	\$000
22. Other liabilities		
Income in advance ^(a) :		
TEE fees from full fee paying students	198	198
Accrued salaries:		
Amount owing for the 9 working days (2003: 7 working days)	188	96
	<u>386</u>	<u>294</u>

(a) TEE enrolment fees for Year 12 overseas full fee paying students and private candidates are payable prior to the end of the financial year whilst the examinations are conducted during the first half of the following financial year.

23. Equity

Contributed equity ^(a)		
Opening balance	2,645	1,136
Capital contributions	79	1,509
Superannuation liabilities assumed by the Treasurer ^(b)	787	-
Closing balance	<u>3,511</u>	<u>2,645</u>
Accumulated surplus		
Opening balance	76	(1,152)
Change in Net Assets	630	1,240
Transfer to Reserve	(56)	(12)
Closing balance	<u>650</u>	<u>76</u>

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

Reserve ^(c)

Opening balance	123	111
Transfer from Accumulated surplus	56	12
Closing balance	<u>179</u>	<u>123</u>

(a) Capital contributions have been designated as contributions by owners and are credited directly to Equity in the Statement of Financial Position.

(b) Assumption of superannuation liability by the Treasurer (refer Note 1(m) and 21).

(c) The Reserve is maintained to meet the 27th fortnight payroll. The provision for each financial year is equivalent to one tenth of a fortnight payroll. The next 27th payroll is due and payable during the year ending 30 June 2005.

24. Notes to the Statement of Cash Flows

(a) Reconciliation of cash

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

Cash assets (Note 12)	4,262	3,674
Restricted cash assets (Note 13)	44	218
	<u>4,306</u>	<u>3,892</u>

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

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

	<u>2004</u> <u>\$000</u>	<u>2003</u> <u>\$000</u>
Net cost of services	(10,683)	(9,253)
Non-cash items:		
Resources received free of charge	274	245
Non-current asset written off	-	1
Depreciation expense	87	82
(Increase)/decrease in assets:		
Receivables (b.4)	(1)	(1)
Inventories	30	(22)
Prepayments	(2)	(69)
Increase/(decrease) in liabilities:		
Payables (b.4)	(51)	(50)
Current provisions	42	72
Other current liabilities	92	62
Non-current provisions net of liabilities assumed by the Treasurer (Note 23)	22	(129)
Net GST receipts/(payments) (b.1)	15	(7)
Change in GST in receivables/payables (b.2)	(13)	13
Net cash used in operating activities	<u>(10,188)</u>	<u>(9,056)</u>

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

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

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

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

(c) Non-cash financing and investing activities

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

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

25. Lease commitments

	2004	2003
	\$000	\$000
Non-cancellable operating lease commitments for building, vehicles and equipment are as follows:		
Within 1 year	544	535
Later than 1 year and not later than 5 years	128	673
	<u>672</u>	<u>1,208</u>

26. Capital commitments

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

Within 1 year	<u>-</u>	<u>203</u>
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27. Events occurring after reporting date

On 3 January 2003, the Government announced that it was consolidating education and training into one department under one Minister. Under the arrangements, the Curriculum Council budget appropriation will be included with that for the Department of Education and Training when the appropriate amendments have been made to the *Curriculum Council Act 1997* currently being reviewed.

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

28. Financial instruments

(a) Interest rate risk exposure

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

2004	Weighted Average Interest Rate %	Quarterly fixed due within 1 year %	Quarterly fixed due after 1 year \$000	Non- Interest Bearing \$000	Total \$000
Financial assets					
Cash assets		-	-	4,262	4,262
Restricted cash assets		-	-	44	44
Receivables		-	-	21	21
Amount receivable for outputs		-	-	80	80
		-	-	4,407	4,407
Financial liabilities					
Payables		-	-	40	40
Other liabilities		-	-	388	388
Loans	7.70	9	114	-	123
		9	114	428	551
2003					
Financial assets		-	-	3,994	3,994
Financial liabilities	8.33	9	123	385	517

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

(b) Credit risk exposure

The carrying amount of financial assets recorded in the financial statements represents the Council's maximum exposure to credit risk.

(c) Net fair value

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

29. Remuneration of members of the Council and Senior Officers

Remuneration of the members of the Council

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

	<u>2004</u>	<u>2003</u>
Below \$2,000	-	-
	<u>\$000</u>	<u>\$000</u>
The total remuneration of the members of the Council is:	<u>-</u>	<u>-</u>

Since August 1999, the Council's incumbent Chief Executive Officer (CEO) acts as the CEO of the Department of Education Services (DES). From then, DES was responsible for the Council's CEO's payroll.

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

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

Remuneration of senior officers

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

	2004	2003
\$0 - \$10,000	1	1
\$80,001 - \$ 90,000	-	1
\$90,001 - \$100,000	1	-
\$100,001 - \$110,000	-	1
\$110,001 - \$120,000	2	1

	\$000	\$000
The total remuneration of senior officers is:	316	304

Included in the band of between \$0 - \$10,000 for 2004 is the Director of Corporate Services. The payroll of the Director is borne by DES since October 1999. The remuneration for the Director included above relates to fringe benefits.

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

No senior officers are members of the Pension Scheme.

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

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

	Note	Actual 2004 \$000	Actual 2003 \$000	Variation \$000
<u>Expenses from ordinary activities</u>				
Employee expenses	(a)	5,760	4,993	+767
Supplies and services	(a)	4,319	3,742	+577
<u>Revenues from ordinary activities</u>				
Other grants and contributions	(b)	40	191	-151

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

Explanatory notes

(a) Employee expenses and Supplies and services :

The variations reflects the impact of:

- the increase in staffing to carry out the Implementation of the Post-Compulsory Education Review Recommendations (PCER) and the Vocational Education and Training in School (VETIS) projects.
- higher volume of payments for services such as to writers for the courses of study for the PCER project.

(b) Other grants and contributions:

The lower amount of grants received for projects (Note 10) accounted for the variation.

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

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

	Note	Actual 2004 \$000	Budget 2004 \$000	Variation \$000
<u>Expenses from ordinary activities</u>				
Employee expenses	(a)	5,760	5,909	-149
Supplies and services	(b)	4,319	4,138	+181
<u>Revenues from ordinary activities</u>				
Sales and fees	(c)	928	726	+202

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

Explanatory note

(a) Employee expenses:

Award salary increases built into the budget were not paid in 2003-04. The Award rates have not been finalised between the State Government and the Union.

(b) Supplies and services

Payments to writers of courses of study for the PCER project were underestimated in the budget.

(c) Sales and fees

The receipts from overseas full fee students were higher than anticipated at the time of the preparation of the budget.

32. Supplementary financial information

	2004	2003
	\$000	\$000
<u>Loss through theft, defaults and other causes</u>		
Loss of public property through theft (Note 8)	-	1
Amount recovered from insurance (Note 8)	-	3
	-	(2)

The excess of recovery over loss in 2003 was due to insuring the public property at replacement value.

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

33. The impact of adopting the International Accounting Standards

The Curriculum Council is adopting international accounting standards in compliance with AASB 1 First-time Adoption of Australian Equivalents to International Financial Reporting Standards (IFRS).

AASB 1 requires an opening balance sheet as at July 1 2004 and the restatement of the financial statements for the reporting period to 30 June 2005 of the IFRS basis. These financial statements will be presented as comparatives in the first annual financial report prepared on an IFRS basis for the period ending 30 June 2006.

AASB 1047 'Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards' requires financial reports for periods ending on or after 30 June 2004 to disclose:

1. How the transition to Australian equivalents to IFRS is being managed:

Management of transition:

- The Manager-Financial Services (MFA) is managing the transition with guidance and training provided by the Department of Treasury and Finance and the CPA Australia.
- MFA will identify and implement any changes required to comply with the accounting policies and report on the IFRS basis.

2. Key differences in accounting policies that are expected to arise from adopting Australian equivalents to IFRS

The adoption of the IFRS will require the reclassification of software currently included in Office equipment and fittings in the Statement of Financial Position as Intangibles to comply with AAS 116 Property, Plant and Equipment.

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

34. Output information

	Output 1		Output 2		Output 3		Total	
	2004	2003	2004	2003	2004	2003	2004	2003
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
COST OF SERVICES								
<u>Expenses from ordinary activities</u>								
Employee costs	1,639	1,477	1,216	982	2,905	2,534	5,760	4,993
Grants and awards	1,345	1,443	-	-	10	10	1,355	1,453
Other expenses	1,930	1,437	592	332	2,069	2,157	4,591	3,926
Total expenses from ordinary activities	4,914	4,357	1,808	1,314	4,984	4,701	11,706	10,372
<u>Revenues from ordinary activities</u>								
Sales and fees	41	53	10	17	877	759	928	829
Grants	7	170	7	20	46	68	60	258
Other revenues from ordinary activities	15	1	5	1	15	30	35	32
Total revenues from ordinary activities	63	224	22	38	938	857	1,023	1,119
Net cost of services	4,851	4,133	1,786	1,276	4,046	3,844	10,683	9,253

CURRICULUM COUNCIL

Notes to the Financial Statements for the year ended 30 June 2004

	Output 1		Output 2		Output 3		Total	
	2004	2003	2004	2003	2004	2003	2004	2003
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
<u>Revenues from Government</u>								
Output appropriations	5,398	5,175	567	1,108	5,074	3,965	11,039	10,248
Resources received free of charge	91	82	91	82	92	81	274	245
Total revenues from Government	5,489	5,257	658	1,190	5,166	4,046	11,313	10,493
Change in net assets	638	1,124	(1,128)	(86)	1,120	202	630	1,240

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

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

Output 1: Curriculum implementation and maintenance

Output 2: Course development and approval

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

Output 3: Student assessment and certification.



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

CURRICULUM COUNCIL OF WESTERN AUSTRALIA

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