



Government of Western Australia  
School Curriculum and Standards Authority



# Annual Report

## 2020-2021



## Acknowledgement of Country

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

## Accessibility

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

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

2021/21963[v4]

## Key terms

ATAR	Australian Tertiary Admission Rank
AUSMAT	Australian Matriculation
EAL/D	English as an Additional Language or Dialect
Education systems/sectors	the Association of Independent Schools of Western Australia, Catholic Education Western Australia, Anglican Schools Commission, the Department of Education
EST	Externally set tasks
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
RTO	Registered training organisation
SCSA	the School Curriculum and Standards Authority
the Authority	the School Curriculum and Standards Authority
the Outline	the Western Australian Curriculum and Assessment Outline
VET	Vocational education and training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

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## Statement of Compliance

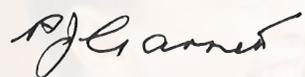
For year ended 30 June 2021

**HON SUE ELLERY MLC**  
**MINISTER FOR EDUCATION AND TRAINING**

In accordance with section 63 of the *Financial Management Act 2006* and section 12 of the *School Curriculum and Standards Authority Act 1997*, we hereby submit for your information and presentation to Parliament, the Annual Report of the School Curriculum and Standards Authority for the reporting period ended 30 June 2021.

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

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



Emeritus Professor Patrick Garnett

*Chair*

23 September 2021



Pauline Coghlan

*Board Member*

23 September 2021





## Section 1: Overview



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## About this report

Welcome to our *2020–21 Annual Report*. It presents the work of the School Curriculum and Standards Authority (the Authority) in the context of the priorities stated in the *School Curriculum and Standards Authority Strategic Plan 2017–2020* (the Strategic Plan), budget papers and other significant documents, and outlines our contribution to broader government desired outcomes.

### Section 1: Overview

Provides an executive summary through a foreword by the Chair of the Authority's Board, a summary of the Authority's 2020–21 performance highlights and our performance against financial targets. It also presents our role, vision, values, and operational structure.

This section includes information about our performance management framework and our strategic priorities and goals for 2020–21.

### Section 2: Agency Performance

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

The Authority has responsibility for Kindergarten to Year 12 curriculum and assessment but, as Kindergarten is not a compulsory year of schooling in Western Australia, generally reports data from Pre-primary onwards. Detailed 2020 Australian Tertiary Admission Rank (ATAR) course examination data is included in Appendix A.

### Section 3: Significant Issues Impacting the Authority

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

### Section 4: Disclosures and Legal Compliance

Presents our audited financial statements for the year ended 30 June 2021 and key performance indicators in accordance with Part XI of the *Treasurer's Instructions*. This section outlines the Authority's financial and non-financial disclosures and other legal requirements. Since 2019–20, the Authority has moved to a Tier 2 reporting model in accordance with *Treasurer's Instruction 1107*.

## About us

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

### Our Role

Our role is to:

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

### Our Vision

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

## Our Values

- Integrity
- Fairness
- Equity
- Transparency
- Respect

## Our Stakeholders

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

## Our Strategic Plan

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

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



Image: SDI Productions via iStock



## Foreword from the Chair of the Board

The School Curriculum and Standards Authority (the Authority) is the statutory authority charged with delivering the functions legislated by the *School Curriculum and Standards Authority Act 1997* (the Act). As the challenges arising from the impact of COVID-19 continued in 2020–21, the Authority remained committed to meeting the terms of our remit. I am pleased to present this annual report for 2020–21 on behalf of the Board of Authority.

The report details the progress the Authority has made in achieving the vision set for our work: to provide quality curriculum, assessment and reporting of standards of achievement of all students studying the Western Australian curriculum, so that they become confident, creative learners and active, informed citizens who contribute positively to society. It is important to the Board that this vision drives us in our work. In the challenging context of a pandemic, keeping our focus clear is paramount.

Our commitment to providing students and teachers with the best curriculum we can, a curriculum that is rigorous, with clear standards of student achievement and certification of that achievement, remains unshaken. I again acknowledge the work of everyone who has played a role in the provision of education to our students during a difficult time.

## Reviewing curriculum

While remaining focused on providing the curriculum and standards that form the basis of a high quality of education for all students studying the Western Australian curriculum, the Board has maintained its engagement with curriculum review and development. The Authority has been involved in two curriculum review processes in 2020–21. The first with the Australian Curriculum, the second with the cyclical review of Year 11 and 12 syllabuses.

### Kindergarten to Year 10 curriculum

In June 2020, Education Council announced a review of the Australian Curriculum to be led by the Australian Curriculum, Assessment and Reporting Authority (ACARA). ACARA publicly released their proposed revisions to the F–10 Australian Curriculum in April 2021 with stakeholder feedback required by July 2021.

The aim of the review was to improve the F–10 Australian Curriculum by refining, realigning and decluttering the curriculum content within its existing structure while ensuring it is underpinned by the education goals of the *Alice Springs (Mparntwe) Education Declaration (2019)*.

Being responsible for Western Australia’s response to the review, the Authority sought feedback on ACARA’s proposed revisions. We facilitated over eighty face-to-face workshops across Western Australia, online consultation meetings and individual stakeholder meetings. Our consultation involved approximately 1800 Western Australian teachers, school leaders and other key stakeholders. This level of engagement was critical in shaping the feedback we provided in our response to ACARA.

The feedback from Western Australian teachers identified that ACARA needs to complete much more work, particularly in relation to the primary years, and that the proposed changes as they stood would pose significant challenges for generalist teachers. When ACARA’s response to the feedback it received is made public, the Authority will continue with our established

approach of adopting and adapting in order to ensure the best result is achieved for Western Australian students and teachers.

### Years 11 and 12 curriculum

Work on the courses identified for senior secondary syllabus review continued, with the ATAR courses for Drama, Geography, Media Production and Analysis, and English as an Additional Language/Dialect the first to complete the process. The Year 12 Physical Education Studies ATAR course was also reviewed, including its practical examination, with a validation trial of a school-based practical assessment conducted with 31 schools.

### Year 12 examinations

The development and marking of Year 12 examinations and planning of contingency strategies during the COVID-19 pandemic has posed particular challenges and a massive amount of work for our staff. I would like to acknowledge the efforts of staff in dealing with these challenges and providing our students with assurance that the Authority will do all in its power to ensure that they are supported and not disadvantaged by circumstances that are beyond their control.

### Supporting teachers

In September 2020, the Authority began work on a Curriculum Support Project as part of an Enterprise Bargaining Agreement between the Department of Education, the State School Teachers' Union of WA (SSTUWA) and the Principals' Federation of Western Australian (PFWA). The Authority's core contribution to the project is the development of Kindergarten to Year 10 curriculum, planning and moderation support materials. Authority staff have been engaged in producing approximately 170 curriculum resources for Kindergarten to Year 10 across the eight learning areas. These resources will be available to teachers across all education systems/sectors.

### Thank you

As always, I extend my own and the Board's thanks to the executive team comprising Allan Blagaich, Juanita Healy and Russell Dyer. Their leadership ensured that the Authority again delivered its legislated functions in 2020–21 to a high standard. The Board also recognises the commitment of all staff who enable the Authority to fulfil its mandate. Staff continued to ensure that students, their teachers and school communities had ongoing access to world-class curriculum and standards.

The Authority's work is supported by contributions from across the education systems/sectors and stakeholder groups with thousands of people involved in external committees, forums, working parties, advisory groups and consultations. The time and expertise of teachers and school leaders from across the education systems/sectors – the Association of Independent Schools WA, Catholic Education WA, the Department of Education and the Anglican Schools Commission – continues to be invaluable. Further support has been provided through parent associations and teachers' professional associations. To everyone who has marked external assessments, helped develop resources, reviewed standards, and contributed to improving outcomes for our students, thank you.

I thank my colleagues on the Board for their commitment during a challenging period. In particular, I would like to thank Dr Bruce Matthews, whose term ended in 2021, for his contribution over several years of service, including as chair of the Standards Committee. Also, thank you to the members of Authority's two statutory committees – the Curriculum and Assessment Committee and the Standards Committee – for the excellent advice they have provided to the Board during the year.



**Emeritus Professor Patrick Garnett**  
Chair

## 2020–21 – At a glance

### Western Australian Curriculum and Assessment Outline

#### Implementation timeline



Brightpath assessment tool

**640+**

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

### International schools



14 schools in 6 countries delivered the WACE overseas.  
4 schools in 4 countries delivered K-10 curriculum overseas.



484 Year 11 and 1003 Year 12 students were enrolled in WACE programs overseas.

## 2020–21 – At a glance

### WACE – Eligibility and achievement



**91.5%** In 2020, there were 24 335 Year 12 students eligible for the WACE. Of these, 22 265 achieved the WACE.



**70.8%** In 2020, there were 715 Aboriginal and Torres Strait Islander students eligible for a WACE. Of these, 506 achieved a WACE.



A total of 3938 exhibitions and awards were granted to 3566 students.

### Examinations



**14 255**

candidates enrolled to sit one or more examinations



**52**

ATAR written course examinations



**30**

Interstate Languages examinations



**19**

courses had practical examinations



**6620**

practical examination candidates

### Vocational Education and Training (VET)

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

**2020**

**16 042**  
students achieved a Certificate II or higher

3931 students achieved a Certificate III  
1505 students achieved a Certificate IV

**2019**

**15 496**  
students achieved a Certificate II or higher

3658 students achieved a Certificate III  
1192 students achieved a Certificate IV

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

## Operational structure

### Responsible Minister

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

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

### The Board

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

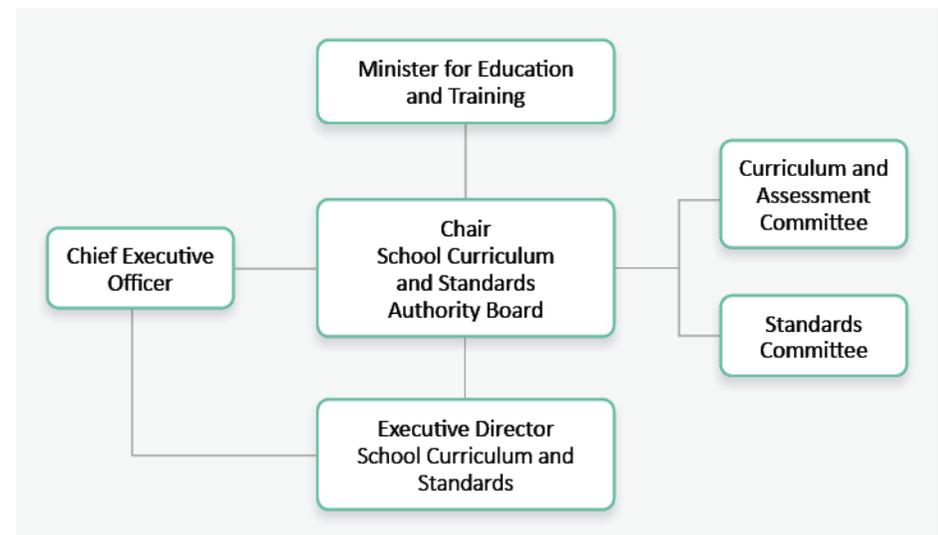
The Authority has a seven member Board appointed by the Minister for Education and Training.

### Statutory Committees

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

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

Figure 1: Governing Board Structure





## Board Membership

Image: FatCamera via iStock



### **Emeritus Professor Patrick Garnett (Chair)**

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

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

### **Emeritus Professor David Andrich**

Emeritus Professor Andrich was Chapple Professor of Education at the University of Western Australia from 2007 to 2020. Professor Andrich has expertise in measurement and standards, and has conducted research at a national and state level in certification and selection into tertiary education.



### **Associate Professor Lennie Barblett AM**

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



**Dr Lynette Henderson-Yates**

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



**Dr Bruce Matthews**

Dr Matthews was the Headmaster at Bunbury Cathedral Grammar School from 1998 to 2011. Dr Matthews was previously Deputy Headmaster and Head of Senior School at Guildford Grammar School. Dr Matthews completed his term as a member of the Board in 2021.



**Ms Pauline Coghlan**

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

**Ms Denise O'Meara**

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



**Mrs Pauline White**

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

## Organisational Structure

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

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

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

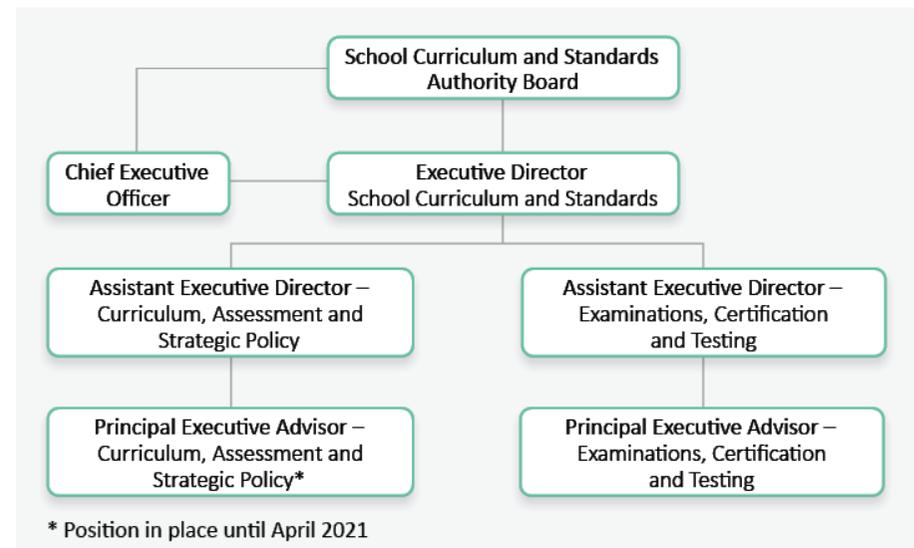
In exercising the delegations of the Board, the Executive Director – SCS is accountable to the Board. In exercising all other functions, the Executive Director – SCS is accountable to the CEO of the Authority.

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

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

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

**Figure 2: Organisational Structure (Operational)**



## Executive Group

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

**Table 1: Members of the Executive Group**

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

\*Ms Butterworth completed her fixed-term contract for this role on 18 April 2021.



### Mr Allan Blagaich

#### Executive Director – School Curriculum and Standards

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

The Executive Director is responsible for:

- managing and maintaining the day-to-day operations of the SCS Division supporting the Authority. The division provides the following services in support of the Authority:
  - > curriculum, assessment and reporting policies

- > curriculum development and review
- > curriculum and assessment resources
- > alternative curriculum and reporting recognition
- > determination of standards and reporting standards
- > examinations
- > systems/sector-wide assessments, e.g. National Assessment Program – Literacy and Numeracy (NAPLAN)
- > collection and management of student data and records of achievement
- > data analysis and information reporting
- > international offerings of the Western Australian curriculum and the Western Australian Certificate of Excellence (WACE)
- > research (e.g. online assessment and marking, curriculum innovation, standards development)
- > end of year academic processes
- > assessments and achievement procedures
- > course development and accreditation
- > other services as determined by the Authority Board and agreed by the CEO of the Authority
- representing on behalf of the CEO of the Authority, subject to section 8A of the *Act*, in meetings, Board and committee meetings, including external committees
- attending meetings with the Minister for Education and Training and the Chair of the Board
- reporting at all Board meetings on the performance of delegated functions
- providing briefings on operations and administration of functions relating to the Authority to the CEO of the Authority and to the Chair of the Board as required
- managing funds allocated to the division to meet the statutory obligations and strategic direction of the Authority.



**Ms Juanita Healy**

**Assistant Executive Director – Curriculum, Assessment and Strategic Policy**

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

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



**Mr Russell Dyer**

**Assistant Executive Director – Examinations, Certification and Testing**

The Examinations, Certification and Testing Directorate is responsible for:

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

### Staff Numbers

The Authority's functions are supported by the SCS Division of the Department. Separate Department directorates provide financial services, information and communications technology services (except where these

services relate directly to the performance of the functions of the Authority), human resources services, media, marketing and communications services, and other corporate services to the Authority.

As at 30 June 2021, the Authority’s functions were supported by the staff numbers\* (head count) displayed in Table 2. In 2020–21, approximately 2800 casual staff assisted with examinations, testing and short-term syllabus development and evaluation requirements.

**Table 2: SCS Staff Numbers as at 30 June 2021**

Contract Type	Full-time	Part-time	Total
Permanent	115	51	166
Fixed-term	16	27	43
<b>Total</b>	<b>131</b>	<b>78</b>	<b>209</b>

\*Only SCS Division staff data are reported in the Authority’s annual report. The 209 staff in the 30 June headcount equated to a full-time equivalent of 172.83 staff.

## Legislation

### Enabling Legislation

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

### *School Curriculum and Standards Authority Act 1997*

In 2016, the Authority undertook a review of its primary legislation, the *School Curriculum and Standards Authority Act 1997*. This resulted in the drafting of the *School Curriculum and Standards Authority Amendment Bill 2017* to allow the Authority to clarify its role as a Test Administration Authority for national testing, including the National Assessment Program for Literacy and Numeracy (NAPLAN) testing; and to conduct, promote or

participate in research involving students. This amendment was passed in 2017.

The *School Curriculum and Standards Authority Amendment Act 2017* introduced the statutory function to conduct and promote, or participate in, research involving students. On 4 December 2020, the *School Curriculum and Standards Authority Amendment Regulations 2020* (the *Regulations*) were published in the Government Gazette. The purpose of the *Regulations* is to support the Act with respect to the disclosure of relevant information to applicants requesting such data.

### Administered Legislation

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

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

### Other Key Legislation

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

- *Auditor General Act 2006*
- *Copyright Act 1968 (Cwlth)*
- *Copyright Amendment (Digital Agenda) Act 2000 (Cwlth)*
- *Corruption and Crime Commission Act 2003*
- *Curriculum Council (Fees and Charges) Act 2006*
- *Disability Discrimination Act 1992 (Cwlth)*

- *Disability Services Act 1993*
- *Disability Standards for Education 2005 (Cwlth)*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Legal Deposit Act 2012*
- *Occupational Safety and Health Act 1984*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *State Records Act 2000.*

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

## Performance management framework

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

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

**Table 3: Outcome Based Management Framework**

Government Goal
Strong Communities: Safe communities and supported families.
Desired Outcome
Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.
Service
Student assessment, certification, curriculum development, evaluation and support.

[Service: Student assessment, certification, curriculum development, evaluation and support](#)

The Authority’s service involves:

- the provision of clear assessment policy and guidelines, the provision of high quality external assessments and rigorous processes for standards setting and certification; and
- curriculum development, accreditation for all courses to ensure high quality and standards of contemporary curriculum provision and formal course review based on stakeholder feedback and consultation for Pre-primary to Year 12.

## Key Performance Indicators

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

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

**Table 4: Key Effectiveness Indicators**

	2021 Target <sup>(c)</sup>	2021 Actual	Variance
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4	3.3	(0.1)
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4	3.4	-
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4	3.6	0.2
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4	3.3 <sup>(d)</sup>	(0.1)

(a) The Key Effectiveness Indicators were amended during 2020–21. These amendments are outlined in the 'Key Performance Indicators' section of this Annual Report.

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

(c) The 2021 Targets have been restated to reflect the Authority's revised Outcome Based Management framework.

(d) Due to the COVID-19 pandemic, there was a reduced number of Consensus moderation meetings held during 2020–21.

**Table 5: Key Efficiency Indicators**

	2021 Target <sup>(b)</sup>	2021 Actual	Variance <sup>(c)</sup>
<b>Service: Student assessment, certification, curriculum development, evaluation and support</b>			
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$66	\$73	\$7
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$31	\$27	(\$4)

(a) The Key Efficiency Indicators were amended during 2020–21. These amendments are outlined in the 'Key Performance Indicators' section of this Annual Report.

(b) The 2021 Targets have been restated to reflect the new cost allocation methodology adopted as part of the Authority's revised Outcome Based Management framework.

(c) Explanations of the variations are provided in the 'Key Performance Indicators' section of this Annual Report.

## Changes to Outcome Based Management Framework

The Authority’s Outcome Based Management framework was revised during 2020–21 to better align the framework with the Authority’s current operations and activities. These amendments are outlined in the ‘Key Performance Indicators’ section of this Annual Report.

## Shared Responsibilities with Other Agencies

The Authority shared responsibilities with the Department of Education for corporate services, including human resources, finance and recordkeeping in the 2020–21 financial year.

## Performance Against Financial Targets

**Table 6: Performance Against Financial Targets**

	2021	2021	Variance <sup>(b)</sup>
	Target <sup>(a)</sup>	Actual	
	\$000	\$000	\$000
Total cost of services	36,915	39,051	2,136
Net cost of services	34,991	37,475	2,484
Total Equity	7,125	7,386	261
Net increase/(decrease) in cash and cash equivalents	(3,140)	(2,965)	175

(a) As specified in the Annual Estimates submission.

(b) Explanations for the variances are provided in Note 8.9 of the Financial Statements.





## Section 2: Agency Performance

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## Report on operations

### Strategic priority 1: Curriculum, assessment and standards

Kindergarten to Year 10

#### **The Western Australian Curriculum and Assessment Outline**

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

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

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

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

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

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

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

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

#### **Review of the F–10 Australian Curriculum**

In September 2015, Australia’s education ministers endorsed the Foundation to Year 10 (F–10) Australian Curriculum. After consultation with teachers and other stakeholders, Western Australia ‘adopted and adapted’ the F–10 Australian Curriculum. The Western Australian curriculum, published in the *Outline* (<https://k10outline.scsa.wa.edu.au>), sets out the mandatory teaching, assessing and reporting on student achievement requirements for all Western Australian schools.

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

The review of all learning areas is to be completed by the end of 2021 and the updated version of the F–10 Australian Curriculum, once approved by Ministers, will be made available on a newly designed ACARA Australian Curriculum website in January 2022.

#### **Aims of the review**

The aims of the review are to improve the F–10 Australian Curriculum by refining, realigning and decluttering the content of the curriculum within its existing structure, which is underpinned by the education goals of the *Alice Springs (Mparntwe) Education Declaration*. Specifically, the review will:

- refine and reduce the amount of content across all eight learning areas of the F–10 Australian Curriculum, with a priority on the primary years, to focus on essential content or core concepts
- improve the quality of the content descriptions and achievement standards by removing ambiguity and unnecessary duplication, and ensuring consistency and clarity of language and cognitive demand
- rationalise and improve the content elaborations, ensuring they are fit for purpose and they suggest to teachers the most authentic ways to treat general capabilities and cross curriculum priorities when teaching the learning area content
- improve digital presentation of the Australian Curriculum in line with agreed content changes and user experience requirements.

On 29 April 2021, ACARA publicly released their proposed revisions to the F–10 Australian Curriculum requesting that stakeholders provide feedback by 8 July 2021.

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

### **Abilities Based Learning Education, Western Australia (ABLEWA)**

ABLEWA resources provide support to teachers of students with disability and additional learning needs who may not be able to access the Pre-primary to Year 10 curriculum. The resources enable students with disability and additional learning needs to participate in learning experiences that are purpose-built to develop their skills, knowledge and understandings on the same basis as students without disability and ensure students can confidently participate in schooling.

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

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

In Term 4, 2020 the Authority contributed to the University of Melbourne’s trialling of a new platform (Ruby) for the ABLES assessment tool with eight Western Australian schools being involved. Ruby will provide improved flexibilities to users when it becomes available later in 2021.

The ABLES assessment tool was provided to 640 schools across education systems and sectors with 2737 students being assessed in 331 schools in Semester 2, 2020. The number of schools has more than tripled over the four years that the ABLES assessment tool has been fully in use in Western Australia. While the number of students being assessed has not increased at the same rate, this can be attributed to the ongoing usage by mainstream K-6 schools that use the assessment tool for less than five students. The Term 1, 2021 data shows 237 schools using the assessment tool and 1165 students being assessed, a return to pre COVID-19 usage.

## Implementing the Pre-primary to Year 10 Western Australian curriculum

The syllabuses in each learning area contain:

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

The phased implementation of Languages has continued with the implementation of Languages at Year 6 in 2021 complementing the suite of learning areas (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages at Year 5) already implemented by schools. The Languages learning area will be fully implemented when Languages at Year 8 is introduced in 2023, as the provision of languages by schools for Years 9 and 10 is optional.

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

In 2021, the Authority commenced the development of an Aboriginal Languages and Torres Strait Islander Languages draft Pre-primary to Year 6 scope and sequence adapted from the *ACARA Framework for Aboriginal Languages and Torres Strait Islander Languages*. From the scope and

sequence a Noongar language-specific curriculum (Revival) is being developed.

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

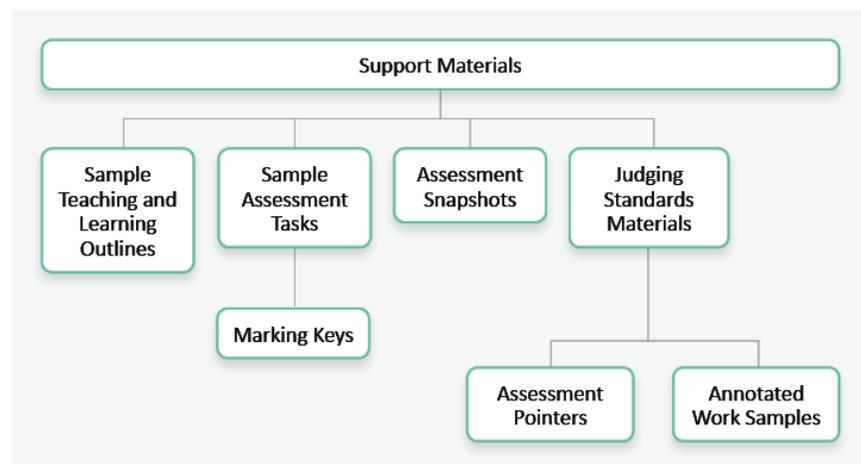
**Table 7: Implementation Schedule for Languages in the Western Australian Curriculum**

Year	Learning Area	Implementation Requirements
2020	Languages – Year 5	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2021	Languages – Year 6	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2022	Languages – Year 7	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2023	Languages – Year 8	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2024	Languages – Year 9	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2025	Languages – Year 10	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.

## Teacher support materials

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

**Figure 3: Teacher Support Materials**



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

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

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

**Judging Standards resources** were developed through teacher analysis of student work and can be used to assist whole-school planning and individual

classroom practice related to teaching, assessment and the reporting of student achievement.

With the completion of the scope and sequence documents for the Western Australian Curriculum: Languages Years 7 to 10 curriculum sequence, the Authority has completed the development of Years 7 and 8 assessment tasks across all six languages for schools to implement in Term 3 2021 to harvest student work samples. The work samples will support the development of the Judging Standards materials in Term 4 2021, including the development of evidence-based achievement standards for each year level and in the six languages, assessment pointers and annotated work samples to support the implementation of the curriculum.

**Table 8: Judging Standards resources**

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

### Kindergarten to Year 10 Curriculum Support Project

The Department negotiated a replacement agreement with the State School Teachers' Union of Western Australia (SSTUWA) and the Principals' Federation of Western Australia (PFWA) for the *School Education Act Employees (Teachers and Administrators) General Agreement 2017*. During the course of negotiations, the following commitments were made under Clause 61.1 – 61.3:

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

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

The Authority is developing the Kindergarten to Year 10 support materials for each of the eight learning areas in the *Outline* (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages). Table 9 indicates the subject or context demonstrated in the support materials in learning areas being developed where there is more than one subject or context.

**Table 9: Subject or context exemplified in the Curriculum Support Materials in learning areas with more than one subject or context**

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

The development of the following Kindergarten to Year 10 curriculum support materials has commenced and are scheduled to be completed by the end of 2021.

### **Kindergarten**

- updated *Kindergarten Curriculum Guidelines*
  - > review and redevelop the *Kindergarten Curriculum Guidelines* based on contemporary research and best practice

### **Pre-primary to Year 2**

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

### **Year 3 to Year 6**

- teaching and learning sequence and assessment exemplars
  - > exemplars of a teaching and learning sequence for each learning area in the *Outline*, and for each year level
  - > suggested assessment points within the teaching and learning sequence for each learning area in the *Outline*, and for each year level (Years 3–6)
  - > two assessment exemplars based on a teaching and learning sequence for each learning area and for each year level

### **Year 7 to Year 10**

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

### **Moderation**

- a model to support moderation within and across schools
  - > a model for moderation that can be used within a school and between schools such as a network of schools based on the Authority's Year 6 and Year 7 moderation process.

### **Alternative curriculum/reporting recognition**

Due to COVID-19, the Authority did not open applications for alternative curriculum/reporting recognition in 2020. However, the Board of the Authority provided an extension to schools that previously had received recognition of their Alternative Curriculum and/or Reporting, from 31 December 2021 to 31 December 2022. This decision was in consideration of the review of the Foundation to Year 10 Australian Curriculum being undertaken by ACARA and the possible impact of the outcomes of the review on the *Outline*. The extension ensured continuity of teaching, learning and assessment over the next two years for these schools.

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

## Moderation

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

### Year 6 and Year 7 moderation

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

Year 6 and Year 7 moderation resumed in 2021 with the expansion of the moderation program to include the following learning areas: Health and Physical Education, Technologies (Design and Technologies) and The Arts (Visual Arts) in conjunction with those learning areas offered in 2019 (English, Mathematics, Science, and Humanities and Social Sciences).

A summary of teacher registrations to participate in each of the learning areas for Year 6 and Year 7 moderation is presented in the table below along with teachers who accepted the invitation to participate in the Assessment Task Workshop.

**Table 10: 2021 Year 6 and Year 7 Moderation – Registrations vs Workshop Attendees**

Learning Area	Metropolitan Registrations	Regional Registrations	Combined Registrations	Workshop Attendees
Design and Technologies	16	8	24	14
English	61	17	78	41
Health Education	8	4	12	4
Humanities and Social Sciences	31	12	43	23
Mathematics	49	11	60	33
Physical Education	12	5	17	8
Science	26	12	38	18
Visual Arts	12	7	19	16
<b>Total</b>	<b>215</b>	<b>76</b>	<b>291</b>	<b>157</b>

### Year 4 Languages Moderation Pilot

To support the implementation of the Year 4 Languages Moderation Pilot, Assessment Task Workshops were conducted in the week beginning 22 March 2021. The Authority developed the assessment tasks for schools to implement, including the marking key.

The teacher registrations for the Year 4 Languages Pilot is summarised in the table below along with teachers who accepted the invitation to participate in the Assessment Task Workshop.

**Table 11: 2021 Year 4 Languages Moderation Pilot – Moderation Registrations vs Workshop Attendees**

Learning Area	Metropolitan Registrations	Regional Registrations	Combined Registrations	Workshop Attendees Total	Workshop Attendees (Face-to-Face) 23/03	Workshop Attendees (Online) 24/03
Chinese: Second Language	6	2	8	6	2	4
French: Second Language	4	0	4	4	3	1
German: Second Language	5	0	5	4	4	0
Indonesian: Second Language	8	3	11	9	4	5
Italian: Second Language	13	1	14	12	8	4
Japanese: Second Language	6	0	6	4	2	2
<b>Total</b>	<b>42</b>	<b>6</b>	<b>48</b>	<b>39</b>	<b>23</b>	<b>16</b>

## **Brightpath**

In 2020, the Authority renegotiated the purchase of the Brightpath software licence for a period of five years to support Pre-primary to Year 10 teachers in making reliable professional judgements, recording assessment results and reporting a range of formative and summative information. The new licence provides access to both the Brightpath Basic and Advanced Packages, which includes unlimited access to the assessment process for all scales and access to central reports, plus information for leadership teams about whole school performance and comparable performance against other schools.

By June 2021, 642 Western Australian schools had registered to use the Brightpath assessment software.

The Authority supports schools across the education systems/sectors to use Brightpath, allowing teachers and school leaders to access comprehensive reports about student performance. Teacher judgements were used to evaluate student growth in learning and to evaluate teaching programs. In Semester 2, 2020, 125 789 assessments were undertaken across Western Australian schools, including 59 373 in the Narrative Scale, 28 915 in the Persuasive Scale and 16 519 in the Recount – Early Childhood Scale. This was an improvement on the same data for 2019 although there was quite a significantly lower number of comparative assessments for the Semester 1 period which could be attributed to the disruption to schools by COVID-19. Term 1, 2021 data (42 815 assessments overall) indicates improved usage from the same period in 2020.

In Semester 1, 2021, an extensive suite of Formative Mathematics Assessments was added to the assessment and reporting platform. The assessments cover Years 2 to 9 and include Number and Algebra and Measurement and Geometry. An additional 55 schools registered to use

Brightpath in 2021, affording them the opportunity for efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning. Schools can collect consistent teacher judgements that can be used for evaluating school programs and supporting the next steps in each student’s learning plan.

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

## **International education (Kindergarten to Year 10)**

From July 2020 to June 2021, the Authority licensed the delivery of the *Outline* as part of its international education program.

The *Outline* was delivered by four schools located in four countries – Bangladesh, Indonesia, Vietnam and South Korea. The schools include the Australian Intercultural Schools in Batam, Australian International School in Dhaka, the Western Australian International School System in Ho Chi Minh City and WACE International School Busan Gangseo in South Korea. Students at these overseas schools study the Authority’s curriculum programs without leaving their own country.

With international travel restrictions in place due to the impact of COVID-19, each school offering the *Outline* was supported through Webex, email and telephone. This support focused on ensuring school documentation complied with the Authority’s Pre-primary to Year 10 *Outline* requirements.

Years 11 and 12

## **The Western Australian Certificate of Education (WACE)**

The WACE is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised

nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the Authority allows students to meet the WACE requirements over a lifetime.

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

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

### **Moderation**

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

### **Syllabus delivery audit**

The Authority introduced the syllabus delivery audit in 2015 and it has continued through to 2021. The audit is designed to ensure that all schools are delivering and assessing the correct syllabus to comply with WACE requirements. Forty-one selected Year 11 and Year 12 General and ATAR courses were reviewed for the syllabus delivery audit in 2021. The selected Year 11 General courses were:

- Ancient History
- Automotive Engineering and Technology
- Biology
- Building and Construction

- Chinese: Second Language
- Computer Science
- Design
- Food Science and Technology
- French: Second Language
- German: Second Language
- Human Biology
- Indonesian: Second Language
- Integrated Science
- Italian: Second Language
- Japanese: Second Language
- Physical Education Studies
- Psychology
- Religion and Life.

The selected Year 12 General courses were Dance and Drama. The Year 12 ATAR course for English as an Additional Language or Dialect was also reviewed. For the following courses both Year 11 and Year 12 ATAR materials were reviewed: Arabic, AUSLAN, Economics, Hebrew, Modern Greek, Polish, Russian, Sinhala, Tamil and Turkish.

In Term 1, 2021 approximately 2626 documents associated with the delivery of the selected courses were reviewed against the WACE requirements for course and assessment outlines to identify the degree of compliance. The review was undertaken over four days by 60 reviewers made up of 17 Principal Consultants from the Authority and 43 experienced teachers. The compliance rate achieved by schools was 74.5 per cent for course outlines and 80.5 per cent for assessment outlines.

In late Term 1, 2021, Principal Consultants for each course contacted the small number of schools identified as having significant non-compliance issues in each subject to ensure that each school had taken action to modify the audited document/s and was using appropriate assessment tasks and marking keys to assess student work.

#### **New schools documentation review**

New schools offering courses for the first time in Year 11 or Year 12 are required to submit their Year 11 and Year 12 course delivery documentation for review at the beginning of the school year.

Feedback is provided to schools on the documentation appropriateness, including, where required, the revision and resubmission of documents. In 2021, 10 schools were involved in this process with the documentation for 139 courses reviewed with 59 requiring resubmission of some of the course documentation.

#### **Documentation and grading reviews**

The Authority planned to conduct 214 grading review visits to schools in Western Australia between July 2020 and June 2021. However, due to the impact of COVID-19, the school visit program was cancelled. As an alternative, the Authority provided detailed communication to 125 schools to indicate that, following a review of the school's 2019/2020 assessment and moderation data, possible issues in relation to course delivery and assessment were identified as either major – where significant issues warranted a detailed review by the school, or minor – where evidence indicated the school should review the issue and make adjustments as necessary.

Between July 2020 and November 2020, the Authority also conducted 119 grading reviews for all overseas schools offering Western Australian curriculum on all courses delivered at schools to ensure course delivery and assessment tasks were compliant with WACE requirements, and to

provide detailed advice to teachers on assessment matters to reduce the possibility of assessment issues.

Other schools were involved in the program at their request.

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

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

Two seminars were provided for 37 teachers involved in a small group moderation partnership. An online presentation was also provided for nine teachers unable to attend a face-to-face meeting.

#### **Consensus moderation meetings**

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

In 2020 Consensus moderation, was affected by the impact of COVID-19 in Semester 1 and Semester 2, 2020. As a result, the scheduled meetings in 2020 did not run.

### Courses that were selected for Consensus moderation during 2021

Table 12 shows the Year 11 and Year 12 courses selected for moderation in 2021 and the proposed face-to-face and online meetings. In 2021, 35 Consensus moderation meetings had been proposed for Term 2 from 8 June to 25 June 2021 to be held in metropolitan and regional venues, along with four online meetings.

**Table 12: Proposed Year 11 ATAR and Year 12 ATAR and Year 12 General Consensus Moderation Meetings to 25 June 2021**

Course	Course Type	Proposed Number of Face-to-Face Meetings	Number of Participants	Proposed Number of Online Meetings	Number of Participants
Arabic	ATAR Year 11	0	0	0	0
Chinese: Second Language	ATAR Year 12	0	0	0	0
Indonesian: Second Language	ATAR Year 12	0	0	0	0
German: Second Language	ATAR Year 12	0	0	0	0
Mathematics Specialist	ATAR Year 12	6	92	1	10
Applied Information Technology	General Year 11	0	0	0	0
Automotive Engineering and Technology	General Year 11	0	0	0	0
Building and Construction	General Year 11	1	10	1	8
Outdoor Education	General Year 11	5	92	2	20
Visual Arts	General Year 11	0	0	0	0
Accounting and Finance	General Year 12	0	0	0	0
Ancient History	General Year 12	0	0	0	0
Animal Production Systems	General Year 12	0	0	0	0
Biology	General Year 12	1	10	0	0
English	General Year 12	8	127	0	0
Food Science and Technology	General Year 12	5	60	0	0
Geography	General Year 12	2	25	1	6
Human Biology	General Year 12	4	63	0	0
Marine and Maritime Studies	General Year 12	1	17	0	0
Modern History	General Year 12	0	0	0	0
Plant Production Systems	General Year 12	0	0	0	0
Psychology	General Year 12	1	17	0	0
<b>Total</b>		<b>34</b>	<b>513</b>	<b>5</b>	<b>44</b>

Note: in Table 12, Accounting and Finance, Ancient History, Animal Production Systems, Applied Information Technology, Automotive Engineering and Technology, Chinese: Second Language, German: Second Language, Indonesian: Second Language, Modern History, Plant Production Systems and Visual Arts registered zero face-to-face and online meetings, as the meetings were proposed for July and August 2021. Arabic ATAR Year 12 registered zero meetings as there was only one school offering the course in 2021.

### **Validation meetings**

Validation meetings provide Preliminary course teachers with the opportunity to build common understandings of the validation requirements for course delivery. In 2020, validation meetings were planned for Food Science and Technology Unit 1 in Term 3 but were affected by the impact of COVID-19. As a result, the meetings were cancelled.

### **Externally set tasks (ESTs)**

During Term 2, 2021, Year 12 students enrolled in General and Foundation courses completed an EST developed by the Authority. The Authority prepared 62 EST papers (some have contexts, e.g. Ancient History has four separate context-based EST papers) written across the General and Foundation courses for 2021. Two hundred and forty seven schools administered the ESTs with a total of 71 332 papers (plus spares) sent to schools. From these, the Authority selected 25 487 samples for the external marking process. The EST is considered part of the school's assessment program and these tasks:

- assist to ensure the fair assessment of student achievement in Year 12 General and Foundation courses
- have an educative role in establishing common understandings among teachers of the course standards and related content

- provide access to feedback which will encourage teachers to review and, where appropriate, adjust their marking
- model best assessment practice which teachers can apply to other school-based assessment tasks
- support credibility of standards and assist to inform the Authority's other moderation activities.

By 30 June, 2021, General and Foundation 2022 ESTs were being developed by nominated EST writers and due for submission to the Authority by 31 July 2021.

### **Assessment task review trial**

In 2021, the Authority conducted a trial of the Assessment Task Review process as a possible new moderation activity. The aim of trial was to provide feedback to teachers that would support them to strengthen their development of assessment tasks and marking keys that reflect course requirements and standards.

A total of 57 schools participated in the trial. Selected schools were required to provide to the Authority two assessment tasks and their marking keys for two different assessment types for the course (Table 13). A total of 174 assessment tasks and 174 marking keys were reviewed – 66 Business Management and Enterprise (BME), 53 Dance (DAN), 54 Health Studies (HEA).

**Table 13: Assessment task review trial**

Learning Area	Course	Nominated Assessment Types	Number of schools per course
The Arts	Year 11 General Dance (DAN)	Performance/production Response	27
Health and Physical Education	Year 12 General Health Studies (HEA)	Inquiry Response	27
Humanities and Social Sciences	Year 12 General Business Management and Enterprise (BME)	Business research Response	33

The review was undertaken by 11 experienced teachers and three Principal Consultants from the Authority.

Across the three courses:

- 95 per cent of assessment tasks were consistent with the assessment type description provided in the assessment table in the syllabus
- 82 per cent of assessment tasks assessed content from the current syllabus
- 80 per cent of assessment tasks used questions, items and/or activities offering the appropriate level of difficulty for the course
- 76 per cent of assessment tasks provided opportunities for students to demonstrate the full range of achievement
- 61 per cent of marking keys used clearly identified performance criteria and included appropriate descriptions of each criterion
- 65 per cent of marking keys allocated marks that allowed for discrimination between different levels of response.

Feedback on the assessment tasks and marking keys was provided to schools. The Authority is collating feedback from the schools that participated in the

trial and the reviewers to inform whether the Assessment Task Review should be considered in the future as a moderation activity.

### Years 11 and 12 curriculum

#### Grade descriptions and annotated samples

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

To support these teacher judgements, ongoing collection and updating of the currency of samples of Year 12 and Year 11 student work at the A, B and C grade levels continues. The samples relate to the range of assessment task types for each course. These samples are annotated for teacher reference and are being progressively published on the Authority website.

### Enrolment processes

#### Enrolment process for WACE languages courses

In the 2020 school year, all students who planned to enrol in a Year 11 WACE Language course in 2021 were required to complete an application for permission to enrol in Chinese, French, German, Indonesian, Italian or Japanese language courses.

The Authority processed 1984 applications in total and determined for each student the course in which they were permitted to enrol. An external and independent appeals committee considered appeals from 18 students. Five students successfully appealed the Authority's initial determination.

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

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

In 2020, students from Years 9 to 12 submitted EAL/D eligibility applications for enrolment into Year 12 EAL/D courses and/or Online Literacy and Numeracy Assessment (OLNA) EAL/D student status. There were 3080

students registered as having an EAL/D eligibility status in the 2020 school year, with 89 of these students ineligible. An external and independent appeals panel considered four appeals. Three appeals were upheld.

### International education (Year 11 and Year 12)

From July 2020 to June 2021, the Authority licensed the delivery of the following Years 11 and 12 Western Australian curriculum programs as part of its international education program:

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

The WACE or AUSMAT were offered in a total of 14 schools located in six countries – Bangladesh, China, Indonesia, Malaysia, Singapore and Vietnam.

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

Due to the impact of COVID-19, each overseas school offering the WACE or AUSMAT was supported through Webex, email and telephone. The focus of this support included:

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

**Table 14: International Offshore Student Enrolments in Years 11 and 12 Programs**

Schools (as at 28 June 2021)	Year 11	Year 12
Australian Intercultural School, Batam	6	5
Australian International School, Dhaka	7	3
Australian International School – Nanjing, Nanjing	0	55
Beijing Aidi School, Beijing	126	58
Beijing Chaoyang International School, Beijing	40	0
China-Australia College, Zhengzhou	36	22
Methodist College Kuala Lumpur, Kuala Lumpur	0	66
Saigon International College, Ho Chi Minh City	133	141
Shanghai International School, Shanghai	68	49
St Francis Methodist School, Singapore	29	16
Sunway College, Kuala Lumpur	0	529
Sunway University College, Johor Bahru	0	43
Western Australian International School System, Ho Chi Minh City	21	0
Yiwu Xinyi High School, Yiwu City	18	16
<b>Total students per year enrolled</b>	<b>484</b>	<b>1 003</b>

## Retention and participation

Table 15 shows the school registrations of secondary students in 2020. Approximately 190 000 students between academic Years 7 through to Year 12 were registered in Western Australia. As would be expected, the number of registered Year 12 students is less than the number of registered Year 11 students (27 337 compared to 31 051). This may be due to Year 12 students opting to participate in activities other than full-time schooling. Other registrations accounted for 4027 (2.1 per cent) of all secondary registrations.

**Table 15: 2020 Secondary Registrations (as at 30 October 2020)**

School Type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
<b>Government</b>	21 530	20 791	19 725	18 746	18 321	15 168	114 281
<b>Non-government</b>	13 242	13 591	12 788	12 349	12 030	10 868	74 868
<b>Other</b>	523	533	466	504	700	1 301	4 027
<b>Total</b>	<b>35 295</b>	<b>34 915</b>	<b>32 979</b>	<b>31 599</b>	<b>31 051</b>	<b>27 337</b>	<b>193 176</b>

\*School Type Other includes international and home education registrations.

Tables 16, 17 and 18 show that a total of 277 861 primary students were registered with an average of approximately 35 000 in each academic year, except Kindergarten, which is over 33 000.

**Table 16: 2020 Primary Registrations (K–2) (as at 30 October 2020)**

School Type	Kindergarten	Pre-primary	Year 1	Year 2	Total
Government	24 437	25 458	25 809	25 887	101 591
Non-government	8 390	8 629	8 892	8 982	34 893
Other	319	431	637	608	1 995
<b>Total</b>	<b>33 146</b>	<b>34 518</b>	<b>35 338</b>	<b>35 477</b>	<b>138 479</b>

**Table 17: 2020 Primary Registrations (3–6) (as at 30 October 2020)**

School Type	Year 3	Year 4	Year 5	Year 6	Total
Government	25 024	24 949	24 424	24 027	98 424
Non-government	9 278	9 540	9 917	10 103	38 838
Other	593	469	528	530	2 120
<b>Total</b>	<b>34 895</b>	<b>34 958</b>	<b>34 869</b>	<b>34 660</b>	<b>139 382</b>

**Table 18: 2020 Primary Registrations (K–6) (as at 30 October 2020)**

School Type	Kindergarten–Year 2	Years 3–6	Total
Government	101 591	98 424	200 015
Non-government	34 893	38 838	73 731
Other	1 995	2 120	4 115
<b>Total</b>	<b>138 479</b>	<b>139 382</b>	<b>277 861</b>

Table 19 shows the number of students born 1/7/2002–30/06/2004 registered with the Authority in 2020, including those undertaking programs other than full-time schooling.

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

**Table 19: 2020 Student Registrations Students Born 1/7/2002–30/6/2004 (as at 30 October 2020)**

	Date of Birth 1/7/2002–30/6/2003	Date of Birth 1/7/2003–30/6/2004
<b>A. Participating students</b>		
(i) Schooling		
• Government	15 194	17 449
• Non-government	11 027	11 845
• Home education	136	175
<b>Sub-total: participating students (i)</b>	<b>26 357</b>	<b>29 469</b>
(ii) Non-School (Notice of Arrangements)		
• TAFE/RTO (Form A)	1 461	967
• Apprenticeship/traineeship (Form ATRS)	774	339
• Employment (Form C)	402	161
• Combination of above (Form B)	58	28
• Pending (i.e. no learning program supplied)	159	77
<b>Sub-total: participating students (ii)</b>	<b>2 854</b>	<b>1 572</b>
<b>Sub-total (i) and (ii): participating students</b>	<b>29 211</b>	<b>31 041</b>
<b>B. Non-participating students</b>		
Includes students who have left secondary education, not re-registered, on cancelled Notices of Arrangements	1 135	502
<b>C. Other</b>		
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	869	549
<b>Total all students</b>	<b>31 215</b>	<b>32 092</b>

## ABORIGINAL/TORRES STRAIT ISLANDER STUDENT REGISTRATIONS

Table 20 shows the number of Aboriginal and Torres Strait Islander students born 1/7/2002–30/6/2004 registered with the Authority in 2020, including those undertaking activities other than full-time schooling.

**Table 20: Aboriginal and Torres Strait Islander 2020 Student Registrations Students Born 1/7/2002–30/6/2004**

	Date of Birth 1/7/2002–30/6/2003			Date of Birth 1/7/2003–30/6/2004		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
<b>A. Participating students</b>						
(i) Schooling						
• Government	0	110	995	25	1 318	7
• Non-government	0	44	298	32	413	2
• Home education	0	0	0	0	2	0
<b>Sub-total: participating students (i)</b>	<b>0</b>	<b>154</b>	<b>1 293</b>	<b>57</b>	<b>1 733</b>	<b>9</b>
(ii) Non-School (Notice of Arrangements)						
• TAFE/RTO (Form A)	0	15	72	2	41	0
• Apprenticeship/traineeship (Form ATRS)	0	1	7	0	4	0
• Employment (Form C)	0	2	15	0	6	0
• Combination of above (Form B)	0	0	3	0	0	0
• Pending (i.e. no learning program supplied)	0	0	10	1	2	0
<b>Sub-total: participating students (ii)</b>	<b>0</b>	<b>18</b>	<b>107</b>	<b>3</b>	<b>53</b>	<b>0</b>
<b>Sub-total (i) and (ii): participating students</b>	<b>0</b>	<b>172</b>	<b>1 400</b>	<b>60</b>	<b>1 786</b>	<b>9</b>
<b>B. Non-participating students</b>						
Includes students who have left secondary education, not re-registered, on cancelled or pending Notices of Arrangements	2	66	156	29	69	0
<b>C. Other</b>						
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	0	17	296	10	212	9
<b>Total all Aboriginal and Torres Strait Islander students</b>	<b>2</b>	<b>255</b>	<b>1 852</b>	<b>99</b>	<b>2 067</b>	<b>18</b>

### **Additional completion option for the WACE**

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

### **Syllabus review**

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

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

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

- Years 11 and 12 Aboriginal and Intercultural Studies (ATAR, General)
- Years 11 and 12 Ancient History (ATAR)
- Years 11 and 12 Animal Production Systems (ATAR)
- Years 11 and 12 Computer Science (ATAR)
- Years 11 and 12 Design (ATAR)
- Years 11 and 12 Drama (ATAR)
- Years 11 and 12 Economics (ATAR)
- Years 11 and 12 Engineering Studies (ATAR)

- Years 11 and 12 English as an Additional Language or Dialect (ATAR)
- Years 11 and 12 Geography (ATAR)
- Years 11 and 12 Human Biology (General)
- Years 11 and 12 Integrated Science (General)
- Years 11 and 12 Media Production and Analysis (ATAR)
- Years 11 and 12 Modern History (ATAR)
- Years 11 and 12 Music (ATAR)
- Years 11 and 12 Physical Education Studies (ATAR)
- Years 11 and 12 Plant Production Systems (ATAR)
- Years 11 and 12 Psychology (ATAR).

Due to the impact of COVID-19, the syllabus review process for the courses listed above was suspended until resumption was feasible. The review process for all these courses resumed in February 2021. Members of Curriculum Advisory Committees for the courses being reviewed continue to contribute advice and support in the review process. All the syllabuses being reviewed are still in the developmental phase, with the drafts of three courses (Years 11 and 12 Media Production and Analysis (ATAR), Years 11 and 12 Geography (ATAR), and Years 11 and 12 Drama (ATAR) released for public consultation. Feedback received will be used to finalise the revisions to the syllabuses.

A school-based practical assessment validation trial was conducted with 31 schools during March to May 2021 as part of the Physical Education Studies ATAR syllabus review process. The purpose of the trial was to determine the appropriateness of school-based practical assessment validation as a potential replacement for the external practical (performance) examination. Feedback received will inform the syllabus review process.

## Strategic priority 2: Examinations, testing and certification

### Examinations

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

#### 2021 ATAR course examination development

In December 2020 and early 2021, 276 examining panel members for 52 ATAR course examination panels were briefed regarding the development of the examination materials for the 2021 examinations. Each panel included examiners and independent reviewers. A curriculum specialist and a number of independent checkers who are separate from each panel's processes provide an additional layer of quality assurance.

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

By 30 June 2021, 52 ATAR course examination document sets (examination paper, marking keys, source booklets, recording information etc.) for the 2021 examinations had been received by Examination Development. All these documents had been checked by a curriculum specialist, and external editor and more than half of these documents had been checked by the Manager – Examination Development by 30 June 2021.

#### 2020 ATAR course examinations

For the 2020 school year, the Authority recorded that:

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

- a total of 14 255 students enrolled to sit one or more ATAR course examinations
- of the students who enrolled in four or more examinations, 79.7 per cent studied at a school in the metropolitan area. This compares with 10.7 per cent for students who studied at a country school
- the most frequent number of ATAR course examinations in which students were enrolled over the past six years was five
- more female students were enrolled to sit the examinations than males
- 892 Year 12 Aboriginal and Torres Strait Islander students were enrolled in at least one WACE course with the Authority in 2020. Of these students, 142 were enrolled to sit one or more ATAR course examinations
- not all candidates enrolled in an examination sat the examination. There were 1093 candidates absent from the written examinations (including Interstate Languages examinations).

See Appendix A for detailed data about 2020 ATAR course examinations.

#### Written examinations

The Authority conducted 82 separate written examinations comprising 52 ATAR course examinations and 30 Interstate Languages examinations. The ATAR course written examinations were held from Monday, 2 November to Friday, 20 November 2020. At least two, and at most five, examinations were conducted each day during the examination period.

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

Staff managing the examination process were supported by:

- examining panels – one for each ATAR course examination
- curriculum specialists – one for each ATAR course examination

- Special Examination Arrangements Committee
- Scott Griessel/Creatista Sickness/Misadventure Committee
- Breach of Examination Rules Committee
- Appeal to Breach of Examination Rules Committee
- Appeal to Special Examination Arrangements Committee.

### Practical examinations

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

Practical examinations were set and conducted in Western Australia in 19 ATAR courses and undertaken by 6620 candidates. Depending on the course, the practical examinations – worth between 25 per cent and 50 per cent of the combined ATAR course score – constituted a substantial portion of the final combined score.

The Authority also conducted 27 Interstate Languages practical examinations.

### Access for candidates with special examination provisions

A total of 762 applications for special examination provisions were received for 2020 (compared with 693 in 2019, 688 in 2018 and 676 in 2017). This represented 5.3 per cent (4.8 per cent in 2019, 4.5 per cent in 2018, 4.3 per cent in 2017) of the number of candidates who were enrolled to sit at least one ATAR course examination. When compared to the applications received in 2019, the greatest increases were in the categories of ADD/ADHD (53 per cent) and Hearing (50 per cent) with a decrease overall in Fine motor (16 per cent) and Vision applications (15 per cent).



Image: monkeybusinessimages via iStock

### **Breach of examination rules**

In 2020, the Breach of Examination Rules Committee found that 156 candidates had breached examination rules. There were 106 breaches for the practical examinations and 50 for the written examinations. Sixteen candidates appealed the committee's decision. The appeals process determined that 14 of these candidates had breached the examination rules.

### **Sickness/misadventure consideration**

In 2020, 634 applications were received for sickness/misadventure consideration, which represents an increase of 28.9 per cent on the number of applications received in 2019.

### **Checking of marks**

After receiving their statement of results, candidates had the opportunity to have their scripts checked to confirm that each question attempted had been awarded a mark and that the mark had been recorded correctly. Ninety-two candidates requested a results check, involving 169 written and practical examinations. No changes were made to an examination mark.

In the 2020 school year, 26 candidates applied to see a breakdown of their examination marks in 65 examinations. Another 51 candidates requested a copy of one or more of their examination scripts and 102 scripts were provided.

### **Vocational education and training (VET)**

In 2020, 16 042 Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12, compared with 15 496 in 2019. This equates to an overall 3.5 per cent increase in completed qualifications. In 2020, 3931 students achieved a Certificate III qualification and 1505 students achieved a Certificate IV qualification, compared to 3658 and 1192 respectively in 2019.

### **Student achievement of a WACE**

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

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

In 2020, there were 24 335 Year 12 students who were eligible for the WACE. Of these students, 22 265 (91.5 per cent) achieved the WACE.

**Table 21: Achievement of a WACE 2010–2020**

WACE status   Year	2010	2011	2012	2013	2014*	2015	2016	2017	2018	2019	2020
Number of WACE-eligible students	21 296	21 621	21 879	22 934	15 607	23 475	23 360	24 332	24 347	24 097	24 335
Number of WACE-eligible students who achieved a WACE	20 713	21 057	21 284	22 229	14 982	22 630	21 473	22 174	22 293	22 008	22 265
Percentage WACE-eligible students who achieved a WACE	97.3	97.4	97.0	96.9	96.0	96.4	91.9	91.1	91.6	91.3	91.5

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

Table 22 shows there were 715 Aboriginal and Torres Strait Islander students eligible for a WACE in 2020. Of these students, 506 (70.8 per cent) achieved a WACE.

**Table 22: Achievement of a WACE by Aboriginal and Torres Strait Islander Students 2010–2020**

WACE Status   Year	2010	2011	2012	2013	2014*	2015	2016	2017	2018	2019	2020
Number of WACE-eligible students	460	469	437	600	402	617	565	661	687	733	715
Number of WACE-eligible students who achieved a WACE	422	432	407	558	372	553	417	459	494	511	506
Percentage WACE-eligible students who achieved a WACE	91.7	92.1	93.1	93.0	92.5	89.6	73.1	69.4	71.9	69.7	70.8

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

### **Special considerations**

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

The WACE Requirements Special Considerations Committee's role is to review situations where students are not eligible to meet, or have not met, WACE requirements due to exceptional circumstances which are out of the control of either the school or the student. The committee met in mid-November to consider 15 applications from nine schools. In addition, the committee also considered four applications from four schools out of session. The committee approved 19 applications, which meant that these students were granted a WACE, despite not meeting all the requirements to achieve the WACE.

The VET WACE Requirements Special Considerations Committee considers and assesses applications for special consideration where Year 12 students have been unable to meet the WACE requirements as a result of issues relating to VET. In 2020, applications from 12 schools on behalf of 21 eligible students were received. Applications were considered by the committee at a meeting held in early November, and out-of-session. The committee approved 17 students to be granted special consideration. Applications for special consideration for four students were not approved.

### **Exhibitions and awards**

A total of 3938 exhibitions and awards were granted to 3566 students, with some students receiving multiple exhibitions and awards.

The Minister for Education and Training announced the recipients of the Beazley Medals at Government House on Tuesday, 22 December 2020. The

full list of award winners was published on the Authority website on the same day.

Ninety award recipients were invited to be presented with their awards at a ceremony held at the Perth Convention and Exhibition Centre on Monday, 29 March 2021. The five Western Australian universities jointly sponsored the Beazley Medal: WACE. AustralianSuper sponsored the Beazley Medal: VET.

### **Online Literacy and Numeracy Assessment (OLNA)**

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

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

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

Schools use the OLNA results to:

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

### **Implementation of the OLNA**

Students from Years 10 to 12 who had not demonstrated the minimum standard in reading, writing and/or numeracy were required to sit the OLNA. The OLNA was administered twice to these year groups during the reporting period, in September 2020 and March 2021.

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

Approximately 12 000 numeracy assessments, 9200 reading assessments and 11 900 writing assessments were completed by students during the September 2020 round. Approximately 18 200 numeracy assessments, 13 600 reading assessments and 15 600 writing assessments were completed by students during the March 2021 round.

Cumulatively, this meant that in the two testing periods (September and March) approximately 80 500 assessments were undertaken. Support was provided to schools through the Authority's regular communications with schools advising about test logistic requirements, deadlines and technical matters. During the test windows, the Authority's OLNA helpdesk assisted schools to overcome any technical issues. The Authority recorded 124 breaches of the OLNA rules. This consisted of 64 breaches in September 2020 and 60 in March 2021, representing 0.1 per cent of all OLNA assessments undertaken by students.

### **Student performance in the OLNA**

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

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

### **National Assessment Program – Literacy and Numeracy (NAPLAN)**

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

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

In March of 2020, the NAPLAN assessment scheduled to be administered in May 2020 was cancelled by the State and Territory Education Ministers due to the impact on schools of COVID-19. As a result, there was no NAPLAN data reported in September of 2020, and Year 9 students were given the opportunity to sit the OLNA in August 2020 in order to be eligible to prequalify for the minimum standard in literacy and numeracy for the WACE.

## Strategic priority 3: Communication, engagement and partnerships

### Communication

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

### Web presence

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

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

### COVID-19

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

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

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

As communicated to school leaders by Professor Garnett, the COVID-19 pages on the Authority website will continue to be the Authority's key point of communication and advice in relation to the pandemic ([www.scsa.wa.edu.au/curriculum-assessment-covid-19](http://www.scsa.wa.edu.au/curriculum-assessment-covid-19)).

### Webinars

Communication with teachers in rural, remote and international locations was supported through webinars using the Webex platform, which has been useful given the impact of COVID-19. Training and information sessions provided via video conference offered an alternative to school visits during the pandemic. Webinars also allowed Authority staff to provide timely feedback and advice to schools and teachers. This has included augmenting the online meetings with other support and collaboration tools including Alchemer, Vimeo and use of the Canvas Learning Management System.

Webex Meetings continue to add functionality that has expanded and improved the collaborative processes during online and hybrid (live and online combined) meetings. The number of meeting spaces has also been increased within the Authority's offices to enable more meetings to run in a hybrid capacity.

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

### Social media

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

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

### Publications

The Authority's approach to publishing has continued to focus on reader engagement and increased accessibility. Key publications of 2020–21 include the:

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

- Judging Standards materials (achievement standards, assessment pointers, annotated work samples) for Pre-primary to Year 6
- Achievement Standards, assessment pointers, and annotated work samples for Years 7 to 10 Languages
- Kindergarten to Year 10 curriculum support materials
- 2021 School Leader Briefings slides
- Activities Schedule and Term Planner
- *Data Procedures Manual*
- *Student Registration Procedures Manual (Primary)*.

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

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

### Queries

Stakeholders are encouraged to send queries to the Authority through [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au) and 2637 queries were responded to in the reporting period. This compares to 2689 queries during 2019–20.

### Student Records Management System (SRMS)

To meet its legislative functions, the Authority developed the Student Records Management System (SRMS) during 2018–2021 to manage K–12 student records. The SRMS uses the current Student Information Records System (SIRS) data for schools, including student registrations, course enrolments and achievements and retains the functions and reporting currently provided to schools through SIRS.

The Authority has adopted a transitional approach to the implementation of the SRMS, releasing components gradually. SIRS and the SRMS are operating

in parallel to assist with the transition process. The SRMS project was disrupted by COVID-19, causing delays in the piloting and deployment of various components. The timeline was revised to ensure implementation of the SRMS in a timely manner, with minimal impact on school operations.

Since 2019, Year 12 students have used the SRMS student portal to check their personal details, course enrolments, complete their *Student Declaration and Permission* and, if enrolled in an ATAR course, view their personalised written and practical examination timetables, and achievements. Students are able to securely download digital copies of their WACE and WASSA from the student portal. In addition, they can download their Australian Tertiary Admission Rank (ATAR) course reports, ATAR examination results and Awards, if any. Since 2020, the Authority no longer prints and distributes paper certificates. Students have lifelong access to their digital certificates and employers or educational institutions can verify achievement of the WACE when presented with an electronic copy. In February 2021, the Authority uploaded digital WACE and WASSA certificates to the student portal for students who graduated school from 2016 onwards.

The SRMS module for online applications for ATAR English as an Additional Language or Dialect (EAL/D) eligibility has been operational since the end of October 2019. Students submit an online application via the student portal, the teacher and school endorse applications in the SRMS, and then the Authority determines the student's eligibility to enrol in the ATAR EAL/D course in the SRMS. The student can view their eligibility status in the student portal and the school can check on the status of applications in the SRMS. ATAR EAL/D eligibility resources, including information for parents and a checklist – both translated into 14 languages – are available on the Authority website.

Examination Logistics used the Music Editor module to successfully prepare the 2020 Music practical examination timetable.

The module for the ATAR course examination development is in a transitional stage. Six courses are included for the pilot and, over the next two to three years, the number of course examinations developed using this module will increase.

The SRMS Dashboard, initially piloted with 25 schools at the end of 2019, was extended in Term 4, 2020, with an invitation to 'opt-in' to the pilot. Currently, there are 220 secondary schools registered in the SRMS. User guides, PowerPoint resources and a dashboard video were provided to assist secondary schools.

The Year 11 Equivalent Studies module was made available to all secondary schools in Term 4, 2020. Year 11 Equivalent Studies applications are submitted electronically in the SRMS. A relevant note on the Authority website and in the *Data Procedures Manual* reflects this.

In September 2020, the Authority conducted a pilot of online applications for permission to enrol in a WACE language course. The pilot involved four schools from all education systems/sectors and was very successful, with good feedback received from the students and teachers involved. A number of enhancements that were identified in the pilot were incorporated. A demonstration of the online languages module took place on 25 and 26 May, 2021 to Language teachers. A video recording of the demonstration was made available to any Language teachers who were unable to attend the demonstration. Full implementation of this module took place on 14 June 2021, with resources available for students and schools on the Authority website.

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

## Engagement and Partnerships

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

### Stakeholder consultation

Stakeholders the Authority regularly consulted included, but are not limited to: the Department of Education, Association of Independent Schools of WA, Catholic Education WA, Anglican Schools Commission, Department of Training and Workforce Development, universities, the Western Australian Council of State School Organisations and Catholic School Parents Western Australia.

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

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

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

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

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

### Support

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

### 2020 Student Information Records System (SIRS) Training

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

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

### 2021 School leader briefings

The Executive Director – SCS and executive team delivered twelve key messages briefings about the *Outline* for Years 7–10 and the WACE 2021 to 1193 school leaders across Western Australia.

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

### Teacher seminars and workshops

#### Small Group Moderation Seminars

In 2021, the Authority provided two face-to-face seminars and one online seminar through the Webex platform during Term 1 to assist senior

secondary teachers delivering Year 12 ATAR courses that require their school to take part in the small group moderation process.

The face-to-face seminars were attended by 37 teachers and the online seminar was attended by nine teachers, with representation from across the education systems/sectors.

### Meeting WACE Requirements Seminars

In 2021 the Authority conducted 12 face-to-face seminars attended by 160 teachers, and two online seminars through Webex with 26 teachers participating, with representation from across the education systems/sectors. The seminars were provided for:

- schools that are offering a course for the first time in 2021
- schools that are reintroducing a course
- teachers delivering one or more WACE courses for the first time in 2021 (e.g. graduate teachers, teachers who have not previously taught Years 11 or 12, teachers whose past experience has been interstate or overseas)
- new school leaders to assist schools in meeting the WACE requirements in 2021.

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

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

### Improving student performance workshops

The Authority provided Improving student performance workshops in Semester 1, 2021 to support participants to develop their understandings of syllabus content, course standards and assessment task design. Workshops were held for English, Media Production and Analysis and Interstate Languages.

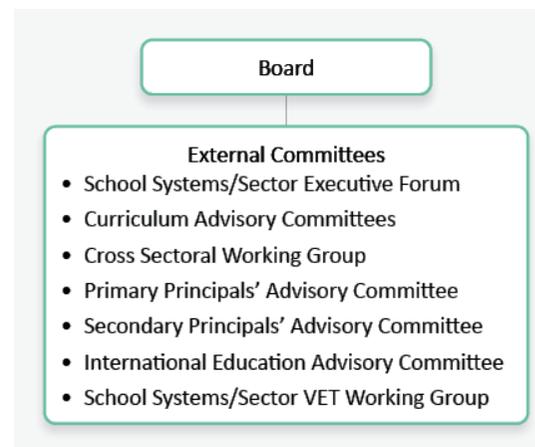
**Table 23: Improving student performance workshops 2021**

Course	Workshops	Participants
English	4 metropolitan meetings	124
	1 regional meeting	25
	1 Webex	55
Media Production and Analysis	2 Webex	29
Interstate Languages	1 metropolitan meeting	8

### External committees (non-statutory)

In 2020–21, the Board convened several external committees to ensure responsiveness to the needs of its key stakeholders.

**Figure 4: External Committees**



### Curriculum Advisory Committees (CACs)

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

Importantly, the CACs cover each phase of learning:

- Early Childhood (Kindergarten–Year 2): one committee provides advice on the Western Australian curriculum (Kindergarten–Year 2), including the *Kindergarten Curriculum Guidelines* and the *Early Years Learning Framework*
- Middle to Late Childhood (Years 3–6): one committee provides advice on the Western Australian Curriculum (Years 3–6)
- Early and Middle Adolescence (Years 7–10): eight committees provide advice on each of the eight learning areas – English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies and The Arts
- Late Adolescence and Early Adulthood (Years 11 and 12): these committees provide advice on senior school courses and programs.

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

- the Western Australian curriculum Kindergarten to Year 12
- the Principles of Teaching, Learning and Assessment
- the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- external assessments (NAPLAN, OLNA, ESTs and ATAR course examinations)

- assessment and moderation – Pre-primary to Year 2, Years 3 to 6, Years 7 to 10, Years 11 and 12
- the WACE syllabus requirements
- the Australian Curriculum
- trends and emerging issues pertaining to Kindergarten to Year 12 curriculum and assessment.

In 2020–21, the Authority held 95 CAC meetings encompassing the K–Year 2 CAC (Early Childhood), Years 3–6 CAC (Middle Childhood), Years 7–10 CACs (Early Adolescence) and Years 11 and 12 CACs (Late Adolescence).

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

The committee meetings held in the second half of 2020 were affected by the impact of COVID-19 with many meetings being postponed or held via Webex.



## Section 3: Significant issues impacting the agency



Image: Imgorthand via iStock



Image: triloks via iStock

## Delivery of Western Australian curriculum to overseas schools

In the 2020–2021 financial year, the Authority continued work to expand its international education program in response to demand from overseas schools. A desired outcome of the expansion is to build a pipeline of offshore WACE graduates seeking to come onshore to Western Australia for further study when international travel resumes.

Twenty-five schools have been approved under the expansion located in China, Japan, Lithuania, Malaysia, South Korea, Sri Lanka, Thailand and Vietnam. The commencement dates for the implementation of the Western Australian curriculum in a portion of these schools is yet to be determined. Factors influencing the commencement dates for Western Australian curriculum implementation include the ongoing impact of COVID-19. The Authority is mindful of the challenges of these impacts on overseas schools and continues to provide support.

The Authority is also working to diversify the markets in which approved overseas schools are located and is piloting a second set of ATAR course external examinations in March–April 2022.



Section 4: Disclosures and legal compliance

Image: Scott Griessel/Creatista via iStock



## Financial Statements

### Certification of Financial Statements

**For the reporting period ended 30 June 2021**

The accompanying financial statements of the School Curriculum and Standards Authority have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the reporting period ended 30 June 2021 and the financial position as at 30 June 2021.

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

Handwritten signature of Patrick Garnett in black ink.

Emeritus Professor Patrick Garnett

*Chair*

23 September 2021

Handwritten signature of Philippa Beamish Burton in black ink.

Philippa Beamish Burton

*Chief Finance Officer*

23 September 2021



## Auditor General

INDEPENDENT AUDITOR'S OPINION  
2021  
School Curriculum and Standards Authority

To the Parliament of Western Australia

### Report on the audit of the financial statements

#### Opinion

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

- the Statement of Financial Position at 30 June 2021, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended
- Notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements are:

- based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the School Curriculum and Standards Authority for the year ended 30 June 2021 and the financial position at the end of that period
- in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

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7<sup>th</sup> Floor Albert Facey House 469 Wellington Street Perth MAIL TO: Perth BC PO Box 8489 Perth WA 6849 TEL: 08 6557 7500

### Basis for opinion

I conducted my audit in accordance with the Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of my report.

I am independent of the Authority in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional & Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial statements. I have also fulfilled my other ethical responsibilities in accordance with the Code.

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

### Responsibilities of the Board for the financial statements

The Board is responsible for:

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

In preparing the financial statements, the Board is responsible for:

- assessing the entity's ability to continue as a going concern
- disclosing, as applicable, matters related to going concern
- using the going concern basis of accounting unless the Western Australian Government has made policy or funding decisions affecting the continued existence of the Authority.

## Auditor's responsibilities for the audit of the financial statements

As required by the *Auditor General Act 2006*, my responsibility is to express an opinion on the financial statements. The objectives of my audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.

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

## Report on the audit of controls

### Opinion

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

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

In my opinion, in all material respects, the controls exercised by the School Curriculum and Standards Authority are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2021.

### The Board's responsibilities

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

### Auditor General's responsibilities

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

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

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

### Limitations of controls

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

## Report on the audit of the key performance indicators

### Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2021. The key performance indicators are the Under Treasurer-approved key effectiveness indicators and key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of the School Curriculum and Standards Authority are relevant and appropriate to assist users to assess the Authority's performance and fairly represent indicated performance for the year ended 30 June 2021.

### **The Board's responsibilities for the key performance indicators**

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

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

### **Auditor General's responsibilities**

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

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

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

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

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

### Other information

The Board is responsible for the other information. The other information is the information in the entity's annual report for the year ended 30 June 2021, but not the financial statements, key performance indicators and my auditor's report.

My opinions do not cover the other information and, accordingly, I do not express any form of assurance conclusion thereon.

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

This auditor's report relates to the financial statements, controls and key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2021 included on the Authority's website. The Authority's management is responsible for the integrity of the Authority's website. This audit does not provide assurance on the integrity of the Authority's website. The auditor's report refers only to the financial statements, controls and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements, controls or key performance indicators. If users of the financial statements, controls and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version of the financial statements, controls and key performance indicators.



Grant Robison  
Assistant Auditor General Financial Audit  
Delegate of the Auditor General for Western Australia  
Perth, Western Australia  
23 September 2021

## Statement of Comprehensive Income

For the year ended 30 June 2021

	Notes	2020–21 \$'000	2019–20 \$'000
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	2.1	22,668	20,177
Supplies and services	2.2	15,966	14,219
Depreciation and amortisation expense	4.1.1, 4.2.1	418	436
Other expenses	2.2	(1)	1
<b>Total cost of services</b>		<b>39,051</b>	<b>34,833</b>
<b>Income</b>			
<b>Revenue</b>			
User contributions, charges and fees	3.2	1,422	1,177
Grants and contributions	3.3	49	51
Recoveries for National testing	3.4	-	1,567
Other revenue	3.5	105	69
<b>Total revenue</b>		<b>1,576</b>	<b>2,864</b>
<b>Total income other than income from State Government</b>		<b>1,576</b>	<b>2,864</b>
<b>NET COST OF SERVICES</b>		<b>37,475</b>	<b>31,969</b>
<b>Income from State Government</b>	3.1		
Service appropriation		558	1,004
Income from other public sector entities		250	250
Services received free of charge		36,877	30,948
<b>Total income from State Government</b>		<b>37,685</b>	<b>32,202</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>210</b>	<b>233</b>
<b>OTHER COMPREHENSIVE INCOME</b>		-	-
<b>TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD</b>		<b>210</b>	<b>233</b>

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

## Statement of Financial Position

As at 30 June 2021

	Notes	2020–21 \$'000	2019–20 \$'000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	6.1	1,798	4,763
Receivables	5.1	32	19
<b>Total Current Assets</b>		<b>1,830</b>	<b>4,782</b>
<b>Non-Current Assets</b>			
Amounts receivable for services	5.2	1,562	1,004
Property, plant and equipment	4.1	752	1,016
Intangible assets	4.2	3,252	848
<b>Total Non-Current Assets</b>		<b>5,566</b>	<b>2,868</b>
<b>TOTAL ASSETS</b>		<b>7,396</b>	<b>7,650</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	5.3	10	3,032
<b>Total Current Liabilities</b>		<b>10</b>	<b>3,032</b>
<b>NET ASSETS</b>		<b>7,386</b>	<b>4,618</b>
<b>EQUITY</b>			
Contributed equity	8.7	6,986	4,428
Accumulated surplus/(deficit)		400	190
<b>TOTAL EQUITY</b>		<b>7,386</b>	<b>4,618</b>

## Statement of Changes in Equity

For the year ended 30 June 2021

		Contributed equity	Accumulated surplus/(deficit)	Total equity
	Notes	\$'000	\$'000	\$'000
<b>Balance at 1 July 2019</b>	8.7	4,428	(43)	<b>4,385</b>
Surplus/(deficit)		-	233	233
Total comprehensive income for the period		-	233	<b>233</b>
<b>Balance at 30 June 2020</b>		<b>4,428</b>	<b>190</b>	<b>4,618</b>
<b>Balance at 1 July 2020</b>	8.7	4,428	190	<b>4,618</b>
Transfer of net assets from other agencies		2,558	-	2,558
Surplus/(deficit)		-	210	210
Total comprehensive income for the period		-	210	<b>210</b>
<b>Balance at 30 June 2021</b>		<b>6,986</b>	<b>400</b>	<b>7,386</b>

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

## Statement of Cash Flows

For the year ended 30 June 2021

	Notes	2020–21 \$'000	2019–20 \$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Funds from other public sector entities		250	500
<b>Net cash provided by State Government</b>		<b>250</b>	<b>500</b>
Utilised as follows:			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employees benefits		(17)	(13)
Supplies and services		(4,752)	(213)
GST payments on purchases		(13)	(4)
GST payment to taxation authority		(84)	(209)
<b>Receipts</b>			
User contribution, charges and fees		1,483	1,177
Grants and contributions		49	51
Recoveries for National testing		-	1,567
GST receipts on sales		93	224
Other receipts		26	54
<b>Net cash provided by/(used in) operating activities</b>		<b>(3,215)</b>	<b>2,634</b>
Net increase/(decrease) in cash and cash equivalents		(2,965)	3,134
Cash and cash equivalents at the beginning of the period		4,763	1,629
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	6.1	<b>1,798</b>	<b>4,763</b>

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

## Notes to the Financial Statements

### For the year ended 30 June 2021

#### NOTE 1. BASIS OF PREPARATION

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

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

These annual financial statements were authorised for issue by the Accountable Authority of the entity on 23 September 2021.

#### Statement of compliance

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

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

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

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

#### Reporting entity

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

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

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

#### Basis of preparation

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

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

### Comparative figures

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

### Judgements and estimates

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

### Contributed equity

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

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

## NOTE 2. USE OF OUR FUNDING

### Expenses incurred in the delivery of services

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

	Notes	2020–21	2019–20
		\$'000	\$'000
Employee benefits expenses <sup>(a)</sup>	2.1	22,668	20,177
Other expenses	2.2	15,965	14,220

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

### 2.1 EMPLOYEE BENEFITS EXPENSE

	2020–21	2019–20
	\$'000	\$'000
Wages and salaries <sup>(a)</sup>	20,686	18,389
Superannuation <sup>(b)</sup>	1,982	1,788
<b>Total employee benefits expense</b>	<b>22,668</b>	<b>20,177</b>
Add: AASB 16 Non-monetary benefits	1	1
Less: Employee contributions	-	-
<b>Net employee benefits</b>	<b>22,669</b>	<b>20,178</b>

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

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

### Wages and salaries

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

### Superannuation

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

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

The Authority does not recognise any defined benefit liabilities because it has no legal or constructive obligation to pay future benefits relating to its employees. The Liabilities for the unfunded Pension Scheme and the unfunded GSS transfer benefits attributable to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS obligations are funded by concurrent contributions made by the Authority to the GESB.

The GESB and other fund providers administer public sector superannuation arrangements in Western Australia in accordance with legislative requirements. Eligibility criteria for membership in particular schemes for

public sector employees vary according to commencement and implementation dates.

## 2.2 OTHER EXPENSES

	2020-21	2019-20
	\$'000	\$'000
<b>Supplies and services</b>		
Communication services	186	276
Consumables	514	415
Consumables - Utilities	59	47
Equipment purchases (\$4 999 and below)	259	125
Insurance	296	272
Repairs and maintenance	133	147
Markers fees <sup>(a)</sup>	5,096	4,498
Supervisors fees <sup>(a)</sup>	1,603	1,188
Examiners fees <sup>(a)</sup>	956	931
Services and contracts <sup>(a)</sup>	2,970	1,849
Services and contracts - property	2,418	2,878
Staff-related expense	29	40
Travel	119	251
Other	1,328	1,302
<b>Total supplies and services expenses</b>	<b>15,966</b>	<b>14,219</b>
<b>Other expenditures</b>		
Expected credit losses expense	(1)	1
<b>Total other expenditures</b>	<b>(1)</b>	<b>1</b>
<b>Total other expenses</b>	<b>15,965</b>	<b>14,220</b>

(a) Services and contracts for 2019-20 has been restated (previously \$8.466 million) with \$4.498 million now included within markers fees (previously \$0), \$1.188 million now included within supervisors fees (previously \$0) and \$0.931 million now included within examiners fees (previously \$0).

### Supplies and services

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

### Repairs and maintenance

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

### Other

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

## NOTE 3. OUR FUNDING SOURCES

### How we obtain our funding

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

		2020–21	2019–20
	Notes	\$'000	\$'000
Income from State Government	3.1	37,685	32,202
User contributions, charges and fees	3.2	1,422	1,177
Grants and contributions	3.3	49	51
Recoveries for National testing	3.4	-	1,567
Other revenue	3.5	105	69

## 3.1 INCOME FROM STATE GOVERNMENT

	2020–21	2019–20
	\$'000	\$'000
<b>Appropriation received during the period (non-cash):</b>		
Service appropriation <sup>(a)</sup>	558	1,004
	<b>558</b>	<b>1,004</b>
<b>Income received from other public sector entities during the period:</b>		
State grants - recurrent <sup>(b)</sup>	250	250
	<b>250</b>	<b>250</b>
<b>Services received free of charge from other State government agencies during the period:</b>		
Department of Education <sup>(c)</sup>	36,865	30,935
Department of Finance	12	13
	<b>36,877</b>	<b>30,948</b>
	<b>37,685</b>	<b>32,202</b>

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

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

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

### 3.2 USER CONTRIBUTIONS, CHARGES AND FEES

	2020–21	2019–20
	\$'000	\$'000
Fees from examination related services	469	421
Fees from overseas full fee paying students	953	756
<b>Total Fees</b>	<b>1,422</b>	<b>1,177</b>

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

#### Contributions, charges and fees

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

### 3.3 GRANTS AND CONTRIBUTIONS

	2020–21	2019–20
	\$'000	\$'000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	49	51
<b>Total Grants and Contributions</b>	<b>49</b>	<b>51</b>

### 3.4 RECOVERIES FOR NATIONAL TESTING

	2020–21	2019–20
	\$'000	\$'000
Recovery for NAPLAN testing from non-government Western Australian system and sector <sup>(a)</sup>	-	1,567
<b>Total Recoveries for National Testing</b>	<b>-</b>	<b>1,567</b>

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

### 3.5 OTHER REVENUE

	2020–21	2019–20
	\$'000	\$'000
<b>Other</b>		
Other miscellaneous revenue	6	19
Sale of goods and services	99	50
<b>Total Other Revenue</b>	<b>105</b>	<b>69</b>

#### Other revenue

Other Revenue is recognised in the accounting period in which the relevant performance obligations have been satisfied.

### NOTE 4. KEY ASSETS

#### Assets the Authority utilises for economic benefit or service potential

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

		2020–21	2019–20
	Notes	\$'000	\$'000
Property, plant and equipment	4.1	752	1,016
Intangibles	4.2	3,252	848
<b>Total key assets</b>		<b>4,004</b>	<b>1,864</b>

#### 4.1 PROPERTY, PLANT AND EQUIPMENT

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

	Carrying amount at start of the period	Additions	Disposals	Transferred to land & buildings held for distribution to owner	Transferred from land & buildings held for distribution to owner	Transferred to/from works in progress	Revaluation	Impairment losses	Depreciation	Transfers/ Adjustments /Write-offs	Carrying amount at the end of the period
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>2020–21</b>											
Computers	14	-	-	-	-	-	-	-	(13)	(1)	-
Furniture and Fittings	1,002	-	-	-	-	-	-	-	(251)	1	752
<b>Total</b>	<b>1,016</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(264)</b>	<b>-</b>	<b>752</b>

#### Initial recognition

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

#### Subsequent measurement

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

#### 4.1.1 DEPRECIATION AND IMPAIRMENT

##### Charge for the period

	2020–21	2019–20
	\$'000	\$'000
<b>Depreciation</b>		
Computers	13	34
Furniture and Fittings	251	260
<b>Total depreciation for the period</b>	<b>264</b>	<b>294</b>

As at 30 June 2021 there were no indications of impairment to property, plant and equipment.

All surplus assets at 30 June 2021 have either been classified as assets held for sale or have been written-off.

##### Finite useful lives

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

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

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

##### Impairment

Non-financial assets, including items of plant and equipment, are tested for impairment whenever there is an indication that an asset may be impaired. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount,

the asset is considered to be impaired and is written down to the recoverable amount and the impairment loss is recognised.

Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit or loss.

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

As the Authority is a not-for-profit entity, the recoverable amount of regularly revalued specialised assets is anticipated to be materially the same as fair value.

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

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling, or where there is significant change in useful life. Each relevant class of asset is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of the asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

## 4.2 INTANGIBLE ASSETS

	2020–21	2019–20
	\$'000	\$'000
<b>Computer software</b>		
At cost	5,445	5,445
Accumulated amortisation	(5,235)	(5,081)
	<b>210</b>	<b>364</b>
Work in progress - Intangible internally generated <sup>(a)</sup>	3,042	484
	<b>3,042</b>	<b>484</b>
<b>Total intangible assets</b>	<b>3,252</b>	<b>848</b>
<b>Reconciliations:</b>		
<b>Computer software</b>		
Carrying amount at start of period	364	1
Transferred from work in progress	-	504
Amortisation expense	(154)	(141)
Carrying amount at end of period	<b>210</b>	<b>364</b>
Work in progress - Intangible internally generated <sup>(a)</sup>	3,042	484
	<b>3,252</b>	<b>848</b>

(a) The work in progress relates to the Student Records Management System. \$2,558,000 was previously included in the Department of Education's work in progress however it was transferred to the Authority in 2020–21. See also Note 8.7 Equity.

### Initial recognition

Acquisitions of intangible assets costing \$50,000 or more and internally generated intangible assets costing \$50,000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful lives. Costs

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

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

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

### Subsequent measurement

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

#### 4.2.1 AMORTISATION AND IMPAIRMENT

	2020–21	2019–20
	\$'000	\$'000
<b>Amortisation</b>		
Intangible assets	154	142
<b>Total amortisation for the period</b>	<b>154</b>	<b>142</b>

As at 30 June 2021 there were no indications of impairment to intangible assets.

The Authority held no goodwill or intangible assets with an indefinite useful life during the reporting period.

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

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

Software	3 Years
Student Information and Records System	7–10 Years

### Impairment

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

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

### NOTE 5. OTHER ASSETS AND LIABILITIES

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

		2020–21	2019–20
	Notes	\$'000	\$'000
Receivables	5.1	32	19
Amounts receivable for services	5.2	1,562	1,004
Payables	5.3	10	3,032

### 5.1 RECEIVABLES

	2020–21	2019–20
	\$'000	\$'000
<b>Current</b>		
Trade receivables	32	20
Allowance for impairment of trade receivables	-	(1)
<b>Total current</b>	<b>32</b>	<b>19</b>
<b>Total receivables</b>	<b>32</b>	<b>19</b>

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

### 5.2 AMOUNTS RECEIVABLE FOR SERVICES

	2020–21	2019–20
	\$'000	\$'000
Non-current	1,562	1,004
<b>Balance at end of period</b>	<b>1,562</b>	<b>1,004</b>

Amounts receivable for services represents the non-cash component of service appropriations (depreciation and amortisation for 2020–21 (\$418,000) and 2019–20 (\$140,000)).

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

### 5.3 PAYABLES

	2020–21	2019–20
	\$'000	\$'000
<b>Current</b>		
Trade and other payables	-	3
GST payable	9	14
Accrued expenses <sup>(a)</sup>	1	3,015
<b>Total current</b>	<b>10</b>	<b>3,032</b>
<b>Balance at end of period</b>	<b>10</b>	<b>3,032</b>

(a) In 2019–20, there was an accrual for \$3,015,000 relating to an operational invoice.

### Payables

Payables are recognised at the amounts payable when the Authority becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as settlement is generally within 20 days.

## NOTE 6. FINANCING

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

	Notes
Cash and cash equivalents	6.1
Capital commitments	6.2

### 6.1 CASH AND CASH EQUIVALENTS

	2020–21	2019–20
	\$'000	\$'000
Cash and cash equivalents	1,798	4,763
<b>Total cash and cash equivalents</b>	<b>1,798</b>	<b>4,763</b>

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

### 6.2 CAPITAL COMMITMENTS

	2020–21	2019–20
	\$'000	\$'000
<b>Capital expenditure commitments</b>		
<b>Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:</b>		
Within 1 year	289	243
Later than 1 year and not later than 5 years	-	123
Later than 5 years	-	-
	<b>289</b>	<b>366</b>
<b>The capital commitments include amounts for:</b>		
Student Records Management System	289	366
	<b>289</b>	<b>366</b>

## NOTE 7. RISKS AND CONTINGENCIES

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

	Notes
Financial instruments	7.1
Contingent assets and liabilities	7.2

### 7.1 FINANCIAL INSTRUMENTS

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

	2020–21	2019–20
	\$'000	\$'000
<b>Financial Assets</b>		
Cash and cash equivalents	1,798	4,763
Receivables <sup>(a)</sup>	32	19
<b>Total financial assets</b>	<b>1,830</b>	<b>4,782</b>
<b>Financial Liabilities</b>		
Payables <sup>(b)</sup>	10	3,032
<b>Total financial liabilities</b>	<b>10</b>	<b>3,032</b>

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(b) In 2019–20, there was an accrual for \$3,015,000 relating to an operational invoice.

### 7.2 CONTINGENT ASSETS AND LIABILITIES

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

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

There were nil contingent assets and liabilities as at 30 June 2021 (30 June 2020: nil).

#### NOTE 8. OTHER DISCLOSURES

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

	<b>Notes</b>
Events occurring after the end of the reporting period	8.1
Key management personnel	8.2
Related party transactions	8.3
Affiliated bodies	8.4
Remuneration of auditors	8.5
Services provided free of charge	8.6
Equity	8.7
Explanatory statement	8.8

#### 8.1 EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

There have been no material events occurring after 30 June 2021.

#### 8.2 KEY MANAGEMENT PERSONNEL

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

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

<b>Compensation Band (\$)</b>	<b>2020-21</b>	<b>2019-20</b>
\$310 001 - \$320 000	1	-
\$300 001 - \$310 000	-	1
\$240 001 - \$250 000	1	-
\$220 001 - \$230 000	-	1
\$200 001 - \$210 000	1	1
\$40 001 - \$50 000	1	1
\$20 001 - \$30 000	6	8 <sup>(a)</sup>
\$10 001 - \$20 000	2 <sup>(a)</sup>	-
\$0 - \$10 000	2 <sup>(a)</sup>	2 <sup>(a)</sup>
	<b>\$'000</b>	<b>\$'000</b>
Short term employee benefits	870	861
Post employment benefits	95	95
Other long term benefits	31	21
<b>Total compensation of senior officers</b>	<b>996</b>	<b>977</b>

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

### 8.3 RELATED PARTY TRANSACTIONS

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

Related parties of the Authority include:

- all cabinet ministers and their close family members, and their controlled or jointly controlled entities;
- all senior officers and their close family members, and their controlled or jointly controlled entities;
- other departments and statutory authorities, including related bodies, that are included in the whole of government consolidated financial statements. Such transactions include:
  - > work in progress transferred from the Department of Education to the Authority (Notes 4.2 and 8.7); and
  - > services received free of charge from other state government agencies (Note 3.1);
- associates and joint ventures, that are included in the whole of government consolidated financial statements; and
- the Government Employees Superannuation Board (GESB).

#### Material transactions with other related parties

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

### 8.4 AFFILIATED BODIES

The Authority had no affiliated bodies.

### 8.5 REMUNERATION OF AUDITORS

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

	2020–21	2019–20
	\$'000	\$'000
Auditing the accounts, financial statements and key performance indicators	43	43

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

The expenses for the 2020–21 audit of the financial statements is included in Note 2.2 'Other Expenses'.

### 8.6 SERVICES PROVIDED FREE OF CHARGE

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

	2020–21	2019–20
	\$'000	\$'000
Department of Training and Workforce Development	1	1
	<b>1</b>	<b>1</b>

## 8.7 EQUITY

	2020–21	2019–20
	\$'000	\$'000
<b>Contributed equity</b>		
Balance at start of period	4,428	4,428
Transfer of net assets from other agencies: Department of Education <sup>(a)</sup>	2,558	-
<b>Total contributions by owners</b>	<b>6,986</b>	<b>4,428</b>
<b>Balance at end of period</b>	<b>6,986</b>	<b>4,428</b>
<b>Accumulated surplus</b>		
Balance at start of the year	190	(43)
Result for the period	210	233
<b>Balance at the end of the year</b>	<b>400</b>	<b>190</b>
<b>Total equity at end of the period</b>	<b>7,386</b>	<b>4,618</b>

- (a) The work in progress relates to the Student Records Management System. \$2,558,000 was previously included in the Department of Education's work in progress however it was transferred to the Authority in 2020–21.

## 8.8 EXPLANATORY STATEMENT

All variances between annual estimates (original budget) and actual results for 2021, and between the actual results for 2021 and 2020 are shown below. Narratives are provided for key major variances which are greater than 10% and 1% of Total Cost of Services for the Statement of Comprehensive Income and Statement of Cash Flows, and are greater than 10% and 1% of Total Assets for the Statement of Financial Position.

## 8.9 EXPLANATORY STATEMENT (CONTINUED)

### Statement of Comprehensive Income

	Estimate 2020–21	Actual 2020–21	Actual 2019–20	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
<b>COST OF SERVICES</b>									
<b>Expenses</b>									
Employee benefits expense	17,575	22,668	20,177	5,093	29%	1	2,491	12%	A
Supplies and services	18,759	15,966	14,219	(2,793)	(15%)	2	1,747	12%	B
Depreciation and amortisation expense	539	418	436	(121)	(22%)		(18)	(4%)	
Grants and awards	40	-	-	(40)	(100%)		-	0%	
Other expenses	2	(1)	1	(3)	(150%)		(2)	(200%)	
<b>Total cost of services</b>	<b>36,915</b>	<b>39,051</b>	<b>34,833</b>	<b>2,136</b>	<b>6%</b>		<b>4,218</b>	<b>12%</b>	
<b>Income</b>									
<b>Revenue</b>									
User contributions, charges and fees	1,870	1,422	1,177	(448)	(24%)	3	245	21%	
Other revenue	15	105	69	90	600%		36	52%	
Grants and contributions	39	49	51	10	26%		(2)	(4%)	
Recoveries for National testing	-	-	1,567	-	0%		(1,567)	(100%)	C
<b>Total Revenue</b>	<b>1,924</b>	<b>1,576</b>	<b>2,864</b>	<b>(348)</b>	<b>(18%)</b>		<b>(1,288)</b>	<b>(45%)</b>	
<b>Total income other than income from State Government</b>	<b>1,924</b>	<b>1,576</b>	<b>2,864</b>	<b>(348)</b>	<b>(18%)</b>		<b>(1,288)</b>	<b>(45%)</b>	
<b>NET COST OF SERVICES</b>	<b>34,991</b>	<b>37,475</b>	<b>31,969</b>	<b>2,484</b>	<b>7%</b>		<b>5,506</b>	<b>17%</b>	
<b>Income from State Government</b>									
Service Appropriation	539	558	1,004	19	4%		(446)	(44%)	D
Income from other public sector entities	250	250	250	-	0%		-	0%	
Services received free of charge	33,677	36,877	30,948	3,200	10%	4	5,929	19%	E
<b>Total income from State Government</b>	<b>34,466</b>	<b>37,685</b>	<b>32,202</b>	<b>3,219</b>	<b>9%</b>		<b>5,483</b>	<b>17%</b>	
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>	<b>(525)</b>	<b>210</b>	<b>233</b>	<b>735</b>	<b>(140%)</b>		<b>(23)</b>	<b>(10%)</b>	
<b>OTHER COMPREHENSIVE INCOME</b>									
<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>	<b>(525)</b>	<b>210</b>	<b>233</b>	<b>735</b>	<b>(140%)</b>		<b>(23)</b>	<b>(10%)</b>	

## 8.9 EXPLANATORY STATEMENT (CONTINUED)

### Statement of Financial Position

	Estimate 2020–21	Actual 2020–21	Actual 2019–20	Variance							
				Variance between original budget and actual			Variance between actual and actual				
				\$'000	\$'000	\$'000	\$'000	%	Note	\$'000	%
<b>ASSETS</b>											
<b>Current Assets</b>											
Cash and cash equivalents	1,625	1,798	4,763	173	11%		(2,965)	(62%)			
Receivables	-	32	19	32	0%		13	68%			
<b>Total Current Assets</b>	<b>1,625</b>	<b>1,830</b>	<b>4,782</b>	<b>205</b>	<b>13%</b>		<b>(2,952)</b>	<b>(62%)</b>			
<b>Non-Current Assets</b>											
Amounts receivable for services	1,789	1,562	1,004	(227)	(13%)	5	558	56%		F	
Property, plant and equipment	741	752	1,016	11	1%		(264)	(26%)		G	
Intangible assets	2,970	3,252	848	282	9%		2,404	283%		H	
<b>Total Non-Current Assets</b>	<b>5,500</b>	<b>5,566</b>	<b>2,868</b>	<b>66</b>	<b>1%</b>		<b>2,698</b>	<b>94%</b>			
<b>TOTAL ASSETS</b>	<b>7,125</b>	<b>7,396</b>	<b>7,650</b>	<b>271</b>	<b>4%</b>		<b>(254)</b>	<b>(3%)</b>			
<b>LIABILITIES</b>											
<b>Current Liabilities</b>											
Payables	-	10	3,032	10	100%		(3,022)	(100%)			
<b>Total Current Liabilities</b>	<b>-</b>	<b>10</b>	<b>3,032</b>	<b>10</b>	<b>100%</b>		<b>(3,022)</b>	<b>(100%)</b>			
<b>NET ASSETS</b>	<b>7,125</b>	<b>7,386</b>	<b>4,618</b>	<b>261</b>	<b>4%</b>		<b>2,768</b>	<b>60%</b>			
<b>EQUITY</b>											
Contributed equity	6,985	6,986	4,428	1	0%		2,558	58%			
Accumulated surplus/(deficit)	140	400	190	260	186%		210	111%			
<b>TOTAL EQUITY</b>	<b>7,125</b>	<b>7,386</b>	<b>4,618</b>	<b>261</b>	<b>4%</b>		<b>2,768</b>	<b>60%</b>			

## 8.9 EXPLANATORY STATEMENT (CONTINUED)

### Statement of Cash Flows

	Estimate 2020–21	Actual 2020–21	Actual 2019–20	Variance					
				Variance between original budget and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
<b>CASH FLOWS FROM STATE GOVERNMENT</b>									
Funds from other public sector entities	250	250	500	-	0%		(250)	(50%)	
<b>Net cash provided by State Government</b>	<b>250</b>	<b>250</b>	<b>500</b>	<b>-</b>	<b>0%</b>		<b>(250)</b>	<b>(50%)</b>	
Utilised as follows:									
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>									
<b>Payments</b>									
Employees benefits	(25)	(17)	(13)	8	(32%)		(4)	31%	
Supplies and services	(5,289)	(4,752)	(213)	537	(10%)	6	(4,539)	2131%	I
GST payments on purchases	(2)	(13)	(4)	(11)	550%		(9)	225%	
GST Payment to Taxation Authority	(139)	(84)	(209)	55	(40%)		125	(60%)	
<b>Receipts</b>									
User contributions, charges and fees	1,870	1,483	1,177	(387)	(21%)		306	26%	
Grants and contributions	39	49	51	10	25%		(2)	(4%)	
Recoveries for National testing	-	-	1,567	-	0%		(1,567)	(100%)	J
GST receipts on sales	141	93	224	(48)	(34%)		(131)	(58%)	
Other receipts	15	26	54	11	73%		(28)	(52%)	
<b>Net cash used in operating activities</b>	<b>(3,390)</b>	<b>(3,215)</b>	<b>2,634</b>	<b>175</b>	<b>(5%)</b>		<b>(5,849)</b>	<b>(222%)</b>	
Net increase/(decrease) in cash and cash equivalents	(3,140)	(2,965)	3,134	175	(6%)		(6,099)	(195%)	
Cash and cash equivalents at the beginning of the period	4,765	4,763	1,629	(2)	(0%)		3,134	192%	
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	<b>1,625</b>	<b>1,798</b>	<b>4,763</b>	<b>173</b>	<b>11%</b>		<b>(2,965)</b>	<b>(62%)</b>	

## 8.9 EXPLANATORY STATEMENT (CONTINUED)

### Major Variance Narratives

#### Variations between estimate and actual

##### Statement of Comprehensive Income

- 1 Employee benefits was \$5.1 million (29%) higher than the 2020–21 Estimate. This variance is primarily due to the timing of the 2020–21 Estimate, which did not capture the 2019–20 shift in expenditure from supplies and services to employee benefits. The additional staffing costs associated with the Curriculum Support Project (\$1.2 million) and the additional COVID-19 safety measures put in place during the 2020 Year 12 examinations (\$0.5 million) also contributed to the variance.
- 2 Supplies and services was \$2.8 million (15%) lower than the 2020–21 Estimate. This variance is mainly due to the timing of the 2020–21 Estimate, which did not capture the 2019–20 shift in expenditure from supplies and services to employee benefits.
- 3 The 2020–21 Actual was \$0.4 million (24%) lower than the 2020–21 Estimate due to lower than expected revenue from the International Education program reflecting a lower number of enrolled students as a result of the impact of the COVID-19 pandemic.
- 4 Services received free of charge from the Department of Education for the operational management of the Authority were \$3.2 million (10%) higher than the 2020–21 Estimate. This mainly reflects increased employee benefits (see Note 1) and decreased supplies and services (see Note 2) provided to the Authority which were approved after the 2020–21 Estimate was finalised.

##### Statement of Financial Position

- 5 The 2020–21 Actual was \$0.2 million (13%) lower than the 2020–21 Estimate due to a minor delay in the progress and subsequent depreciation of the Student Records Management System.

##### Statement of Cash Flows

- 6 Supplies and services was \$0.5 million (10%) under the 2020–21 Estimate due to the lower than forecast contribution paid to the Department of Education for expenses incurred on behalf of the Authority in 2020–21. The reduced contribution is due to lower than expected revenue (see Note 3).

## Variiances between actual results for 2020–21 and 2019–20

### Statement of Comprehensive Income

- A** Employee benefits was \$2.5 million (12%) higher than the 2019–20 Actual primarily due to the additional FTE associated with the Curriculum Support Project and the International Education strategy.
- B** Supplies and services was \$1.7 million (12%) higher than the 2019–20 Actual mainly due to the resumption of the NAPLAN assessment in May 2021 (see Note C) and additional computer software licences.
- C** The NAPLAN assessment scheduled for May 2020 was cancelled due to the COVID-19 pandemic. Accordingly, there were no Recoveries for National testing during 2020–21.
- D** The 2019–20 Actual included the transfer of non-cash appropriation for asset replacement previously held by the Department of Education following the Machinery of Government changes on 1 July 2017, and included amounts relating to 2017–18 and 2018–19.
- E** Services received free of charge from the Department of Education for the operational management of the Authority were \$5.9 million (19%) higher than the 2019–20 Actual. This is mainly due to increased employee benefits (see Note A) and increased supplies and services (see Note B) provided to the Authority.

### Statement of Financial Position

- F** The 2020–21 Actual was \$0.6 million (56%) higher than the 2019–20 Actual reflecting the depreciation and amortisation for 2020–21 (\$0.4 million) and a correction to 2019–20 (\$0.1 million).
- G** The value of Property, plant and equipment as at 30 June 2021 was \$0.3 million (26%) lower than the previous year reflecting the 2020–21 depreciation expense.
- H** The value of Intangible assets as at 30 June 2021 was \$2.4 million (283%) higher than the previous year. This was predominantly due to the transfer of work in progress relating to the Student Records Management System from the Department of Education.

### Statement of Cash Flows

- I** Supplies and services was \$4.5 million (2131%) higher than the 2019–20 Actual. The variance is attributable to the payment during 2020–21 of the Authority's contributions towards the costs incurred by the Department of Education for both 2020–21 (\$1.3 million) and 2019–20 (\$3.2 million).
- J** The NAPLAN assessment scheduled for May 2020 was cancelled due to the COVID-19 pandemic. Accordingly, there were no Recoveries for National testing during 2020–21.

## Key performance indicators

### Key Performance Indicators

#### Certification of key performance indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the School Curriculum and Standards Authority's performance, and fairly represent the performance of the Authority for the financial year ended 30 June 2021.



Emeritus Professor Patrick Garnett

*Chair*

23 September 2021



Pauline Coghlan

*Board member*

23 September 2021



## Key performance indicators

**Table 24: Outcome Based Management Framework**

Government Goal
Strong Communities: Safe communities and supported families.
Desired Outcome
Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.
Service
Student assessment, certification, curriculum development, evaluation and support.

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

## Changes to Outcome Based Management Framework

The Authority's Outcome Based Management framework was revised during 2020–21 to better align the framework with the Authority's current operations and activities.

The Authority's two former Services were combined into a single Service to accurately reflect the Authority's work as a continuum of services, rather than a number of discrete services.

The Authority's Key Performance Indicators have been amended as follows:

### Key Effectiveness Indicators

The Authority has introduced an additional key effectiveness indicator and modified its existing indicators to more closely align to its current activities. The first three key effectiveness indicators are based on surveys submitted by members of the Year 11 and 12 Curriculum Advisory Committees (<https://www.scsa.wa.edu.au/about-us/curriculum-advisory-committees>) and the new fourth key effectiveness indicator is based on surveys completed by teachers participating in Consensus moderation meetings.

The calculation methodology of the key effectiveness indicators was revised with the scale range amended to provide more informed feedback on the extent to which the desired outcome has been achieved. The scale range was amended from 1 (low) to 5 (high) to 1 (has not achieved) to 4 (has achieved to a high degree). The wording of the key effectiveness indicators was also amended to incorporate contemporary terminology and reflect current practice.

### Key Efficiency Indicators

The Authority's key efficiency indicators were revised to be in line with the Authority's current operations and activities.

The 'average cost per student for NAPLAN' indicator has been retained as the Authority is the Test Administration Authority for NAPLAN for Western Australia.

Four key efficiency indicators have been discontinued and replaced with a new indicator, 'average cost per enrolled student for assessment, certification, curriculum development, evaluation and support'. This new indicator was approved by the Under Treasurer as a more appropriate measure to assess the efficiency with which the Authority delivers its continuum of services.

The establishment of a single Service, streamlined efficiency indicators and a more simplified cost allocation methodology has resulted in a more transparent and useful indicator of efficiency.

Given the revised cost allocation methodology, and the exemption from reporting information relating to NAPLAN in 2020, the 2020 actuals have not been included in this report. The Authority will commence reporting prior year comparatives in the 2021–22 annual report.



Image: monkeybusinessimages via iStock

## Key Effectiveness Indicators

The extent that the Authority is effective in meeting the above desired outcome is measured by the scale of actual achievement against the targets as shown in the table below. The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).

**Table 25: Key Effectiveness Indicators**

Key effectiveness indicators <sup>(a)</sup>	2020 Actual <sup>(b)</sup>	2021 Target <sup>(c)</sup>	2021 Actual <sup>(d)</sup>	Variance Between 2021 Target and 2021 Actual
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	N/A	3.4	3.3	(0.1)
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	N/A	3.4	3.4	-
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	N/A	3.4	3.6	0.2
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	N/A	3.4	3.3 <sup>(e)</sup>	(0.1)

(a) The Key Effectiveness Indicators have been amended during 2020–21. These amendments are outlined above under the heading ‘Changes to Outcome Based Management Framework’.

(b) Due to the change in the methodology, the 2020 actuals are not comparable to the new 2021 indicators and have not been restated.

(c) The 2021 Targets have been restated to reflect the new scale range.

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

KEI 1: Number of question responses received from members of Curriculum Advisory Committees: 333 (75.9% response rate; total number of members: 439)

KEI 2: Number of question responses received from members of Curriculum Advisory Committees: 333 (75.9% response rate; total number of members: 439)

KEI 3: Number of question responses received from members of Curriculum Advisory Committees: 277 (63.1% response rate; total number of members: 439)

KEI 4: Number of question responses received from attendees at Consensus moderation meetings: 501 (94.5% response rate; total number of attendees: 530)

(e) Due to the COVID-19 pandemic, there was a reduced number of Consensus moderation meetings held during 2020–21.

## Service

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

The Authority's service involves:

- the provision of clear assessment policy and guidelines, the provision of high quality external assessments and rigorous processes for standards setting and certification; and
- curriculum development, accreditation for all courses to ensure high quality and standards of contemporary curriculum provision and formal course review based on stakeholder feedback and consultation for Pre-primary to Year 12.

### Key Efficiency Indicators:

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

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

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

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

**Table 26: Key Efficiency Indicators**

Key efficiency indicators <sup>(a)</sup>	2020 Actual <sup>(b)</sup>	2021 Target <sup>(d)</sup>	2021 Actual	Variance	Variance
				Between 2021 Target and 2021 Actual	Between 2020 Actual and 2021 Actual
<b>Service: Student assessment, certification, curriculum development, evaluation and support</b>					
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	N/A	\$66	\$73	\$7 <sup>(e)</sup>	N/A
2. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	N/A <sup>(c)</sup>	\$31	\$27	(\$4) <sup>(f)</sup>	N/A

(a) The Key Efficiency Indicators have been amended during 2020–21. These amendments are outlined above under the heading 'Changes to Outcome Based Management Framework'.

(b) The 2020 Actual has not been restated due to the changes in the cost allocation model, therefore results are not comparable to the new 2021 indicator result.

(c) NAPLAN testing was unable to be conducted in 2020 due to the COVID-19 pandemic. Consequently, the Authority was granted an exemption by the Under Treasurer from reporting NAPLAN-based performance results in 2020.

(d) The 2021 Targets have been restated to reflect the new cost allocation methodology which underpins the Authority's revised Outcome Based Management framework.

(e) The 2021 actual is higher than the 2021 target mainly due to the Curriculum Support Project and the additional COVID-19 safety measures put in place during the 2020 Year 12 examinations.

(f) The 2021 actual is lower than the 2021 target due predominantly to a one-off reduction in printing costs for 2021. The existing printed assessments were able to be securely stored for use in the 2021 NAPLAN, following the cancellation of 2020 NAPLAN.

## Other financial disclosures

### Pricing Policies of Services Provided

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

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

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

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

The Authority's tariffs, fees and charges were unchanged in 2020–21. Additionally, the Authority raises revenue through license fees and fees from overseas fee paying students, and recovery of NAPLAN testing.

The Department processes revenue transactions into the Authority's account as per section 24(1) of the *Act*.

## Capital Works

### Capital projects incomplete

The Student Records Management System (SRMS) development contract commenced in May 2017 with Insight Enterprises Australia (formerly Ignia). The SRMS development is progressing using an Agile project management methodology and is 90 per cent completed.

Capital spent to 30 June 2021 is \$2,558,439 (excluding GST) compared to the total budget for the project of \$2,847,000 (excluding GST).

### Capital projects complete

No capital projects were completed in 2020–21.

## Board and Committee Remuneration

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

**Table 27: Remuneration of Members of the Board 2020–21**

Name and Position	Term of Appointment	Membership Length (2020–21)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2020–21)
Emeritus Professor Patrick Garnett Chair	5 years	12 months	Annual	\$37,380	\$37,380
Emeritus Professor David Andrich Member	2 years	12 months	Annual	\$23,475	\$23,475
Associate Professor Lennie Barblett AM Member	3 years	12 months	Annual	\$23,475	\$23,475
Ms Pauline Coghlan Member	4 years	12 months	Annual	\$23,475	\$23,475
Dr Lynette Henderson-Yates Member	3 years	12 months	Annual	\$23,475	\$23,475
Dr Bruce Matthews Member	4 years	3 months	Annual	\$23,475	\$6,952
Ms Denise O'Meara Member	3.5 years	12 months	Annual	\$23,475	\$23,475
Mrs Pauline White Member	3 years	9 months	Annual	\$23,475	\$9,661
<b>Total</b>					<b>\$171,368</b>

**Table 28: Remuneration of Members of the Curriculum and Assessment Committee 2020–21**

Name and Position	Term of Appointment	Membership Length (2020–21)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2020–21)
Ms Denise O’Meara Chair	3.5 years	12 months	Per meeting	\$550	\$2,750
Mr Jeffrey Allen Member	4 years	9 months	Per meeting	\$370	\$740
Associate Professor Caroline Barratt-Pugh Member	3 years	12 months	Per meeting	\$370	\$1,480
Ms Elizabeth Blackwell Member	4 years	12 months	N/A	-	-
Mr Martin Clery Member	4 years	9 months	N/A	-	-
Ms Amanda Connor Member	4 years	12 months	Per meeting	\$370	\$1,480
Ms Fiona Forbes Member	2 years	12 months	N/A	-	-
Mr Armando Giglia Member	4 years	12 months	N/A	-	-
Ms Jillian Jamieson Member	2 years	12 months	Per meeting	\$370	\$1,110
Mr Tony Misich Member	3 years	12 months	Per meeting	\$370	\$0
Ms Kristine Stafford Member	4 years	12 months	Per meeting	\$370	\$1,850
Ms Katherine Ward Member	3 years	12 months	N/A	-	-
Mr Roderick (Rod) Wood Member	2 years	12 months	Per meeting	\$370	\$1,480
<b>Total</b>					<b>\$10,890</b>

**Table 29: Remuneration of Members of the Standards Committee 2020–21**

Name and Position	Term of Appointment	Membership Length (2020–21)	Type of Remuneration	Base Salary/ Sitting Fee	Actual Remuneration (2020–21)
Dr Bruce Matthews Chair	4 years	3 months	Per meeting	\$550	\$1,100
Ms Pauline Coghlan Chair	4 years	9 months	Per meeting	\$550	\$1,650
Ms Jocelyn Cook Member	4 years	9 months	Per meeting	\$370	\$1,110
Ms Anne Ford Member	3 years	12 months	Per meeting	\$370	\$1,480
Ms Melissa Gillett Member	2 years	12 months	N/A	-	-
Associate Professor Stephen Humphry Member	3 years	12 months	Per meeting	\$370	\$1,110
Mrs Pauline White Member	2 years	3 months	N/A	-	-
<b>Total</b>					<b>\$6,450</b>

## Other legal requirements

### Governance Disclosures

#### Contracts with senior officers

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

#### Unauthorised use of credit cards

A corporate credit card for the Authority purchasing is held by the Executive Officer. There was no unauthorised use of this card during 2020–21.

#### Ministerial directives

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

There were no Ministerial directives for the 2020–21 financial year.

### Disability Access and Inclusion Plan (DAIP)

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

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

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

As required by the Department of Communities, the Authority provides a progress report on the *DAIP 2017–2021* in June each financial year. Each progress report demonstrates how the Authority strategies, initiatives and actions have achieved access and inclusion in implementing the Authority functions. The 2020–21 DAIP progress report due on 16 July 2021 was submitted to the Department of Communities on 9 July 2021.

Work is in progress to develop a new *DAIP 2022–2026*.

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

### Language Services

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

The Authority provides student portal instructions in the following 14 languages: Arabic, Burmese, Dari, Dinka, Farsi, Hindi, Indonesian, Karen, Korean, Mandarin, Punjabi, Tagalog, Thai and Vietnamese, to support the English as an Additional Language/Dialect (EAL/D) student cohort and their families.

### Diversity Planning and Management

As at 30 June 2021, the Board membership was made up of two males and five females. One Board member was of Aboriginal or Torres Strait Islander background.

The Standards Committee comprised one male and four females and the Curriculum and Assessment Committee comprised eight females and five males.

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

## Compliance with Public Sector Standards

The Authority is committed to ongoing compliance with the *Public Sector Standards* and the *Public Sector Commission Code of Ethics*. SCS Division staff support the Authority to fulfil its legislated functions and comply with the Department's policy and procedures in accordance with section 31 (1) of the *Public Sector Management Act*.

The Authority undertook an annual review of its Code of Conduct in October 2020, in accordance with the *Public Sector Commission Code of Ethics*. New and existing SCS staff and other individuals who performed the Authority's functions were provided with a copy of the Code of Conduct together with a Conflict of Interest Statement. Both documents are published on the Authority's intranet. SCS Division staff are required, on a yearly basis, to read, sign and return the document stating that they understand their obligations and accountabilities.

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

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

## Staff Screening and Working with Children Checks

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

## Recordkeeping

### Recordkeeping plan

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

The endorsement of the Authority's functional retention and disposal schedule submitted to the State Records Office in 2018 was delayed due to the Machinery of Government and the Royal Commission into Institutional Responses to Child Sexual Abuse priorities and remains outstanding as at 30 June 2021.

The Authority is planning to conduct a mid-year ATAR course examinations pilot with the Malaysian AUSMAT schools licensed to deliver the Western Australian curriculum. To ensure that mid-year examination records are disposed of lawfully, the Authority reviewed and amended section 20.4 *Examination Materials* of its functional retention and disposal schedule. The

revised schedule will be submitted to the State Records Commission for approval in 2021 prior to implementation in 2022 following the mid-year examinations.

**Recordkeeping efficiency and effectiveness**

The Authority continued to focus on electronic records and information management, and encouraged SCS Division staff to create and manage their documents within the Authority’s electronic document and records management system (EDRMS). Two new EDRMS workflows for OLNA and NAPLAN records management were created in 2020–21.

The Authority’s EDRMS was upgraded from Content Manager 9.1 to Content Manager 9.4 in August 2020, to take advantage of the latest enhancements that deliver usability and efficiencies mainly related to EDRMS Web Client. The EDRMS enhancement allowed for an effective support of the Authority’s staff across both platforms, EDRMS Thick Client and EDRMS Web Client. The Web Client provided seamless access to the EDRMS for staff working from home during COVID-19 lockdowns in February, May, and June 2021.

An external audit of the Board and Statutory Committee Processes was conducted in May 2021. The maintenance and security of Board and Statutory Committee records within EDRMS was included in the audit scope and received a favorable review from the external auditor.

Work has continued on processing legacy records stored offsite. A hundred and twenty four (124) boxes were processed and disposed in accordance with the Authority’s retention and disposal schedule.

**Table 30: Records Registered in EDRMS in 2020–21**

Electronic Record Type	Total Number of Electronic Files Created
Document	78 659
Email	43 385
Electronic file only	466

**Recordkeeping induction and training**

The Authority continued to provide comprehensive training sessions to all SCS Division staff supporting its statutory functions to effectively utilise EDRMS and to gain an understanding of the State government recordkeeping requirements. A total of 27 of Recordkeeping Training Sessions were delivered and all 63 attendees provided positive feedback on the quality of training and training materials.

Additionally, staff new to the SCS Division were required to complete the Department’s mandatory online *Records Awareness Training* (RAT).

In 2020–21, the Authority’s records management help desk processed 1037 requests with the majority of the issues resolved within the same day turnaround time.

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

Records management staff were provided with opportunities for professional development and were encouraged to attend relevant industry run training sessions to keep abreast of current trends, issues and practices in records and information management.

## Freedom of Information

The Authority recognises that any person has a right to be given access to documents of the Authority subject to, and in accordance with, the *Freedom of Information (FOI) Act 1992*.

In 2020–21, the Authority received eight FOI applications. Of the eight, six applications for information were successfully met; one application was withdrawn; and one application outcome was the subject of an external review conducted by the Information Commissioner who upheld the Authority's original initial decision to not release the requested information.

The Authority's *Public Information Statement* (information statement) is published on the Authority website and is compliant with the *FOI Act*. The information statement documents the types of records that the Authority holds, and contains procedures for making an FOI application and applicable charges. The information statement is reviewed annually but updated only if there are changes in the Authority's operations. A major review of the information statement was undertaken in 2020–21 and a copy of the updated information statement was submitted to the *Information Commissioner*.

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

## Audit and Risk Management (ARM) Committee

The Authority's ARM Committee assists the Board to properly discharge its responsibilities and to provide the framework for the conduct of the Authority's audit and risk functions. A delegated Board member chairs the ARM committee. The membership of the committee was refreshed in 2020 following the release of the Western Australian Auditor General's Report titled *'Western Australian Public Sector Audit Committees – Best Practice*

*Guide'* (Report 26: 2019–20, June 2020) and an Audit Manager was appointed to assist the Board with audit and risk management statutory requirements. As well as senior officers of the SCS Division, the ARM Committee membership includes two external independent representatives and two observers, one of whom is the Department's Director, Internal Audit and Assurance. A Risk Management Working Group (RMWG) reports to the ARM committee. The RMWG manages the operational aspects of the Authority's risk management matters and captures new and potential risks for the ARM Committee's attention.

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

The Authority's risk management program is detailed in the Authority's *Risk Management Framework* (the Framework). The Framework and its relevant documentation ensure delivery of a coherent and comprehensive system of risk management that covers variations in the nature, degree and likelihood of risk. A major review of the Framework was completed in 2020–21. All policies under the committee's responsibility undergo scheduled reviews in accordance with the Policy Register.

The Authority's risk management system is currently being upgraded to enhance its capabilities and provide a more user-friendly experience. The system captures risks and provides a platform for monitoring and management.

## Public Interest Disclosure

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

Public Interest Disclosure officer is Board appointed and has undergone training in the requirements of the role.

There were no public information disclosure matters received by the Authority in 2020–21.

### Accountability and Integrity

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

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

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

### Financial Management Manual

The Authority's *Financial Management Manual* (FMM) covers practices, procedures and policies in matters of financial management that apply to the Authority. References to relevant sections of the *Financial Management Act 2006*, *Financial Management Regulations 2007* and *Treasurer's Instructions* are included, where applicable.

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

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

# Appendices



Image: Steve Debenport via iStock

## APPENDIX A

### 2009–2020 ATAR Course Examination Data

Examination Enrolments (four or more ATAR\* course examinations) as at October 2009–2018 and December 2019 and 2020†

	2009	2010	2011	2012	2013	2014‡	2015	2016	2017	2018	2019	2020
<b>Gender</b>												
<b>Male</b>	5590	6181	6145	6092	6155	4431	6439	6305	6069	6039	5553	5420
<b>Female</b>	6539	7262	7369	7167	7245	4932	7505	7427	7374	7165	6716	6471
<b>Systems/sectors</b>												
<b>Government</b>	4838	5506	5374	5297	5303	3378	5568	5443	5404	5369	4972	4931
<b>Non-government</b>	6598	7175	7251	7187	7232	4982	7322	7126	6859	6631	6253	5817
<b>Overseas</b>	685	760	885	774	864	999	1050	1163	1180	1203	1044	1141
<b>Non-school candidates</b>	8	2	4	1	1	4	4	0	0	1	0	3
<b>Location</b>												
<b>Metropolitan</b>	9947	10955	10892	10867	10891	7280	11214	10888	10644	10427	9748	9482
<b>Country</b>	1489	1726	1733	1617	1644	1080	1676	1681	1619	1574	1477	1269
<b>Overseas</b>	685	760	885	774	864	999	1050	1163	1180	1203	1044	1141
<b>Non-school candidates</b>	8	2	4	1	1	4	4	0	0	1	0	3

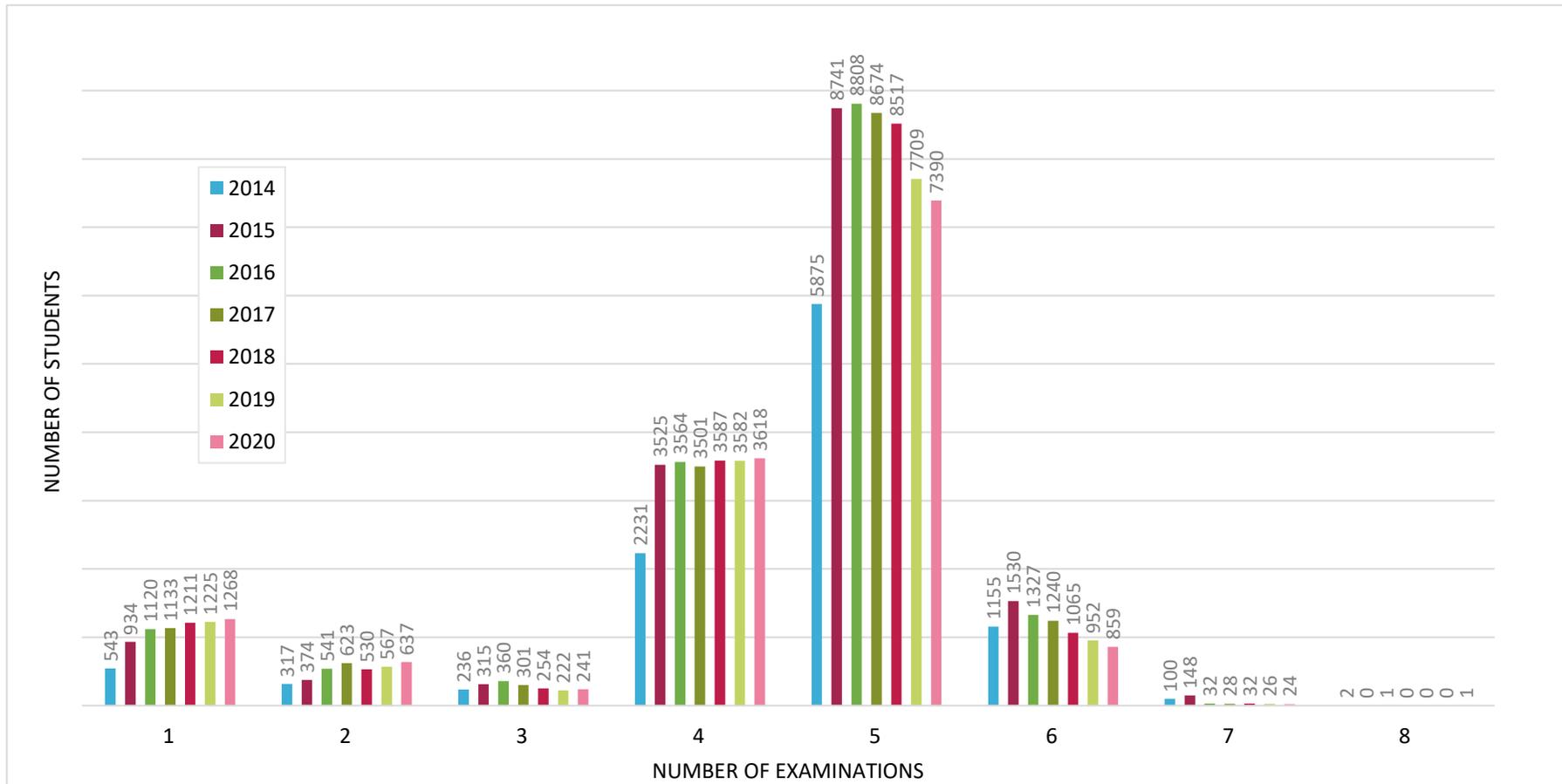
\*Prior to 2016, the ATAR course examinations were referred to as WACE course examinations. The data in this table are based on ATAR courses examination enrolments in October each year and should not be compared with data provided on the number of examination sittings as at 31 December each year.

†2019 and 2020 data are based on ATAR course enrolments in December.

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

## Number of Candidates Enrolled for a Specific Number of ATAR Course Examinations (2014–2020)

**Figure 5: Number of Candidates Enrolled for a Specific Number of ATAR Course Examinations (2014–2020)**



**Table 31: Aboriginal/Torres Strait Islander Students Enrolled in ATAR Course Examinations 2020**

	Male	Female	Metro	Country	Government	Non-government
Aboriginal	47	87	94	40	72	62
Torres Strait Islander	0	1	0	1	1	0
Both Aboriginal and Torres Strait Islander	3	4	6	1	3	4
<b>Total</b>	<b>50</b>	<b>92</b>	<b>100</b>	<b>42</b>	<b>76</b>	<b>66</b>

## 2020 WACE Exhibitions and Awards

Number of Exhibition and Award Winners by Category, 2020

Award	Number awarded
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibition	50
General Exhibition (Aboriginal and Torres Strait Islander)	1
Special General Award	0
Subject Exhibition	41
Special Subject Award	2
Subject Certificate of Excellence	290
Special Subject Certificate of Excellence	14
VET Exhibition	6
Special VET Award	0
VET Certificate of Excellence	28
Special VET Certificate of Excellence	0
Certificate of Distinction	1152
Certificate of Merit	2352
<b>Total</b>	<b>3938</b>

## APPENDIX B

### Estimate of Statement of Comprehensive Income

For the year ended 30 June 2022

	Note	2021–22 Estimate \$'000		Note	2021–22 Estimate \$'000
<b>COST OF SERVICES</b>			<b>Income from State Government</b>		
<b>Expenses</b>			Grants from State Government Agencies		
Employee benefits expense		23,526		2	250
Supplies and services		17,303		3	419
Depreciation and amortisation expense		419		1	35,086
Other expenses		2			
<b>Total cost of services</b>	1,2	<b>41,250</b>	<b>Total income from State Government</b>		<b>35,755</b>
<b>Income</b>			<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		
<b>Revenue</b>			OTHER COMPREHENSIVE INCOME		
User contributions, charges and fees		3,798			-
Grants and contributions		39			-
Recoveries for national testing		1,643			
Other revenue		15	<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>		-
<b>Total Revenue</b>	1	<b>5,495</b>			
<b>Total income other than income from State Government</b>		<b>5,495</b>			
<b>NET COST OF SERVICES</b>		<b>35,755</b>			

## Estimate of Statement of Financial Position

For the year ended 30 June 2022

	Note	2021–22 Estimate \$'000
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents		1,820
Receivables		-
<b>Total current assets</b>		<b>1,820</b>
<b>Non-Current Assets</b>		
Amounts receivable for services	3	1,981
Property, plant and equipment		501
Intangible assets		3,373
<b>Total non-current assets</b>		<b>5,855</b>
<b>TOTAL ASSETS</b>		<b>7,675</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Payables		-
<b>Total current liabilities</b>		<b>-</b>
<b>Non-Current Liabilities</b>		
Payables		-
<b>Total non-current liabilities</b>		<b>-</b>
<b>TOTAL LIABILITIES</b>		<b>-</b>
<b>NET ASSETS</b>		<b>7,675</b>
<b>EQUITY</b>		
Contributed equity		7,275
Accumulated surplus/(deficit)		400
<b>TOTAL EQUITY</b>		<b>7,675</b>

## Estimate of Statement of Cash Flows

For the year ended 30 June 2022

	Note	2021–22 Estimate \$'000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>		
Grants from State Government Agencies		250
Net cash provided by State Government		250
Utilised as follows:		
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Payments</b>		
Employee benefits		(25)
Supplies and services	4	(5,720)
GST payments on purchases		(2)
GST payments to taxation authority		(185)
<b>Receipts</b>		
User contributions, charges and fees		3,798
Grants and contributions		39
Recoveries for National testing		1,643
GST receipts on sales		209
Other receipts		15
<b>Net cash provided by/(used in) operating activities</b>		<b>(228)</b>
Net increase/(decrease) in cash and cash equivalents		22
Cash and cash equivalents at the beginning of period		1,798
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>		<b>1,820</b>

## Notes to the Annual Estimates

### For the year ended 30 June 2022

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

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

#### **Note 2 Grants from State Government Agencies**

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

#### **Note 3 Non-cash Service Appropriation from Department of Education**

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

#### **Note 4 Supplies and Services Payment**

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

## APPENDIX C

### Performance Management Framework 2022 Targets

#### For the year ended 30 June 2022

The Authority's Outcome Based Management framework is summarised in Table 32.

**Table 32: Outcome Based Management Framework**

<b>Government Goal</b>
Strong Communities: Safe communities and supported families.
<b>Desired Outcome</b>
Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.
<b>Service</b>
Student assessment, certification, curriculum development, evaluation and support.

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

The Authority's service involves:

- the provision of clear assessment policy and guidelines, the provision of high quality external assessments and rigorous processes for standards setting and certification; and
- curriculum development, accreditation for all courses to ensure high quality and standards of contemporary curriculum provision and formal course review based on stakeholder feedback and consultation for Pre-primary to Year 12.

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

#### Key effectiveness indicators

	2022 Target
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4

- (a) The scale range is from 1 (has not achieved) to 4 (has achieved to a high degree).  
 (b) The scale range was amended with the approved changes to the Outcome Based Management framework during 2020–21. The previous scale was from 1 (low) to 5 (high).

## Key Efficiency Indicators

Key Efficiency Indicators	2022 Targets
<b>Service: Student assessment, certification, curriculum development, evaluation and support</b>	
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$71
2. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	\$34

## APPENDIX D

### Annual Report Feedback Form

We invite your feedback on the School Curriculum and Standards Authority Annual Report 2020–21 (the Report).

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

#### The Report meets your needs.

- Strongly agree  Disagree  
 Agree  Strongly disagree

Comments (including a description of your needs):

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

- Yes  No

What areas did you find most useful/informative?

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#### The Report addresses issues that are in the public interest.

- Strongly agree  Disagree  
 Agree  Strongly disagree

Comments:

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#### How do you rate the overall quality of the Report?

- Excellent  Poor  
 Good  No comment  
 Average

#### Please rate the following elements of the Report.

##### Information content

- Excellent  Poor  
 Good  No comment  
 Average

##### Presentation of information

- Excellent  Poor  
 Good  No comment  
 Average

### Ease of finding information

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

### Ease of readability and comprehension

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

### Comments

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### Who are you?

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

### General comments

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Feedback on the Report should be emailed to [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au) or posted to:

**Principal Consultant – School Curriculum and Standards**  
School Curriculum and Standards Authority  
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