



GOVERNMENT OF
WESTERN AUSTRALIA

School Curriculum
and Standards Authority

School Curriculum and
Standards Authority

Annual Report

2023–2024



Acknowledgement of Country

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

Accessibility

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

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

Key terms

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

Statement of Compliance

For the year ended 30 June 2024

**HON DR TONY BUTI MLA
MINISTER FOR EDUCATION**

In accordance with section 63 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament, the Annual Report of the School Curriculum and Standards Authority for the financial year ended 30 June 2024.

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 – Simplified Disclosures issued by the Australian Accounting Standards Board.



Mrs Pauline White
Chair
9 September 2024



Ms Pauline Coghlan
Board Member
9 September 2024



Image: Department of Education



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Image via Department of Education

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Image: Department of Education

Section 1: Overview



Image via AISWA

About this report

Welcome to our *2023–24 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 2024–2027* (the Strategic Plan), budget papers and other significant documents, and outlines our contribution to broader Government-desired outcomes. The current Strategic Plan replaces and builds on the *School Curriculum and Standards Authority Strategic Plan 2021–2023*.

Section 1: Overview

Section 1 provides an executive summary through a foreword from the Chair of the Authority’s Board, a summary of the Authority’s 2023–24 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 2023–24.

Section 2: Agency performance

Section 2 reports on our operations and includes a summary assessment of actual performance relative to target performance against each of the three strategic priorities in the Strategic Plan.

The Authority has responsibility for Kindergarten to Year 12 curriculum and assessment in Western Australia, but generally reports data from Pre-primary onwards, as Kindergarten is not a compulsory year of schooling in Western Australia. Detailed 2023 Australian Tertiary Admission Rank (ATAR) course examination data is included in Appendix A.

Section 3: Significant issues impacting the Authority

Section 3 presents our significant achievements and initiatives in this reporting period in relation to both financial and non-financial performance.

Section 4: Disclosures and legal compliance

Section 4 presents our audited financial statements for the year ended 30 June 2024 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 Authority is an independent statutory authority that is responsible to the Minister for Education, the Minister for International Education and the Minister for Early Childhood Education. It is administered by a Board consisting of seven members.

Our role

Our role is to:

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

Our vision

To provide quality curriculum, assessment and standards of achievement for all students studying the Western Australian curriculum so that they become confident, creative individuals, successful lifelong learners and active, informed members of the community.

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 international schools using the Western Australian curriculum by arrangement with the Authority
- Parents, school administrators and bodies representative of the school systems/sector, including the Anglican Schools Commission, the Association of Independent Schools of Western Australia, Catholic Education Western Australia, the Department of Education, pre-schools and early learning centres, home educators, home-educated students, Technical and Further Education (TAFE) and other registered training organisations (RTOs), universities, industry, employers, national education authorities and the community of Western Australia.

Our Strategic Plan

The *School Curriculum and Standards Authority Strategic Plan 2024–2027* has three priority areas:

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



Image via AISWA



Mrs Pauline White

Foreword from the Chair of the Board

I am pleased to present this report as Chair of the School Curriculum and Standards Authority (the Authority) Board.

The Authority is the statutory authority charged with delivering the functions legislated by the *School Curriculum and Standards Authority Act 1997* (the Act). As a group of seven, the Board relies on the contributions, commitment and involvement of many others.

In 2023–24, the Board’s work continued with an emphasis on our partnerships with our key stakeholders. It was a year in which we consulted widely on our work from Kindergarten to Year 12. As in previous years, our stakeholder consultation has included schools, Kindergartens, pre-schools and early learning centres, the school systems/sector, parents, students, home educators, Technical and Further Education (TAFE) and other registered training organisations (RTOs), universities, professional associations, national education authorities and the community of Western Australia. Amid the consultation, we remained committed to ensuring we are responsive to the needs of students, teachers and schools.

Curriculum review and development

The Authority’s core work on curriculum review and development is central to our legislated functions and critical to maintaining the high standards of our curriculum materials and assessment policies and processes. The Board is proud of the world-class curriculum and robust certification that we provide.

The Board’s focus for 2023–24 was on three significant curriculum projects. The *Kindergarten Curriculum Guidelines*, reviewing the Western Australian Pre-primary to Year 10 curriculum and adopting and adapting the Australian

Curriculum version 9, and the Western Australian Certificate of Education (WACE) Refreshment, which included Years 11 and 12 syllabus review.

I was very pleased to attend the launch of the Authority’s revised *Kindergarten Curriculum Guidelines* (the *Guidelines*) in August, 2023. Quality early childhood education and care plays a critical role in supporting outcomes in children’s early years development, school readiness and successes for later life.

The updated *Guidelines* reflect the changes in the Australian Government’s *Early Years Learning Framework (EYLF) v2*, which was released in January 2023. These changes strengthen the teaching of digital literacy; cultural responsiveness; environmental and sustainable education; Aboriginal and Torres Strait Islander perspectives; social competence, mental health and wellbeing.

Another of the Board’s long-term projects is reviewing the Western Australian Pre-primary to Year 10 curriculum and adopting and adapting the Australian Curriculum version 9. The Australian Curriculum version 9 arose from the curriculum review conducted by the Australian Curriculum, Assessment and Reporting Authority (ACARA) announced in June 2020 by the Education Council. Our work has continued to build on our ongoing consultation completed over several years to ensure that any changes to the mandated Western Australian curriculum are well considered before being finalised.

After a year for familiarisation over the 2023 school year, the content revisions to the Western Australian Curriculum for English (Pre-primary to Year 6) for phonics and word knowledge and Health and Physical Education (Pre-primary to Year 10) for consent and first aid have been implemented for teaching this year. The fully updated curriculum for English and Health and Physical Education Pre-primary to Year 10 has been available to teachers for familiarisation across the 2024 school year and will be implemented in 2025.

Consultation has progressed with teachers in the Learning Areas of Humanities and Social Sciences, Mathematics, Science and Technologies in 2024. I thank all of the teachers for their engagement and enthusiasm for this work. Consultation for the Arts will commence in 2025. The ACARA review of the Languages learning area was completed in early 2024. Western Australia has had a phased approach to implementing the initial Australian Curriculum Languages for the Western Australian context with Year 9 being implemented in 2024 and Year 10 in 2025.

We were kept busy in the senior secondary space with the ongoing review of Years 11 and 12 syllabuses and the WACE Refreshment process that the Board initiated in 2022. This process included work on syllabus review and I am pleased that we have new senior secondary courses with Agricultural Science and Technology ATAR and Agribusiness ATAR, replacing Animal Production Systems and Plant Production Systems, which have been available in 2024 for Year 11 and we look forward to their implementation in Year 12 in 2025. The new Religion and Life Foundation course became available in Year 11 in 2024 after a successful pilot in 2023. The Year 12 course will become available in 2025. The Science in Practice General course has also become available for Year 11 in 2024 with Year 12 to be implemented in 2025. Science in Practice is a new curriculum model for the Authority's courses that support schools in meeting their students' and community's needs while offering flexibility of content. Following a similar model, the Humanities and Social Sciences in Action General course will be available for Year 11 students in 2025 and then Year 12 students in 2026.

The progress made on the WACE Refreshment during the reporting period benefited from the participation of many stakeholders. The Board of the Authority will continue to engage broadly with stakeholders as its work on the WACE Refreshment progresses. I thank everyone for their participation and look forward to further input as this important work continues.

The Authority continued its work to support students and communities through the provision of Languages curriculum. To complement the existing suite of Pre-primary to Year 10 Languages within the *Western Australian Curriculum and Assessment Outline*, Punjabi: Second Language became available for implementation in 2024. I am pleased that the Authority was able to take another significant step towards supporting Western Australian Aboriginal students in learning their own language as part of their identity and overall learning and achievements. The development of the Western Australian Aboriginal Languages (Language Revival) template has been published for communities to develop language specific curriculum and the provision of language learning programs in schools.

Equity and inclusion

The Authority's *Equitable Access to Assessment Policy and Guidelines* (the *Guidelines*, 2023) were reviewed by an independent expert in December 2023 in relation to adjustments for the Online Literacy and Numeracy Assessment (OLNA), and minor revisions were made. The *Guidelines* were developed in 2021 following an extensive independent review of special provisions and the Authority's policy as presented at the time in its *Disability Adjustment Guidelines*. For all assessments, the underlying principle of the Authority's *Guidelines*, in line with the *Disability Standards and Guidelines*, is to provide students with the opportunity to participate in and complete their assessments in an equitable manner with reasonable adjustments. We continue to work on the provision of inclusive curriculum, assessment and certification through Abilities Based Learning Education, Western Australia (ABLEWA) resources and the WACE Refreshment.

Thank you

I extend my thanks once again to my fellow Board members and the members of the Authority's two statutory committees – the Curriculum and

Assessment Committee and the Standards Committee for their efforts throughout this reporting period.

The executive team of the School Curriculum and Standards (SCS) Division continued to work tirelessly and I acknowledge Juanita Healy, Mandy Hudson, Ivan Banks and Roshan Perera for their commitment to the Board’s objectives. The Board has benefited from the commitment of the Division’s staff to supporting us in our focus to ensure all students have the best opportunities as they move through school and into their lives as adults.

Finally, the Board’s achievements are made possible through the contributions of countless people. Once again, I would like to acknowledge all of the people who have been a part of our work in 2023–24 – from the representatives of the school systems/sector, stakeholder groups, teachers’ professional associations, parent associations and the community. We have again had thousands of people involved in external committees, forums, working parties, advisory groups and consultations. The work of these individuals is monumental, and I again extend my thanks to everyone who contributed to supporting schools, teachers and students. In these ever-busy times, I especially thank teachers who took on roles as external markers, resource developers and reviewers.



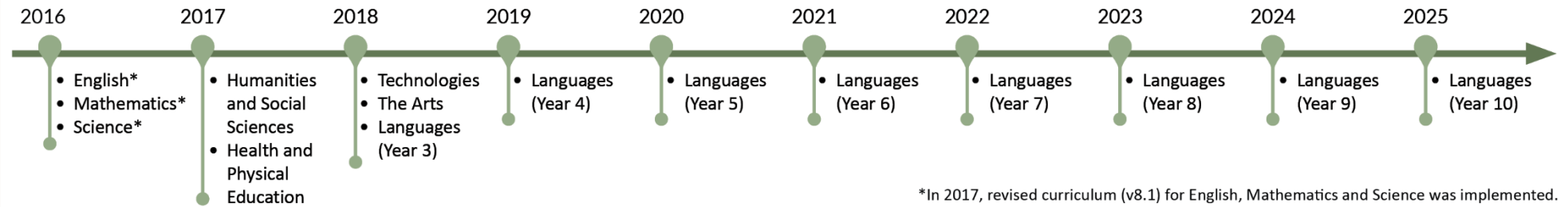
Mrs Pauline White
Chair



Image via Department of Education

2023–24 At a glance

Western Australian Curriculum and Assessment Outline – Implementation Timeline



Adopting and Adapting the Western Australian Curriculum and Australian Curriculum Version 9 – Snapshot

	2022	2023	2024	2025	2026	2027
Consultation	<ul style="list-style-type: none"> English (phonics and word knowledge) Health and Physical Education (consent and examples of first aid) 	<ul style="list-style-type: none"> English Health and Physical Education 	<ul style="list-style-type: none"> Humanities and Social Sciences Mathematics Science Technologies 	<ul style="list-style-type: none"> The Arts 		
Familiarisation		<ul style="list-style-type: none"> English (phonics and word knowledge) Health and Physical Education (consent and examples of first aid) 	<ul style="list-style-type: none"> English Health and Physical Education 	<ul style="list-style-type: none"> Humanities and Social Sciences Mathematics Science Technologies 	<ul style="list-style-type: none"> The Arts 	
Implementation			<ul style="list-style-type: none"> English (phonics and word knowledge) Health and Physical Education (consent and examples of first aid) 	<ul style="list-style-type: none"> English Health and Physical Education 	<ul style="list-style-type: none"> Humanities and Social Sciences Mathematics Science Technologies 	<ul style="list-style-type: none"> The Arts

WACE – Eligibility and achievement

92.7% YEAR 12 STUDENTS

In 2023, there were **24 687** Year 12 students eligible for the WACE. Of these, **22 879** achieved the WACE.

71.7% ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

In 2023, there were **803** Aboriginal and Torres Strait Islander students eligible for the WACE. Of these, **576** achieved the WACE.

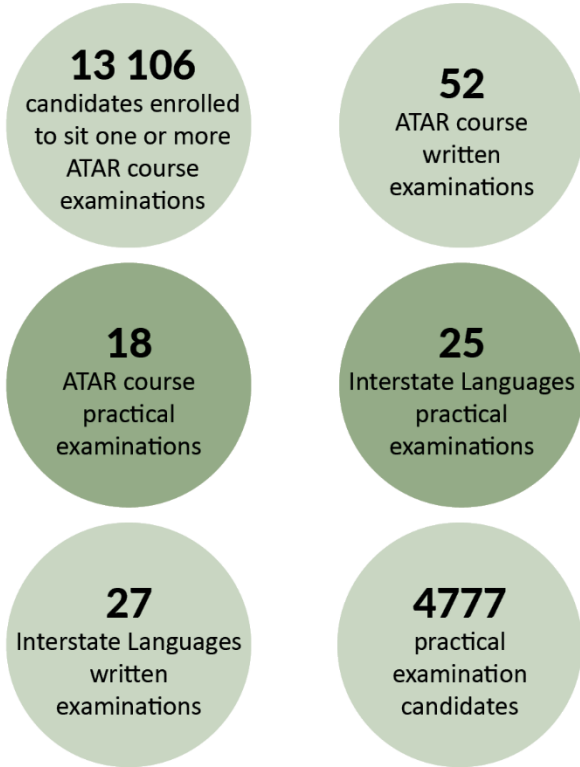
Vocational Education and Training (VET)

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



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

Examinations



Offshore international curriculum programs

International schools

	Southern hemisphere academic calendar (as at 31 December 2023):			Northern hemisphere academic calendar (as at 30 June 2024):		
K-10 implemented overseas	1773 students	7 schools	5 countries	344 students	1 school	1 country
Years 11/12 implemented overseas	1067 students	17 schools	9 countries	447 students	7 schools	4 countries

Exhibitions and Awards
3894 exhibitions and awards were granted to 3854 students

Brightpath assessment tool
700+ schools across the school systems/sector were provided access to Brightpath.

NAPLAN

Participation rates for eligible Years 3, 5, 7 and 9 students in the 2023 NAPLAN

	3	5	7	9
Conventions of language	95.2%	96.2%	95.3%	92.2%
Numeracy	95.0%	96.0%	95.1%	92.0%
Reading	95.7%	96.6%	96.2%	93.3%
Writing	95.0%	96.5%	96.5%	93.6%



Icons by Nick Botner | Image via Freepik

Operational structure

Responsible Minister

In 2023–24, the Authority was responsible to the Hon Dr Tony Buti MLA, Minister for Education.

We were also responsible to the Hon Sabine Winton MLA, Minister for Early Childhood Education and to the Hon David Templeman MLA, Minister for International Education.

The Authority is administered by a Board consisting of seven members. The Minister for Education 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

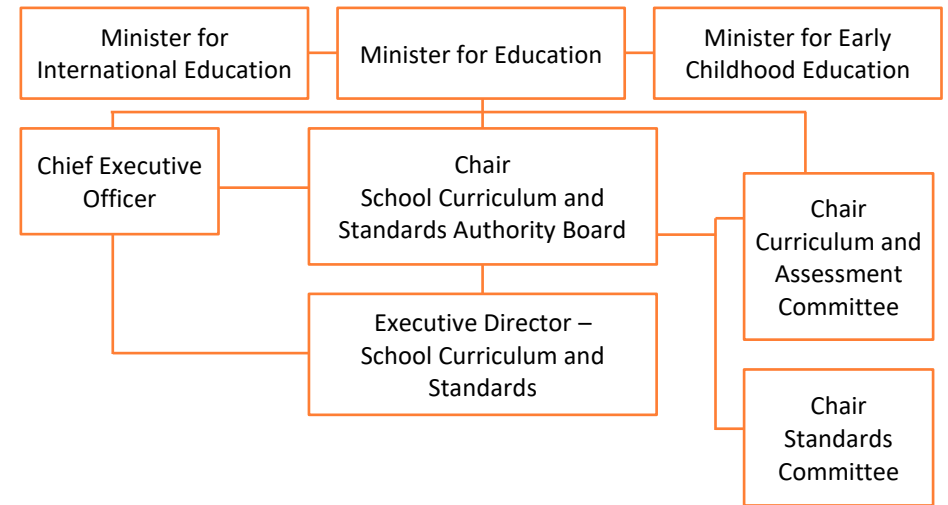
The Act provides for the Authority to have a governing body (the Board) comprising seven members, appointed by the Minister for Education, one of whom is designated as chairperson by the Minister.

Statutory committees

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

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

Figure 1: Governing Board structure as at 30 June 2024



Board membership

Mrs Pauline White

Mrs White has had a long and successful career in education in Western Australia. After many years of teaching and leading mathematics education, she held school leadership roles, including Principal of Wanneroo Secondary College from 2005 until 2020. Mrs White joined the Authority's Standards Committee in 2018 and the Board in 2020. She became Board Chair in late 2021.

Emeritus Professor David Andrich

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



Dr Lilly Brown

Dr Lilly Brown (from December 2023)

Dr Brown is the Chief Executive Officer of Magabala Books and brings a wealth of knowledge and experience to the Board. She is a Gumbaynggirr woman, and a former Charlie Perkins scholar with a PhD in Education from the University of Melbourne and a Masters in Politics and Education from the University of Cambridge.

Ms Pauline Coghlan

Ms Coghlan was a secondary school Principal for 20 years. As an independent education consultant and reviewer, she has co-authored and co-presented programs aimed at improving education in Western Australia. Ms Coghlan is an accredited Change 2 facilitator and has worked with public schools to enable significant and sustained change.

Emeritus Professor Jill Downie

Professor Downie has significant experience in education and executive management in the University sector. She has led strategic projects in curriculum and assessment development and engaged with Principals to meet school objectives. Her experience provides a strong understanding of the Board’s role in governance, quality assurance, risk and accountability.

Dr Lynette Henderson-Yates (until September 2023)

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



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

Ms Lee Musumeci

Ms Musumeci is Principal of Challis Community Primary School and has won several awards, including 2010 Primary Principal of the Year (WA); 2011 Australian Primary Principal of the Year (AITSL); and the 2017 ACEL Pre-eminent Educational Leader Award. She was inducted into the WA Women’s Hall of Fame in 2019 and awarded a Public Service Medal in 2020.

Ms Denise O’Meara

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

Organisational structure

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

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

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

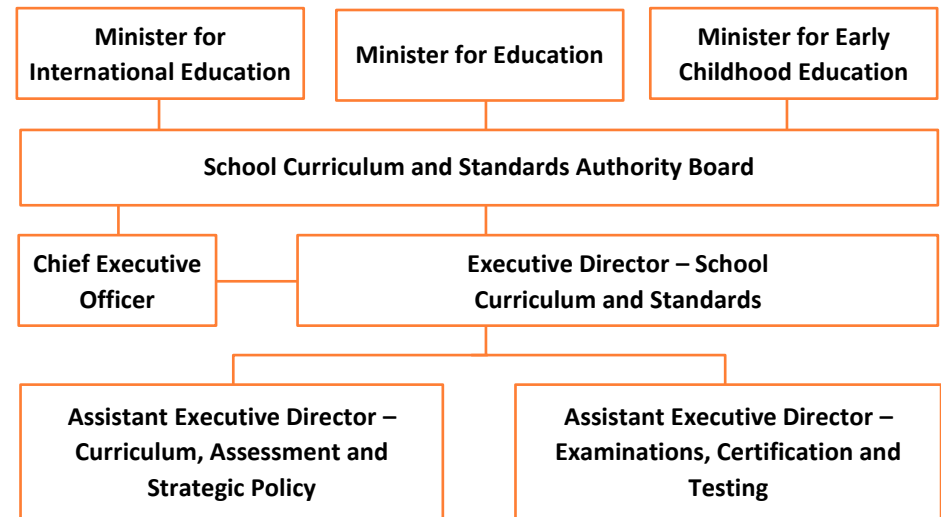
In exercising the delegations of the Board, the Executive Director – SCS is accountable to the Board. In exercising all other functions, the Executive Director – SCS is accountable to the CEO of the Authority.

For the purposes of the *Financial Management Act 2006* (s 57), the Chief Finance Officer (CFO) of the Department is the CFO of the Authority. Funding to support the functions of the Authority is appropriated to the Department and allocated to the SCS Division. This amount is reported as resources received free of charge in the Authority’s annual report. The Board-related expenses are funded in the form of a grant paid to the Authority.

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

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

Figure 2: Organisational structure (operational) (as at 30 June 2024)



Executive Group

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

Table 1: Members of the Executive Group

Name	Position Title
Ms Juanita Healy	Executive Director – School Curriculum and Standards
Ms Mandy Hudson	Assistant Executive Director – Curriculum, Assessment and Strategic Policy
Mr Ivan Banks	Assistant Executive Director – Examinations, Certification and Testing
Mr Roshan Perera	Acting Assistant Executive Director – Examinations, Certification and Testing (from May 2024)



Ms Juanita Healy

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 – SCS 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
 - school 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
 - offshore international offerings of the Western Australian curriculum and the Western Australian Certificate of Education (WACE)
 - research, e.g. online assessment and marking, curriculum innovation, standards development
 - end-of-year academic processes
 - assessments and achievement procedures
 - course development and accreditation
 - other services as determined by the Authority Board and agreed by the CEO of the Authority
- representing on behalf of the CEO of the Authority, subject to s8A of the *Act*, in meetings, Board and committee meetings, including external committees
 - attending meetings with the Minister for Education, the Minister for International Education, the Minister for Early Childhood Education and the Chair of the Board
 - reporting at all Board meetings on the performance of delegated functions
 - providing briefings on operations and administration of functions relating to the Authority, to the CEO of the Authority and to the Chair of the Board as required
 - managing funds allocated to the SCS Division to meet the statutory obligations and strategic direction of the Authority.

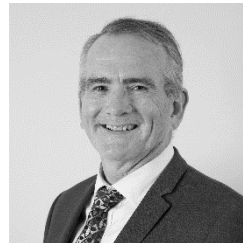


Ms Mandy Hudson

Assistant Executive Director – Curriculum, Assessment and Strategic Policy

The Assistant Executive Director – Curriculum, Assessment and Strategic Policy (CASP) is responsible for:

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



Mr Ivan Banks



Mr Roshan Perera

Assistant Executive Director – Examinations, Certification and Testing

The Assistant Executive Director – Examinations, Certification and Testing 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 2024, the Authority’s functions were supported by the staff numbers* (headcount) displayed in Table 2. In addition, approximately 4394 casual staff assisted with examinations, testing and short-term syllabus development and evaluation requirements in 2023–24.

Table 2: SCS staff numbers as at 30 June 2024

Contract Type	Full-time	Part-time	Total
Permanent	122	55	177
Fixed-term	18	21	39
Total	140	76	216

* Only SCS Division staff data is reported in the Authority’s annual report. The 216 staff in the 30 June headcount equated to a full-time equivalent of 184 staff.



Image via Department of Education

Legislation

Enabling legislation

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

Administered legislation

The Minister for Education also administers the following related legislation:

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

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, Crime and Misconduct Act 2003*
- *Curriculum Council (Fees and Charges) Act 2006*
- *Disability Discrimination Act 1992 (Cwlth)*
- *Disability Services Act 1993*
- *Disability Standards for Education 2005 (Cwlth)*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Legal Deposit Act 2012*

- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *State Records Act 2000*
- *Teacher Registration Act 2012*
- *Vocational Education and Training Act 1996*
- *Work Health and Safety Act 2020*
- *Working with Children (Screening) Act 2004*.

Performance management framework

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

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

Table 3: Outcome Based Management framework

Government Goal	Desired Outcome	Service
Safe, strong and fair communities: Supporting our local and regional communities to thrive.	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.	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.



Image via SCSA

Key performance indicators

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

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

Table 4: Key effectiveness indicators^(a)

	2024 Target	2024 Actual	Variance
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4	3.7	0.3
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4	3.6	0.2
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	3.2	(0.2)

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

Table 5: Key efficiency indicators

	2024 Target	2024 Actual	Variance ^(a)
Service: Student assessment, certification, curriculum development, evaluation and support			
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$81	\$80	(\$1)
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$29	\$30	\$1

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

Changes to the Outcome Based Management framework

The Authority’s Outcome Based Management framework did not change during 2023–24.

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 2023–24 financial year.

Performance against financial targets

Table 6: Performance against financial targets

	2024 Target ^(a) \$000	2024 Actual \$000	Variance ^(b) \$000
Total cost of services	46,494	45,928	(566)
Net cost of services	41,373	42,638	1,265
Total Equity	7,110	7,226	116
Net increase/(decrease) in cash and cash equivalents	-	(51)	(51)

(a) As specified in the Annual Estimates submission.

(b) Explanations for the variances are provided in Note 8.8 of the financial statements.



Image via Department of Education

Section 2: Agency performance



Image via AISWA

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 *School Curriculum and Standards Authority Act 1997*, the *Western Australian Curriculum and Assessment Outline* (the *Outline*) sets out the knowledge, understanding, skills, values and attitudes that Kindergarten to Year 10 students are expected to acquire and guidelines for the assessment of student achievement (Pre-primary to Year 10).

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

Kindergarten

The *Kindergarten Curriculum Guidelines* (the *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 *Belonging, Being and Becoming: Early Years Learning Framework* (the *EYLF*), the Western Australian curriculum and their professional knowledge to develop high-quality early childhood programs that align with whole school plans and initiatives and are tailored to community contexts.

The Authority has updated the *Guidelines*. The *Guidelines* are a teacher support resource that draw on the principles, practice and outcomes of the *EYLF* to assist teachers to develop curriculum and learning and teaching programs for the Kindergarten year. The *Guidelines* are not mandated.

In August 2023, the Minister for Early Childhood Education released the revised *Guidelines*, reflecting the revisions made to the *Early Years Learning Framework v2* undertaken by the Australian Government during 2022.

Pre-primary to Year 10

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

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

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

Review of the F–10 Australian Curriculum

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

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

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

The Authority collaborated with the school systems/sector to coordinate opportunities for Western Australian teachers and other stakeholders to provide feedback on ACARA’s proposed revisions to the F–10 Australian Curriculum. This feedback was analysed and formed the basis of the Authority’s response to ACARA, as well as informing the development of the Authority’s project plan for adopting and adapting the Australian Curriculum version 9 within the *Outline*. Until notified otherwise, all Western Australian schools and approved offshore international schools must continue to implement the Western Australian curriculum as published in the *Outline*.

In 2022, the Authority developed a project plan to adopt and adapt the Australian Curriculum version 9 within the *Outline*. As part of the State Government’s 2023–24 Budget, \$24.3 million was committed to support the Authority to adopt and adapt the Australian Curriculum version 9 within the *Outline*. This work has commenced and is being undertaken to reflect the feedback that was received from over 1800 teachers who participated in public consultation workshops in 2021.

To ensure teachers and schools can effectively manage the curriculum changes, a phased approach has been taken with gradual updates to the curriculum through specified learning areas on a yearly basis from 2024 to 2027. Table 7 indicates the phased implementation of adopting and adapting the Australian Curriculum version 9 within the *Outline*.

Table 7: Phased implementation

Year	Consultation timeline	Familiarisation timeline	Implementation timeline
2023	English (P–10) Health and Physical Education (P–10)	English (P–6 phonics and word knowledge) Health and Physical Education (P–10 consent and examples of first aid)	
2024	Humanities and Social Sciences (P–10) Mathematics (P–10) Science (P–10) Technologies (P–10)	English (P–10) Health and Physical Education (P–10)	English (P–6 phonics and word knowledge) Health and Physical Education (P–10 consent and examples of first aid)
2025	The Arts (P–10)	Humanities and Social Sciences (P–10) Mathematics (P–10) Science (P–10) Technologies (P–10)	English (P–10) Health and Physical Education (P–10)
2026		The Arts (P–10)	Humanities and Social Sciences (P–10) Mathematics (P–10) Science (P–10) Technologies (P–10)
2027			The Arts (P–10)

The review of the Australian Curriculum: Languages continued throughout 2023–24, as set out in the terms of reference for the Australian Curriculum Review. The Languages curriculum review has been conducted by ACARA in phases and the review was completed at the beginning of 2024. The

Authority continued to coordinate Western Australia’s jurisdictional feedback on ACARA’s Languages curriculum as it was released for public consultation in phases across 2022–23 and into 2023–24.

In 2024, all Western Australian schools and approved offshore international schools implemented the revised Health and Physical Education curriculum for consent and examples of first aid, and the revised English curriculum for Pre-primary to Year 6 phonics and word knowledge. The age-appropriate sequencing of the curriculum content in the Pre-primary to Year 10 Health and Physical Education curriculum for consent education and examples of first aid contributes to the State Government’s goal of safe communities. Updating phonics and word knowledge curriculum content to be clearer and more explicit in the Pre-primary to Year 6 English curriculum for primary students ensures a robust focus on improving the teaching of the skills children require to learn to read. The Authority provided professional learning during 2023 to support teachers with the implementation of the revised content in 2024.

During 2023, the Authority completed the revisions to the English and Health and Physical Education curriculum. The revised curriculum for Pre-primary to Year 10 English and Pre-primary to Year 10 Health and Physical Education has been published on the Authority website for familiarisation in 2024 and implementation in 2025.

During 2024, the Authority has proposed revisions to the Pre-primary to Year 10 Humanities and Social Sciences, Mathematics, Science and Technologies curriculum. The Authority’s Curriculum Advisory Committees (CACs) have worked with the Authority to revise the curriculum prior to public consultation. Humanities and Social Sciences, Science and Technologies have completed the consultation process. Mathematics continues to be in consultation. All four learning areas will be available for familiarisation in 2025.

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.

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

In creating an individual education plan (IEP) 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.

Stages A to D focus on progressing students from a pre-intentional to intentional engagement in learning. They support students to develop their independence as they explore, participate and engage in the world around them. As students progress through these stages, the amount of support decreases as they proceed towards becoming independent learners.

The stages are not associated with any set age or year level that links chronological age to cognitive progress; rather, the learning descriptions for Stages A to D are structured by the following continuum:

- Stage A: Beginning to Explore
- Stage B: Active Exploration
- Stage C: Intentional Participation
- Stage D: Building Independence.

The ABLES assessment tool is available to all schools across the school systems/sector, with 1393 students being assessed in 198 schools in Term 3, 2023. This represents an increase in the number of students being assessed for this period from the previous year. The data shows 232 schools using the assessment tool and 1226 students being assessed in Term 1, 2024. It should be noted that some schools assess students each term while others may assess once per semester or year.

Pre-primary to Year 10 Western Australian curriculum

The syllabuses in each learning area contain:

- Year level descriptions – an overview of the context for teaching and learning in the year
- Curriculum content – the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- Achievement standards – indicate the quality of learning that students should typically demonstrate by a particular point in their schooling.

The phased implementation of Languages continued with the implementation of Languages at Year 9 in 2024, complementing the suite of learning areas (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages at Year 8) already implemented by schools. The provision of

languages by schools is optional for Years 9 and 10. Year 10 Languages will be implemented in 2025.

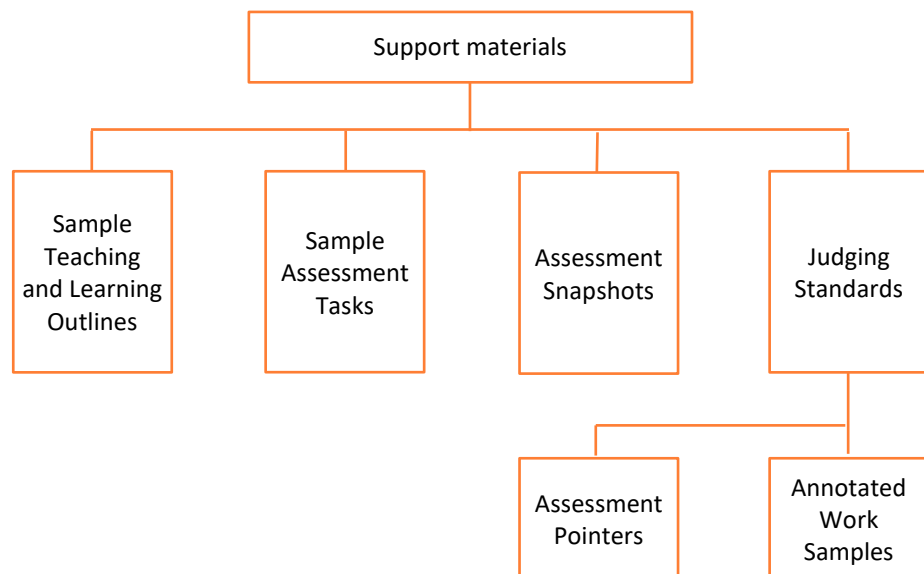
For Languages education in Western Australia, the Authority provides syllabuses for Pre-primary to Year 10 second language learners in eleven Languages: Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Noongar (Language Revival), Punjabi and Tamil. Punjabi was developed during 2023 and available for implementation from Term 1, 2024.

The Western Australian Aboriginal Languages: Noongar (Language Revival) curriculum is adapted from ACARA's *Aboriginal Languages and Torres Strait Islander Languages Framework*, which is available on the Authority website to support schools implementing local languages. The Authority's *Western Australian Aboriginal Languages (Language Revival) Template for Syllabus Development Pre-primary to Year 10 Scope and Sequence* is designed to cater for Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation. Together, the curriculum and the template will serve as models for use in the development of curriculum for other Western Australian Aboriginal Languages and provide primary and secondary students with a robust Aboriginal Language education. In 2024, the Authority published the Western Australian Aboriginal Languages: Wajarri (Language Revival) curriculum developed by a school community using the template.

Teacher support materials

Support materials consist of sample Teaching and Learning Outlines, sample Assessment Tasks, Assessment Snapshots and Judging Standards resources that include assessment pointers and annotated student work samples.

Figure 3: Teacher support materials



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

Sample Assessment Tasks illustrate how teachers can use best practice to create activities to assess student achievement, including a marking key.

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

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

Table 8: Judging Standards resources

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

Alternative curriculum/reporting recognition

In May 2024, the Authority Board granted schools an extension for approval of their Alternative Curriculum and/or Reporting on Student Achievement Recognition submissions to 31 December, 2024, due to the revisions of the Foundation to Year 10 Australian Curriculum made by ACARA which are currently being adopted and adapted within the *Outline*.

Given the phased implementation of the revisions, schools with approved alternative curriculum and/or reporting arrangements are required to familiarise themselves with the Authority’s review of the Australian Curriculum version 9 within the *Outline*. Schools will be able to submit applications in Semester 1, 2025, as changes for the various learning area curriculum are implemented.

In Semester 2, 2023, two schools sought approval for minor alterations to their reporting on student achievement documentation. These were approved by the Executive Director – SCS.

One school sought alternative curriculum recognition for their Pre-primary to Year 10 Humanities and Social Sciences curriculum and Languages

curriculum. The Board granted approval for these two learning area submissions and the *Alternative Curriculum/Reporting on Student Achievement Register* was updated to reflect these changes.

Moderation (Pre-primary to Year 10)

The purpose of the Authority’s moderation process is to work with schools and teachers to:

- ensure the comparable standard of grades across all Western Australian schools from Pre-primary to Year 10
- develop a comprehensive and shared understanding of the learning area year-level Achievement Standards
- engage teachers in the analysis of Achievement Standards and the Assessment Pointers
- support teachers to make valid and reliable judgements on student achievement.

The Authority has published sample moderation activities and tasks to support schools in their understanding of year-level standards for the eight learning areas in the *Outline* and an online module to assist schools to implement moderation processes between classes and/or between schools.

Brightpath

The Authority licenses Brightpath for use by Western Australian schools and offshore international schools licensed to deliver Western Australian education programs and currently provides access to the Brightpath Basic Package and the Advanced Package to over 700 schools. This 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. Brightpath supports Pre-primary to Year 10 teachers in making reliable professional

judgements, recording assessment results and reporting a range of formative and summative information.

In 2023, teacher judgements were used to evaluate student growth in learning and to evaluate teaching programs. The most used scale, with approximately 173 000 assessments completed, was Narrative. Other frequently used scales include Persuasive, with around 89 000 assessments, and Number and Algebra, with approximately 82 000 assessments completed. Notably, Brightpath was most used to assess students between Pre-primary and Year 6.

The data shows that Brightpath has an increasing level of usage in Western Australian schools. Compared to previous years, there was an increase in both the number of schools and total number of assessments completed within Brightpath. By the end of 2023, the number of schools participating with Brightpath increased by more than six-fold since 2015, at which time there were 92 schools. Of the more than 700 registered schools, 606 schools were active users, marking the highest number since Brightpath’s implementation in 2014–15. The average number of assessments completed per school grew in 2023, increasing from 729 assessments per school in 2022 to 851 assessments per school in 2023. Growth in assessment numbers was driven by an increase in usage within the school systems/sector, as well as the introduction of two Numeracy scales and one Literacy scale.

The data indicates 129 970 assessments overall for Term 1, 2024, indicating improved usage from the same period in 2023 (up from 79 575). The Narrative scale was the most popular scale. A total of 55 502 assessments were completed in narrative writing. The Persuasive and Number and Algebra scales were also commonly used. A total of 22 596 Number and Algebra scale assessments were completed, and 20 054 Persuasive scale assessments were completed. The Book Review, Response to Literature, and

Science Investigation scales were used least commonly, and in combination comprised 511 assessments.

Literacy comprises the Narrative, Persuasive, Information Report, Recount, Book Review, Response to Literature, and Oral Narrative scales. The Literacy assessments were the most widely conducted in Term 1, 2024. In total, 91 456 assessments were conducted in Literacy. Mathematics comprises Number and Algebra, Measurement and Geometry, Statistics and Probability, and General scales. In total, 38 454 assessments were conducted in Mathematics.

An additional 24 schools registered to use Brightpath in Semester 1, 2024, affording them the opportunity for efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning. Schools can collect consistent teacher judgements to evaluate school programs and support the next steps in each student's learning plan. This includes a small number of secondary schools that have registered to access both the Brightpath Literacy and Mathematics assessments.

International education (Kindergarten to Year 10)

From July 2023 to June 2024, the Authority continued to approve the implementation of the *Outline* as part of its offshore international curriculum program.

The *Outline* was implemented by eight schools in six countries – Bangladesh, Indonesia, Mauritius, South Korea, Türkiye and Vietnam on the Southern hemisphere and/or Northern hemisphere *Activities Schedule*. Students at these schools study the Authority's curriculum programs without leaving their own country. As at 31 December 2023, offshore international student registrations in the Kindergarten to Year 10 curriculum programs that are following the Southern hemisphere academic calendar totalled 1773. There

were also 344 Northern hemisphere student registrations for Kindergarten to Year 10 during the 2023–24 academic year.

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

Additional offshore international schools commenced curriculum implementation processes during this reporting period and will be included in the next reporting cycle.

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 requirement, 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 meetings, validation meetings, a common

oral assessment task (COAT), externally set tasks (ESTs) and assessment task review (ATR) trial.

Syllabus delivery audit

The Authority introduced the syllabus delivery audit (SDA) in 2015, and it has continued through to 2024. The audit is designed to ensure that all schools deliver and assess the correct syllabus to comply with the requirements set out in the *WACE Manual* and ensure students are being provided with the current curriculum and assessment arrangements.

Years 11 and 12 Foundation, General and ATAR courses audited in 2024

- Year 11 Religion and Life Foundation
- Year 11 Agribusiness ATAR
- Year 11 Agricultural Science and Technology ATAR
- Year 11 Ancient History ATAR
- Year 11 Chinese: Background Language ATAR
- Year 11 Engineering Studies ATAR
- Year 11 Hebrew ATAR
- Year 11 Indonesian: Background Language ATAR
- Year 11 Japanese: Second Language ATAR
- Year 11 Modern History ATAR
- Year 11 Persian ATAR
- Year 11 Physical Education Studies ATAR
- Year 11 Polish ATAR
- Year 11 Punjabi: Background Language ATAR
- Year 11 Punjabi: Second Language ATAR
- Year 11 Russian ATAR
- Year 11 Sinhala ATAR
- Year 11 Tamil: Background Language ATAR
- Year 11 Tamil: Second Language ATAR
- Year 11 Turkish ATAR
- Year 11 Drama General
- Year 11 English as an Additional Language/Dialect General
- Year 11 Human Biology General
- Year 11 Media Production and Analysis General
- Year 11 Science in Practice General
- Year 12 Computer Science ATAR
- Year 12 Design ATAR
- Year 12 Economics ATAR
- Year 12 Hindi: Background Language ATAR
- Year 12 Hindi: Second Language ATAR
- Year 12 Korean: Background Language ATAR
- Year 12 Korean: Second Language ATAR
- Year 12 Music ATAR
- Year 12 Psychology ATAR
- Year 12 Aboriginal and Intercultural Studies General
- Year 12 Visual Art General.

In Term 1, 2024, approximately 2703 (2130 in 2023) 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 six days by 53 reviewers. Of the course outlines reviewed, 60 per cent met all three criteria and 65 per cent of the assessment outlines met at least six of the seven criteria.

The courses selected for inclusion in the SDA for 2024 were those with syllabus changes resulting from the syllabus review process or other minor syllabus changes implemented in 2024.

Principal Consultants for each course contacted the small number of schools identified with non-compliance issues 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 appropriateness of the documentation, including requesting the revision and resubmission of documents where required. Eleven schools were involved in this process in 2024. The Authority reviewed the documentation for 260 offerings for Year 11 and Year 12 across the 11 schools, with 102 offerings requiring some course documentation to be resubmitted.

Documentation and grading reviews

The school moderation program is predominantly conducted through school visits for specific courses, based on evidence of potential delivery and/or assessment issues. A review by electronic submission is conducted for schools where a visit is not possible. The school moderation program helps to ensure that state-wide comparability of course standards is achieved. Assessment and grading practices at selected schools are reviewed each year by the Authority to ensure requirements and procedures have been understood and implemented.

In the reporting period, the Authority conducted 55 documentation reviews and 205 grading reviews on specific courses at schools where:

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

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

Consensus moderation meetings

Consensus moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability. The consensus moderation meetings were full-day events conducted in two parts. Part A was the review of student assessment files and a focus on applying the Grade Descriptions in a course to determine a grade. The process of judging the student assessment files remained the same as previous years. Part B focused on improving assessment practices as outlined in Section 2.4 of the relevant *WACE Manual*.

Consensus moderation was undertaken in 16 courses across ATAR and General for either Year 11 or Year 12 in 2023.

Table 9 shows 460 teachers attended the 33 face-to-face meetings (21 metropolitan and 12 regional) and nine online meetings conducted in Term 3, 2023.

Table 9: Courses involved in Consensus moderation 24 July 2023–6 September 2023

Course	Course type	Number of face-to-face meetings	Number of participants	Number of online meetings	Number of participants
Accounting and Finance	ATAR Year 11	1	6	1	13
Biology	ATAR Year 11	3	50	1	11
Computer Science*	General Year 12	0	0	0	0
Dance*	General Year 12	0	0	0	0
Drama*	General Year 12	0	0	0	0
French: Second Language	ATAR Year 11	2	21	0	0
Health Studies	ATAR Year 11	1	4	1	7
Health Studies	General Year 12	1	3	1	10
Italian: Second Language	ATAR Year 11	1	14	0	0
Japanese: Second Language	ATAR Year 11	3	31	0	0
Marine and Maritime Studies	ATAR Year 11	1	13	0	0
Mathematics Methods	ATAR Year 11	6	61	2	23
Modern History	General Year 11	2	25	1	6
Outdoor Education	General Year 12	7	82	1	12
Politics and Law	ATAR Year 12	3	39	0	0
Religion and Life	General Year 11	2	25	1	4
Total		33	374	9	86

* Computer Science, Dance and Drama registered zero meetings, as the meetings were conducted in the first half of 2023.

In 2024, 167 teachers participated in 11 face-to-face consensus moderation meetings in Term 2. Table 10 shows the Year 11 and Year 12 courses selected for consensus moderation in 2024 and the number of face-to-face meetings.

Table 10: Courses involved in Consensus moderation 5–20 June 2024

Course	Course type	Number of face-to-face meetings	Number of participants
Business Management and Enterprise	General Year 11	3	50
Literature	ATAR Year 12	6	85
Physics	ATAR Year 11	2	32
Total		11	167

Validation meetings

Validation meetings provide Preliminary course teachers with the opportunity to build common understandings of the validation requirements for course delivery. Three validation meetings for Preliminary Mathematics were held in August 2023 (two face-to-face and one online). Thirty-one participants registered.

Externally set tasks (ESTs)

Year 12 students enrolled in General and Foundation courses complete an EST developed by the Authority in Term 2 each year. The Authority prepared 63 EST papers (courses with contexts, such as Materials Design and Technology, which has three, require separate context-based EST papers) for 2024. The Authority sent 80 839 EST papers to 257 schools. From these, the Authority selected 29 723 samples for the external marking process. The EST is part of the school’s assessment program, and these tasks:

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

By 30 June 2024, General and Foundation ESTs for 2025 were being developed by nominated EST writers and were due for submission to the Authority by Monday, 8 July 2024.

Common oral assessment task (COAT)

All Year 12 students enrolled in Year 12 ATAR English as an Additional Language or Dialect (EAL/D) are required to complete the common oral assessment task (COAT) developed by the Authority in Term 2. The COAT replaced the EAL/D ATAR course practical examination.

The Authority sent the COAT to be administered to 59 schools in 2024. From these, the Authority selected 385 samples for the external marking process. The COAT is part of the school’s assessment program. The COAT:

- supports the fair assessment of student achievement in the Year 12 ATAR EAL/D course
- supports subsequent statistical moderation processes for the Year 12 ATAR EAL/D course
- establishes common understandings of the course standards and related content

- is not an examination and does not function as an examination.

By 30 June 2024, the COAT for 2025 was being developed by a nominated COAT writer and was due for submission to the Authority by Monday, 8 July 2024.

Assessment task review trial

In 2024, the Authority concluded the trial of the assessment task review (ATR) process. The effectiveness of the trial process in supporting teachers to strengthen their development of assessment tasks and marking keys that reflect course requirements and standards was recognised.

Grade descriptions and annotated samples

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

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

Enrolment processes

Enrolment process for WACE languages courses

In the 2023 school year, all students who planned to enrol in a Year 11 WACE Language course in 2024 were required to complete an application for permission to enrol in Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Punjabi or Tamil language courses.

The Authority processed 1933 applications in total from Years 9, 10 and 11 students and determined for each student the course in which they were permitted to enrol. The Languages Enrolment Determinations Appeals Committee, an external and independent appeals committee, considered

appeals from seven students. Two students successfully appealed the Authority's initial enrolment determination.

In 2024, the Authority Board requested that a report be completed to include research on language acquisition, the review of the purpose, currency, fairness, validity and reliability of the current Languages Enrolment process, and provide advice on possible future directions and improvements to the requirements for enrolment in the Year 11 and Year 12 ATAR Languages courses.

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

The English as an Additional Language or Dialect (EAL/D) Eligibility policy for enrolment in the Year 12 EAL/D ATAR course places the responsibility for eligibility approval with individual school Principals. In the 2024 Year 12 ATAR EAL/D cohort, which is following the Western Australian *Activities Schedule*, 810 students were deemed eligible and were enrolled. In the 2023–24 Northern hemisphere *Activities Schedule* cohort, 337 students were deemed eligible and enrolled in the Year 12 EAL/D ATAR course.

International education (Year 11 and Year 12)

From July 2023 to June 2024, the Authority continued to approve the implementation of the following Year 11 and Year 12 Western Australian curriculum programs as part of its offshore international education offerings:

- Year 11 and Year 12 WACE International
- Year 12 one-year Western Australian Matriculation (WAM International).

WACE International or WAM International programs were implemented in 18 schools in 10 countries: Bangladesh, China, Indonesia, Japan, Malaysia, Singapore, Sri Lanka, Thailand, Türkiye and Vietnam on the Southern hemisphere and/or Northern hemisphere *Activities Schedule*.

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

Each offshore international school implementing the WACE International or WAM International was supported through school visits, online conferencing, email and telephone. The focus of this support included the review of the:

- school’s Year 12 WACE statistical reports produced by the Authority, based on the previous year’s examinations and WACE documentation, where relevant
- 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.

Of the 18 schools, as at 31 December 2023, offshore international student registrations in the Year 11 and Year 12 curriculum programs in 17 schools in nine countries following the Southern hemisphere 2023 *Activities Schedule* totalled 344 students in Year 11 and 723 students in Year 12.

There were 104 offshore international students registered in Year 11 and 343 offshore international students registered in Year 12 in seven schools in four countries following the Northern hemisphere *Activities Schedule* for the 2023–24 school year. Six of the seven schools implementing Years 11 and 12 in the Northern hemisphere *Activities Schedule*, also implement the same year levels in the Southern hemisphere *Activities Schedule*.

Additional offshore international schools commenced curriculum implementation processes during this reporting period and will be included in the next reporting cycle.

Years 11 and 12 curriculum

Syllabus development

The Years 11 and 12 Tamil: Background and Tamil: Second Language ATAR syllabuses were finalised in 2023 and available for implementation from Term 1, 2024. The Year 11 ATAR course syllabuses and teacher support materials were available to support implementation in Term 1, 2024. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from Term 1, 2025.

The Authority has completed the development of the Western Australian Punjabi ATAR courses as part of the WACE. The Year 11 Punjabi: Background Language and Second Language ATAR course syllabuses were available for implementation in Term 1, 2024. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from Term 1, 2025.

The Authority has completed the development of the Indonesian: Background Language ATAR course for Western Australian students, after receiving notification of the planned suspension in 2025 of Indonesian First Language, which is borrowed by arrangement from the New South Wales Education Standards Authority (NESA). The Year 11 Indonesian: Background Language ATAR course syllabus was available for implementation in Term 1, 2024, with the Year 12 course syllabus scheduled for implementation and examination from Term 1, 2025. The Indonesian: Background Language ATAR course will complement the Authority-developed background language courses for French, German, Hindi, Italian, Japanese, Korean, Punjabi and Tamil.

The Year 11 Agricultural Science and Technology and Agribusiness ATAR course syllabuses have been implemented in Term 1, 2024. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from

Term 1, 2025. Teacher support materials have been made available to assist teachers in the implementation of these new courses.

The Board of the Authority approved the development of a Religion and Life Foundation course with support from Catholic Education Western Australia, with the work undertaken during 2022–23 and 2023–24. The Year 11 Religion and Life Foundation course was implemented in Term 1, 2024 and the Year 12 Religion and Life Foundation course is being piloted in 2024 with five schools. The purpose of this pilot is to provide real-time feedback to support the Authority in developing appropriate curriculum planning and assessment resources to cater for a diverse group of learners and school contexts.

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, the COAT and ATAR course examinations
- interaction with teachers and liaison with professional associations that contribute practitioner views
- input from the Authority’s CACs, key stakeholders and representative groups
- outcomes of consultation meetings.

The senior secondary courses approved for review by the Board are listed below.

Reviewed courses implemented in Year 11 in 2023 and Year 12 in 2024

- Years 11 and 12 Aboriginal and Intercultural Studies General
- Years 11 and 12 Computer Science ATAR
- Years 11 and 12 Design ATAR

- Years 11 and 12 Economics ATAR
- Years 11 and 12 Music ATAR
- Years 11 and 12 Physical Education Studies ATAR
- Years 11 and 12 Psychology ATAR

Reviewed courses implemented in Year 11 in 2024 and Year 12 in 2025

- Years 11 and 12 Ancient History ATAR
- Years 11 and 12 Engineering Studies ATAR
- Years 11 and 12 Human Biology General
- Years 11 and 12 Modern History ATAR
- Years 11 and 12 Physical Education Studies ATAR
- Years 11 and 12 Religion and Life Foundation

Reviewed courses approved for implementation in Year 11 in 2025 and Year 12 in 2026

- Years 11 and 12 Aboriginal and Intercultural Studies ATAR
- Years 11 and 12 Careers and Employability General (replacing Careers and Enterprise General)
- Years 11 and 12 Physics ATAR

Courses replaced by new courses in Year 12 2025 (last year of teaching)

- Year 12 Animal Production Systems ATAR
- Year 12 Integrated Science General
- Year 12 Plant Production Systems ATAR

New courses implemented in Year 11 in 2024 (and Year 12 in 2025)

- Years 11 and 12 Agribusiness ATAR
- Years 11 and 12 Agricultural Science and Technology ATAR
- Years 11 and 12 Science in Practice General

New course to be implemented in Year 11 in 2025 and Year 12 in 2026

- Years 11 and 12 Humanities and Social Sciences in Action General

Courses approved by the Board to commence review in 2023 (continuing in 2024)

- Years 11 and 12 Aboriginal and Intercultural Studies ATAR
- Years 11 and 12 Career and Enterprise General
- Years 11 and 12 Chinese: First Language ATAR
- Years 11 and 12 Chinese: Second Language ATAR
- Years 11 and 12 Dance ATAR
- Years 11 and 12 Design General
- Years 11 and 12 Drama General
- Years 11 and 12 French: Background Language ATAR
- Years 11 and 12 French: Second Language ATAR
- Years 11 and 12 German: Background Language ATAR
- Years 11 and 12 German: Second Language ATAR
- Years 11 and 12 Indonesian: Second Language ATAR
- Years 11 and 12 Italian: Background Language ATAR
- Years 11 and 12 Italian: Second Language ATAR
- Years 11 and 12 Japanese: Second Language ATAR
- Years 11 and 12 Media Production and Analysis General
- Years 11 and 12 Music General

Courses approved for retirement in Year 11 in 2024 and Year 12 in 2025

- Years 11 and 12 Career and Enterprise ATAR
- Years 11 and 12 Children, Family and the Community ATAR
- Years 11 and 12 Integrated Science ATAR
- Years 11 and 12 Biology General
- Years 11 and 12 Earth and Environmental Science General
- Years 11 and 12 Economics General

- Years 11 and 12 Literature General
- Years 11 and 12 Philosophy and Ethics General
- Years 11 and 12 Physics General
- Years 11 and 12 Politics and Law General

Years 11 and 12 Physical Education Studies ATAR revised syllabus

The Board of Authority endorsed the revised Year 12 Physical Education Studies ATAR course syllabus, including the replacement of the practical (performance) examination with a school-based external assessment process to be implemented in 2025.

The process of review and consultation has been extensive.

Before final endorsement of the syllabus by the Board, all schools offering the Physical Education Studies ATAR course were asked to indicate their support for replacing the practical (performance) examination with a school-based assessment. The Authority will be delivering both face-to-face and online professional learning to support schools with the implementation of the revised syllabus and school-based external assessment.

Registrations

Table 11 shows the school registrations of secondary students in 2023. There were just over 206 000 students between Years 7 to 12 registered in Western Australia in 2023. The number of registered Year 12 students is less than the number of registered Year 11 students (28 269 compared to 33 817). Other registrations accounted for 4648 of all secondary registrations. This number includes students registered for home education at an Education Regional Office and at offshore international schools.

Table 11: 2023 secondary registrations (as at 31 October 2023)

School type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	20 769	20 712	20 890	21 106	19 844	15 811	119 132
Non-government	15 075	14 614	14 135	13 953	13 254	11 497	82 528
Other*	663	750	890	665	719	961	4 648
Total	36 507	36 076	35 915	35 724	33 817	28 269	206 308

* Other includes offshore international and home education registrations.

Tables 12, 13 and 14 show that a total of 288 789 primary students were registered. Kindergarten and Pre-primary registrations were just over 32 000 and 35 000 respectively while the average registrations for Years 1 through to 6 were approximately 36 800.

Table 12: 2023 primary registrations (K–2) (as at 31 October 2023)

School type	Kindergarten	Pre-primary	Year 1	Year 2	Total
Government	23 525	25 925	26 471	26 925	102 846
Non-government	9 033	9 139	9 457	9 773	37 402
Other*	51	375	606	604	1 636
Total	32 609	35 439	36 534	37 302	141 884

Table 13: 2023 primary registrations (3–6) (as at 31 October 2023)

School type	Year 3	Year 4	Year 5	Year 6	Total
Government	26 034	25 845	25 587	24 817	102 283
Non-government	9 802	10 272	10 617	10 884	41 575
Other*	942	610	897	598	3 047
Total	36 778	36 727	37 101	36 299	146 905

Table 14: 2023 primary registrations (K–6) (as at 31 October 2023)

School type	Kindergarten–Year 2	Years 3–6	Total
Government	102 846	102 283	205 129
Non-government	37 402	41 575	78 977
Other*	1 636	3 047	4 683
Total	141 884	146 905	288 789

* Other includes offshore international and home education registrations.



Image via AISWA

Table 15 shows the number of students born 1/7/2005–30/06/2007 registered with the Authority in 2023, including those undertaking programs other than full-time schooling.

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

Table 15: 2023 student registrations – students born 1/7/2005–30/6/2007 (as at 31 October 2023)

Engagement type	Date of birth 1/7/2005–30/6/2006	Date of birth 1/7/2006–30/6/2007
A. Participating students		
(i) Schooling		
• Government	15 971	19 089
• Non-government	11 667	13 197
• Home education	187	379
Subtotal: participating students (i)	27 825	32 665
(ii) Non-School (Notice of Arrangements)		
• TAFE/RTO (Form A)	974	526
• Apprenticeship/traineeship (Form ATRS)	1 508	666
• Employment (Form C)	563	203
• Combination of above (Form B)	77	16
• Pending (i.e. no learning program supplied)	463	360
Subtotal: participating students (ii)	3 585	1 771
Subtotal (i) and (ii): participating students	31 410	34 436
B. Non-participating students		
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	2 093	1 532
C. Other		
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	453	375
Total all students	33 956	36 343

Aboriginal and Torres Strait Islander student registrations

Table 16 shows the number of Aboriginal and Torres Strait Islander students born 1/7/2005–30/6/2007 registered with the Authority in 2023, including those undertaking activities other than full-time schooling.

Table 16: Aboriginal and Torres Strait Islander 2023 student registrations – students born 1/7/2005–30/6/2007 (as at 31 October 2023)

Engagement type	Date of birth 1/7/2005–30/6/2006			Date of birth 1/7/2006–30/6/2007		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
A. Participating students						
(i) Schooling						
• Government	1	105	1 244	56	1 640	2
• Non-government	4	47	377	21	502	1
• Home education	0	1	1	0	5	0
Subtotal: participating students (i)	5	153	1 622	77	2 147	3
(ii) Non-School (Notice of Arrangements)						
• TAFE/RTO (Form A)	0	1	43	1	19	0
• Apprenticeship/traineeship (Form ATRS)	0	4	18	0	6	0
• Employment (Form C)	0	3	21	2	8	0
• Combination of above (Form B)	0	0	3	0	1	0
• Pending (i.e. no learning program supplied)	0	2	22	1	14	0
Subtotal: participating students (ii)	0	10	107	4	48	0
Subtotal (i) and (ii): participating students	5	163	1 729	81	2 195	3
B. Non-participating students						
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	4	118	137	96	102	1
C. Other						
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	0	7	161	2	144	1
Total all Aboriginal and Torres Strait Islander students	9	288	2 027	179	2 441	5

Western Australian Student Assistance Payment

The Department of Education administered the WA Student Assistance Payment (WASAP), a cost-of-living initiative, to parents and carers of eligible students. The initiative provided a one-off payment of \$250 for each secondary student and \$150 for each primary or Kindergarten student enrolled in a public or non-government school, or registered for home education. Claims were open from 15 April until 28 June 2024, and claimants could apply via the ServiceWA application or paper and online forms.

The Authority supported the WASAP initiative by developing and implementing a student enrolment validation system to check for matches in data submitted by WASAP claimants against student data maintained in the Authority's Student Information Records System (SIRS) database.

Strategic priority 2: Examinations, certification and testing

Examinations

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

ATAR course examination development

In December 2023 and early 2024, 297 examining panel members for 56 ATAR course examination panels were briefed regarding the development of the examination materials for the 2024 ATAR course examinations. This included four new languages examinations – Korean: Background and Second Languages and Hindi: Background and Second Languages. Each panel included examiners and independent reviewers. A curriculum specialist and a number of independent checkers who are separate from each panel's processes provided an additional layer of quality assurance.

By 30 June 2024, 56 ATAR course examination document sets (examination paper, marking keys, source booklets, recording information etc.) for the

2024 ATAR course examinations had been received by the Authority. A curriculum specialist and an external editor had checked all these documents, and more than half of these documents had been checked by the Manager – Examination Development by 30 June 2024.

Seventy-two of the 297 examining panel members were involved in writing a second ATAR course examination for 14 courses for the WACE International Northern hemisphere examinations. By 30 June 2024, the 14 document sets for these ATAR course examinations had been received by the Authority and had been checked by relevant curriculum specialists.

2023 ATAR course written examinations

Written ATAR course examination papers were set and checked to ensure they were valid and fair, and provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their knowledge and understanding.

In 2023, the Authority conducted 79 separate examinations, comprising 52 ATAR course examinations and 27 interstate-sourced examinations. The ATAR course examinations for 2023 were held from Monday, 30 October to Friday, 17 November. At least two examinations were conducted each day during the examination period, the most being five.

For the 2023 school year, the Authority recorded that:

- 10 454 (40.7 per cent) of Year 12 students who undertook full-time WACE studies were enrolled to sit four or more ATAR course examinations – 10 497 (41.9 per cent) in 2022, 11 623 (45.4 per cent) in 2021, 11 892 (46.8 per cent) in 2020, 12 269 (48.7 per cent) in 2019
- a total of 13 106 students were enrolled to sit one or more ATAR course examination

- of the students who enrolled in four or more examinations, 82.4 per cent studied at a school in the metropolitan area, compared with 10.8 per cent for students who studied at a country school
- the most common number of ATAR course examinations in which students were enrolled over the past six years was five
- 120 Year 12 Aboriginal and Torres Strait Islander students were enrolled to sit one or more ATAR course examinations and 77 sat four or more ATAR course examinations
- not all candidates enrolled in an examination sat the examination. There were 829 candidates absent from the written examinations (including Interstate Languages examinations).

Staff managing the examination process were supported by:

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

See Appendix A for detailed data about the 2023 ATAR course examinations.

2023 ATAR course practical examinations

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

Practical examinations were set and conducted in Western Australia in 18 ATAR courses and undertaken by 4777 candidates. Depending on the

course, the practical examinations constituted between 25 per cent and 50 per cent of the final combined ATAR course score.

The Authority also conducted practical (oral) examinations in 25 Interstate Languages.

Access for candidates with special examination provisions

A total of 1183 applications for special examination provisions were received for 2023. This represents 9.0 per cent of the number of candidates who were enrolled to sit at least one ATAR course examination. When compared to the applications received in 2022, the greatest increases have been in the categories of hearing (200 per cent), vision (60 per cent) and attention deficit hyperactivity disorder (ADHD) (51.3 per cent).

Breach of examination rules

In 2023, the Breach of Examination Rules Committee found 61 candidates had breached examination rules. There were 41 breaches for the practical examinations and 20 breaches for the written examinations. Seven candidates appealed the Committee's decision and the Committee removed the penalty it had applied for two candidates. The Final Determination Committee removed the penalty for one further appeal. A total of 58 penalties were applied in 2023.

Sickness/misadventure consideration

In 2023, 642 candidates applied for sickness/misadventure consideration, representing a decrease of 1.8 per cent on the number of applications received in 2022.

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. Forty-five

candidates requested a results check, involving 55 written and practical examinations.

For the 2023 ATAR course examinations, 13 candidates applied to see a breakdown of their examination marks in 40 examinations. A further 60 candidates requested a copy of one or more of their examination scripts, and 113 scripts were provided.

Vocational education and training (VET)

In 2023, 12 949 full-time WACE-eligible Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12, compared with 12 567 in 2022. This equates to an overall three per cent increase in completed qualifications. In 2023, 3660 students achieved a Certificate III qualification, and 1932 students achieved a Certificate IV qualification.

Recognition of skill sets

In 2023, the Authority made provisions for the recording of the Department of Training and Workforce Development (DTWD) funded VET skill sets on the Western Australian Statement of Student Achievement (WASSA).

DTWD provides a fixed amount of funding for other VET delivered to secondary students that is aligned to the workforce development needs of the State. This funding is prioritised for students in their final two years of compulsory schooling (Years 11 and 12) who undertake VET as part of the requirements for achieving the WACE.

Students in Years 11 and 12 can undertake a DTWD funded VET skill set which, upon successful completion, is listed on the WASSA. In 2023, schools reported data for 178 students in Years 11 and 12 who completed DTWD funded skill sets.

Student achievement of a WACE

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

Students must demonstrate a minimum literacy and numeracy standard, achieve a minimum number of 'C grades' and complete a Certificate II or higher, if not enrolled in four or more Year 12 ATAR courses or five or more Year 12 General courses.

In 2023, there were 24 687 Year 12 students who were eligible for a WACE. Of these students, 22 879 (92.7 per cent) achieved a WACE.

Of the Year 12 students eligible for a WACE in 2023, there were 803 Aboriginal and Torres Strait Islander students. Of these students, 576 (71.7 per cent) achieved a WACE.

Table 17 shows the Achievement of a WACE 2013–23 and Table 18 shows the Achievement of a WACE by Aboriginal and Torres Strait Islander students 2013–23.

Table 17: Achievement of a WACE 2013–2023

WACE status Year	2013	2014*	2015	2016†	2017	2018	2019	2020	2021	2022	2023
Number of WACE-eligible students	22 934	15 607	23 475	23 360	24 332	24 347	24 097	24 335	24 504	23 932	24 687
Number of WACE-eligible students who achieved a WACE	22 229	14 982	22 630	21 473	22 174	22 293	22 008	22 265	22 376	21 850	22 879
Percentage of WACE-eligible students who achieved a WACE	96.9	96.0	96.4	91.9	91.1	91.6	91.3	91.5	91.3	91.3	92.7

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

† The decline in percentage of students achieving a WACE can be attributed to changes to WACE requirements and standards from 2016 onwards.

Table 18: Achievement of a WACE by Aboriginal and Torres Strait Islander students 2013–2023

WACE status Year	2013	2014*	2015	2016†	2017	2018	2019	2020	2021	2022	2023
Number of WACE-eligible students	600	402	617	565	661	687	733	715	686	734	803
Number of WACE-eligible students who achieved a WACE	558	372	553	417	459	494	511	506	475	502	576
Percentage of WACE-eligible students who achieved a WACE	93.0	92.5	89.6	73.1	69.4	71.9	69.7	70.8	69.2	68.4	71.7

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

† The decline in percentage of students achieving a WACE can be attributed to changes to WACE requirements and standards from 2016 onwards.

Special considerations

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

The WACE Requirements Special Considerations Committee’s role is to review situations where students are not eligible to meet, or have not met, WACE requirements due to exceptional circumstances which are out of the

control of either the school or the student. The committee met on 15 November 2023 to consider 16 applications from six schools. All applications were approved by the committee, which meant that these students were granted a WACE, despite not meeting all the requirements to achieve the WACE.

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. No applications were received in 2023, so the VET WACE Requirements Special Considerations Committee did not meet.

Exhibitions and awards

A total of 3894 exhibitions and awards were granted to 3854 students. The Minister for Education announced the winners of the Beazley Medals at Government House on Wednesday, 20 December 2023. The full list of award winners was published on the Authority website that same day.

Elena Latchem from Methodist Ladies' College won the Beazley Medal: WACE, and Isaac Panozzo from Melville Senior High School won the Beazley Medal: VET.

A ceremony was held at Government House Ballroom on Thursday, 15 February, 2024. Medallists and exhibition award recipients were invited to the ceremony to be presented with their awards.

The five Western Australian universities jointly sponsored the Beazley Medal: WACE and the Authority sponsored the Beazley Medal: VET. Other sponsorship was provided as detailed below.

General Exhibitions

- Curtin University
- Edith Cowan University
- Murdoch University
- The University of Notre Dame Australia
- The University of Western Australia
- Board of the School Curriculum and Standards Authority

Exhibitions

- Department of Education
- Department of Training and Workplace Development

Event sponsors

- Anglican Schools Commission
- Association of Independent Schools of Western Australia
- Catholic Education Western Australia
- Curtin University
- Edith Cowan University
- Murdoch University
- State School Teachers' Union of Western Australia Inc
- The University of Notre Dame Australia
- The University of Western Australia
- WA Secondary School Executives Association

Rob Riley Memorial Prize

The Rob Riley Memorial Prize is named in honour of Rob Riley who made an outstanding contribution to Western Australia and the broader Australian community through his advocacy of Aboriginal human rights. The prizes recognise the top-performing Year 12 Aboriginal students in public schools each year.

Reilly Cockbain from Cape Naturaliste College won the Rob Riley Memorial ATAR Prize, which is awarded to the top-performing Aboriginal student from a Western Australian public school for achieving the highest ATAR score.

Lailah Frazer from Melville Senior High School won the Rob Riley Memorial VET Prize, which is awarded to the top-performing Aboriginal student from a Western Australian public school for outstanding achievement in a VET program.

The Rob Riley Memorial Prizes for 2023 were sponsored by the Department of Education and presented at the Authority's awards ceremony.

ATAR course examinations (Northern hemisphere)

As part of the Authority’s Northern hemisphere mid-year examinations for schools working to a Northern hemisphere academic year, the Authority permitted five schools to complete ATAR courses in a mid-year examination period. The Authority administered Northern hemisphere examinations for 11 ATAR courses:

- Accounting and Finance
- Business Management and Enterprise
- Chemistry
- Economics
- English as an Additional Language or Dialect
- Human Biology
- Mathematics Applications
- Mathematics Methods
- Mathematics Specialist
- Physics
- Psychology.

The 2023–24 ATAR course written examinations (Northern hemisphere) were held from Monday, 25 March to Wednesday, 3 April 2024. Eleven examinations were held over eight days, with no more than two examinations scheduled per day. No examinations were scheduled for the Saturday or Sunday. For the delivery of the Authority’s ATAR course written examinations within a Northern hemisphere academic year in 2023–24, the Authority recorded that:

- all 344 students were enrolled to sit four or five of the 11 ATAR course examinations on offer
- not all candidates enrolled in an examination sat the examination. There were four candidates absent from a written examination

- there were three applications for special provisions for the examinations
- there were five breaches of examination rules by candidates
- three applications were received for sickness/misadventure consideration
- there were three requests for a results check, a breakdown of examination marks or a copy of an examination script received from candidates.

Online Literacy and Numeracy Assessment (OLNA)

To achieve their WACE, students must demonstrate the minimum standards of literacy and numeracy. The minimum standards are based on Level 3 of the *Australian Core Skills Framework (ACSF)*, which reflects what is essential for students to meet the demands of everyday life and work in a knowledge-based economy.

Students in Year 9 can demonstrate these minimum standards through the National Assessment Program – Literacy and Numeracy (NAPLAN) Reading, Writing and Numeracy tests to prequalify and, as a result, are then not required to sit the OLNA tests.

To demonstrate the required standards through the OLNA, students have up to six opportunities (two per year) from Year 10 to Year 12, where one of the opportunities allocated to Year 10 can be taken at the end of Year 9.

After Year 12, there are opportunities available to students who have left school to sit the OLNA. These students are required to meet all WACE requirements in place in the year they demonstrate the standard.

Support for students in Year 11 and Year 12 who are yet to demonstrate the minimum standard is provided through Foundation courses. The Foundation courses have been developed to assist teachers to provide a focus on functional literacy and numeracy skills, practical work-related experience, and 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

In 2023, the Authority completed the introduction of a new OLNA testing schedule. The new OLNA testing schedule was introduced to reduce the demands of testing on schools in March and in response to feedback from schools for a more flexible schedule.

This OLNA testing schedule:

- provided an optional window for the 2024 Year 10 cohort to sit in Term 4, 2023 (as Year 9 students)
- had three windows in Semester 2, 2023 (replacing the Semester 2 round)
- had three windows in Semester 1, 2024.

Students in the current Year 10 cohort were provided with three windows in 2023–24 to sit the OLNA:

- 2023 (as Year 9 students) in the Term 4 window had this sit count as one of their Year 10 sits
- 2024 (as Year 10 students) in the two Term 2 windows.

Students in the current Year 11 cohort were provided with six windows in 2023–24 to sit the OLNA:

- 2023 (as Year 10 students) in the two Term 3 windows and the Term 4 window
- 2024 (as Year 11 students) in the Term 1 window and the two Term 2 windows.

Students in the current Year 12 cohort were provided with five windows in 2023–24 to sit the OLNA:

- 2023 (as Year 11 students) in the two Term 3 windows
- 2024 (as Year 12 students) in the Term 1 window and the two Term 2 windows.

In this reporting period, approximately 34 500 numeracy assessments, 29 500 reading assessments and 35 000 writing assessments were completed by students across all testing windows. Cumulatively, there were approximately 99 000 assessments undertaken across all six testing windows.

Support was provided to schools through the Authority’s regular communication channels advising about test logistics requirements, deadlines, and technical matters. During the test administration, the Authority’s OLNA helpdesk assisted schools in overcoming any technical issues. The Authority recorded 91 breaches of the OLNA rules in 2023–24. This represented a total of 0.1 per cent of all OLNA assessments undertaken by students.

2023 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 OLN or through their performance in NAPLAN Year 9.

National Assessment Program – Literacy and Numeracy (NAPLAN)

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for developing and centrally managing the 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 the areas of literacy and numeracy. NAPLAN results are reported one year behind in this annual report due to the timing of the release of results.

In March 2022, the Education Ministers announced the move of NAPLAN testing from May to March. In February 2023, the Education Ministers:

- approved the introduction of new NAPLAN scales from 2023
- agreed a new time series would begin from 2023, noting NAPLAN results reported on the new scales would not be comparable with 2008–22 results
- agreed to new proficiency standards with four proficiency levels:
 - Exceeding – exceeds expectations at the time of testing
 - Strong – meets challenging but reasonable expectations at the time of testing
 - Developing – working towards expectations at the time of testing

- Needs additional support – not achieving the learning outcomes expected at the time of testing and likely to need additional support to progress satisfactorily.

In 2023, there were 142 063 students in Years 3, 5, 7 and 9 eligible for participation in NAPLAN. Tables 19–22 reflect the final participation status of these students for each test.



Image via AISWA

Table 19: Participation status of eligible students for the 2023 NAPLAN

Writing test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 936	95.0%	1.6%	2.6%	2.4%
Year 5	34 868	96.5%	1.2%	2.0%	1.5%
Year 7	34 384	96.5%	1.2%	3.0%	0.5%
Year 9	32 701	93.6%	1.2%	6.0%	0.4%
Total	135 889				

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

Table 20: Participation status of eligible students for the 2023 NAPLAN

Reading test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	34 154	95.7%	1.6%	2.0%	2.3%
Year 5	34 919	96.6%	1.2%	1.9%	1.5%
Year 7	34 264	96.2%	1.2%	3.3%	0.5%
Year 9	32 592	93.3%	1.2%	6.3%	0.4%
Total	135 929				

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

Table 21: Participation status of eligible students for the 2023 NAPLAN

Conventions of Language test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 967	95.2%	1.6%	2.5%	2.3%
Year 5	34 766	96.2%	1.2%	2.3%	1.5%
Year 7	33 957	95.3%	1.2%	4.1%	0.5%
Year 9	32 206	92.2%	1.2%	7.4%	0.4%
Total	134 896				

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

Table 22: Participation status of eligible students for the 2023 NAPLAN

Numeracy test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 915	95.0%	1.6%	2.8%	2.2%
Year 5	34 686	96.0%	1.2%	2.6%	1.4%
Year 7	33 878	95.1%	1.2%	4.4%	0.5%
Year 9	32 149	92.0%	1.2%	7.5%	0.4%
Total	134 628				

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

Strategic priority 3: Communication, engagement and partnerships

Communication

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

Web presence

The Authority websites are critical for sharing information and communicating with key stakeholders, including teachers, school administrators, secondary school students and parents. Ongoing improvements in the Authority's digital culture continue to support the Authority's daily operations and service delivery through online tools. In 2023–24, initiatives to improve digital services included:

- refined delivery of training to enable engagement with stakeholders in an online environment
- targeted ongoing efficiencies in publication of online content within the Authority
- refined use of online events as a means of communicating directly with stakeholders, particularly school leaders and teachers in regional, rural and remote locations
- continued use of social media to share information with stakeholder groups
- refined web content management processes.

Online meetings

Communication with teachers in rural, remote and international locations was supported through online meetings. Training and information sessions provided via video conference continued to offer an alternative to school

visits and decreased travel demands on teachers. Online meetings also allowed Authority staff to provide timely feedback and advice to schools and teachers. Online meetings were augmented with other support and collaboration tools.

Online meetings continued to add functionality and expanded and improved the collaborative processes during online and hybrid (combined live and online) meetings.

Social media

The Authority continued 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 to 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 for 2023–24 include the:

- *School Curriculum and Standards Authority Strategic Plan 2024–27*
- *WACE Manual 2024*
- *Year 12 Information Handbook 2023 Part II* (July 2023)
- *Year 12 Information Handbook 2024 Part I* (March 2024)
- *Year 10 Information Handbook 2024*
- *Externally Set Task Handbook 2024*

- *Common Oral Assessment Task Handbook 2024*
- *Kindergarten Curriculum Guidelines*
- Kindergarten to Year 12 curriculum support materials
- 2023 School Leader Briefings slides
- *2024 Activities Schedule* and *2024 Term Planner*
- *Data Procedures Manual 2024*
- *Student Registration Procedures Manual (Primary) 2024*.

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

Queries

Stakeholders are encouraged to send queries to the Authority through info@scsa.wa.edu.au, and 3015 queries were responded to in the reporting period. This compares to 2398 queries during 2022–23.

Student Records Management System (SRMS)

In 2023–24, all primary and secondary schools were able to access the SRMS dashboard to view their student data that had been uploaded to SIRS and view online applications. All secondary schools were able to submit Year 11 equivalent studies applications electronically in the SRMS.

User guides and other resources for all SRMS modules released to date are available on the Authority website to assist schools, parents and students.

In 2023–24, the Authority continued to pilot a module to collect Pre-primary to Year 10 achievement data. To date, SIRS has been designed to collect Kindergarten to Year 12 registrations and Years 11 and 12 enrolments and achievements data.

The Authority worked with the school systems/sector to explore processes and impacts of the collection of Pre-primary to Year 10 achievement 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

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

- Anglican Schools Commission
- Association of Independent Schools of Western Australia
- Catholic Education Western Australia
- Department of Education
- Department of Jobs, Tourism, Science and Innovation
- Department of Training and Workforce Development
- Parents and Friends' Federation of Western Australia
- Principals' Federation of Western Australia
- State School Teachers' Union of Western Australia
- TAFEs and other RTOs
- universities
- Western Australian Council of State School Organisations
- Western Australian Primary Principals' Association
- Western Australian Secondary School Executives Association.

Consultation with stakeholders was achieved in various ways, including surveys, seminars, workshops, webinars and teacher forums. Feedback was provided on the development of key documents, including syllabuses and teacher resources supporting the Authority's policies and procedures.

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.

WACE Refreshment

In 2023, the Authority commenced a process of review and consultation in order to refresh the WACE. It had now been over 10 years since the development of the current WACE commenced and seven years since the first students received the ‘new’ WACE certification, initially presented under the banner of WACE 2015–16.

The Board of the Authority recognises that parents, students and teachers must be provided with a sense of stability in terms of curriculum, standards, supporting documentation, assessments and, where applicable, examinations. The Board has approved modifications to the WACE over the years and recognises that carefully considered refreshment is required to maintain the WACE as a robust, rigorous and contemporary senior certificate that aligns with others across the nation and internationally.

Areas of the WACE that the Board has asked staff of the Authority to investigate with the view for potential refreshment include, but are not limited to:

- reviewing the impact of decreasing the number of ATAR and General courses and the impact on the structure of List A versus List B
- reviewing the nomenclature of ATAR courses
- reviewing the requirement that students who are enrolled in a Year 12 ATAR course pair of units are required to sit the ATAR course examination
- reviewing the role, function, value and timing of externally set tasks
- considering how the completion of an ATAR course can be rewarded as compared to a General course
- exploring the form and function of English
- reviewing the role of endorsed programs, including university enabling programs
- exploring how achievement of first year university courses for approved accelerated students could be recognised
- exploring how VET could contribute to the combined score from which an ATAR is calculated
- examining whether the VET industry specific courses could be examined for the purpose of contributing to the combined score from which an ATAR is calculated
- examining the appropriateness of senior secondary students completing Certificate IV or higher as an element of the WACE
- investigating how skill sets and micro-credentials could be recognised
- investigating the role of learner profiles/portfolios/wallets
- investigating the assessment of and reporting of students’ Information and Communications Technology (ICT) skills on the WASSA
- investigating the assessment and reporting of the General Capabilities on the WASSA

- investigating the development of a senior secondary certification for students with a recognised disability, as identified under the *Disability Discrimination Act 1992*, who cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions.

A detailed and inclusive plan for research, design and consultation was developed. It is the commitment of the Board that any modifications introduced will be to maximise the value of the WACE for students as they move into further education, training and employment and to minimise the impact on schools and teachers wherever possible.

In June 2023, a review of senior secondary school pathways was launched in a bid to help all Western Australian students reach their full potential through their post-school study, training or employment pursuits. The *Pathways to Post-School Success* review, is being led by the Department of Education in partnership with Catholic Education Western Australia and the Association of Independent Schools Western Australia. The Pathways review has run alongside the WACE Refreshment.

Support

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

2023 school leader briefings

In recognition of the work undertaken by the Authority at the start of 2023 and its impact on schools, particularly the move of NAPLAN testing from May to March, along with consultations relating to adopting and adapting the Australian Curriculum version 9 and WACE Refreshment, the school leader briefings presented by the Executive Director – SCS and the executive team normally held in Terms 1 and 2 were moved to Term 3, 2023.

For the reporting period, school leader briefings included online presentations on the Authority’s activities, attendance at school systems/sector networks and presentations to key stakeholder groups.

Teacher seminars and workshops

Early Childhood Education (ECE) presentations

In Semester 1, 2024, the Authority provided face-to-face and online professional learning to assist early childhood teachers and educators with information on the updates in the *Early Years Learning Framework v2* and support their planning and assessment with the *Kindergarten Curriculum Guidelines*. These included:

- Early Childhood Update
- Planning and Assessing with the *Kindergarten Curriculum Guidelines*.

The Authority offered half-day and full-day professional learning workshops in metropolitan and regional areas. The workshops focussed on planning and assessing with the *Kindergarten Curriculum Guidelines*.

Over 1000 school leaders and early childhood teachers and educators participated in professional learning activities to support their planning of materials that reflect and complement their specific context.

These ECE presentations included events organised by the Authority and others to which Authority staff were invited to present.

Small group moderation seminars

In Term 1, 2024, the Authority provided two online seminars to assist senior secondary teachers delivering Year 12 ATAR courses that require their school to participate in the small group moderation process. The online seminars were attended by 91 teachers with representation from across the school systems/sector, onshore and offshore.

Improving student performance workshops

The Authority provides improving student performance (ISP) workshops in Semester 1 of each year to support participants in developing their understandings of syllabus content, course standards and assessment task design.

In the reporting period, the Authority provided 13 improving student performance workshops to support improving student performance for the following courses:

- English ATAR – Analysing Examination Data and Interpretive and Persuasive Writing
- English General
- Literature ATAR.

Assessment workshops

In the reporting period, the Authority provided 12 assessment workshops to assist senior secondary teachers with information on the Authority’s assessment requirements for new ATAR, General and Foundation syllabuses to be implemented in 2024 and 2025. These included assessment workshops for:

- Year 11 Agribusiness ATAR
- Year 11 Modern History ATAR
- Year 12 Music ATAR
- Year 12 Design ATAR
- Year 11 Engineering Studies ATAR
- Year 11 Religion and Life Foundation
- Year 12 Aboriginal and Intercultural Studies General
- Year 11 Science in Practice General
- Year 11 Human Biology General.

Syllabus review information sessions

In the reporting period, the Authority provided nine syllabus review information sessions to assist senior secondary teachers with information on the main changes between the current and the new draft course syllabuses to be implemented in 2025 and 2026. These included Years 11 and 12 syllabus review information sessions for:

- Aboriginal and Intercultural Studies ATAR
- Career and Enterprise General
- Dance ATAR
- Humanities and Social Sciences in Action General
- Physics ATAR.

Meeting WACE Requirements seminars

In 2024, the Authority conducted 20 face-to-face and online Meeting WACE Requirements seminars, which were attended by 272 teachers from across the school systems/sector. The seminars were provided to assist:

- schools that are offering a WACE course for the first time in 2024
- schools that are reintroducing a WACE course
- teachers delivering one or more WACE courses for the first time in 2024 (e.g. graduate teachers, teachers who have not previously taught Year 11 or Year 12, teachers whose past experience has been interstate or overseas)
- new school leaders to assist schools in meeting the WACE requirements in 2024.

Specific seminars were held for courses in English, Health and Physical Education, Humanities and Social Sciences, Interstate Languages, Languages, Mathematics, Science, Technologies, The Arts, the endorsed programs including Workplace Learning, as well as one generic seminar for school leaders.

Syllabus implementation meetings

Syllabus implementation meetings were held to support teachers with the implementation of new and revised syllabuses in 2023 and 2024. Table 23 shows an overview of the syllabus implementation meetings.

Table 23: Syllabus implementation meetings

Course	Number	Focus	Held
Aboriginal and Intercultural Studies ATAR Year 11	one (online)	support teacher understandings of the content and assessment requirements of the new Year 11 course	Term 2, 2024
Aboriginal and Intercultural Studies General Year 12	one (online)	support teacher understandings of the content and assessment requirements of the new Year 11 course	Term 4, 2023
Career and Enterprise General Year 11	two (online)	support teacher understandings of the content and assessment requirements of the new Year 11 course	Term 2, 2024
Chinese: Background Language Course and Japanese: Background Language Course ATAR Year 11	one	familiarisation with the syllabus, unit content, text analysis, and assessment tasks and marking key development	Term 4, 2023
Chinese: First language ATAR Year 12	three – for teachers in metropolitan schools and offshore international schools	familiarisation with the syllabus, unit content, text analysis, and assessment tasks and marking key development	Term 4, 2023 and Term 2, 2024
Design ATAR Year 12	three	familiarisation with the syllabus, unit content, sample documentation and assessment tasks and marking key development	Term 4, 2023 and Term 1, 2024
Humanities and Social Sciences in Action General Year 11 and Year 12	two (online)	support teacher understandings of the content and assessment requirements of the proposed Year 11 and Year 12 syllabuses	Term 4, 2023
Interstate Language Courses: Hebrew, Hungarian, Persian, Polish, Russian, Sinhala, Turkish ATAR Year 11	one – for teachers at community language schools	familiarisation with the syllabus, unit content, text analysis, and assessment tasks and marking key development	Term 3, 2023
Media Production and Analysis ATAR Year 12	two	Production task workshop	July 2023
Media Production and Analysis General Year 11 and Year 12	two	support teacher understanding of the proposed Year 11 and Year 12 syllabuses	June 2024
Music ATAR Year 12	two	familiarisation with the syllabus, unit content, assessment requirements and examinations	Term 4, 2023

Course	Number	Focus	Held
Physical Education Studies ATAR Year 11 and Year 12	nine	inform teachers of the revised process for the school-based performance external assessment component of the course	Term 1, 2024
Physical Education Studies ATAR Year 12	one	consultation on proposed changes to the assessment of the external practical component of the Year 12 syllabus	Term 3, 2023
Psychology ATAR Year 12	four (including two online)	support teacher understandings of the content and assessment requirements of the new Year 11 course	Term 4, 2023
Punjabi: Background Language and Punjabi: Second Language ATAR Year 11	one – for teachers at community language schools	familiarisation with the syllabus, unit content, linguistic resources, assessment tasks and grade descriptions	Term 2, 2024



Image via AISWA

Teaching and assessment workshops

The Authority provided a range of teaching and assessment workshops throughout the year to support participants in developing their understandings of syllabus content, course standards and assessment task design. The workshops covered Pre-primary (P) to Year 12.

Table 24: Teaching and assessment workshops

Course or Learning Area	Year	Held
Aboriginal and Intercultural Studies General	Year 12	Term 4, 2023
Agribusiness ATAR	Year 11	Term 3, 2023
Ancient History ATAR	Year 11	Term 3, 2023
Economics ATAR	Year 12	Terms 3 and 4, 2023
Engineering ATAR	Year 11	Term 4 2023
Health and Physical Education	P to Year 6	Term 4, 2023 and Term 2, 2024
Human Biology General	Year 11	Terms 3 and 4, 2023
Humanities and Social Sciences	Years 7 to 10	Term 2, 2023
Mathematics	P to Year 6	Term 1, 2024
Mathematics	P to Year 10	Terms 3 and 4, 2023
Mathematics	Years 7 to 10	Term 4, 2023
Mathematics	Years 7 to 12	Term 4, 2023 and Term 1, 2024
Mathematics ATAR	Years 11 and 12	Term 3, 2023 and Term 2, 2024
Modern History ATAR	Year 11	Term 3, 2023
Philosophy and Ethics General	Year 12	Term 2, 2023
Religion and Life Foundation	Year 11	Term 4, 2023
Science	Years 7 to 10	Term 2, 2023
Science in Practice General	Year 11	Terms 3 and 4, 2023

National Assessment Program – Literacy and Numeracy (NAPLAN) training

During this reporting period, four online training courses were made available to school staff in preparation for the NAPLAN 2024 testing event. These adaptive courses provided short updates for staff currently trained in NAPLAN and more comprehensive information for new staff. More than 6240 users registered for these courses.

External committees (non-statutory)

In 2023–24, the Board convened several external committees to ensure responsiveness to the needs of its key stakeholders.

Figure 4: External committees



Curriculum Advisory Committees (CACs)

Established in 2019, the Curriculum Advisory Committees (CACs) provide the Authority with expert advice from practising teachers representing all of the school systems/sector, representatives from school systems/sector offices and professional associations and, as appropriate, representatives from universities, the training sector, industry and/or the community.

Importantly, the CACs cover each phase of learning:

- Early Childhood (Kindergarten to Year 2) – one committee provides advice on the Western Australian curriculum (Kindergarten to Year 2), including the *Kindergarten Curriculum Guidelines* and the *Early Years Learning Framework*
- Middle to Late Childhood (Years 3 to 6) – one committee provides advice on the Western Australian Curriculum (Years 3 to 6)
- Early and Middle Adolescence (Years 7 to 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) – 54 committees provide advice on senior school courses and programs
- Early Childhood to Early Adulthood (K–12) Aboriginal Languages of Western Australia – one committee provides advice on the Western Australian Curriculum and senior school courses and programs for Aboriginal languages.

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, the COAT 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 2023, as a number of Years 11 and 12 CACs concluded their course reviews, the Authority advertised for new committee members. These included the new courses Agribusiness, and Agricultural Science and Technology (to replace Animal Production Systems and Plant Production Systems) and Hindi, Punjabi and Tamil Languages. Membership of Years 11 and 12 CACs for Ancient History, Automotive Engineering and Technology, Building and Construction, Human Biology and Modern History was also advertised at the start of 2024.

In 2023, the Authority’s Board endorsed the change in the scope of the Late Adolescence and Early Adulthood (Years 11 and 12) CAC for Aboriginal Languages of Western Australia to have responsibility for and to include representation of Kindergarten to Year 12. This change of scope for the advisory committee was also advocated by the current CAC members. In July 2023, the CAC was extended to include practising teachers and community stakeholders from Early Childhood to Early Adulthood (K–12).

In 2023–24, the Authority held 78 CAC meetings encompassing the Kindergarten to Year 2 CAC (Early Childhood), Years 3 to 6 CAC (Middle

Childhood), Years 7 to 10 CACs (Early Adolescence) and Years 11 and 12 CACs (Late Adolescence). Additional meetings were convened to support additional activities, such as the syllabus review process.

The Kindergarten to Year 10 CACs provided feedback and advice on ACARA’s review of the F–10 Australian Curriculum and, in particular, on the Authority’s review to adopt and adapt the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*. A significant aspect of the Years 11 and 12 committees’ work has been the review of syllabuses for identified senior school courses.

Section 3: Significant issues impacting the agency



Image via SCSA

Education is always an exciting space in which to work. The Board of the Authority is committed to its vision to provide quality curriculum, assessment and standards of achievement for all students studying the Western Australian curriculum so that they become confident, creative individuals, successful lifelong learners and active, informed members of the community.

There are ongoing challenges and opportunities for the Board to progress its legislated function as we move into the next reporting period and beyond. At a point in history marked by social and technological change, it is clear that resilience and responsiveness are critical elements in the ability to address the rate of change and achieve the best outcomes for students. There are two key points of focus for the Authority that bear mention here.

Adopting and adapting the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*

The Board's commitment to providing Western Australian students with high quality curriculum, assessment and standards of achievement means our curriculum review processes are ongoing. The Authority released the revised *Kindergarten Curriculum Guidelines* (the *Guidelines*) in 2023. The *Guidelines* support teachers and educators in their development of curriculum appropriate to their children's needs and their transition to school. For Pre-primary to Year 10 students, our work on reviewing the Western Australian Curriculum and adopting and adapting the Australian Curriculum version 9 within the *Outline* has involved the collective efforts of thousands of teachers. This work is ongoing and exciting.

The Authority will continue to consult with teachers and support their engagement in the adopting and adapting process. The phased implementation model is allowing teachers time following the consultation to have a year of familiarisation ahead of the first year of implementation.

Building this time into the implementation process allows us to embed the revised curriculum into support materials. It will also allow us to provide ongoing support as teachers develop their understandings of any new content and revise their own materials.

Refreshing the Western Australian Certificate of Education

The WACE Refreshment process continues the Board's commitment to providing a robust, rigorous and contemporary senior certificate that aligns with others across the nation and internationally. As the WACE Refreshment continues, the Board will be also working with the Minister for Education and the school systems/sector on any Recommendations arising from the *Pathways to Post-School Success* review, which has run alongside the Refreshment process.

The opportunities of syllabus review, curriculum reform and the WACE Refreshment offer much to the students and community of Western Australia. The Board will continue to work towards delivering curriculum, assessment and certification that meets the needs and expectations of the Authority's stakeholders, in particular of students and teachers. Providing support through high quality materials, services and processes will be central to this objective.

Section 4: Disclosures and legal compliance



Image via Department of Education

Financial statements

Certification of financial statements

For the financial year ended 30 June 2024

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 financial year ended 30 June 2024 and the financial position as at 30 June 2024.

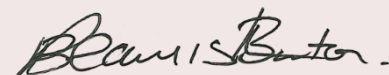
At the date of signing, we are not aware of any circumstances which would render the particulars included in the financial statements misleading or inaccurate.



Mrs Pauline White
Chair
9 September 2024



Ms Pauline Coghlan
Board Member
9 September 2024



Ms Philippa Beamish Burton
Chief Finance Officer
9 September 2024



Image via AISWA



Auditor General

INDEPENDENT AUDITOR'S REPORT

2024

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 as at 30 June 2024, 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 material 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 2024 and the financial position as at the end of that period
- in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for opinion

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

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

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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

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 School Curriculum and Standards Authority are those policies and procedures established to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with the State's financial reporting framework (the overall control objectives).

In my opinion, in all material respects, the controls exercised by the School Curriculum and Standards Authority are sufficiently adequate to provide reasonable assurance that the controls within the system were suitably designed to achieve the overall control objectives identified as at 30 June 2024, and the controls were implemented as designed as at 30 June 2024.

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 2024 reported in accordance with *Financial Management Act 2006* and the Treasurer's Instructions (legislative requirements). 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 report of the School Curriculum and Standards Authority for the year ended 30 June 2024 is in accordance with the legislative requirements, and the key performance indicators are relevant and appropriate to assist users to assess the Authority's performance and fairly represent indicated performance for the year ended 30 June 2024.

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 controls as the Board determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

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

Auditor General's responsibilities

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

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

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

My independence and quality management relating to the report on financial statements, controls and key performance indicators

I have complied with the independence requirements of the *Auditor General Act 2006* and the relevant ethical requirements relating to assurance engagements. In accordance with ASQM 1 Quality Management for Firms that Perform Audits or Reviews of Financial Reports and Other Financial Information, or Other Assurance or Related Services Engagements, the Office of the Auditor General maintains a comprehensive system of quality management 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 2024, but not the financial statements, key performance indicators and my auditor’s report.

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

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

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

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

This auditor's report relates to the financial statements and key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2024 included in the annual report on the Authority's website. The Authority's management is responsible for the integrity of the Authority's website. This audit does not provide assurance on the integrity of the Authority's website. The auditor's report refers only to the financial statements, controls and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from the annual report. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version.

Mark Ambrose

Mark Ambrose
Senior Director Financial Audit
Delegate of the Auditor General for Western Australia
Perth, Western Australia
10 September 2024

STATEMENT OF COMPREHENSIVE INCOME

For the year ended 30 June 2024

	Note	2023–24 \$'000	2022–23 \$'000
COST OF SERVICES			
Expenses			
Employee benefits expenses	2.1	34,328	31,665
Supplies and services	2.2	8,483	7,470
Depreciation and amortisation expenses	4.1.1, 4.2.1	522	564
Accommodation expenses	2.2	2,597	2,517
Other expenses	2.2	(2)	1
Total cost of services		45,928	42,217
Income			
Revenue			
User contributions, charges and fees	3.2	1,741	1,544
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,478	1,234
Other revenue	3.5	32	148
Total revenue		3,290	2,965
Total income other than income from State Government		3,290	2,965
NET COST OF SERVICES			
Income from State Government	3.1		
Service appropriation		522	564
Income from other public sector entities		200	233
Services received free of charge		41,907	38,580
Total income from State Government		42,629	39,377
SURPLUS/(DEFICIT) FOR THE PERIOD		(9)	125
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD		(9)	125

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

STATEMENT OF FINANCIAL POSITION

As at 30 June 2024

	Note	2023–24 \$'000	2022–23 \$'000
ASSETS			
Current Assets			
Cash and cash equivalents	6.1	1,893	1,944
Receivables	5.1	94	52
Total Current Assets		1,987	1,996
Non-Current Assets			
Amounts receivable for services	5.2	3,157	2,635
Property, plant and equipment	4.1	-	251
Intangible assets	4.2	2,082	2,353
Total Non-Current Assets		5,239	5,239
TOTAL ASSETS		7,226	7,235
NET ASSETS			
EQUITY	8.7		
Contributed equity		7,142	7,142
Accumulated surplus/(deficit)		84	93
TOTAL EQUITY		7,226	7,235

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

STATEMENT OF CHANGES IN EQUITY

For the year ended 30 June 2024

	Note	Contributed equity \$'000	Accumulated surplus/(deficit) \$'000	Total equity \$'000
Balance at 1 July 2022	8.7	7,142	(32)	7,110
Surplus/(deficit)		-	125	125
Total comprehensive income for the period		-	125	125
Balance at 30 June 2023		7,142	93	7,235
Balance at 1 July 2023	8.7	7,142	93	7,235
Surplus/(deficit)		-	(9)	(9)
Total comprehensive income for the period		-	(9)	(9)
Balance at 30 June 2024		7,142	84	7,226

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 2024

	Note	2023–24 \$'000	2022–23 \$'000
CASH FLOWS FROM STATE GOVERNMENT			
Funds from other public sector entities		200	233
Net cash provided by State Government		200	233
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits expenses		(21)	(17)
Supplies and services		(3,479)	(3,041)
GST payments on purchases		-	(1)
GST payments to taxation authority		(175)	(160)
Other payments		(41)	-
Receipts			
User contribution, charges and fees		1,741	1,544
Grants and contributions		39	39
Recoveries for national testing		1,478	1,234
GST receipts on sales		175	161
Other receipts		32	148
Net cash provided by/(used in) operating activities		(251)	(93)
Net increase/(decrease) in cash and cash equivalents		(51)	140
Cash and cash equivalents at the beginning of the period		1,944	1,804
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	6.1	1,893	1,944

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 2024

NOTE 1. BASIS OF PREPARATION

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

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 9 September 2024.

Statement of compliance

The financial statements constitute general purpose financial statements that have been prepared in accordance with Australian Accounting Standards – Simplified Disclosures, the Framework, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board as applied by Treasurer's instructions. Several of these are modified by Treasurer's instructions to vary application, disclosure, format and wording.

The Act and Treasurer's instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards, the Framework, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board. 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 earns revenue and incurs expenditure directly (i.e. not through the Department) and this is reported by the Authority at the individual line-item level, e.g. for revenue: Fees, Recoveries for National Testing, and for expenditure: depreciation expense (non-cash). Due to the Authority directly receiving revenue and incurring expenditure, there will be a difference between the Department's financial statement's reporting by Service for the Authority and what is reported in the Authority's financial statements.

Basis of preparation

These financial statements are presented in Australian dollars applying the accrual basis of accounting and using the historical cost convention. Certain balances will apply a different measurement basis (such as the fair value basis). Where this is the case, the different measurement basis is disclosed in the associated note. All values are rounded to the nearest thousand dollars (\$'000).

Accounting for Goods and Services Tax (GST)

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

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

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

Contributed equity

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

Comparative information

Except when an AAS permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements. AASB 1060 *Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities* provides relief from presenting comparatives for:

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

Judgements and estimates

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

NOTE 2. USE OF OUR FUNDING

Expenses incurred in the delivery of services

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

	Notes	2023–24 \$'000	2022–23 \$'000
Employee benefits expenses ^(a)	2.1	34,328	31,665
Other expenditure	2.2	11,078	9,988

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

2.1 EMPLOYEE BENEFITS EXPENSES

	2023–24 \$'000	2022–23 \$'000
Employee benefits	30,846	28,538
Superannuation	3,482	3,127
Total employee benefits expenses	34,328	31,665

Employee benefits

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

Superannuation

Superannuation is the amount recognised in profit or loss of the Statement of comprehensive income comprises employer contributions paid to the Gold State Super (concurrent contributions), the West State Super, other Government Employees Superannuation Board schemes or other superannuation funds.

2.2 OTHER EXPENDITURE

	2023–24 \$'000	2022–23 \$'000
Supplies and services		
Communication services	153	198
Consumables	596	565
Consumables - Utilities	67	41
Equipment purchases (\$4,999 and below)	512	229
Remuneration of members of the Board	192	155
Insurance	462	371
Repairs and maintenance	126	113
Service and contracts	4,536	3,935
Service and contracts – property	105	87
Staff-related expense	32	24
Travel	305	334
Other	1,397	1,418
Total supplies and services expenses	8,483	7,470
Accommodation expenses		
Office rental	2,020	1,948
Other accommodation expenses	577	569
Total accommodation expenses	2,597	2,517
Other expenses		
Expected credit losses expense	(2)	1
Total other expenses	(2)	1
Total other expenditure	11,078	9,988

Supplies and services

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

Office rental

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

Repairs and maintenance

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

Other

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

Expected credit losses

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

NOTE 3. OUR FUNDING SOURCES

How we obtain our funding

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

	Notes	2023–24 \$'000	2022–23 \$'000
Income from State Government	3.1	42,629	39,377
User contributions, charges and fees	3.2	1,741	1,544
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,478	1,234
Other revenue	3.5	32	148

3.1 INCOME FROM STATE GOVERNMENT

	2023–24 \$'000	2022–23 \$'000
<u>Appropriation received during the period (non-cash):</u>		
Service appropriation ^(a)	522	564
	522	564
<u>Income received from other public sector entities during the period:</u>		
Department of Education ^(b)	200	200
Department of Jobs, Tourism, Science and Innovation	-	33
	200	233
<u>Resources received from other public sector entities during the period:</u>		
Department of Education ^(c)	41,894	38,567
Department of Finance	13	13
	41,907	38,580
Total income from State Government	42,629	39,377

- (a) Service appropriations fund the net costs of services delivered. The receivables (holding account – Note 5.2) comprises the depreciation expense for the year.
- (b) Income received from the Department of Education for Board expenditure.
- (c) Services received free of charge from the Department of Education are for the operational management of the Authority.

Service appropriations

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

Income from other public sector entities

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

Resources received from other public sector entities

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

3.2 USER CONTRIBUTIONS, CHARGES AND FEES

	2023–24 \$'000	2022–23 \$'000
Fees from examination related services	534	553
Fees from overseas full fee paying students	1,207	991
Total fees	1,741	1,544

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

Contributions, charges and fees

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

3.3 GRANTS AND CONTRIBUTIONS

	2023–24 \$'000	2022–23 \$'000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	39	39
Total grants and contributions	39	39

3.4 RECOVERIES FOR NATIONAL TESTING

	2023–24 \$'000	2022–23 \$'000
Recovery for NAPLAN testing from non-government Western Australian system and sector	1,478	1,234
Total recoveries for national testing	1,478	1,234

3.5 OTHER REVENUE

	2023–24 \$'000	2022–23 \$'000
Other miscellaneous revenue	1	5
Sale of goods and services	31	143
Total other revenue	32	148

Other Revenue

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

NOTE 4. KEY ASSETS

Assets the Authority utilises for economic benefit or service potential

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

	Notes	2023–24 \$'000	2022–23 \$'000
Property, plant and equipment	4.1	-	251
Intangible assets	4.2	2,082	2,353
Total key assets		2,082	2,604

4.1 PROPERTY, PLANT AND EQUIPMENT

	Computers \$'000	Furniture and Fittings \$'000	Communication equipment \$'000	Total \$'000
1 July 2023				
Gross carrying amount	494	2,559	39	3,092
Accumulated depreciation	(494)	(2,308)	(39)	(2,841)
Carrying amount at start of the period	-	251	-	251
Depreciation	-	(251)	-	(251)
Carrying amount at 30 June 2024	-	-	-	-
Gross carrying amount	486	2,559	39	3,084
Accumulated depreciation	(486)	(2,559)	(39)	(3,084)

Initial recognition

Items of property, plant and equipment costing \$5,000 or more are measured initially at cost. Where an asset is acquired for no or nominal cost, the cost is valued at its fair value at the date of acquisition. Items of property, plant and equipment and infrastructure costing less than \$5,000 are immediately expensed direct to the Statement of comprehensive income.

Subsequent measurement

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

4.1.1 DEPRECIATION AND IMPAIRMENT

Charge for the period

	2023–24 \$'000	2022–23 \$'000
<u>Depreciation</u>		
Furniture and Fittings	251	250
Total depreciation for the period	251	250

As at 30 June 2024, there were no indications of impairment to property, plant and equipment.

All surplus assets at 30 June 2024 have either been classified as assets held for sale or have been written-off.

Finite useful lives

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

Depreciation is calculated using the straight-line method, at rates that allocate the asset’s value, less any estimated residual value, over its estimated useful life. Typical estimated useful lives for the different asset classes for current and prior years are included in the table below:

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

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

Impairment

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

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

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

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

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

4.2 INTANGIBLE ASSETS

	Computer Software \$'000	Total \$'000
1 July 2023		
Gross carrying amount	8,160	8,160
Accumulated amortisation	(5,807)	(5,807)
Carrying amount at start of the period	2,353	2,353
Amortisation expense	(271)	(271)
Carrying amount at 30 June 2024	2,082	2,082
Gross carrying amount	7,586	7,586
Accumulated amortisation	(5,504)	(5,504)

Intangible assets include the Student Records Management System completed in 2021–22.

Initial recognition

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

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

Costs incurred below these thresholds are immediately expensed directly to the Statement of comprehensive income.

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

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

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

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

Subsequent measurement

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

4.2.1 AMORTISATION AND IMPAIRMENT

	2023–24 \$'000	2022–23 \$'000
<u>Amortisation</u>		
Intangible assets	271	314
Total amortisation for the period	271	314

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

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

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

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

Impairment

Intangible assets with finite useful lives are tested for impairment annually or when an indication of impairment is identified. As at 30 June 2024, there were no indications of impairment to intangible assets.

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

NOTE 5. OTHER ASSETS AND LIABILITIES

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

	Notes	2023–24 \$'000	2022–23 \$'000
Receivables	5.1	94	52
Amounts receivable for services	5.2	3,157	2,635

5.1 RECEIVABLES

	2023–24 \$'000	2022–23 \$'000
<u>Current</u>		
Trade receivables	94	54
GST receivable	1	1
Allowance for impairment of trade receivables	(1)	(3)
Total current	94	52
Total receivables	94	52

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

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

For trade receivables, the Authority recognises an allowance for ECLs measured at the lifetime expected credit losses at each reporting date. The Authority has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment. Please refer to Note 2.2 for the amount of ECLs expensed in this reporting period.

5.2 AMOUNTS RECEIVABLE FOR SERVICES

	2023–24 \$'000	2022–23 \$'000
Non-current	3,157	2,635
Balance at end of period	3,157	2,635

Amounts receivable for services represents the non-cash component of service appropriations (depreciation and amortisation for 2023–24 (\$522,000)).

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

NOTE 6. FINANCING

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

	Notes
Cash and cash equivalents	6.1

6.1 CASH AND CASH EQUIVALENTS

	2023–24 \$'000	2022–23 \$'000
Cash and cash equivalents	1,893	1,944
Total cash and cash equivalents	1,893	1,944

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

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 at the end of the reporting period are as follows:

	Notes	2023–24 \$'000	2022–23 \$'000
<u>Financial Assets</u>			
Cash and cash equivalents	6.1	1,893	1,944
Financial assets at amortised cost ^(a)	5.1, 5.2	3,251	2,687
Total financial assets		5,144	4,631

(a) The amount of financial assets at amortised cost excludes GST recoverable from the ATO (statutory receivable).

7.2 CONTINGENT ASSETS AND LIABILITIES

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

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

The Authority had no contingent assets as at 30 June 2024.

Contingent liabilities

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

Casual employees' entitlement to long service leave

The Authority currently does not employ or have any direct employees. The work of the Authority is supported by a secretariat – the School Curriculum and Standards Division – provided under a Service Level Agreement with the Department of Education (the Department). The employee benefits expenditure incurred by the Authority relates to the direct and indirect support provided by the Department including the secretariat and has been provided as resources free of charge.

In September 2019, the Department of Mines, Industry Regulation and Safety – Government Sector Labour Relations (GSLR) informed public sector agencies that the *Long Service Leave Act 1958* (WA) applies to casual public sector employees. Since then public sector industrial agreements have been progressively renegotiated so that casual employees will accrue long service leave (LSL) entitlements under their applicable award or agreement from the date it is registered. In February 2021, GSLR issued a Guidance Note on the transitional arrangements for LSL entitlements of current casual employees from the *Long Service Leave Act* to the applicable industrial instruments.

In June 2024, the State Government endorsed an interim framework to remediate long service leave for entitled employees who have been engaged purely on a casual basis. At the reporting date, no employees (who undertake the functions of the School Curriculum and Standards Division) had a historical LSL entitlement in accordance with the interim framework.

As at 30 June 2024, the whole of government framework to calculate the LSL entitlement for the mixed mode cohort (being employees who have worked across a mix of casual, fixed term and permanent employment) has not yet been issued by GSLR. Additionally, the employment classification for employees contracted on a fixed-term basis and not employed under a specific award is currently being reviewed.

As a result, at the reporting date, the Authority is unable to measure with sufficient reliability the LSL entitlement for the mixed mode cohort and employees contracted on a fixed term basis without a specific award.

NOTE 8. OTHER DISCLOSURES

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

	Notes
Events occurring after the end of the reporting period	8.1
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 2024.

8.2 KEY MANAGEMENT PERSONNEL

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

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

	2023–24	2022–23
Compensation Band (\$)		
\$300 001–\$350 000	1	-
\$250 001–\$300 000	-	1
\$200 001–\$250 000	1	2
\$150 001–\$200 000	1	-
\$100 001–\$150 000	-	1 ^(a)
\$50 001–\$100 000	2 ^(a)	-
\$0–\$50 000	11 ^(a)	10 ^(a)
	2023–24	2022–23
	\$'000	\$'000
Short-term employee benefits	1,069	992
Post-employment benefits	102	114
Other long-term benefits	(83)	7
Total compensation of senior officers	1,088	1,113

(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 services received free of charge from other State government agencies (Note 3.1);
- associates and joint ventures of a wholly-owned public sector entity; and
- the Government Employees Superannuation Board (GESB).

Material transactions with other related parties

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

8.4 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 reporting period is as follows:

	2023–24 \$'000	2022–23 \$'000
Auditing the accounts, financial statements and key performance indicators	71	63

8.6 SERVICES PROVIDED FREE OF CHARGE

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

	2023–24 \$'000	2022–23 \$'000
Department of Training and Workforce Development	1	1
Total services provided free of charge	1	1

8.7 EQUITY

	2023–24 \$'000	2022–23 \$'000
Contributed equity		
Balance at start of period	7,142	7,142
Total contributions by owners	7,142	7,142
Balance at end of period	7,142	7,142
Accumulated surplus		
Balance at start of the year	93	(32)
Result for the period	(9)	125
Balance at the end of the year	84	93
Total equity at end of the period	7,226	7,235

8.8 EXPLANATORY STATEMENT

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

All variances between annual estimates (original budget) and actual results for 2024, and between the actual results for 2024 and 2023 are shown below. Narratives are provided for major variances which are more than 10% of the comparative and which are more than 1% of the following (as appropriate):

1) Estimate and actual results for the current year:

- Total Cost of Services of the annual estimates for the Statement of comprehensive income and Statement of cash flows (i.e. \$0.465 million being 1% of \$46.494 million), and

- Total Assets of the annual estimates for the Statement of financial position (i.e. \$0.071 million being 1% of \$7.110 million).
- 2) Actual results between the current year and the previous year:
- Total Cost of Services of the previous year for the Statements of comprehensive income and Statement of cash flows (i.e. \$0.422 million being 1% of \$42.217 million), and
 - Total Assets of the previous year for the Statement of financial position (i.e. \$0.072 million being 1% of \$7.235 million).

8.8 EXPLANATORY STATEMENT (CONTINUED)

Statement of Comprehensive Income

	Estimate 2023–24* \$'000	Actual 2023–24 \$'000	Actual 2022–23 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
COST OF SERVICES									
Expenses									
Employee benefits expenses	36,015	34,328	31,665	(1,687)	(5%)		2,663	8%	
Supplies and services	7,406	8,483	7,470	1,077	15%	1	1,013	14%	A
Depreciation and amortisation expenses	521	522	564	1	0%		(42)	(7%)	
Accommodation expense	2,550	2,597	2,517	47	2%		80	3%	
Other expenses	2	(2)	1	(4)	(200%)		(3)	(300%)	
Total cost of services	46,494	45,928	42,217	(566)	(1%)		3,711	9%	
Income									
Revenue									
User contributions, charges and fees	3,462	1,741	1,544	(1,721)	(50%)	2	197	13%	
Other revenue	16	32	148	16	100%		(116)	(78%)	
Grants and contributions	-	39	39	39	100%		-	0%	
Recoveries for national testing	1,643	1,478	1,234	(165)	(10%)		244	20%	
Total Revenue	5,121	3,290	2,965	(1,831)	(36%)		325	11%	
Total income other than income from State Government	5,121	3,290	2,965	(1,831)	(36%)		325	11%	
NET COST OF SERVICES	41,373	42,638	39,252	1,265	3%		3,386	9%	
Income from State Government									
Service Appropriation	521	522	564	1	0%		(42)	(7%)	
Income from other public sector entities	239	200	233	(39)	(16%)		(33)	(14%)	
Services received free of charge	40,613	41,907	38,580	1,294	3%		3,327	9%	
Total income from State Government	41,373	42,629	39,377	1,256	3%		3,252	8%	
SURPLUS/(DEFICIT) FOR THE PERIOD	-	(9)	125	(9)	(100%)		(134)	(107%)	
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD	-	(9)	125	(9)	(100%)		(134)	(107%)	

* These estimates are published in the School Curriculum and Standards Authority Annual Report 2022–23, Appendix B 'Annual Estimates.'

8.8 EXPLANATORY STATEMENT (CONTINUED)

Statement of Financial Position

	Estimate 2023–24* \$'000	Actual 2023–24 \$'000	Actual 2022–23 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
ASSETS									
Current Assets									
Cash and cash equivalents	1,804	1,893	1,944	89	5%		(51)	(3%)	
Receivables	69	94	52	25	36%		42	81%	
Total Current Assets	1,873	1,987	1,996	114	6%		(9)	(0%)	
Non-Current Assets									
Amounts receivable for services	3,155	3,157	2,635	2	0%		522	20%	B
Property, plant and equipment	-	-	251	-	0%		(251)	(100%)	C
Intangible assets	2,082	2,082	2,353	-	0%		(271)	(12%)	D
Total Non-Current Assets	5,237	5,239	5,239	2	0%		-	0%	
TOTAL ASSETS	7,110	7,226	7,235	116	2%		(9)	(0%)	
NET ASSETS	7,110	7,226	7,235	116	2%		(9)	(0%)	
EQUITY									
Contributed equity	7,142	7,142	7,142	-	0%		-	0%	
Accumulated surplus/(deficit)	(32)	84	93	116	(363%)		(9)	(10%)	
TOTAL EQUITY	7,110	7,226	7,235	116	2%		(9)	(0%)	

* These estimates are published in the School Curriculum and Standards Authority Annual Report 2022–23, Appendix B ‘Annual Estimates.’

8.8 EXPLANATORY STATEMENT (CONTINUED)

Statement of Cash Flows

	Estimate 2023–24* \$'000	Actual 2023–24 \$'000	Actual 2022–23 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
CASH FLOWS FROM STATE GOVERNMENT									
Funds from other public sector entities	239	200	233	(39)	(16%)		(33)	(14%)	
Net cash provided by State Government	239	200	233	(39)	(16%)		(33)	(14%)	
Utilised as follows:									
CASH FLOWS FROM OPERATING ACTIVITIES									
Payments									
Employee benefits expenses	(25)	(21)	(17)	4	(16%)		(4)	24%	
Supplies and services	(5,335)	(3,479)	(3,041)	1,856	(35%)	3	(438)	14%	E
GST payments on purchases	(2)	-	(1)	2	(100%)		1	(100%)	
GST Payments to Taxation Authority	(211)	(175)	(160)	36	(17%)		(15)	9%	
Other payments	-	(41)	-	(41)	100%		(41)	100%	
Receipts									
User contributions, charges and fees	3,462	1,741	1,544	(1,721)	(50%)	4	197	13%	
Grants and contributions	-	39	39	39	100%		-	0%	
Recoveries for national testing	1,643	1,478	1,234	(165)	(10%)		244	20%	
GST receipts on sales	213	175	161	(38)	(18%)		14	9%	
Other receipts	16	32	148	16	100%		(116)	(78%)	
Net cash used in operating activities	(239)	(251)	(93)	(12)	5%		(158)	170%	
Net increase/(decrease) in cash and cash equivalents	-	(51)	140	(51)	(100%)		(191)	(136%)	
Cash and cash equivalents at the beginning of the period	1,804	1,944	1,804	140	8%		140	8%	
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	1,804	1,893	1,944	89	5%		(51)	(3%)	

* These estimates are published in the School Curriculum and Standards Authority Annual Report 2022–23, Appendix B 'Annual Estimates.'

8.8 EXPLANATORY STATEMENT (CONTINUED)

Major Variance Narratives

Variations between estimate and actual

Statement of Comprehensive Income

- 1 The 2023–24 supplies and services expense was \$1.1 million (15%) higher than the 2023–24 estimate. The variance is mainly due to the work undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools, increased operational costs associated with examinations, curriculum review and development, and the Western Australian Student Assistance Payment program.
- 2 The 2023–24 actual user contributions, charges and fees was \$1.7 million (50%) lower than the 2023–24 estimate. This is mainly due to lower-than-expected revenue from the expansion of the Authority’s International Education Program with student registrations in the program being lower than projected, and delayed commencement dates for some schools.

Statement of Cash Flows

- 3 The 2023–24 supplies and services expense was \$1.9 million (35%) lower than the 2023–24 estimate. The variance is mainly due to a lower than forecast contribution to the Department of Education for expenses incurred on behalf of the Authority in 2023–24. The reduced contribution is due to lower than expected revenue from the International Education program (see Note 2).
- 4 The 2023–24 user contributions, charges and fees was \$1.7 million (50%) lower than the 2023–24 estimate due to lower than expected revenue from the International Education program (see Note 2).

Variances between actual results for 2023–24 and 2022–23

Statement of Comprehensive Income

- A** The 2023–24 supplies and services expense was \$1.0 million (14%) higher than the 2022–23 actual. The variance is mainly due to the work undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools, increased operational costs associated with examinations, curriculum review and development, and the Western Australian Student Assistance Payment program.

Statement of Financial Position

- B** The 2023–24 amounts receivable for services is \$0.5 million (20%) higher than the 2022–23 actual reflecting the depreciation and amortisation expense for 2023–24.
- C** The property, plant and equipment were fully depreciated as at 30 June 2024. The variance of \$0.3 million between the 2023–24 and 2022–23 value (gross carrying amount less accumulated depreciation) represents the 2023–24 depreciation expense.
- D** The value (gross carrying amount less accumulated depreciation) of Intangible assets as at 30 June 2024 was \$0.3 million (12%) lower than the previous year reflecting the 2023–24 amortisation expense.

Statement of Cash Flows

- E** The 2023–24 supplies and services expense was \$0.4 million (14%) higher than the 2022–23 actual. The variance is mainly due to a higher contribution to the Department of Education for increased expenses incurred on behalf of the Authority for the continued expansion of the International Education Program in 2023–24 and increased number of non-government school students completing the National Assessment Program – Literacy and Numeracy assessments in 2024.

Key performance indicators

Certification of key performance indicators

We hereby certify that the 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 2024.



Mrs Pauline White
Chair
9 September 2024



Ms Pauline Coghlan
Board member
9 September 2024



Image via AISWA

Key performance indicators

Table 25: Outcome Based Management framework

Government Goal	Desired Outcome	Service
Safe, strong and fair communities: Supporting our local and regional communities to thrive.	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.	Student assessment, certification, curriculum development, evaluation and support.

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

Changes to Outcome Based Management framework

The Authority’s Outcome Based Management framework did not change during 2023–24 and its outcomes remained the same as specified in the *School Curriculum and Standards Authority Annual Report 2022–23*.

Key effectiveness indicators

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

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

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

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 26: Key effectiveness indicators

Key effectiveness indicators	2023 Actual	2024 Target	2024 Actual ^(a)	Variance between 2024 Target and 2024 Actual ^(b)	Variance between 2023 Actual and 2024 Actual ^(c)
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.7	3.4	3.7	0.3	-
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.6	3.4	3.6	0.2	-
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.6	3.4	3.6	0.2	-
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.3	3.4	3.2	(0.2)	(0.1)

- (a) Measurements were based on feedback from the groups stated below.
 KEI 1 to KEI 3: Number of question responses received from members of Curriculum Advisory Committees: 373 (86.7% response rate; total number of members: 430)
 KEI 4: Number of question responses received from attendees at Consensus Moderation meetings during the financial year 2023–24: 627 (99.8% response rate; total number of attendees: 628).
- (b) There was no material variance between the 2024 Actual and the 2024 Target.
- (c) There was no material variance between the 2024 Actual and the 2023 Actual.

Service

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

The Authority’s service involves:

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

Key efficiency indicators

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

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

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

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

Table 27: Key efficiency indicators

Key efficiency indicators	2023	2024	2024	Variance	Variance between
	Actual	Target	Actual	between 2024 Target and 2024 Actual	2023 Actual and 2024 Actual
Service: Student assessment, certification, curriculum development, evaluation and support					
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$74	\$81	\$80	(\$1)	\$6 ^(a)
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$30	\$29	\$30	\$1	\$0

(a) The 2024 actual is higher than the 2023 actual mainly due to an increase in employee benefits expense, particularly related to the work being undertaken to adopt and adapt the Australian Curriculum Version 9.0 for implementation in Western Australian schools.

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 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*.

Following a review of the Authority's tariffs, fees and charges, in accordance with the Department of Treasury's Costing and Pricing Government Services guidelines, the regulatory fees increased on 1 July 2023.

The Authority also raises revenue through license fees and fees from overseas fee paying students, and recovery of NAPLAN testing.

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

Capital Works

Capital projects incomplete

There are no incomplete capital projects as at 30 June 2024.

Capital projects complete

No capital projects were completed in 2023–24.

Board and Committee Remuneration

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

Table 28: Remuneration of Members of the Board 2023–24

Name	Position	Term of appointment	Membership length (2023–24)	Type of remuneration	Base salary/sitting fee ^(a)	Actual remuneration (2023–24) ^(b)
Mrs Pauline White	Chair	5 years	12 months	Annual	\$53,361	\$53,434
Emeritus Professor David Andrich	Member	4 years	12 months	Annual	\$29,348	\$29,343
Dr Lilly Brown	Member	2 years	7 months	Annual	\$29,348	\$15,640
Ms Pauline Coghlan	Member	4 years	12 months	Annual	\$29,348	\$29,343
Emeritus Professor Jill Downie	Member	3 years 8 months	12 months	Annual	\$29,348	\$29,343
Dr Lynette Henderson-Yates	Member	4 years	3 months	Annual	\$29,348	\$5,417
Ms Lee Musumeci	Member	4 years	12 months	-	-	-
Ms Denise O’Meara	Member	4 years	12 months	Annual	\$29,348	\$29,343
Total						\$191,863

(a) Base salary increased for the chair and members from 19 June 2023 after being approved by Cabinet.

(b) The 2023–24 actual may be impacted by back pay and adjustments.

Source: School Curriculum and Standards

Table 29: Remuneration of Members of the Standards Committee 2023–24

Name	Position	Term of appointment	Membership length (2023–24)	Type of remuneration	Base salary/sitting fee ^(a)	Actual remuneration (2023–24) ^(b)
Ms Pauline Coghlan	Chair	4 years	12 months	Meeting	\$825	\$5,225
Ms Jocelyn Cook ^(c)	Member	4 years	12 months	Meeting	\$537	\$4,214
Ms Anne Ford	Member	3 years	12 months	Meeting	\$537	\$3,556
Ms Melissa Gillett	Member	2 years	12 months	-	-	-
Ms Valerie Gould	Member	4 years	12 months	Meeting	\$537	\$3,389
Total						\$16,384

(a) Sitting fees increased from \$550 for the chair and \$370 for members from 19 June 2023 after being approved by Cabinet.

(b) The 2023–24 actual may be impacted by back pay and adjustments.

(c) Acted as chair for one meeting.

Source: School Curriculum and Standards

Table 30: Remuneration of Members of the Curriculum and Assessment Committee 2023–24

Name	Position	Term of appointment	Membership length (2023–24)	Type of remuneration	Base salary/sitting fee ^(a)	Actual remuneration (2023–24) ^(b)
Ms Denise O’Meara	Chair	4 years	12 months	Meeting	\$825	\$5,775
Mr Jeffrey Allen	Member	4 years	12 months	Meeting	\$537	\$1,611
Ms Elizabeth Blackwell	Member	4 years	12 months	-	-	-
Mr Martin Clery	Member	4 years	12 months	-	-	-
Ms Amanda Connor	Member	4 years	12 months	Meeting	\$537	\$2,148
Mr Armando Giglia	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Kya-Louise Graves	Member	4 years	12 months	-	-	-
Ms Jillian Jamieson	Member	4 years	12 months	Meeting	\$537	\$3,759
Dr Steven Males	Member	4 years	12 months	Meeting	\$537	\$3,759
Ms Rosemary Simpson	Member	4 years	12 months	Meeting	\$537	\$3,222
Ms Kristine Stafford	Member	4 years	12 months	Meeting	\$537	\$3,759
Ms Deborah Taylor	Member	4 years	12 months	-	-	-
Ms Bronwyn Tester	Member	4 years	12 months	Meeting	\$537	\$3,759
Total						\$31,014

(a) Sitting fees increased from \$550 for the chair and \$370 for members from 19 June 2023 after being approved by Cabinet.

(b) The 2023–24 actual may be impacted by back pay and adjustments.

Source: School Curriculum and Standards

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 the Authority and Board members, other than the usual contracts for appointment to the Board.

Unauthorised use of credit cards

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

Any unauthorised use of credit cards by SCS Division staff is reported in the Department of Education's annual report.

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 2023–24 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. The Authority's *Disability Access and Inclusion Plan 2023–2027 (DAIP 2023–2027)* is registered with the Department of Communities.

The Authority's DAIP Working Group implements and monitors the progress of the Authority's strategies listed in the *DAIP 2023–2027* and provides an annual progress report on the *DAIP 2023–2027* to the Department of Communities.

An important aim of the *DAIP 2023–2027* is to develop staff understanding of the communication access challenges faced by people with disabilities in accessing information. New staff and relevant contractors delivering the Authority's legislative functions are inducted in the Authority's policies, and procedures, including the Authority's *DAIP 2023–2027*.

In 2023–24, 52 staff attended the targeted Communication Access training conducted onsite by Development Disability WA.

Existing support services such as adjustments in curriculum and assessment for students significantly affected with a diagnosed disability, impairment or medical condition continue. As part of the Authority's WACE Refreshment, research into accreditation and certification of students with disabilities was conducted in 2023–24, as reported in the Agency Performance section of this report.

Language services

The Authority continued to ensure that all clients have equitable access to information and services as far as practicable, and in accordance with the *Western Australian Language Services Policy 2020*.

The *Western Australian Language Services Policy 2020* and resources are promoted to staff using interpreting and translating services. Helpful guides and resources in various languages were developed to support schools and the community to access services.

The Authority supports parents and carers to access the NAPLAN information through translations provided by the Victorian Curriculum and Assessment Authority and accessible via a link on the Authority website. The brochures are available in 19 languages: Arabic, Bosnian, Burmese, Dari, Filipino, Hindi, Indonesian, Khmer, Persian, Punjabi, Samoan, Serbian, Simplified Chinese, Sinhalese, Somali, Spanish, Traditional Chinese, Turkish and Vietnamese. If parents or carers require a brochure in a language other than those made

available, schools are encouraged to arrange an interpreter to assist the family.

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

Diversity planning and management

As at 30 June 2024, the Board membership comprised one male and six females. One Board member was of Aboriginal or Torres Strait Islander background.

As at 30 June 2024, the Standards Committee comprised five females, and the Curriculum and Assessment Committee comprised nine females and four males.

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

Compliance with Public Sector Standards

The Authority is committed to ongoing compliance with the *Public Sector Standards* and the *Public Sector Commission Code of Ethics: Commissioner's Instruction 40: Ethical Foundations*.

The Authority reviewed and updated its Code of Conduct in October 2023. New and existing SCS Division staff and other individuals who performed the Authority's functions were provided with a copy of the combined Code of Conduct and Conflict of Interest Statement to read, sign and return the document stating that they understand their obligations and accountabilities. Existing staff renew their commitment annually.

In 2023–24, the Authority developed its inaugural *Integrity Framework* aligned to the PSC integrity framework requirements. Designed to prevent misconduct and corruption within the Authority, the *Integrity Framework* was promoted to all staff. New staff are inducted into the *Integrity Framework*.

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

The Authority aims to address complaints in a timely and effective manner. Complaints received by the Authority are registered and dealt with in accordance with established policy and procedures.

Staff screening and Working with Children Checks

The Board and Committee members, SCS Division staff and individuals performing the Authority's functions (including those employed on a casual basis) are required to undergo security screening on commencement. This screening is conducted through the Department's Screening Unit who provide a Nationally Coordinated Criminal History Check clearance on application.

The Board and Committee members, SCS Division staff and other individuals are also required to obtain a current Working with Children Check when relevant to their role and responsibilities.

Privacy and Responsible Information Sharing

In preparation for the introduction of the Privacy and Responsible Information Sharing (PRIS) legislation, the Authority has completed all

required PRIS Action Plan milestones to date, including updating the Authority’s PRIS Action Plan and completing two progress reports.

Cybersecurity and Countering Foreign Interference

To maintain best-practice information controls to protect the Authority’s systems and data from unauthorised access and disclosure, a working party was established to make recommendations to the Board to achieve Maturity Level 1 of the Australian Cybersecurity Centre’s *Essential Eight*. This working party encompassed the Authority’s work on Countering Foreign Interference.

Recordkeeping

Recordkeeping plan

The Authority continues to adhere to the requirements of section 19 of the *State Records Act 2000 (WA) (Records Act)* ensuring that its electronic records and information management practices comply with the Authority’s *Recordkeeping Plan* (the Plan) known as the *Joined Department of Education and School Curriculum and Standards Authority Recordkeeping Plan*. The Plan is operational for the next three years with a review planned in 2027, in accordance with section 28 of the *Records Act*.

The *General Retention and Disposal Authority for State Government (GRDASG)* (DA2023-004) was approved by the State Records Commission on the recommendation of the State Records Advisory Commission and adopted by the Authority in 2023. To enable the Authority to apply consistent retention and disposal decisions to its corporate records, the Authority’s electronic document and management system (EDRMS) retention and disposal schedule was updated to reflect the GRDASG provisions.

The retention and disposal of the Authority functional records are covered by the *Functional Retention and Disposal Schedule (FRDS)* (RD2011047/3). The Authority’s feedback into the FRDS update and requirements in relation to

the *Royal Commission into Institutional Responses to Child Sexual Abuse* (The Royal Commission) is pending approval from the State Records Commission.

Recordkeeping efficiency and effectiveness

In 2023–24, the Authority’s Records Management unit made significant progress towards implementation of the *Western Australia Information Classification Policy* (WA ICP). Introduced by the Department of Premier and Cabinet – Office of Digital Government in June 2020, the WA ICP requires public agencies to apply classification labels to information created, collected, stored and managed, according to the level of sensitivity and risk to protect it from unauthorised use and disclosure. It is anticipated that solutions will be implemented by the end of 2024.

The Authority continued to innovate its records and information management practices across the agency, focusing mainly on electronic records management. The following records and information management initiatives were accomplished in 2023–24:

- successful upgrade of the Authority EDRMS known as Content Manager (CM) to version 10.1. The upgrade allowed the Authority to utilise new system features
- creation of a project governance workflow template to enhance the efficiency and accountability of the process. The workflow was developed in consultation with the business process owner, tested and is operational
- review of the staff exit workflow implemented in 2023. A survey was distributed to the workflow participants and the data gathered from the study allowed for the implementation of the amendments to the workflow
- report commissioned on CM hosting assessment to prepare for potential transition to be in line with the State Government and State Records

Office requirements for adopting cloud services across the Western Australian public sector. The Authority will consider the recommendations provided in the report in alignment with the Authority’s business requirements and available resources.

The Records Management staff contributed to agency-wide projects affecting the information and records management, including:

- Cybersecurity Strategy – to ensure that the EDRMS Web Client security is not compromised
- Privacy and Responsible Information Sharing (PRIS) – to ensure that collection, use, disclosure and security of personal and sensitive information are managed responsibly. The Authority's information assets were examined and captured through the consultation process with relevant business areas.

Table 31: Records registered in EDRMS in 2023–24

Electronic record type	Total number of electronic files created
Document	97 146
Email	57 437
Electronic file only	627

Recordkeeping induction and training

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

Additionally, SCS Division staff were required to complete the Department’s mandatory online *Records Awareness Training* on commencement of their employment.

A review of the training materials and procedural documents to reflect enhancements of EDRMS's new version, CM 10.1 was conducted resulting in 21 help resources being updated and published on the Authority intranet.

In 2023–24, the Authority’s records management helpdesk processed 1683 requests, with the majority of issues resolved within a same-day turnaround.

The records management staff attended 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 Act 1992 (FOI Act)*.

In 2023–24, the Authority received nine valid applications, one of which was transferred to the Department of Education in full. Of the remaining eight applications, two applications were combined with the applicant’s consent. The seven applications were processed as below.

- two applications for non-personal information were refused under s26 of the *FOI Act*
- one FOI application for personal information was refused under s26 of the *FOI Act*
- two FOI applications for non-personal information were refused to all requested documents in accordance with Schedule 1 Clause 4 (2) of the *FOI Act*

- two FOI applications for personal information received in mid-June 2024 were in progress as of 30 June 2024.

The Authority reviewed and updated its *FOI Operating Manual* (policy and procedures) in May 2023 and the revised version was published on the Authority intranet for staff to implement.

The Authority's *Public Information Statement* (information statement), which is compliant with the *FOI Act*, is published on the Authority website. The information statement documents the types of records that the Authority holds and contains procedures for making an FOI application and applicable charges.

In addition, the Authority provides an annual report to the Information Commissioner's office after the conclusion of 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 Committee

The Authority's Audit and Risk Management (ARM) Committee assists the Board to discharge its responsibilities properly and to provide the framework for the conduct of the Authority's audit and risk functions. The Board appoints the chair of the ARM committee.

The ARM Committee membership comprises the chair, two external independent representatives and the audit manager. In addition, ARM Committee meetings are attended by the Chair of the Board, senior officers of the SCS Division and a representative from the Department's Risk and Assurance directorate, as observers.

A Risk Management Working Group (RMWG) reports to the ARM committee. The RMWG manages the operational aspects of the Authority's risk

management matters and captures new and potential risks for the ARM Committee's attention.

The *ARM Committee Charter* provides the scope, purpose and terms of reference for the Authority's ARM Committee. 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. All policies under the committee's responsibility undergo scheduled reviews in accordance with the Authority's policy register.

Public Interest Disclosure

The Authority's *Public Interest Disclosure Procedures* is reviewed on a regular basis and complies with the *Public Interest Disclosure Act 2003*. The Authority strongly encourages disclosure, in the appropriate manner, of any information regarding possible corrupt or improper conduct. The Authority's Public Interest Disclosure Officer is Board-appointed and has undergone training in the requirements of the role.

The Authority received no public information disclosure matters in 2023–24.

Accountability and Integrity

Complementing its existing Code of Conduct, the Authority developed and implemented its *Integrity Framework* in March 2024. The Board, statutory committee members and staff are required to ensure that the work of the Authority is conducted in an ethical, equitable, transparent, and accountable manner. Staff are encouraged to report any integrity breaches they become aware of and make suggestions on how we can improve our approach to integrity.

As employees of the Department, the SCS Division staff are also required to undertake the Department’s mandatory Accountable and Ethical Decision-making training on commencement and renew their training every three years.

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.

Research involving students

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

The Authority did not receive any requests for data during the 2023–24 reporting period. The Ethics Review Committee continues to meet when required.

Multicultural Policy Framework

As the Authority’s secretariat is provided by the Department, written exemption has been received from the Office of Multicultural Interests in relation to developing a multicultural plan for the Authority. The SCS Division staff apply and implement the Department of Education’s *Multicultural Plan 2021–2025* in supporting workplace cultural and linguistic diversity. More information can be found in the Department’s annual report.

Advertising, market research, polling and direct mail

No expenditure was incurred for advertising, market research, polling or direct mail campaigns during the reporting period.

Financial Management Manual

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

The Authority’s *FMM* outlines several topics that fall outside the scope of the Department’s *FMM* or provide further clarification for SCS Division staff. These topics include risk management processes, internal audit (which is both separate from and complementary to the Department’s internal audit function) and minor refunds of revenue from the Authority’s bank account.

Where there is a conflict between the procedures and guidelines outlined in the Authority’s *FMM* and the Department’s *FMM*, the Authority’s *FMM* is followed. SCS Division staff are encouraged to seek guidance on such matters.

Appendices



Image via Department of Education

APPENDIX A Examinations and awards data

2013–2023 ATAR course examination data

Table 32: Examination enrolments (four or more ATAR* course examinations) as at October 2013–2018 and December 2019–2023†

	2013	2014‡	2015	2016	2017	2018	2019	2020	2021	2022	2023
Gender											
Male	6155	4431	6439	6305	6069	6039	5553	5420	5339	4931	4846
Female	7245	4932	7505	7427	7374	7165	6716	6471	6234	5554	5601
Other#	-	-	-	-	-	-	-	-	-	-	7
Systems/sector											
Government	5303	3378	5568	5443	5404	5369	4972	4931	4917	4475	4598
Non-government	7232	4982	7322	7126	6859	6631	6253	5817	5734	5239	5143
Offshore international	864	999	1050	1163	1180	1203	1044	1141	927	782	712
Non-school candidates	1	4	4	0	0	1	0	3	3	1	1
Location											
Metropolitan	10891	7280	11214	10888	10644	10427	9748	9482	9324	8589	8614
Country	1644	1080	1676	1681	1619	1574	1477	1269	1330	1126	1128
Offshore international	864	999	1050	1163	1180	1203	1044	1141	927	782	712
Non-school candidates	1	4	4	0	0	1	0	3	3	1	1

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

† 2019, 2020, 2021, 2022 and 2023 data is based on ATAR course enrolments in December.

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

The Authority commenced reporting data in terms of Male, Female and Other from 2023.

Figure 5: Number of candidates enrolled for a specific number of ATAR course examinations (2016–23)

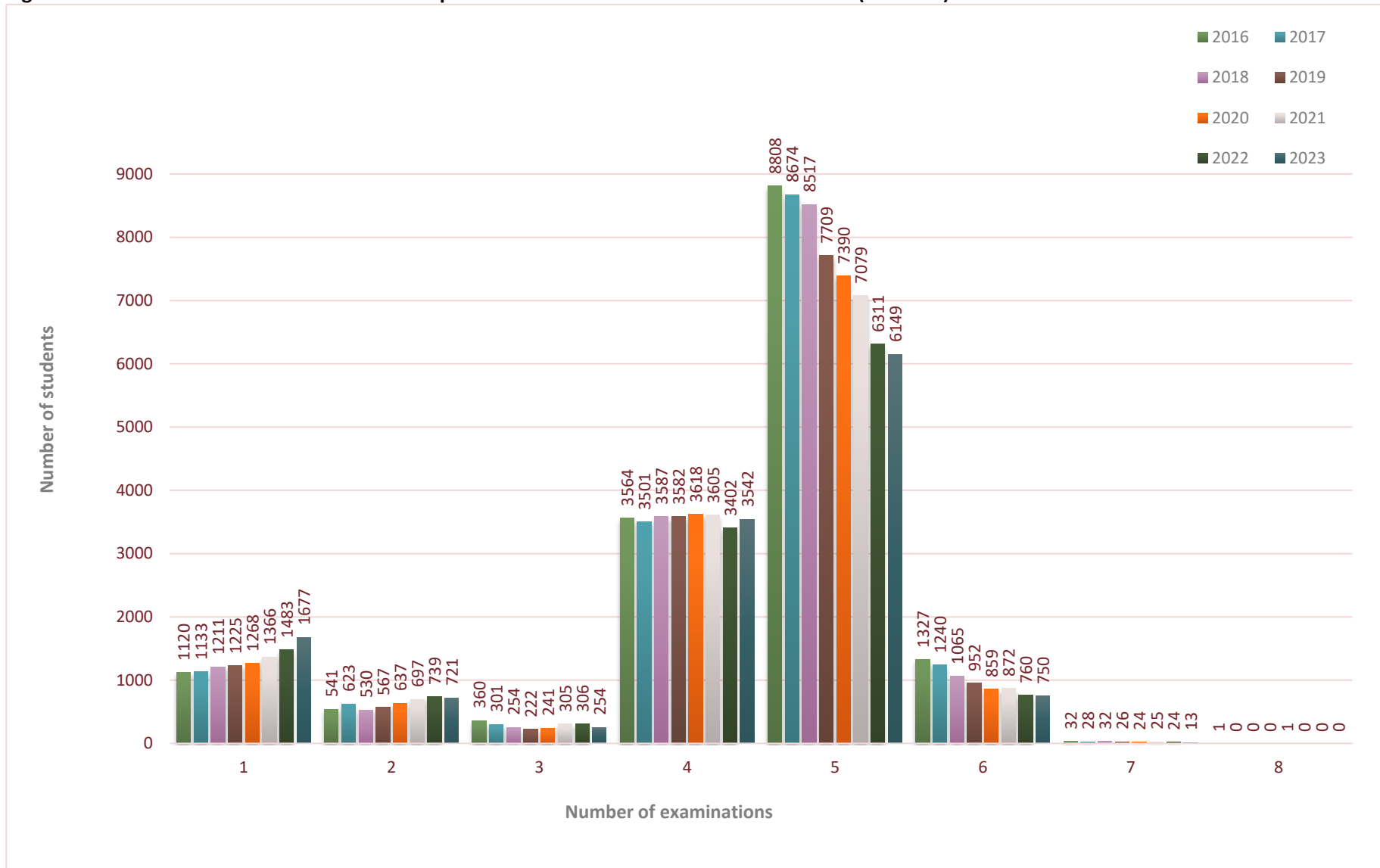


Table 33: Aboriginal and Torres Strait Islander students enrolled in ATAR course examinations 2023

	Male	Female	Metropolitan	Country	Government	Non-government
Aboriginal	43	68	77	34	57	54
Torres Strait Islander	2	2	4	0	2	2
Both Aboriginal and Torres Strait Islander	3	2	4	1	2	3
Total	48	72	85	35	61	59

2023 WACE exhibitions and awards

Table 34: Number of exhibition and award winners by category, 2023

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	40
Special Subject Award	1
Subject Certificate of Excellence	262
Special Subject Certificate of Excellence	9
VET Exhibition	8
Special VET Award	0
VET Certificate of Excellence	37
Special VET Certificate of Excellence	0
Certificate of Distinction	1157
Certificate of Merit	2327
Total	3894

APPENDIX B Annual estimates

Estimate of Statement of Comprehensive Income

For the year ended 30 June 2025

	2024–25 Estimate Note	\$'000		2024–25 Estimate Note	\$'000
COST OF SERVICES			Income from State Government		
Expenses			Grants from State Government Agencies	2	200
Employee benefits expenses		42,342	Non-cash service appropriation from Department of Education	3	272
Supplies and services		12,370	Services received free of charge	1	51,790
Depreciation and amortisation expenses		272	Total income from State Government		52,262
Accommodation expenses		2,692			
Other expenses		2	SURPLUS/(DEFICIT) FOR THE PERIOD		-
Total cost of services	1,2	57,678	OTHER COMPREHENSIVE INCOME		-
Income			TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD		-
Revenue					
User contributions, charges and fees		3,864			
Grants and contributions		39			
Recoveries for national testing		1,497			
Other revenue		16			
Total revenue	1	5,416			
Total income other than income from State Government		5,416			
NET COST OF SERVICES		52,262			

Estimate of Statement of Financial Position

For the year ended 30 June 2025

	Note	2024–25 Estimate \$'000
ASSETS		
Current Assets		
Cash and cash equivalents		1,944
Receivables		131
Total current assets		2,075
Non-Current Assets		
Amounts receivable for services	3	3,429
Property, plant and equipment		-
Intangible assets		1,810
Total non-current assets		5,239
TOTAL ASSETS		7,314
LIABILITIES		
Current Liabilities		
Payables		-
Total current liabilities		-
Non-current liabilities		
Payables		-
Total non-current liabilities		-
TOTAL LIABILITIES		-
NET ASSETS		7,314
EQUITY		
Contributed equity		7,221
Accumulated surplus/(deficit)		93
TOTAL EQUITY		7,314

Estimate of Statement of Cash Flows

For the year ended 30 June 2025

	Note	2024–25 Estimate \$'000
CASH FLOWS FROM STATE GOVERNMENT		
Grants from State Government Agencies		200
Net cash provided by State Government		200
Utilised as follows:		
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee benefits		(22)
Supplies and services	4	(5,594)
GST payments on purchases		(1)
GST payments to taxation authority		(212)
Receipts		
User contributions, charges and fees		3,864
Grants and contributions		39
Recoveries for national testing		1,497
GST receipts on sales		213
Other receipts		16
Net cash provided by/(used in) operating activities		(200)
Net increase/(decrease) in cash and cash equivalents		-
Cash and cash equivalents at the beginning of period		1,944
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		1,944

Notes to the Annual Estimates

For the year ended 30 June 2025

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 Services Received Free of Charge.

Note 2 Grants from State Government Agencies

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

Note 3 Non-cash Service Appropriation from Department of Education

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

Note 4 Supplies and Services Payment

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

APPENDIX C Performance targets

Performance Management Framework 2025 Targets

For the year ended 30 June 2025

The Authority's Outcome Based Management framework is summarised in Table 35.

Table 35: Outcome Based Management framework

Government goal	Desired outcome	Service
Safe, strong and fair communities: Supporting our local and regional communities to thrive.	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.	Student assessment, certification, curriculum development, evaluation and support.

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

The Authority's service involves:

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

The extent that the Authority is effective in meeting the desired outcome will be measured by the scale of actual achievement against the targets as shown in Tables 36 and 37.

Table 36: Key effectiveness indicators

Key effectiveness indicators ^(a)	2025 Target
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4

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

Table 37: Key efficiency indicators

Key efficiency indicators	2025 Target
Service: Student assessment, certification, curriculum development, evaluation and support	
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$100
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$34

APPENDIX D Feedback

Annual Report feedback form

We invite your feedback on the School Curriculum and Standards Authority Annual Report 2023–24 (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):

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

- Yes
 No

What areas did you find most useful/informative?

The Report addresses issues that are in the public interest.

- Strongly agree
 Disagree
 Agree
 Strongly disagree

Comments:

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

- Excellent
- Good
- Average
- Poor
- No comment

Ease of readability and comprehension

- Excellent
- Good
- Average
- Poor
- No comment

Comments

Who are you?

- Government employee – education
- Government employee – other
- Private individual
- Researcher
- Student
- Other

General comments

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

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CANNINGTON WA 6987

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The Authority acknowledges and thanks our partners in the school systems/sector for the images used in this report.

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