



**ANNUAL REPORT** 2016–2017



Government of Western Australia  
School Curriculum and Standards Authority



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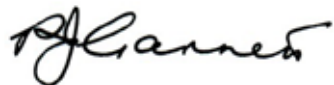
# Statement of Compliance

For year ended 30 June 2017

HON SUE ELLERY MLC  
MINISTER FOR EDUCATION AND TRAINING

In accordance with section 12 of the *School Curriculum and Standards Authority Act 1997* and the *Public Sector Commissioner's Circular 2017-01*, I hereby submit for your information and presentation to Parliament the School Curriculum and Standard Authority's Annual Report for the financial year ended 30 June 2017.

This Report has been prepared in accordance with the *Treasurer's Instruction 903: Agency Annual Reports*, the *Financial Management Act 2006*, the *Annual Reporting Framework 2016-2017* issued by the Public Sector Commission and other relevant legislation that governs our functions.



Emeritus Professor Patrick Garnett  
**CHAIR**



Mr Allan Blagaich  
**CHIEF EXECUTIVE OFFICER**

# About this Report

Welcome to our *2016–17 Annual Report*. It presents our work in the context of the priorities stated in our strategic plan, budget papers and other significant documents and outlines our contribution to broader government desired outcomes.

## Section 1: Overview

Provides a foreword by the Chair of the Board and the Chief Executive Officer, a summary of the School Curriculum and Standards Authority's 2016–17 performance highlights and an overview of our financials and our performance against financial targets. It also presents our role, vision, values, and operational structure.

Included in this section is information about our performance management framework and our strategic priorities and goals for 2016–17.

## Section 2: Agency Performance

Reports on our operations and includes a summary assessment of actual performance relative to target performance against each of the four strategic priorities in the *School Curriculum and Standards Authority Strategic Plan 2013–2016*. The Authority has responsibility for Kindergarten to Year 12 but generally reports data from Pre-primary onwards as Kindergarten is not a compulsory year of schooling in Western Australia. **Appendix A** contains detailed 2016 Australian Tertiary Admission Rank (ATAR) course examination data.

## Section 3: Significant Issues and Achievements

Presents our significant achievements and initiatives in this reporting period in relation to both financial and non-financial performance. We also address the Authority's amalgamation with the Department of Education and the Department of Education Services and preparations for changes to the operations of the agency including key challenges and opportunities.

## Section 4: Disclosures and Legal Compliance

Outlines financial and non-financial disclosures in relation to corporate governance, occupational safety and health, industrial relations, and other legal requirements.

## Section 5: Financial Statements and Key Performance Indicators

Presents our audited financial statements for the year ended 30 June 2017 and key performance indicators in accordance with Part XI of the Treasurer's instructions. Please go to the Table of Contents on [page 14](#) to access the entire publication.

## Accessibility

Copies of this report are available in print and online. Other formats are available on request.

We are focused on 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.

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# Foreword from the Chair of the Board and the Chief Executive Officer

The School Curriculum and Standards Authority (the Authority) is committed to providing high quality curriculum, assessment and standards inclusive of all students and in accordance with the *School Curriculum and Standards Act 1997* (the Act). This financial year we have again focused our efforts on delivering on the strategic goals contained in the Authority's *Strategic Plan for 2013–2016*.

## Provision of high-quality curriculum, assessment and standards

The Authority has continued its development of teacher support material for Pre-primary to Year 12.

Support materials consist of Assessment Tasks, Assessment Snapshots and Judging Standards resources. Ongoing changes were made to the Authority's Kindergarten to Year 10 (K–10) website to add syllabus and support materials for all learning areas in the *Western Australian Curriculum and Assessment Outline* (the *Outline*). The *Outline* sets out the knowledge, understanding, skills, values, and

attitudes that K–10 students are expected to acquire and guidelines for the assessment of student achievement.

The Authority continued to reach out to our stakeholders in delivering 28 briefings across the State about the WACE reform and K–10 services provided to teachers and schools

The Abilities Based Learning Education, Western Australia (ABLEWA) resources were launched in August 2016 to support teachers of students with disability and additional learning needs. The resources are available to all schools in Western Australia.

In 2017, an additional 228 schools registered to use Brightpath, facilitating efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning. This program supports teachers to make reliable judgements of student achievement in a range of curriculum areas based on classroom tasks.

## Implementation of the Western Australian Certificate of Education

The Authority continued to implement a series of reforms for the Western Australian Certificate of Education (WACE), awarded to Year 12 students who achieve set standards. The Year 12 (ATAR) and General course grade descriptions were reviewed during 2016–17 against evidence collected from student samples. Interim grade descriptions for the Year 11 and Year 12 courses were developed to assist teacher judgements of standards.

All students who planned to enrol in a Year 11 WACE language course or Year 12 English as an Additional Language or Dialect (EAL/D) were required to complete an application for eligibility. The Authority processed 2 021 applications in total

for permission to enrol in Chinese, French, German, Indonesian, Italian or Japanese language courses. The Authority processed 3 429 applications in total for EAL/D, of which 3 347 were approved.

The syllabus delivery audit was undertaken by the Authority for the third time in 2016. This online audit aims to ensure that all schools are delivering and assessing the correct syllabus to comply with WACE requirements. Schools can upload required compliance documentation into a web-based application which enables the Authority to immediately identify any compliance issues and provide real-time feedback. The Authority's online syllabus audit was selected by the Department of Finance as an example of good practice for the State government initiative *Red Tape Reduction Project*.

In 2017, approximately 6 760 documents were reviewed as part of the syllabus delivery audit to identify the degree of compliance. The process included documents associated with the delivery of all Year 11 ATAR courses. To assist schools to upload information to the database, the Authority provided a detailed procedures manual and an IT helpdesk. Reports were provided online to schools on their compliance and identified any non-compliance issues. The overall compliance rate achieved by schools was 82 per cent.

In the period June 2016 to September 2016, the Authority conducted 78 grading reviews following on from the syllabus delivery audit to ensure schools had undertaken the required changes to the documentation to meet the compliance requirements of the Authority. As part of the support program for new schools, 127 document reviews were conducted in Term 1, 2017.

Externally set tasks (ESTs) are mandatory assessments developed by the Authority for Year 12 General and Foundation courses. Sample ESTs were developed for 56 courses to indicate to teachers and students the style of the assessment tasks. Each EST was developed by an independent panel, wherever possible consisting of one or more practising teachers familiar with the course.

### **Communication, collaboration and partnerships**

The Authority continued to reach out to our stakeholders, delivering 28 briefings across the State about the implementation of changes to the WACE and K-10 curriculum and the support available to teachers and schools. These briefings are an essential mechanism for open feedback from our stakeholders and are a key communication channel with our State's school leaders, enabling the Authority to listen and respond to stakeholder concerns.

Support from the Association of Independent Schools of Western Australia (AISWA), Catholic Education Western Australia (CEWA) and the Department of Education (the Department), the Western Australian Council of State School Organisations (WACSO), the Parents and Friends Federation of Western Australia (PFFWA) and teachers' professional associations is valued and essential in carrying out the Authority's functions; as are the countless voluntary hours given by teachers, school leaders and school administrators. We would like to acknowledge the efforts of schools and teachers throughout the implementation of the WACE reforms and the K-10 curriculum.



Emeritus Professor Patrick Garnett  
**CHAIR**



Mr Allan Blagaich  
**CHIEF EXECUTIVE OFFICER**

We also acknowledge the pivotal role of the Authority's Board and thank the many volunteer advisory groups for the wealth of advice they have given generously during 2016–17.

### **Governance and organisational capability**

To support the previous State Government's Workforce Renewal Policy requirements, the Authority undertook a major review of its organisational structure in late-2016. This review resulted in a reduction in the number of SCSA directorates from five to three.

As at 30 June 2017 the Authority staff (head count) totalled 148 staff made up of 108 full-time and 40 part-time staff. In 2016–17, the Authority also employed approximately 3 000 casual staff to assist with examinations, testing and short-term syllabus

development and evaluation requirements.

In 2016, the Authority commenced a process for a phased development of a new Student Records Management System which will provide for the storage of student registration and achievement data and thus enable the Authority to meet its key reporting remit under the Act.

### **Machinery of Government**

At the end of April 2017, the incoming State Government announced major changes across government agencies to increase collaboration, deliver services more efficiently and focus on whole-of-government objectives. The Government announcement included the amalgamation of the Department of Education, the Department of Education Services and the School Curriculum and Standards Authority to create a new Department of Education. The School Curriculum and Standards Authority, that is the Board, will remain in place. Services and support to the Authority will be provided by the School Curriculum and Standards Division staff of the new Department of Education.

Emeritus Professor Patrick Garnett  
**CHAIR**

Mr Allan Blagaich  
**CHIEF EXECUTIVE OFFICER**



# 2016–17 AT A GLANCE

## Strategic priority 1: Provision of high-quality curriculum, assessment and standards

### KINDERGARTEN – YEAR 10



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

ABLEWA was launched in August 2016 providing support to teachers of Western Australian students with disability and additional learning needs. These resources are available to all schools in Western Australia.



#### Brightpath

- 277 schools across the school systems/sector were provided access to Brightpath in 2016, supporting teachers to make reliable judgements of student achievement in a range of curriculum areas based on classroom tasks.
- An additional 228 schools were registered to use Brightpath in 2017.



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

- 127 878 students in Years 3, 5, 7 and 9 were eligible for participation in the National Assessment Program – Literacy and Numeracy Plan (NAPLAN).
- Online marking of Writing and Reading was carried out over a period of three weeks by 220 markers. Individual student reports were provided to schools to distribute to parents from 17 August 2016.



#### Pre-primary to Year 10 syllabus

- English, Mathematics and Science year-level syllabuses along with Humanities and Social Sciences, and Health and Physical Education were revised to reflect the Australian Curriculum v8.1 and implemented by schools in 2017.
- Pre-primary to Year 10 syllabuses for Languages were released at the beginning of Semester 2, 2016 to allow additional time for schools to familiarise themselves with the year-level syllabuses from Pre-primary to Year 10.



#### Pre-primary to Year 10 support materials

- Development of Judging Standards resources for Pre-primary to Year 10 Technologies and The Arts was completed in 2016.
- Judging Standards resources for English (Writing and Creating, Reading and Viewing to complement Speaking and Listening) were revised along with Mathematics and Science.
- Sample Assessment Activities for Languages were developed during 2016.

## KINDERGARTEN – YEAR 10



### International Schools

Students at two overseas schools studied the same curriculum program as Western Australian Pre-primary to Year 10 students without leaving their own country.

## YEAR 11 AND 12



### ATAR course examinations

- 78 separate written examinations were conducted comprising 51 ATAR course examinations and 27 interstate-sourced examinations.
- Practical examinations were conducted in Western Australia in 19 ATAR courses and attended by 8 636 candidates.
- 58.0 per cent (13 540) of Year 12 students who undertook full-time WACE studies sat four or more ATAR course examinations. This compares to 58.3 per cent (13 680) in 2015 and 58.6 per cent (9 152 students in 2014).
- 15 568 students sat one or more ATAR course examination.
- 80.0 per cent of students who enrolled in four or more examinations studied at a school in the metropolitan area. This compares with 12 per cent for students who studied at a country school.
- 772 Year 12 Aboriginal/Torres Strait Islander students enrolled with the Authority in 2016. Of those, 148 were enrolled to sit one or more ATAR course examinations.
- 23 languages examinations that were set interstate were conducted.



### Achievements

- 23 360 Year 12 students were eligible for the WACE in 2016. Of these, 21 473 (91.9 per cent) achieved the WACE.
- A total of 4 396 exhibitions and awards were granted to 3 986 students.
- In 2016, there were 565 Aboriginal and Torres Strait Islander students eligible for a WACE. Of these, 417 achieved a WACE.



### Vocational Education and Training (VET)

- 13 547 Year 12 students achieved at least one VET qualification at Certificate II level or higher in Years 10, 11 or 12, compared with 10 843 in 2015. This equates to an overall 25 per cent increase in completed qualifications.
- 3 408 students achieved a Certificate III qualification and 674 students achieved a Certificate IV qualification compared to 2 345 and 480 respectively in 2015.



### Access for Candidates with Disability

A total of 616 applications (597 in 2015; 436 in 2014) were received for 2016. This represents 3.9% (3.8% in 2015; 4.1% in 2014) of the number of candidates who were enrolled to sit at least one ATAR course examination.



### International Schools

From July 2016 to December 2016, the WACE was offered in 14 schools in seven countries with 451 Year 11 and 1180 Year 12 students enrolled in WACE programs overseas.

## Strategic Priority 2: Implementation of the Western Australian Certificate of Education (WACE)



### Online Literacy and Numeracy Assessment (OLNA)

- Only students from Years 10–12 who had not demonstrated the minimum standard in reading, writing and/or numeracy through the Year 9 NAPLAN were required to sit the OLNA.
- Approximately 11 100 numeracy assessments, 9 800 reading assessments and 12 300 writing assessments were completed by students in September 2016.
- Approximately 21 000 numeracy assessments, 20 000 reading assessments and 25 000 writing assessments were completed by students in March 2017.



### Syllabus delivery audit

- In Term 1, 2017 approximately 6 760 documents were reviewed against the WACE 2017 requirements for course and assessment outlines to identify the degree of compliance.
- The Authority's online syllabus delivery audit was selected by the Department of Finance as an example of good practice for the State government initiative *Red Tape Reduction Project*.
- Reports were provided online to schools on their compliance level and any non-compliance issues. The overall compliance rate achieved by schools was 82 per cent.



### Externally set tasks (ESTs)

- ESTs were implemented for General and Foundation courses during the reporting period.
- The Authority's processes involved the identification, collection, scanning and marking of 46 066 scripts in 56 courses.
- Sample ESTs were developed for 56 courses to indicate to teachers and students the style of the assessment tasks.



### Languages

- 3 429 applications to enrol in Year 12 English as an Additional Language or Dialect (EAL/D) were processed in total; 3 347 were approved.
- 2 021 applications to enrol in a Year 11 WACE language course were processed to determine for each student the course in which they were permitted to enrol.



### School Moderation

- 175 grading reviews were conducted on specific courses at schools where the difference between the WACE examination mark distribution and the school mark distribution indicated the possibility of assessment issues.
- 78 grading reviews were conducted following on from the syllabus delivery audit.
- As part of the support program for new schools, 127 document reviews were conducted in Term 1, 2017.
- 68 Consensus Moderation Meetings for Year 12 General Courses (Business Management and Enterprise; Design: Dimensional, Graphics, Photography, Technical Graphics; Engineering Studies; Health Studies; Materials, Design and Technology: Metals, Textiles, Wood; Mathematics Essential; Music; Physical Education Studies) were completed across 16 venues with 705 teachers in total between 6 June 2017 and 23 June 2017.

## Strategic Priority 3: Governance and organisational capability



### Assets and Resources

- An electronic equipment register was created that records the Authority's furniture and fittings and IT assets, including software licenses.
- Policy and procedures relating to network access and security were revised and updated.
- Significant work was undertaken by the Risk Management Working Group to analyse and redesign the *Corporate Risk Register*, ensuring that all known and perceived risks were identified and control measures implemented. The Authority's *Pandemic Management Plan* was reviewed and updated. Disaster recovery plans were also finalised for key areas of the Authority.



### Recordkeeping

- The Electronic Document and Records Management System (EDRMS) software was upgraded to the latest version; the upgrade provides for web access to the system for all staff.
- As at 30 June 2017, 30 614 electronic documents; 48 230 email correspondence; and 759 containers (files) were recorded in the EDRMS.
- 25 training sessions in recordkeeping and effective use of the EDRMS were provided to 99 attendees.
- The *Going Electronic* project implementation continued and electronic workflows reached 12 in the EDRMS.



## Structure

- As part of the Authority's organisational restructure in March 2017, all Job Description Forms (JDFs) were reviewed and updated to reflect the roles undertaken by Authority staff and to ensure the Authority's functions and programs would continue to be undertaken to the highest standard.
- As at 30 June 2017, staff numbers (head count):
  - Full-time: 81 permanent and 27 fixed term (compared to 81 permanent and 34 fixed term as at 30 June 2016)
  - Part-time: 20 permanent and 20 fixed term (compared to 18 permanent and 19 fixed term as at 30 June 2016)
  - Approximately 3 000 casual staff were employed to assist with examinations, testing and short-term syllabus development and evaluation requirements.



## Workforce Diversity

- Employees with culturally diverse backgrounds represented 16.7 per cent of the Authority's workforce, compared to 12.7 per cent of the public sector.
- Females comprised 73.1 per cent of the Authority's workforce, compared to 72.7 per cent within the Western Australian public sector.
- 42.3 per cent of the Authority's employees were aged 55 years or over, 75.6 per cent were over 45 years of age, and 2.6 per cent were below 24 years, compared to 4.4 per cent for the Western Australian public sector.
- The proportion of permanently employed staff was 60.7 per cent, compared to 69.9 per cent of the public sector.
- The percentage of part-time employees is 33.8 per cent, compared to 33.7 per cent of the public sector.

# Strategic Priority 4: Communication, collaboration and partnerships



## External Committees

The School Curriculum and Standards Authority Board convened several external committees to ensure responsiveness to the needs of its key stakeholders. Committees were responsible for providing advice to the Authority on matters related to:

- Pre-primary to Year 10 curriculum and assessment
- WACE course syllabus development, implementation and review
- school assessment and moderation
- external assessments (ATAR course examinations and ESTs)



### External Committees continued

- senior secondary Australian Curriculum monitoring and review/course proposals
- trends and issues pertaining to courses
- 47 course advisory committee meetings were held to support the implementation of all WACE courses, including vocational education and training (VET) industry specific courses.



### Briefings

- The Authority's Chief Executive Officer and executive team delivered 28 'key messages' briefings across Western Australia about the implementation of the WACE reforms and K–10 curriculum and standards. Registrations were received from 1 509 school leaders.
- Webinars were held for staff in international schools and in remote areas. The secondary webinar was attended by 25 school leaders (48 registered), the primary webinar was attended by 14 (53 registered).



### Teacher seminars and workshops

- 14 learning area-specific seminars in the delivery of WACE courses were provided for 267 teachers and eight webinar presentations were conducted for 41 teachers in non-metropolitan schools; two information seminars were provided for teachers and school administrators involved in the enrolment process for WACE language courses.
- 52 Humanities and Social Sciences seminars were held for 144 Heads of Learning Area.
- 78 *Western Australian Curriculum and Assessment Outline* information sessions were held with a range of stakeholders.
- 42 teachers participated in a Mathematics P–6 workshop consulting on assessment pointer development, selecting work samples for web publication and writing annotations for work samples; 30 teachers participated in 14 Arts P–10 workshops (Dance, Drama, Media Arts, Music and Visual Arts).



### Website Improvements

- The home page of the main website site and K–10 *Outline* and Years 11 and 12 landing pages were redesigned to improve access.
- The Western Australian Curriculum was provided in a digital format to allow schools and other stakeholders to integrate the curriculum with their systems.
- Consultation was undertaken on the development of a parent website intended to provide accessible information to parents about K–12 curriculum, assessment and reporting on student achievement.

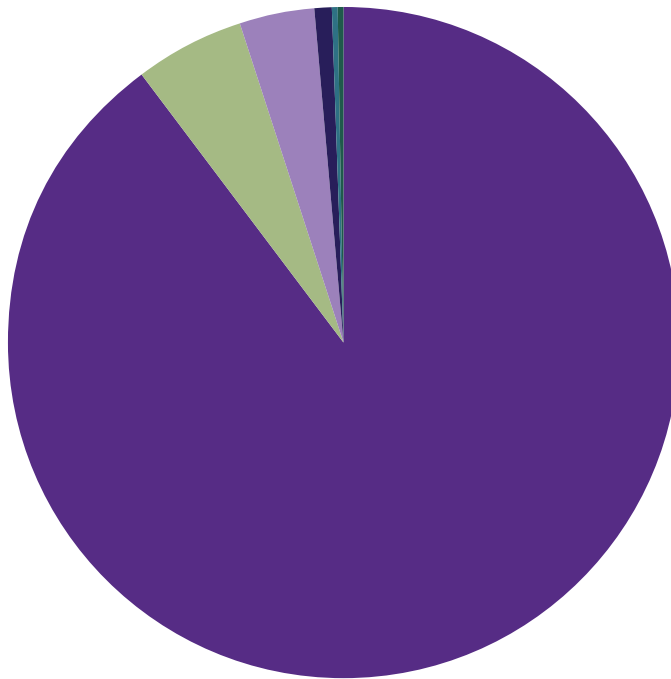


### Queries

Stakeholders are encouraged to send queries to the Authority through its *info@* email address and approximately 2 604 queries were responded to in the reporting period.

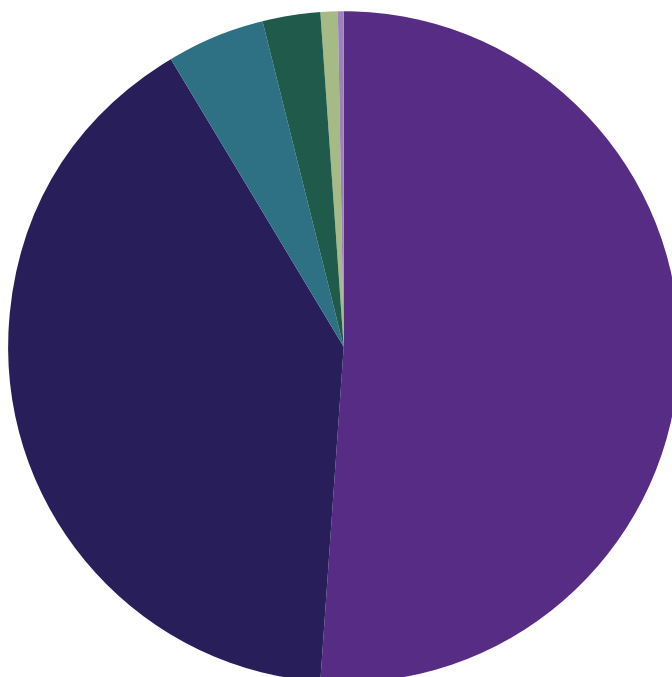
# FINANCIAL OVERVIEW 2016–2017

## INCOME IN \$000



- 26 525  
Service appropriations (State Government)
- 1 541  
Recoveries for National testing
- 1 133  
Sales and fees
- 210  
Resources received free of charge from other departments
- 76  
Other revenue and recoveries
- 44  
Grants and contributions

## EXPENSES IN \$000



- 17 774  
Employee benefits
- 13 998  
Supplies and services
- 1 666  
Accommodation
- 940  
Depreciation and amortisation
- 322  
Other expenses
- 12  
Grants and awards

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**SECTION 1** OVERVIEW



# ABOUT US

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

## OUR ROLE

Our role is to:

- develop and accredit school curriculum
- assess student achievement in relation to the curriculum through the administration of standardised testing and ATAR course examinations for the purpose of achieving the WACE. (Previously, WACE examinations were conducted)
- report student achievement in terms of standards established for the curriculum.

## OUR VALUES

Quality

Integrity

Respect

## OUR VISION

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

## OUR GOALS

*The School Curriculum and Standards Authority Strategic Plan 2013–2016*, endorsed by the Authority's Board on 7 October 2013, has four strategic priorities:

- provision of high-quality curriculum, assessment and standards
- implementation of the Western Australian Certificate of Education 2015–16
- governance and organisational capability
- communication, collaboration and partnerships.

## OUR STAKEHOLDERS

- Students and teachers from Kindergarten to Year 12 in all Western Australian schools – both government and non-government – and approved international schools
- Parents and home educators
- School administrators

- Bodies representative of the school systems/sector, including the Association of Independent Schools of Western Australia (AISWA), Catholic Education Western Australia (CEWA) and the Department of Education
- TAFEs, universities and employers
- National education authorities.

## OUR STRATEGIC PLAN

*The School Curriculum and Standards Authority Strategic Plan 2013–2016* is the framework which articulates the Authority's strategic directions, including its vision, values, and goals. Due to the Machinery of Government changes, the Authority's Strategic Plan was extended until 30 June 2017.

## Operational Structure

### Responsible Minister

The School Curriculum and Standards Authority was responsible to Hon Peter Collier, MLC, Minister for Education (1 July 2016 to March 2017) and Hon Sue Ellery, MLC, Minister for Education and Training (March 2017 to 30 June 2017).

### The Board

The *School Curriculum and Standards Authority Act 1997* provides for the Authority to have a governing body (the Board) consisting of seven members, one of whom is designated as chairperson by the responsible Minister.

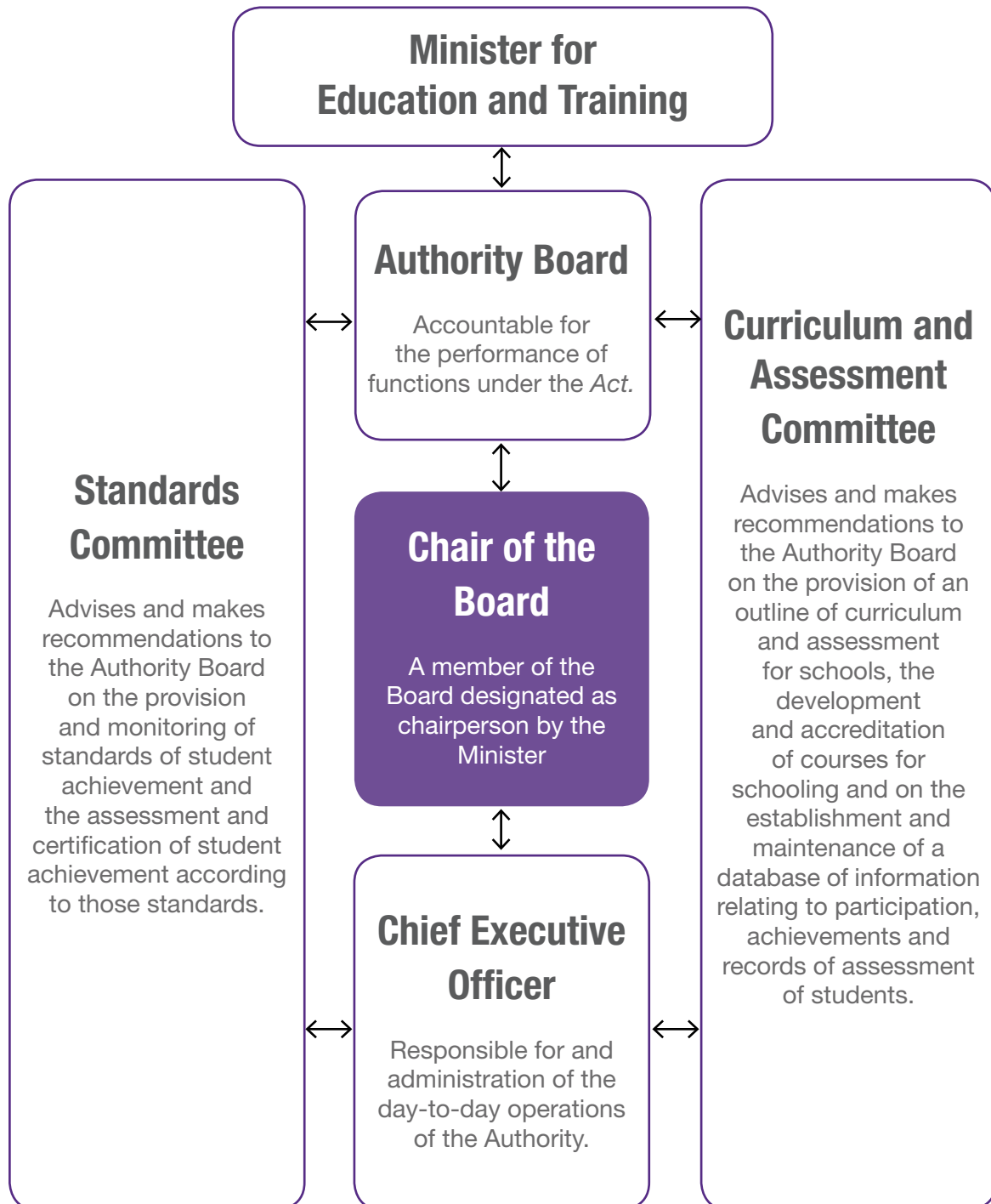
### Statutory committees

As prescribed in the *School Curriculum and Standards Authority Act 1997*, two statutory committees, the Curriculum and Assessment Committee and the Standards Committee, provide advice to the Board.

Committee membership details are provided in section 2 of this report under *Strategic Priority 3: Governance and organisational capability*.

**Figure 1: Governing Board Structure**

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



## Board Membership



### **EMERITUS PROFESSOR PATRICK GARNETT (CHAIR)**

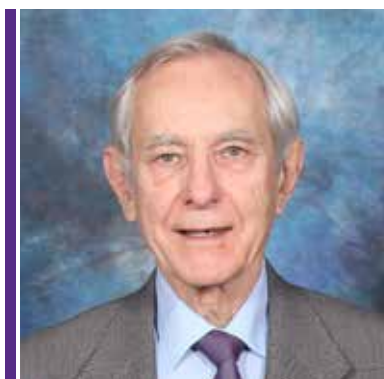
A former Deputy Vice-Chancellor of Edith Cowan University, Emeritus Professor Garnett has extensive teaching experience in chemistry and science, and involvement in the application of new technologies, including online learning. Professor Garnett also has extensive experience in educational leadership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

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

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### **CHAPPLE PROFESSOR DAVID ANDRICH**

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



### **DR LENNIE BARBLETT**

Dr Barblett is a Senior Lecturer in Early Childhood Studies at the School of Education at Edith Cowan University. Dr Barblett's research encompasses a wide range of topics in early childhood education, including care innovation and workforce best practice, community partnerships, social and emotional development in young children, and an evaluation of the Kindergarten and Pre-primary profile.



### **DR LYNETTE HENDERSON-YATES**

Dr Henderson-Yates is an Aboriginal woman from Derby and has more than 30 years' experience in Aboriginal education.

Dr Henderson-Yates is a former school Deputy Principal and has taught at primary, secondary and tertiary levels. She was the first Aboriginal person to be appointed Deputy Vice Chancellor of an Australian university.

### **MS MARGARET HERLEY**

Ms Herley has completed a two-year contract with Curtin University as Director of Partnerships in the School of Education. Ms Herley was previously Principal of Iona Presentation College for 15 years.



### **DR BRUCE MATTHEWS**

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

### **DR RUTH SHEAN**

Dr Shean has a long history of involvement in education in Western Australia and a comprehensive knowledge of government. Dr Shean has great depth of knowledge of the vocational and training sector and previous experience as a public school teacher. Dr Shean resigned from the Board on 8 May 2017.





# Organisational structure

To support the previous State Government's Workforce Renewal Policy requirements, the Authority undertook a major review of its organisation structure in late 2016. This review resulted in a reduction in the number of directorates: from five directorates to three directorates as reflected in Figure 2.

**Figure 2: Directorates Effective 24 March 2017**



### **MS JUANITA HEALY EXECUTIVE DIRECTOR CURRICULUM, ASSESSMENT AND STRATEGIC POLICY**

In 2016, the Policy and Planning and the Curriculum, Assessment and Moderation Directorates, and the Examination Development branch of the former Examination Services Directorate, were merged to form the new **Curriculum, Assessment and Strategic Policy** Directorate which is responsible for:

- ensuring that equitable and rigorous ATAR course examinations are developed and provided for implementation in all Western Australian schools and international schools that deliver the WACE
- ensuring that the ATAR course examinations reflect the content of the ATAR courses
- ensuring that the examinations are reviewed at the completion of implementation
- developing ESTs and leading the 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 the 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 and planning and developing the policies, programs, systems and innovations associated with the work of the Authority
- ensuring that the Authority remains responsive to the needs of the Board and the Minister and leading the coordination of associated services, projects and support.

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### **MR RUSSELL DYER EXECUTIVE DIRECTOR EXAMINATIONS, CERTIFICATION AND TESTING**

The Examination Logistics branch of the former Examination Services Directorate and the Standards and Certification Directorate were merged to form the new **Examinations, Certification and Testing Directorate** which is responsible for:

- implementing the logistics for the delivery of ATAR course examinations, ESTs and the NAPLAN across Western Australia
- 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
- ensuring that data is of the highest integrity and that it is collected, manipulated, analysed and reported within all required timelines and 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
- ensuring that information systems optimise service delivery to all stakeholders, and planning and supporting the implementation of future technological improvements across the Authority.



**MS JANINE NAIRN**  
**DIRECTOR**  
**CORPORATE SERVICES**

The **Corporate Services** Directorate is responsible for:

- development of internal budgets and leading the annual State Budget process to ensure strategic and corporate objectives are met, and managing the financial accounting systems, accounts payable and receipts, and payroll
- leading the development, implementation and review of strategic human resource management, including industrial relations
- ensuring that effective and efficient corporate policies, systems and practices are adopted, embedded and reported across the Authority
- managing the Authority's assets, property and resources systems and registers
- managing the Authority's corporate governance requirements, identifying and managing compliance and risk management, and delivering accurate whole-of-government reporting of business related data and information
- managing the Authority's corporate records management systems and processes, copyright compliance and library service
- managing building maintenance, security and management of fleet vehicles
- managing the intranet and the Information Systems help desk, customer service and reception to external clients.

## Corporate Executive Group

The Corporate Executive Group is responsible for establishing, maintaining and monitoring the Authority's governance structures, and for providing corporate oversight and administration of the Authority's resources.

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

Pre 24 March 2017		Effective from 24 March 2017	
NAME	POSITION TITLE	NAME	POSITION TITLE
Mr Allan Blagaich	Chief Executive Officer	Mr Allan Blagaich	Chief Executive Officer
Mr Russell Dyer	Director, Standards and Certification	Mr Russell Dyer	Executive Director, Examinations, Certification and Testing
Mr Steve Donatti	Director, Examination Services	Ms Juanita Healy	Executive Director, Curriculum, Assessment and Strategic Policy
Ms Juanita Healy	Director, Policy and Planning	Ms Janine Nairn	Director, Corporate Services
Ms Janine Nairn	Director, Corporate Services		
Ms Robyn Smith	Director, Curriculum, Assessment and Moderation		

### STAFF NUMBERS

As at 30 June 2017, the Authority had the staff numbers (head count) displayed in Table two.

**Table 2: Staff numbers as at 30 June 2017**

Contract Type	Full-time	Part time	Total
Permanent	81	20	<b>101</b>
Fixed Term	27	20	<b>47</b>
<b>Total</b>	<b>108</b>	<b>40</b>	<b>148</b>

In 2016–17 the Authority also employed approximately 3 000 casual staff to assist with examinations, testing and short-term syllabus development and evaluation requirements.

# Legislation

## ENABLING LEGISLATION

The School Curriculum and Standards Authority operates under the *School Curriculum and Standards Authority Act 1997*. The Authority is responsible for:

- setting standards of student achievement and for the assessment and certification of student achievement according to those standards
- developing an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- developing and accrediting courses for schools
- maintaining a database of information relating to:
  - the participation by students during their school years in education, training or employment, as provided by the *School Education Act 1999*
  - the achievement of students during those years
  - records of assessment in respect of students.

## ADMINISTERED LEGISLATION

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

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

## OTHER KEY LEGISLATION

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

- *Auditor General Act 2006*
- *Copyright Act 1968* (Cwlth)
- *Copyright Amendment (Digital Agenda) Act 2000* (Cwlth)
- *Corruption and Crime Commission Act 2003*
- *Disability Services Act 1993*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Industrial Relations Act 1979*
- *Legal Deposit Act 2012*
- *Minimum Conditions of Employment Act 1993*
- *Occupational Safety and Health Act 1984*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *Records Management Act 2000*
- *State Supply Commission Act 1991*

# Performance Management Framework

Consistent with the State Government's goal of 'Results-Based Service Delivery - Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians', our agency level Government desired outcomes for the 2016–17 financial year included:

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

**Table 3: Outcome Based Management Framework**

Government Goal	Desired Outcome	Services
Results-Based Service Delivery:  Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.	Quality curriculum outline (Kindergarten to Year 12), assessment (Year 3 to Year 12) and certification (Years 11 and 12) in Western Australia.	1. Curriculum Development, Evaluation and Support  2. Student Assessment and Certification

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

**Service 1:** Curriculum development, evaluation and support

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

**Service 2:** Student assessment and certification

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

The extent that the Authority is effective in meeting the above desired outcomes is measured by the scale of actual achievement against the targets as shown in the Tables four, five and six in this report.

**Table 4: Key effectiveness indicators**

Key effectiveness indicators <sup>(b)</sup>	2017 Target <sup>(a)</sup>	2017 Actual	Variance
Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	4.2	4.1	(0.1)
Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	4.2	4.1	(0.1)
Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	4.2	4.2	-

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

(b) As specified in the 2016–17 State Budget Statements.

**Table 5: Key efficiency indicators**

Key efficiency indicators	2017 Target <sup>(a)</sup> \$000	2017 Actual \$000	Variance <sup>(b)</sup> \$000
<b>Service 1: Curriculum development, evaluation and support</b>	8 580	7 732	(848) <sup>(b)</sup>
1. Average cost per registered school for syllabus development and review (Pre-primary – Year 12)			
<b>Service 2: Student assessment and certification</b>			
1. Average cost per enrolled student for moderation (Years 3 to 12)	52	78	26
2. Average cost per enrolled student for external assessment (Years 11 to 12)	120	218	98
3. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	51	36	(15)
4. Average cost per enrolled Year 12 student for certification	668	1 004	336

(a) Targets as specified in the 2016–17 State Budget Statements.

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

## Performance Against Financial Targets

**Table 6: Performance against financial targets**

Financial targets	2017 Target <sup>(a)</sup>	2017 Actual	Variance <sup>(b) (c)</sup>
	\$000	\$000	\$000
Total cost of services	38 361	34 711	(3 650)
Net cost of services	35 894	31 917	(3 977)
Total equity	9 837	7 298	(2 539)
Net increase/(decrease) in cash held	(53)	(4 122)	(4 069)
<b>Staff</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>
Approved full time equivalent (FTE) staff	133	132	(1)

(a) As specified in the 2016–17 State Budget Statements.

(b) The Authority's management and staff deployed more efficient and effective ways to utilise the limited budget resources to deliver services without adverse impact on targeted service goals.

(c) Further explanations of the variations are contained in Note 39. 'Explanatory statement' of the notes to the Financial Statements.

More details on the Authority's effectiveness and efficiency in meeting targets specified in the 2016–17 State Budget Statements are provided in the *Detailed information in support of key performance indicators* section of this annual report.

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

## Strategic goals

### Strategic priority 1: Provision of high-quality curriculum, assessment and standards

*Goal: Develop Kindergarten to Year 12 curriculum, assessment, standards and support resources that allow all students to achieve to the full extent of their capabilities.*

#### STRATEGIC ACTIVITIES

- Develop clear syllabuses so that all teachers in all schools across Western Australia have a clear understanding of the knowledge, understanding, skills, values and attitudes that students are expected to acquire (K–10).
- Provide for the development and accreditation of courses for schooling (11–12).
- Establish standards of student achievement and provide for the assessment and certification of student achievement in relation to those standards (P–12).
- Establish and maintain a database of information relating to students' participation and achievement during their school years (K–12).
- Prepare reports of student achievement in Western Australia and in overseas schools using the Western Australian Curriculum (P–12).
- Provide formal acknowledgement of outstanding achievement in secondary school achievement through the provision of exhibitions and awards (11–12).

### Strategic priority 2: Implementation of the Western Australian Certificate of Education 2015–16

*Goal: Develop and implement curriculum, assessment, certification and enabling policies and strategies to support the successful implementation of WACE 2015–16.*

#### STRATEGIC ACTIVITIES

- Listen to and communicate with teachers, schools, students, parents and the education community when designing and developing WACE 2016–17 to meet the curriculum, assessment and certification needs of students and schools.
- Collaborate with the education and training sectors/systems when developing policies and strategies to enable effective implementation of WACE 2016–17.
- Monitor and review processes to support improvement in the implementation of WACE 2016–17 and the external assessment of course achievements.

### Strategic priority 3: Governance and organisational capability

*Goal: Implement accountable and transparent governance that supports our operations and responsiveness to change and the needs of our partners.*

#### STRATEGIC ACTIVITIES

- Promote a dynamic and ethical organisational culture that encourages and recognises innovation, values diversity and motivates and enables staff to develop their potential.
- Demonstrate integrity, transparency and timeliness in the development of policies and the provision of services.



- Identify and implement improvements in business processes and practices through accountable decision-making, effective leadership, strategic planning and quality-assurance processes.
- Strive for maximum operational efficiency and service delivery through the development and implementation of new and emerging technologies.
- Provide high-quality, cost-effective and timely advice to the Board of the Authority and its committees.
- Monitor and effectively manage the Authority’s financial, physical and human resources.

## Strategic priority 4: Communication, collaboration and partnerships

*Goal: Consult with, and respond to the needs of, our partners to ensure the provision of quality curriculum, assessment and standards.*

### STRATEGIC ACTIVITIES

- Ensure that our partnerships focus on the best outcomes for all students studying the Western Australian Curriculum.
- Use inclusive consultation and communication to develop customer-focused and effective partnerships across government, industry and the community.
- Promote understanding and acceptance of the vision and values of the Authority.
- Engage with stakeholders and the community in the development of Authority services.
- In accordance with the *School Curriculum and Standards Authority Act 1997*, provide the Minister for Education and Training, the Board of the Authority, schools and the community with timely, high-quality, evidence-based advice on key educational matters.
- Contribute responsively and effectively to national and state policy debate on matters related to Authority functions.

Our performance against the four strategic priorities, and related goals and activities are covered in section 2 *Agency Performance* of this report. More noteworthy activities and achievements are highlighted in section 3 *Significant Issues and Achievements* of this report.

## Changes to Outcome Based Management Framework

The Authority’s Outcome Based Management Framework did not change during 2016–17. Outcomes remained the same despite changes in organisational structure and Machinery of Government changes.

## Shared Responsibilities with Other Agencies

The Authority did not share any responsibilities with other agencies in the 2016–17 financial year.

# SECTION 2 AGENCY PERFORMANCE



# Report on operations

## Strategic priority 1: Provision of high-quality curriculum, assessment and standards

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### **THE AUSTRALIAN CURRICULUM**

The Authority continued to work collaboratively with the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australasian Curriculum, Assessment and Certification Authorities (ACACA), all states and territories, and the school systems/sector in Western Australia towards achieving a high-quality Australian Curriculum.

In Western Australia, the Authority continued to work closely with AISWA, CEWA, the Department, principals and teachers to ensure that the Australian Curriculum is adopted and adapted to suit the needs of Western Australian schools and students and that its implementation is well supported.

The adoption and adaption of the Australian Curriculum was used to develop the Western Australian Curriculum, which is published in the *Outline*.

### **THE WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE**

In accordance with the *Act*, 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’.

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

### **IMPLEMENTING THE PRE-PRIMARY TO YEAR 10 WESTERN AUSTRALIAN CURRICULUM**

#### Syllabus development

Following a comprehensive review of the provision of Pre-primary to Year 12 Language education in Western Australia undertaken in 2014–15, the Authority published the Pre-primary to Year 10 Languages syllabuses in July 2016, with Year 3 to be implemented in 2018.

These syllabuses contain:

- a year-level description
- curriculum content – what teachers are expected to teach
- an achievement standard – describes the characteristics of student achievement.

The Authority released the Pre-primary to Year 10 syllabuses for Languages at the beginning of Semester 2, 2016 to allow additional time for schools to familiarise themselves with the year-level syllabuses from Pre-primary to Year 10.

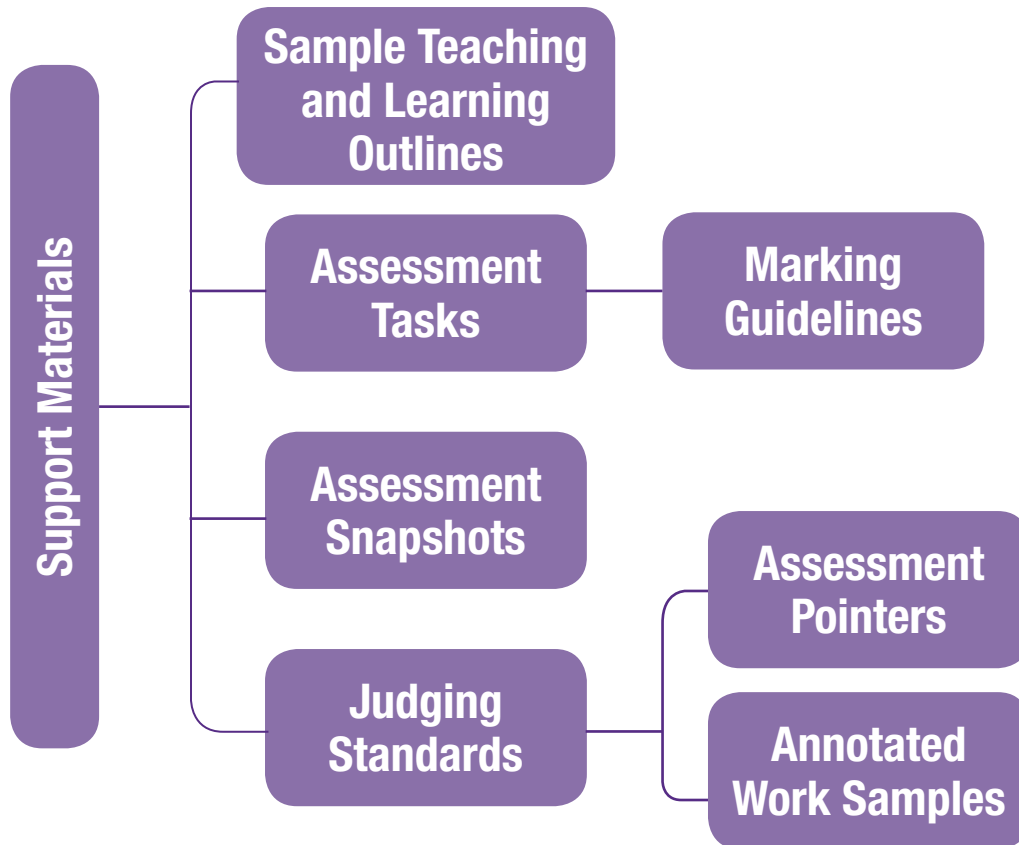
The curriculum in each of the six languages (Chinese: Second Language; French: Second Language; German: Second Language; Indonesian: Second Language; Italian: Second Language; Japanese: Second Language) was adopted and adapted from the Australian Curriculum to meet the needs of Western Australian schools and students.

The revised English, Mathematics and Science year-level syllabuses to reflect the Australian Curriculum v8.1 were implemented in 2017 along with Humanities and Social Sciences, and Health and Physical Education.

### Teacher support materials

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

**Figure 3: Teacher support materials**



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

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

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

Development of the revised Judging Standards resources for English (Writing and Creating, Reading and Viewing to complement Speaking and Listening) along with Mathematics and Science was completed and the resources were published in the *Outline* in Term 1, 2017 to support teachers in their reporting on student achievement at the end of Semester 1.

Development of Judging Standards resources for Pre-primary to Year 10 Technologies and The Arts was completed in 2016 and the resources were published in the *Outline* in Term 2, 2017.

Sample Assessment Activities for Languages were developed during 2016 and are being progressively uploaded during 2017 after the publication of the Judging Standards materials.

**Table 7: Judging Standards resources**

Resource	Description
<i>Assessment Snapshots</i>	Illustrate how assessment principles (informed by the most recent research) can be applied to assessment tasks. Snapshots were developed for Humanities and Social Sciences, Health and Physical Education, Technologies, and The Arts.
<i>Assessment Pointers</i>	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.
<i>Annotated Student Work Samples</i>	Indicate the qualities of achievements that students may typically demonstrate at each grade. These work samples identify aspects of the achievement standard evident in students' work.



## IMPLEMENTATION REQUIREMENTS TIMELINE

Requirements for the implementation of the Pre-primary to Year 10 learning area syllabuses are outlined in Table 8.

**Table 8: Implementation schedule for Pre-primary to Year 10 syllabuses**

Year	Learning Area	Implementation Requirements
2017	Humanities and Social Sciences Health and Physical Education	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 1.
2017	Revised curriculum (v8.1) for English Mathematics Science	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 1.
2018	Technologies The Arts Languages – Year 3	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 1.
2019	Languages – Year 4	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2020	Languages – Year 5	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2021	Languages – Year 6	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2022	Languages – Year 7	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.
2023	Languages – Year 8	Full implementation, including teaching, assessing and reporting by schools, will be in place with first reporting to parents/carers by the end of Semester 2.

## DELIVERY

Ongoing changes were made to the Authority's K–10 website to add syllabus and support materials for all learning areas to the *Outline*, including material for Languages.

## ABILITIES BASED LEARNING EDUCATION, WESTERN AUSTRALIA (ABLEWA) PROJECT

The ABLEWA resources were launched in August 2016 providing support to teachers of Western Australian students with disability and additional learning needs who may not be able to access the Pre-primary to Year 10 curriculum.

The ABLEWA resources enable students with disability and additional learning needs to participate in learning experiences that are purpose-built to develop their skills, knowledge and understanding, on the same basis as students without disability and ensures they can confidently participate in education and training.

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

The resources are available to all schools in Western Australia.

### **BRIGHTPATH PROJECT**

The Authority purchased the Brightpath software licence in 2016. Two hundred and seventy-seven schools across the school systems/sector were provided access to Brightpath in 2016, supporting teachers to make reliable judgements of student achievements in a range of curriculum areas based on classroom tasks.

In 2017, an additional 228 schools were registered to use Brightpath, facilitating the efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning. Schools can collect consistent teacher judgements which can be used for evaluating school programs.

The Brightpath team and the Authority's Curriculum, Assessment and Strategic Policy Directorate collaborated to establish the scope of work for the expansion of the assessment rulers that are currently available in Brightpath. The Authority developed year-level assessment tasks for the Humanities and Social Sciences skills across the four subjects that were implemented in schools during Term 2, 2017. These tasks were used to develop the Humanities and Social Sciences Skills ruler. The development of the Mathematics ruler commenced in Term 1, 2017.

### **ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) TEACHER RESOURCE PROJECT**

The Authority worked with representatives from the school systems/sector to customise and rebadge English as an Additional Language or Dialect (EAL/D) Teacher Resources developed by ACARA. The ACARA materials are licensed under a *Creative Commons Attribution 4.0 International (CC BY)* licence and may be attributed for unmodified and modified use.

The work with the ACARA documents included development of an EAL/D diversity statement; and reviewing and customising the ACARA overview and advice document and annotated content description documents for English, History, Mathematics and Science to support teachers across all school systems/sector.

The teacher resource project involved the development of annotated work samples across the four phases of the EAL/D learning progression (Beginning, Emerging, Developing and Consolidating) within the three stages of schooling (Early Childhood, Middle Childhood and Lower Secondary) to be embedded within the *Outline* to support the teaching and learning of EAL/D students.

## INTERNATIONAL EDUCATION

From July 2016 to December 2016, the Authority's international education program was offered in 14 schools in seven countries – Bangladesh, China, Malaysia, Philippines, Singapore, Vietnam and Zimbabwe. From December 2016 to July 2017, the program was offered in 12 schools in six countries, with implementation no longer offered in the Philippines (the WACE at the Australian International School Manila and the *Outline* at Oz Phil College of Cavite).

The Western Australian Curriculum programs offered internationally include:

- Pre-primary to Year 10 *Outline*
- Year 11 and Year 12 WACE
- Year 12 one-year Australian Matriculation (AUSMAT).

Students at these overseas schools can study for the same qualification and curriculum program as Western Australian Pre-primary to Year 12 students without leaving their own country. The senior program provides a seamless transition into universities within Australia and around the world.

Each school offering the WACE was visited twice each year by the Authority's Principal Consultant, International Education. The first visit focused on a review of the school's Year 12 WACE statistical reports produced by the Authority, based on the previous year's examinations.

The second visit focused on a review of Year 12 WACE documentation. The review considered course outlines, assessment outlines, marking keys, student assessment records, internal school comparability plans and small-group moderation comparability plans where relevant.

Schools offering the *Outline* were also visited twice. These schools included the Australian International School, Dhaka in Bangladesh which offers the Western Australian Curriculum programs from Pre-primary to Year 12 and the Western Australian International School System, Ho Chi Minh City in Vietnam which offers the Pre-primary to Year 10 program. Student enrolment numbers for these programs are not collected by the Authority. The visits focused on implementation of the curriculum, reviewing teachers' student learning programs and their assessment of student progress, including reporting on student achievement to parents.





**Table 9: Overseas student enrolments in Year 11 and 12 WACE programs**

Schools (as at 31 December 2016)	Year 11	Year 12
African School of Higher Education, Harare	-	13
Australian International School, Dhaka	7	0
Australian International School, Manila	0	7
China-Australia College, Zhengzhou	38	26
First City University College, Kuala Lumpur	0	34
Methodist College, Kuala Lumpur	-	134
National Institute of Technology, Beijing*	285	100
Saigon International College, Ho Chi Minh City	44	39
Shanghai Gold Apple School, Shanghai	55	34
St Francis Methodist School, Singapore	22	14
Sunway University College, Johor Bahru	-	70
Sunway College, Kuala Lumpur	-	709
<b>Total students per enrolled</b>	<b>451</b>	<b>1 180</b>
<b>Overall total Year 11 and 12</b>	<b>1 631</b>	

\*Note: name change in 2017 to Beijing Aidi School

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

Individual student reports were provided to schools to distribute to parents from 17 August 2016.

In 2016, there were 127 878 students in Years 3, 5, 7 and 9 eligible for participation in NAPLAN. The following tables reflect the final participation status of these students for each test.

**Table 10: Participation status of eligible students for 2016 NAPLAN Language Conventions test**

YEAR	ELIGIBLE STUDENTS	PARTICIPATED* (%)	PARTICIPATED* (NUMBER)	EXEMPT (%)	ABSENT (%)	WITHDRAWN (%)
Year 3	34 541	95.7	33 056	1.3	2.8	1.6
Year 5	31 574	96.0	31 271	1.2	2.8	1.1
Year 7	30 624	95.9	29 368	1.3	3.7	0.3
Year 9	30 139	94.2	28 391	1.3	5.5	0.3
<b>Total</b>	<b>127 878</b>					

\*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 11: Participation status of eligible students for 2016 NAPLAN Numeracy test**

YEAR	ELIGIBLE STUDENTS	PARTICIPATED* (%)	PARTICIPATED* (NUMBER)	EXEMPT (%)	ABSENT (%)	WITHDRAWN (%)
Year 3	34 541	94.9	32 787	1.3	3.6	1.5
Year 5	31 574	95.2	31 016	1.2	3.6	1.1
Year 7	30 624	95.1	29 108	1.3	4.6	0.3
Year 9	30 139	93.4	28 159	1.3	6.3	0.3
<b>Total</b>	<b>127 878</b>					

\*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 12: Participation status of eligible students for 2016 NAPLAN Reading test**

YEAR	ELIGIBLE STUDENTS	PARTICIPATED* (%)	PARTICIPATED* (NUMBER)	EXEMPT (%)	ABSENT (%)	WITHDRAWN (%)
Year 3	34 541	95.3	32 926	1.4	3.1	1.6
Year 5	31 574	95.8	31 205	1.2	3.0	1.2
Year 7	30 624	95.5	29 219	1.3	4.2	0.3
Year 9	30 139	93.7	28 236	1.3	6.0	0.3
<b>Total</b>	<b>127 878</b>					

\*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 13: Participation status of eligible students for 2016 NAPLAN Writing test**

YEAR	ELIGIBLE STUDENTS	PARTICIPATED* (%)	PARTICIPATED* (NUMBER)	EXEMPT (%)	ABSENT (%)	WITHDRAWN (%)
Year 3	34 541	95.4	32 972	1.4	3.0	1.6
Year 5	31 574	95.8	31 201	1.2	3.0	1.2
Year 7	30 624	95.7	28 280	1.3	4.0	0.3
Year 9	30 139	94.0	28 391	1.3	5.7	0.3
<b>Total</b>	<b>127 878</b>					

\*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 2: Implementation of the Western Australian Certificate of Education

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### **WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)**

In 2016, the Authority delivered on the implementation of a series of reforms to the WACE, awarded to Year 12 students who achieve set standards. The reforms were introduced following a review of the WACE, released in December 2012 by the Senior School Curriculum and Certification Committee as *The Western Australian Certificate of Education 2015, Responding and Adapting*.

The committee reported that:

- enrolments in less difficult subjects were much higher than envisaged and significant numbers of students were not undertaking courses commensurate with their ability
- low and declining enrolments in Stage 2 subjects resulted in examinations for those subjects being unviable
- the structure of WACE courses needed to be aligned with the Senior Secondary Australian Curriculum to provide year-long courses at Year 11 (comprising two units) and Year 12 (comprising two paired units) rather than WACE's three major stages, which often had multiple semester-length units at each stage
- some students graduating with a WACE were reported by employers, universities and training providers as being poorly prepared in terms of minimum literacy and numeracy
- the Authority was unable to provide adequate information about students' standards of achievement in Preliminary course units, Stage 1 course units and some endorsed programs.

The WACE reforms included the following commitments:

- Stage 1, Stage 2 and Stage 3 courses (each with varying degrees of difficulty) would be removed and replaced with new Year 11 and Year 12 General and ATAR courses. General course units are designed for students aiming to undertake further training or enter the workforce directly from school. ATAR course units are designed for students seeking admission to university
- students would have the opportunity to achieve a WACE by completing a Certificate II (or higher) in training programs or ATAR subjects, thereby allowing them to undertake courses commensurate with their abilities and interests
- introduction of a minimum literacy and numeracy standard (the first of its kind in Australia) to ensure students with a WACE were better equipped for the workforce and further education and training.

The first two reforms were implemented in 2015 for Year 11 students and in 2016 for Year 12 students. The assessment process for demonstrating a minimum literacy and numeracy standard began in 2014 for students who were in Year 10, and was reported on for the first time in 2016.

## IMPLEMENTATION OF WACE REFORMS

### Grade descriptions and annotated samples

Interim grade descriptions for the Year 11 and Year 12 courses were developed to assist teacher judgements of standards. The Year 12 ATAR and General course grade descriptions were reviewed during 2016 and 2017 against evidence from collected student samples. The revised grade descriptions are being progressively uploaded to the Authority website as they are developed.

Samples of Year 12 student work at the A, B and C levels were collected. The samples relate to the range of assessment task types for each course. These samples were annotated and are progressively being uploaded to the Authority website.

### ENROLMENT PROCESS FOR WACE LANGUAGES COURSES

In the 2017 school year, all students who planned to enrol in a Year 11 WACE Language course were required to complete an application for permission to enrol in Chinese, French, German, Indonesian, Italian or Japanese language courses.

The Authority processed 2 021 applications in total and determined for each student the course in which they were permitted to enrol. An external and independent appeals panel considered appeals from 20 students. Seventeen of these appeals were upheld. One appeal determination was reviewed and found in favour of the student.

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

In the 2016 school year, all students planning to enrol in Year 12 EAL/D course were required to submit an application for eligibility.

The Authority processed 3 429 applications in total; 3 347 were approved. An external and independent appeals panel considered two appeals. One appeal was rejected and one was upheld.



## SYLLABUS DELIVERY AUDIT

The syllabus delivery audit was undertaken by the Authority for the third time in 2016. The audit is designed to ensure that all schools are delivering and assessing the correct syllabus to comply with WACE 2017 requirements.

In Term 1, 2017 approximately 6 760 documents associated with the delivery of all Year 11 ATAR courses were reviewed against the WACE 2017 requirements for course and assessment outlines to identify the degree of compliance. The review was undertaken over four days by 100 reviewers made up of 30 Principal Consultants from the Authority and 70 experienced teachers who were selected following an expression of interest process. The overall compliance rate achieved by schools was 82 per cent.

The audit process was undertaken using a revised, more user-friendly web-based process. To assist schools to upload information to the database, the Authority provided a detailed procedures manual and information technology troubleshooting via a dedicated helpdesk. Reports were provided online to schools on their compliance level and any non-compliance issues.

The Authority's online syllabus audit was selected by the Department of Finance as an example of good practice for the *Red Tape Reduction Project*, an initiative of the State Government.

In Term 2, 2017, the Authority initiated a review of the minority of schools identified as having significant non-compliance issues in one or more subjects. This review ensured each school:

- had taken action to modify the audited document/s
- was using appropriate assessment tasks and marking keys to assess student work.

## MODERATION

Moderation processes were implemented to ensure that standards for marks and grades can be compared across the State. Moderation provides teachers with a reliable standard to assess student work. Processes include the school moderation program (documentation and grading reviews), a syllabus delivery audit, consensus moderation (suspended until 2018) and ESTs.

## SCHOOL MODERATION PROGRAM

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

In the period June 2016 to September 2016, the Authority conducted 78 grading reviews following on from the syllabus delivery audit to ensure schools had undertaken the required changes to the documentation to meet the compliance requirements of the Authority.

In the same period, the Authority also conducted 175 grading reviews on specific courses/stages at schools where the difference between the ATAR course examination mark distribution and the school mark distribution indicated the possibility of assessment issues. Other schools were involved in the program on their request.

As part of the support program for new schools, 127 document reviews were conducted in Term 1, 2017. The reviews were conducted for five schools in their first year of delivering WACE courses in the senior secondary years.

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

### CONSENSUS MODERATION MEETINGS

Consensus moderation meetings provide teachers with opportunities to build common understandings of the course standards that underpin comparability. The Board endorsed the reintroduction of the consensus moderation process for the senior secondary years to commence in 2017.

The process for Year 12 courses was conducted from 6 June 2017 to 23 June 2017 (Weeks 7 to 9, Term 2).

**Table 14: Year 12 courses involved in consensus moderation meetings in 2017**

COURSE	COURSE TYPE General Year 11 and Year 12 (G 11–12) Foundation Year 11 (F 11)	NUMBER OF MEETINGS	NUMBER OF MAIL-INS*	NUMBER OF REGISTRANTS
Business Management and Enterprise	G11–12	2	9	37
Design: Dimensional, Graphics, Photography, Technical Graphics	G11–12	12	21	123
Engineering Studies	G11–12	1	2	19
English as an Additional Language/Dialect	F11	1	-	1
Health Studies	G11–12	5	7	53
Materials Design and Technology: Metals, Textiles, Wood	G11–12	19	35	229
Mathematics Essential	G11–12	17	26	221
Music	G11–12	3	8	36
Physical Education Studies	G11–12	8	21	115
<b>Total</b>		<b>68</b>	<b>129</b>	<b>834</b>
*Mail-ins: As part of the consensus moderation process, schools who were unable to attend a meeting due to geographic location or due to not enough enrolments to form a meeting, could mail the students assessment files to the Authority.				

Consensus moderation activities and results are summarised below.

- Sixty-eight Consensus Moderation Meetings for Year 12 General courses (Business Management and Enterprise; Design:Dimensional, Graphics, Photography, Technical Graphics; Engineering Studies; Health Studies; Materials Design and Technology: Metals, Textiles, Wood; Mathematics Essential; Music; Physical Education Studies) was completed across 16 venues with 705 teachers in total between 6 June 2017 and 23 June 2017.
- The overall rating for all courses for the Year 12 meetings was as follows (with 1 being 'not at all' and 5 'being to a high extent'):
  - for question 1 about the usefulness of the meeting, the average rating is 4.18
  - for question 2 regarding comparability between schools, the average rating is 3.93.
- The broad written comments for the Year 12 meeting highlighted:
  - the usefulness of the discussion around assessment tasks and marking keys
  - the benefit to new teachers of consensus and viewing a range of student work samples to the enhancement of individual teachers' grading
  - the feedback on how to enhance assessment tasks
  - the feedback would help to inform teaching practice
  - the benefit of discussions with colleagues
  - an excellent way to get closer comparability within a course.
- The support for reviewing two scripts from the 2016 EST varied between courses. Feedback from some course meetings highlighted teachers would have preferred to complete a 'sample marking exercise' at the beginning of the meeting while other course meetings highlighted teachers benefited from the discussion around the EST marking key and applying the marking key.
- The Authority received 129 mail-ins as part of the consensus moderation process for Year 12 General courses from schools who were unable to attend a meeting due to geographic location.

## **MODERATION PROCESSES FOR ESTs**

In 2016, ESTs were implemented for General and Foundation courses. Sample ESTs were developed for 56 courses to indicate to teachers and students the style of the assessment tasks. An independent panel developed each EST, wherever possible consisting of one or more practising teachers familiar with the course. Schools were informed in Term 3, 2016 of the content from the Unit 3 syllabus on which the task would be based.

A moderation process for ESTs was conducted for the second time in Term 2, 2017. The Authority used judgements made by schools of student achievement against these tasks to compare standards across the state.

The process involved the identification, collection, scanning and marking of 46 066 EST scripts in 56 courses.

Moderation:

- assists in establishing common understandings amongst teachers of the course content and marking standards
- assists in ensuring the fair assessment of student achievement in Year 12 General and Foundation courses
- informs the Authority's selection of schools for which grading reviews will be conducted.

## EXAMINATIONS

As part of its legislated role to develop and maintain a database of student participation and achievement, the Authority gathers, collates and reports on ATAR course examinations. ATAR course examinations were conducted for the first time in 2016. For the 2016 school year, the Authority recorded that:

- fifty-eight per cent (13 540) of Year 12 students who undertook full-time WACE studies sat four or more ATAR course examinations. This compares to 58.3 per cent (13 680) in 2015 and 58.6 per cent (9 152 students in 2014)
- a total of 15 568 students sat one or more ATAR course examinations
- of the students who enrolled in four or more examinations, 80 per cent studied at a school in the metropolitan area. This compares with 12 per cent for students who studied at a country school
- the most frequent number of ATAR course examinations in which students enrolled over the past six years was five
- more female students were enrolled to sit the examinations than males
- 772 Year 12 Aboriginal/Torres Strait Islander students enrolled with the Authority in 2016. Of those, 148 were enrolled to sit one or more ATAR course examinations
- not all candidates enrolled in an examination actually sat the examination. There were 1 232 candidates absent from the written examinations. Of these, 199 were absent from the Mathematics Application examination and 159 absent from the English examination. There were eight examinations where all enrolled candidates attended. These examinations were Animal Production Systems, Children, Family and the Community, Chinese: Second Language, French: Background Language, German: Background Language, German: Second Language, Italian: Background Language and Marine and Maritime Studies.

For detailed data about 2016 ATAR course examinations, see Appendix A.

## WRITTEN EXAMINATIONS

The Authority conducted 78 separate examinations comprising 51 ATAR course examinations and 27 interstate-sourced examinations. The ATAR course examinations were held from Monday, 31 October to Friday, 18 November 2016. At least two examinations were conducted each day during the exam period, the most being five. The examination timetable was generally well received by examination candidates.

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

Refinements to the ATAR course examination processes included:

- establishment of an online portal for markers and supervisors
- implementation of a new online system for schools and students to access information regarding special examination arrangement applications
- extension of the online marking of Literature, Physical Education Studies and Drama written scripts.



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 Arrangement Panel
- Sickness/Misadventure Committee
- Examination Breaches Committee
- Appeal to Breach of Examination Rules Committee
- Appeal to Sickness/Misadventure Committee
- Appeal to Special Examination Arrangements Committee
- Awards and Exhibitions Committee.

## **PRACTICAL EXAMINATIONS**

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

Practical examinations were set and conducted in Western Australia in 19 ATAR courses and attended by 8 636 candidates. Depending on the course, the practical examinations – worth between 25 per cent and 50 per cent of the combined ATAR course – constituted a substantial portion of the final combined score.

The Authority also conducted 23 languages examinations that were set interstate.

## **ACCESS FOR CANDIDATES WITH DISABILITY**

A total of 616 applications (597 in 2015, 436 in 2014) were received for 2016. This represented 3.9% (3.8% in 2015, 4.1% in 2014) of the number of candidates who were enrolled to sit at least one ATAR course examination. When compared to the applications received in 2015, the greatest increases have been in the categories of ADD/ADHD (30%) and illness (26%) with a decrease of 16% in fine motor and 10% in psychological/neurological categories.



## BREACH OF EXAMINATION RULES

In 2016, the Breach of Examination Rules Committee found that 75 candidates had breached examination rules. All but 18 of the breaches were for the practical examinations. Eleven candidates appealed the committee's decision. The appeals committee ruled that 10 of these candidates had breached the examination rules. Two of the candidates had their penalty reduced.

## SICKNESS/MISADVENTURE CONSIDERATION

In 2016, 601 candidates applied for sickness/misadventure consideration, which represents a decrease (7.3%) on the number of applications received in 2015.

## CHECKING OF MARKS

After receiving their statement of results, candidates had the opportunity to have their scripts checked to confirm that each question attempted had been awarded a mark and that the mark had been recorded correctly. A total of 130 candidates requested a results check, involving 241 written and practical examinations. Two changes were implemented.

In the 2016 school year, 49 candidates applied to see a breakdown of their examination marks in 97 examinations. Another 54 candidates requested a copy of their examination scripts and 89 scripts were provided.

## STUDENT ACHIEVEMENT

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.

2016 was the first year that:

- the new requirements applied to receive a WACE
- Year 12 students had to demonstrate the minimum standard of literacy and numeracy through the OLNA or by pre-qualifying by achieving Band 8 or higher in NAPLAN.

Under the new WACE reforms, students must demonstrate a minimum literacy and numeracy standard, achieve a minimum number of 'C grades' and complete Certificate II or higher if not enrolled in four or more ATAR courses. The WACE requirements are now more rigorous than in previous years and a minimum C grade requirement was required to meet the achievement standard.

In 2016, there were 23 360 Year 12 students who were eligible for the WACE. Of these, 21 473 (91.9 per cent) achieved the WACE.

Table 15 shows that the percentage of the eligible cohort which achieved the WACE was consistent around 96 per cent until 2015. As expected, the percentage of students who received the WACE dropped to 91.9% in 2016.

**Table 15: Achievement of a WACE 2006–2016**

WACE STATUS/ YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014*	2015	2016
Eligible for a WACE	18 817	19 121	18 853	19 845	21 296	21 621	21 879	22 934	15 607	23 475	23 360
Achieved a WACE	18 041	18 357	18 092	19 096	20 713	21 057	21 284	22 229	14 982	22 630	21 473
Percentage of eligible cohort	95.9	96.0	96.0	96.2	97.3	97.4	97.0	96.9	96.0	96.4	91.9

\* 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 finally exited the system in 2014 (Year 12).

As shown in Table 16, in 2016 there were 565 Aboriginal and Torres Strait Islander students eligible for a WACE. Of these, 417 students achieved a WACE. From 2008, it was mandatory for schools to indicate if a student was an Aboriginal/Torres Strait Islander. Prior to this year, such demographic information was required only for student achievements in vocational education and training (VET). Therefore, caution is recommended when interpreting Table 16 figures for years prior to 2008 as the data collection relating to Aboriginal and Torres Strait Islander status is unreliable.

**Table 16: Achievement of a WACE by Aboriginal and Torres Strait Islander students**

WACE STATUS/ YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014*	2015	2016
Eligible for a WACE	295	286	362	367	460	469	437	600	402	617	565
Achieved a WACE	265	251	312	328	422	432	407	558	372	553	417
Percentage of eligible cohort	89.8	87.8	86.2	89.4	91.7	92.1	93.1	93.0	92.5	89.6	73.1

\* 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 finally exited the system in 2014 (Year 12).

## SPECIAL CONSIDERATIONS

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

The WACE requirements special considerations committee met in mid-November to consider 32 applications from 16 schools. Twenty of the 32 students were granted a WACE but had not met all the requirements to achieve the WACE.

### EXHIBITIONS AND AWARDS

A total of 4 396 exhibitions and awards were granted to 3 986 students.

The Minister for Education announced the winners of the Beazley Medals at Kings Park on Friday, 30 December 2016. The full list of award winners was published on the Authority website that same day and in *The Western Australian* newspaper on Saturday, 31 December 2016.

Eighty-eight award recipients were invited to be presented with their awards at a ceremony held at Government House Ballroom on Wednesday, 15 February 2017. The five Western Australian universities jointly sponsor the Beazley Medal: WACE. AustralianSuper sponsored the Beazley Medal: VET.

### ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

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

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



Support is provided to students in Year 11 and Year 12 who have not demonstrated the minimum standard 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 an opportunity to build personal skills that are important for life and work.

Schools use the OLNA results to:

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

## IMPLEMENTATION OF OLNA

Following the introduction of OLNA in 2014, only students from Years 10–12 who had not demonstrated the minimum standard in reading, writing and/or numeracy were required to sit the OLNA. The OLNA was administered twice during the reporting period: in September 2016 (the sixth round) and March 2017 (the seventh round).

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

Approximately 11 100 numeracy assessments, 9 800 reading assessments and 12 300 writing assessments were completed by students during the sixth round. Approximately 21 000 numeracy assessments, 20 000 reading assessments and 25 000 writing assessments were completed by students during the seventh round.

Support was provided to schools through the Authority's regular communications with schools advising about test logistic requirements, deadlines and technical matters. During the test windows, the Authority's OLNA helpdesk assisted schools to overcome any technical issues.

An Example Test for each of the numeracy, reading and writing components was developed and released to allow students to experience a full-length test as preparation for the OLNA.

## STUDENT PERFORMANCE IN THE OLNA

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

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

# Standards and Certification

## RETENTION AND PARTICIPATION

2015 was the first year that Year 7 students were included as secondary students in registration figures. Registration totals in 2016 (179 319) now include Year 7 students and allow a full comparison of the six cohorts for the second time.

The registration statistics showed an increase in student numbers in all cohorts except Year 10, which decreased by almost 500 students (1.5%).

There was a total increase of 1 961 students (1.1%) across the whole population; the largest increases were in Year 7 with 949 students more than 2015 (3.1%) and in Year 12 with 758 students more than 2015 (2.8%). As in all previous years, the number of Year 12 students was less than the number of Year 11 students – a drop of 4 148 in 2016. Numbers generally decreased by approximately 5 000 from Year 11 to Year 12. Years 8, 9, 10 and 11 student numbers remained steady around 30 000.

A total of 3 217 17-year-olds were registered as being engaged in programs other than full-time school in 2016; including employment, training organisation courses and/or apprenticeships/traineeships, or as working with the Engagement and Transition officers at the Department. In 2015, there were 3 768 students in the same category.

**Table 17: 2016 School registrations**

SCHOOL TYPE	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	TOTAL
Government	17 797	17 509	17 426	17 696	18 614	15 030	104 072
Non-government	12 528	12 444	12 410	12 415	11 824	10 582	72 203
Other	298	311	297	284	588	1 266	3 044
<b>Total</b>	<b>30 623</b>	<b>30 264</b>	<b>30 133</b>	<b>30 395</b>	<b>31 026</b>	<b>26 878</b>	<b>179 319</b>

Table 18 shows the number of students born between 1/7/1998 and 30/6/1999 (generally in Year 12 in 2016) and from 1/7/1999 to 30/6/2000 (generally in Year 11 in 2016) by category.

### Aboriginal/Torres Strait Islander student registrations

Table 19 shows the number of Aboriginal and Torres Strait Islander students registered with the Authority between 2015 and 2016, and those undertaking programs other than full-time schooling.

**Table 18: Participation of students in schooling and in non-school programs in 2016**

	DATE OF BIRTH 1/7/1998–30/6/1999	DATE OF BIRTH 1/7/1999–30/6/2000
A. Participating students		
(i) Schooling		
Government	15 128	17 109
Non-government	10 766	11 462
Home education	93	123
	<b>25 987</b>	<b>28 694</b>
(ii) Non-school program (Notice of Arrangements)		
TAFE/RTO (Form A)	1 183	927
Apprenticeship/traineeship (Form ATRS)	1 238	490
Employment (Form C)	530	200
Combination of above (Form B)	6	2
Pending (i.e. no learning program supplied)	125	56
	<b>3 082</b>	<b>1 675</b>
<b>Sub-total: participating students</b>	<b>29 069</b>	<b>30 369</b>
B. Non-participating students		
(i) Schooling		
Left secondary education/provider (no Notice of Arrangements)	480	292
Not re-registered from previous year	72	46
	552	338
(ii) Non-school program		
Rejected (no learning program supplied)	126	37
Cancelled (withdrawn from learning program)	1 097	361
	<b>1 223</b>	<b>398</b>
<b>Sub-total: Non-participating students</b>	<b>1 775</b>	<b>736</b>
C. Other students		
Whereabouts unknown	585	404
Working with DoE Engagement and Transition officers	135	98
Graduated from secondary school	458	6
Left Western Australia	94	170
Deceased	3	5
<b>Sub-total: Other</b>	<b>1 275</b>	<b>683</b>
<b>Total all students</b>	<b>32 119</b>	<b>31 788</b>

Note: These figures were taken as a 'snapshot' on 31/10/2016 (census date) and do not include full-fee paying students or overseas students.

**Table 19: Aboriginal/Torres Strait Islander 2015–16 student registrations**

	DATE OF BIRTH 1/7/1998–30/6/1999			DATE OF BIRTH 1/7/1999–30/6/2000		
	YEAR 10	YEAR 11	YEAR 12	YEAR 10	YEAR 11	YEAR 12
A. Participating students						
(i) Schooling						
Government	58	1 259	5	3	175	916
Non-government	33	341	4	15	42	231
Home education	-	-	-	-	-	1
Sub-total: participating students (i)	93	1 600	9	18	217	1148
(ii) Non-School (Notice of Arrangements)						
TAFE/RTO (Form A)	-	51	1	1	3	31
Apprenticeship/traineeship (Form ATRS)	-	5	1	-	1	11
Employment (Form C)	-	8	-	-	3	13
Combination of above (Form B)	-	-	-	-	-	-
Sub-total: participating students (ii)	-	68	2	1	7	55
Sub-total (i) and (ii): participating students	93	1 608	11	19	224	1 203
B. Non-participating students						
Includes students who have left secondary education, not re-registered, on cancelled or pending Notices of Arrangements	25	75	1	6	43	194
C. Other						
Includes students whose whereabouts are unknown, already graduated, left Western Australia etc.	15	216	2	-	9	290
<b>Total all Aboriginal and Torres Strait Islander students</b>	<b>133</b>	<b>1 959</b>	<b>14</b>	<b>25</b>	<b>276</b>	<b>1 687</b>

### Strategic priority 3: Governance and organisational capability

#### GOVERNANCE

The Authority's policies, plans, processes, purchasing and service provision are designed to be transparent and accountable. Activities undertaken by the Authority are regularly reviewed, evaluated and audited to ensure that quality and performance targets are met.

This process extends to all services offered by the Authority to schools, students, teachers, parents and the wider community. This ensures that all staff continue to provide high-quality and customer-focused service that is responsive to the needs of our partners.



## SCHOOL CURRICULUM AND STANDARDS AUTHORITY BOARD

Under Schedule 1, Division 1, Clause 3 of the *Act*, a member holds office for a term not exceeding four years, excepting the chairperson where the term of appointment does not exceed five years. A member is eligible to be reappointed at the end of that term.

## CURRICULUM AND ASSESSMENT COMMITTEE

The Curriculum and Assessment Committee advises and makes recommendations to the Authority Board on the provision of an outline of curriculum and assessment for schools, the development and accreditation of courses for schooling and the establishment and maintenance of a database of information relating to participation, achievements and records of assessment of students.

The roles and responsibilities of the Curriculum and Assessment Committee are set out in Section 9 of the *Act*.

**Table 20: Members of Curriculum and Assessment Committee**

NAME	AFFILIATION
Ms Margaret Herley (Chair)	School Curriculum and Standards Authority Board member
Associate Professor Caroline Barratt-Pugh	Edith Cowan University
Ms Elizabeth Blackwell	Kapinara Primary School
Ms Gabrielle Doyle	Catholic Education WA
Mr Ian Elder	Santa Maria College
Ms Fiona Forbes	Peel Language Development School
Ms Janette Gee	Western Australian Secondary School Executives Association
Mr Lindsay Hale	Department of Education
Mr Tony Misich	Public school principal (retired)
Ms Claire Sly	Association of Independent Schools of Western Australia
Ms Katherine Ward	Kent Street Senior High School
Mr Roderick (Rod) Wood	Peter Moyes Anglican Community School
Ms Melanie Sorensen	South Metropolitan TAFE



## STANDARDS COMMITTEE

The Standards Committee advises and makes recommendations to the Authority Board on the provision and monitoring of standards of student achievement and the assessment and certification of student achievement according to those standards.

The roles and responsibilities of the Standards Committee are set out in Section 9 of the *Act*.

**Table 21: Members of the Standards Committee**

NAME	AFFILIATION
Dr Bruce Matthews (Chair)	School Curriculum and Standards Authority Board member
Associate Professor Stephen Humphry	The University of Western Australia
Mr Chris Booth	Willetton Senior High School
Ms Keryl Caird	Willandra Primary School
Mr Blair Marsh	South Metropolitan TAFE

## PROGRAM GOVERNANCE PROCESS

The Authority's Program Governance Group comprises the Chief Executive Officer, Executive Directors, the Director, Corporate Services and staff representation, as required. The Chief Executive Officer reports decisions of the Program Governance Group to the Authority Board, as required.

The purpose of the Group is to ensure:

- a systematic approach is taken to the registration, approval and review of all projects/programs undertaken by directorates, or collectively as an agency
- projects/programs are undertaken in accordance with the *Act*
- adherence to relevant legislated functions and processes.

To achieve this, the Group:

- reviews project proposals submitted and either endorses a proposal or provides feedback to the responsible directorate
- reviews and endorses project plans for forwarding to the Chief Executive Officer
- monitors the progress of projects/programs.

Meetings are held regularly and out-of-session consultation and decision-making may occur as required. The Group met five times in 2017 to endorse and/or monitor the following projects:

- K-10 Functions and Implementation of the Australian Curriculum Phases 2 and 3 – Components 1-7
- K-10 Judging Standards Revised Australian Curriculum Phase 1 – English, Mathematics, Science
- Innovative Measurement Approaches to Optimise the Comparability of Large Scale and High Stakes Performance Assessment

- E-Records ('Going Electronic' Stage 2)
- Review of the use of technology in Mathematics education and the related use of CAS calculators in external examinations
- Online Literacy and Numeracy Assessment (OLNA)
- Online Literacy and Numeracy Assessment (OLNA) technical report
- Parent website
- Student Records Management System (SRMS) scoping and procurement
- English as an Additional Language or Dialect (EALD) teacher resource
- Abilities Based Learning Education, Western Australia (ABLEWA)
- Brightpath
- NAPLAN Online
- Privacy Impact Assessment.

### **AUDIT AND RISK MANAGEMENT (ARM) COMMITTEE**

The ARM Committee was established in accordance with section 53(1)(d) of the *Financial Management Act 2006* to assist the Board and management to properly discharge their responsibilities and to help achieve sound managerial control over the Authority's activities.

The Authority has a centralised and systematic risk management program which is detailed in its *Risk Management 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.

The ARM committee's Charter provides the framework for the conduct of the audit and risk functions of the Authority. A Risk Management Working Group reports to this committee and manages the operational aspects of the Authority's risk management matters, including the *Corporate Risk Register*, *Business Continuity Management Plan* and *Pandemic Management Plan*.



In 2016–17, the Authority focused on:

- expanding the Authority’s *Corporate Risk Register* to include each of the Authority’s function and projects
- further developing the *Business Continuity Management Plan* to ensure continuity of key business functions in the event of disaster
- developing a *Pandemic Management Plan* to ensure effective management of a pandemic
- reviewing the disaster recovery plans in key areas to ensure functionality as soon as possible following a major incident.

The Risk Management Working Group undertook significant work in this reporting period to analyse and redesign the *Corporate Risk Register*, ensuring that all known and perceived risks were identified and control measures implemented. The Authority’s *Pandemic Management Plan* was reviewed and updated. Disaster recovery plans were also finalised for key areas of the Authority.

## INTERNAL AUDIT OF CONTRACTS AND PROCUREMENT

*Treasurer’s Instructions, Part XI* requires the Authority to establish and maintain an effective internal audit function.

In 2016, the State Supply Commission issued the Authority with a new partial procurement exemption. This enables the Authority to undertake the purchase of goods and services necessary for its operation, subject to the terms and conditions of the exemption. One condition of the exemption is the requirement for the Authority to undertake an annual audit of compliance with supply policies and the terms of partial exemption issuance. Accordingly, the Authority engaged BDO Corporate Finance (WA) Pty Ltd to undertake this activity in June 2017.

The principal auditor described the Authority’s procurement policy and procedure documents as benchmark-standard for government agencies with no instances of non-compliance found.

## PROCUREMENT AND CONTRACT PROCEDURES

During 2016–17, the Authority updated its internal procurement policy and procedures to incorporate the Department of Finance’s Government Procurement Transformation Program. The program provided the Authority with increased organisational and structural flexibility as well as reduction of red tape in procurement processes.

## PROPERTY AND ASSET MANAGEMENT

The Authority’s *Financial Management Manual* outlines the processes for the custody of property and other assets, including fleet vehicles and telecommunication devices.

## STRATEGIC ASSET PLAN

The Authority’s ten-year *Strategic Asset Plan 2014–24* was reviewed and updated as part of the Authority’s corporate planning and budgeting cycle. The focus of the plan is its strategic alignment and enablement of the Authority’s service delivery drivers, including the *Act* and the ICT Strategic Review.

Key priorities of the Strategic Asset Plan include the new student record management system, implementation of ABLEWA, an online teacher curriculum support tool, and online examination delivery and ICT maintenance.

### **RESOURCE AGREEMENT**

The performance against financial targets outlined in the Resource Agreement 2016–17 is shown in *Our Performance Framework Section* in this report.

## **Physical resources**

### **VEHICLE REVIEW**

A review of the Authority’s fleet vehicles was undertaken in 2017 to confirm that its fleet composition and the use of vehicles achieved operational needs and met cost efficiency targets. Subsequently, the fleet was further reduced by two vehicles in 2017, leaving an overall total of six, including senior officers’ vehicles. As the Authority is located close to rail transport, staff are encouraged to use public transport for business travel to and from the city to reduce the burden on the Authority’s fleet vehicles, travel reimbursement and other related costs.

### **EQUIPMENT REGISTER**

Following an audit of the Authority’s Assets and Resource Management in early 2016, the Authority undertook several actions to address the 15 recommendations in the audit report. An electronic equipment register was created that records the Authority’s furniture and fittings and ICT assets, including software licenses. The Authority’s policy and procedures relating to network and extranet access and security were revised and updated. A physical audit of capital and non-capital ICT equipment was completed in May 2017. Obsolete ICT equipment was disposed of using a Common Use Arrangement contractor and in accordance with the Department of Finance’s *Disposal of Goods* process.



# Workforce and diversity management

## SNAPSHOT OF CURRENT WORKFORCE

As at 30 June 2017, the Authority's workforce profile was made up of:

- 42.3 per cent of employees aged 55 years or over; 75.6 per cent aged over 45 years
- 2.6 per cent employees aged below 24 years; this compared to 4.4 per cent for the Western Australian public sector
- 16.7 per cent of employees with culturally diverse backgrounds; this compared to 12.7 per cent across the public sector
- 73.1 per cent female employees; this compared to 72.7 per cent within the Western Australian public sector, with the gender pay gap in median salaries smaller than the pay gap across the public sector
- 60.7 per cent permanently employed staff; this compared to 69.9 per cent across the public sector
- 33.8 per cent part-time employees; this compared to 33.7 per cent across the public sector.

The Authority had zero Aboriginal or Torres Strait Islander employees.

The most highly represented Public Service and Government Officers General Agreement (PSGOGA) equivalent classification was Level 7, with 33.4 per cent of males and 43.8 per cent of females employed at this level. The average employee age across all levels was 53.5 years.

## WORKFORCE AND DIVERSITY PLANNING

The Chief Executive Officer and the Executive Group endorsed workforce management and diversity planning as a priority and are committed to applying best practice workforce planning within the Authority. The *Workforce and Diversity Management Plan for 2015–2018* (the Plan) is consistent with Part IX of the *Equal Opportunity Act 1984* and aligns to the outcome standards framework of the Office of Equal Employment Opportunity. It was endorsed by the Public Sector Commission on 19 January, 2016 and continued to be monitored and improved to ensure that the initiatives within each of the seven strategies of the plan are responsive to operational needs.

The key objectives of the plan against which we measure our success are:

- recognition of the value of equity and diversity
- that the work environment is free from harassment and discrimination
- employment programs and practices recognise and include strategies for equal employment opportunity groups to achieve workplace diversity
- the ability to attract and retain a skilled workforce
- the ability to build the capacity of staff
- provision of strategic leadership
- an efficient and flexible workforce
- an effective Aboriginal and Torres Strait Islander employment strategy.

The Authority's values of 'Quality, Integrity and Respect' underpin all the initiatives and tasks outlined in the plan. The Authority actively encouraged applications from a diverse field, including applications from Defence Force personnel, and promoted flexible family friendly work practices.

## EMPLOYEE CAPABILITY

As part of the Authority's organisational restructure in March 2017, all Job Description Forms (JDFs) were reviewed and updated to reflect the roles undertaken by Authority staff and to ensure the Authority's functions and programs would continue to be undertaken to the highest standard. Where required, the Authority employed Shelby Consulting Pty Ltd to undertake an external review of the JDFs to ensure the correct *Public Sector Management Act 1994* classification level was assigned to each JDF.

Feedback from attendees was overwhelmingly positive, with participants reporting that the program increased confidence, knowledge and ability in undertaking a managerial role.

All JDFs are aligned with the Public Sector Commission's *Capability Framework*. Capability comparison profiles were used as a tool to identify individual professional development needs and to enhance performance management discussions. Professional development opportunities are provided in-house. Staff are also encouraged to investigate other opportunities as part of their performance management discussions.

A major challenge for the Authority in the current fiscal climate continued to be the implementation of succession planning for key roles. The Authority continued its *Professional Learning Program for Managers* and expanded the program to include aspirant managers. The program includes two days of formal learning to increase the confidence, knowledge, ability and effectiveness of staff currently employed in a management role within the Authority.

The program aligns with the Authority's *Workforce and Diversity Management Plan*. Feedback from attendees was overwhelmingly positive, with participants reporting that the program increased confidence, knowledge and ability in undertaking a managerial role.

## STAFF SURVEY

In March 2017, the Authority engaged the services of an external consultant, Advantage Communications Research (ACR), to conduct the Authority's biannual Employee Perception and Workplace Survey. The survey is designed to gather valuable information in the areas of financial and human resource management, ethical practice and equity and diversity within the Authority. The staff survey results inform the Authority's strategic and resource planning.

Results of the 2017 survey revealed that close to 80 per cent of staff are motivated in their work and would recommend the Authority as an employer.

## LEAVE LIABILITY

To manage leave liability at approved levels, all staff were required to have leave plans authorised at the commencement of each year. The Authority conducts a mid-year review of the leave plan to monitor leave balances. These measures have led to a continual decrease in the Authority's leave liability.

## STAFF SECURITY SCREENING

As a prerequisite to employment at the Authority, all staff (including those employed on a casual basis) were required to undergo security screening. This screening is conducted through CrimTrac by the provision of a National Police History Check clearance. If relevant to the position, staff were required to provide a current Working with Children Check. Staff were also required to provide proof of educational qualifications as part of the selection process.

## Strategic priority 4: Communication, collaboration 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.

### WEBSITE REVISION

The Authority's website is critical to dissemination of information and communication with key stakeholders, namely teachers, school administrators, secondary school students and parents. In 2016–17 improvements were made to the Authority website through the redesign of the homepage of the main site and K–10 *Outline* and Years 11 and 12 landing pages. The website enabled provision of the Western Australian Curriculum in a digital format to allow schools and other stakeholders to integrate the curriculum with their systems.

### WEB PRESENCE

Improvements in the Authority's digital culture continue to be made to support the daily operations and service delivery through online tools. Initiatives to improve digital services included:

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



## WEBINARS

Communication with teachers in rural, remote and international locations was supported through webinars. Training and information sessions provided via webinars has resulted in more effective use of school and Authority staff time with reduction in travel time and expenses involved in school visits. Webinars also allowed Authority staff to provide timely feedback and advice to schools and teachers.

## SOCIAL MEDIA

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

- maintaining Facebook activities through a page dedicated to teachers and a page focusing on information for students in Years 10–12 who are working towards a WACE, their parents and the community
- continuing to use the Authority’s Twitter account
- 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.

## PARENT WEBSITE

The purpose of the parent website will be to provide accessible information to parents about K–12 curriculum, assessment and reporting on student achievement. Refinement of the website and content is in development after consultation with stakeholders during 2016–17.

## PUBLICATIONS TO SUPPORT SCHOOLS

The agency’s approach to publishing has continued to focus on reader engagement and increased accessibility. Key publications of 2016–17 include the:

- *WACE Manual 2017*
- *Year 12 Information Handbook 2017*
- *Year 10 Information Handbook 2017*
- *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*
- *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- *Data Procedures Manual 2017*
- *Primary Procedures Manual 2017.*

A video was produced as a companion to the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*. Regular Kto10 and 11to12 circulars were published online to ensure subscribers are kept informed of the latest information about school curriculum and assessment, standards and certification of student achievement in Western Australia.

The majority of the Authority’s publications were created, stored and managed digitally; 65 per cent of current file holdings are in electronic format only.

## FEEDBACK

Stakeholders are encouraged to send queries to the Authority through its info@ email address. Approximately 2 604 queries were responded to in the reporting period. This compares to 2 346 queries responded to during 2015–16.

## COLLABORATION AND PARTNERSHIPS

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

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

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

Engagement of, and acceptance by, stakeholders was used to measure the Authority's performance in providing curriculum development and evaluation support for Western Australian schools. Specific key effectiveness indicators were used to measure stakeholder engagement with, and acceptance of:

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



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

The following additional significant indicators are reported here.

- Improvements in the usability of the *Outline* website were made in response to feedback received from teachers and other stakeholders.
- At the commencement of 2017, 23 two-and-a-half-hour seminars were held to assist school personnel with the familiarisation and use of the Student Information Records System (SIRS). A total of 270 people registered to attend these sessions; 238 attended. There was no cost for attendance at these familiarisation seminars. Three sessions were held in Kalgoorlie (two were for two-and-a-half hours; and the third, which was for primary staff only, was one hour long). Additional sessions were held for Port Hedland, Geraldton and Bunbury regions.
- The Authority's Chief Executive Officer and executive team delivered 28 'key messages' briefings across Western Australia about the implementation of the WACE reforms and K–10 Curriculum and Standards. Registrations were received from 1 509 school leaders. Webinars were held for staff in remote areas. The secondary webinar was attended by 25 school leaders (48 registered), the primary webinar was attended by 14 (53 registered).

## TEACHER SEMINARS AND WORKSHOPS

- Fourteen learning area-specific seminars were provided for 267 teachers new to, or inexperienced in, the delivery of WACE courses.
- In addition, eight webinar presentations were conducted for 41 new and inexperienced teachers located in non-metropolitan schools.
- Two seminars were provided for teachers involved in a small group moderation partnership.
- Two information sessions were provided for teachers and school administrators involved in the enrolment process for WACE languages courses.
- Fifty-two Humanities and Social Sciences seminars were held for 144 Heads of Learning Area.
- A total of 247 teachers teaching the ATAR English course attended workshops held by the Authority.
- Seventy-eight *Western Australian Curriculum and Assessment Outline* information sessions were held with a range of stakeholders.
- Thirty teachers participated in 14 Arts P–10 workshops (Dance, Drama, Media Arts, Music and Visual Arts) consulting on assessment pointer development, selecting work samples for web publication and writing annotations for work samples.
- Eleven teachers participated in a Mathematics P–6 workshop consulting on assessment pointer development, selecting work samples for web publication and writing annotations for work samples.
- Thirty-seven teachers participated in 42 Languages P–10 workshops (Chinese, French, German, Indonesian, Italian and Japanese) consulting on assessment pointer development, selecting work samples for web publication and writing annotations for work samples.
- Seventeen teachers attended an English 7–10 workshop on the process of administering common assessment tasks and collecting student work samples.

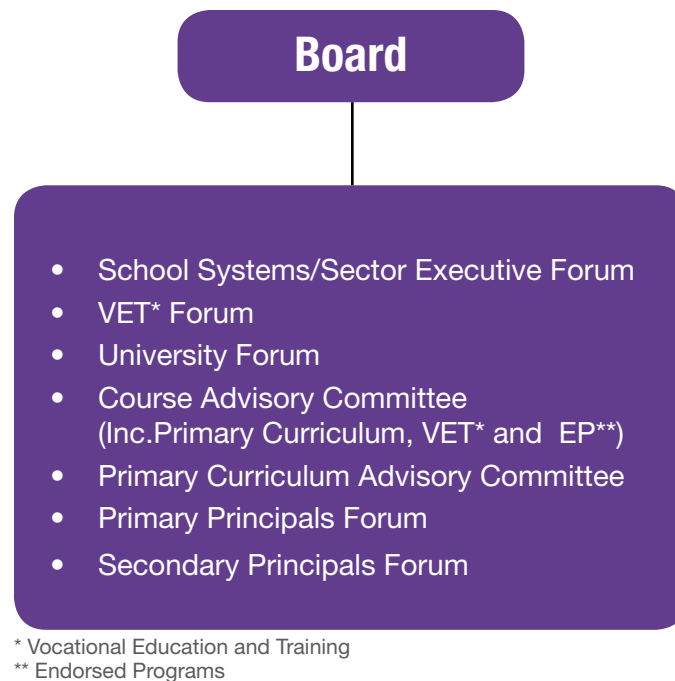
## EXTERNAL COMMITTEES (NON-STATUTORY)

The Board convened several external committees to ensure responsiveness to the needs of its key stakeholders. In 2016–17 the Authority held 47 course advisory committee meetings to support the implementation of WACE courses, including vocational education and training (VET) industry specific courses.

Committees were responsible for providing advice to the Authority on matters related to:

- Pre-primary to Year 10 curriculum and assessment
- WACE course syllabus development, implementation and review
- school assessment and moderation
- external assessments (ATAR course examinations and ESTs)
- senior secondary Australian Curriculum monitoring – General courses
- trends and issues pertaining to courses.

**Figure 4: External Committees**



**SECTION 3** SIGNIFICANT ISSUES  
AND ACHIEVEMENTS



## ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA) REPORT

The Board commissioned a report, prepared by Professor Jim Tognolini (Honorary Professor at the University of Sydney, Adjunct Professor at the University of Western Australia and Professor Fellow at the University of Wollongong) and Ms Carol Taylor (Education Consultant and former Chief Executive Officer of the *New South Wales Board of Studies*) concerning the OLNA component of the WACE.

The report was titled *Report to the Western Australian School Curriculum and Standards Authority (the Authority) on the History, Design and Development of the Online Literacy and Numeracy Assessment (OLNA)* and documented the following information:

- why a literacy and numeracy standard is a requirement for students to receive a WACE
- how students are required to demonstrate achievement of the literacy and numeracy standard
- how the WACE literacy and numeracy standard was determined (including the psychometric evidence that underpins the standard).

The OLNA report provided evidence that confirmed the validity of the OLNA and the subsequent decisions regarding the establishment of standards on the basis of the *Australian Core Skills Framework*. The OLNA report found that evidence from the construction and trial of the OLNA literacy (reading and writing) and numeracy assessments confirmed that the OLNA has sound psychometric properties for the purpose of the program. The report further found that reading and numeracy assessments contained sufficient numbers of high quality items and that the assessments are reliable and well-targeted to the population (that is, the assessments have an appropriate level of difficulty).

The final report has been published on the Authority's website.

## THE NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN) ONLINE

The transition of the NAPLAN assessments from a paper-based to online mode of delivery was planned to commence across Australia in 2019, with voluntary take-up by jurisdictions and/or schools in 2017 and 2018. NAPLAN Online was postponed in 2017 and the implementation timeline is under review.

As the Test Administration Authority for Western Australia, the Authority is responsible for overseeing the implementation of the transition to NAPLAN Online. The Authority is working with school systems/sector representatives to identify schools participating in the transitional implementation.

**Table 22: NAPLAN Online implementation timeline\***

YEAR	SCHOOL PARTICIPATION IN NAPLAN ONLINE
2017	A small percentage of schools will be selected to implement NAPLAN Online in Western Australia
2018	An increased percentage of schools will be selected to implement NAPLAN Online in Western Australia
2019	All schools will implement NAPLAN Online in Western Australia

\* Three-year implementation timeline prior to the postponement in 2017 of NAPLAN online.

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION REFORM

The Western Australian government allocated a total of \$20 million to the Authority, over eight years up to the 2017–18 financial year, to undertake WACE reform. During 2016–17, the Authority continued to update the *Outline* by adopting and adapting the Australian Curriculum to suit the needs of Western Australian schools and students.

Information published within the updated *Outline*, during 2016–17, included:

- the Pre-primary to Year 10 year-level syllabuses for six Languages – Chinese: Second Language; French: Second Language; German: Second Language; Indonesian: Second Language; Italian: Second Language; Japanese: Second Language
- the Judging Standards materials, including the Achievement Standards, Assessment Pointers and Annotated Student Work Samples (AV and written) for Pre-primary to Year 6 for all six Languages – Chinese: Second Language; French: Second Language; German: Second Language; Indonesian: Second Language; Italian: Second Language; Japanese: Second Language Languages. Fifty-one teachers from 38 schools contributed materials
- the Judging Standards materials, including the Achievement Standards, Assessment Pointers and Annotated Student Work Samples (audio visual (AV) and written) for Pre-primary to Year 10 Technologies consisting of Design and Technologies (four contexts: Engineering principles and systems, Food and fibre production, Food specialisations, Materials and technologies specialisations) and Digital Technologies, and The Arts (including Dance, Drama, Media Arts, Music, Visual Arts). Twenty-one teachers from 12 schools contributed materials
- the Judging Standards materials for English, Mathematics and Science to reflect v8.1 of the Australian Curriculum published as part of the Western Australian Curriculum, including the revised Achievement Standards, Assessment Pointers and Annotated Student Work Samples for these learning areas
- an integrated teaching and learning program for Kindergarten to support the *Kindergarten Curriculum Guidelines*
- teacher support materials for Pre-primary to Year 10 Technologies, including sample assessment tasks and sample teaching and learning outlines
- teacher support materials for Pre-primary to Year 10 Humanities and Social Sciences (HASS) and Health and Physical Education (HPE), including sample assessment tasks and sample teaching and learning outlines
- teacher support materials for Years 7 to 10 Arts, including sample assessment tasks.

ABLEWA provides resources that assist teachers to recognise and cater for the diverse learning needs of all students

## ABILITIES BASED LEARNING EDUCATION, WESTERN AUSTRALIA (ABLEWA) PROJECT

The introduction of ABLEWA as an integral part of the *Outline* was announced by the Minister for Education in August 2016. ABLEWA provides a suite of curriculum, pedagogy, assessment and reporting resources that assist teachers in recognising the diverse learning needs of all students and thereby enabling students with disability or special learning needs to participate in learning experiences that are

designed to develop their skills, knowledge and understanding on the same basis as students without disability.

These resources are supplemented by an online professional learning course.

### **BRIGHTPATH**

The Authority supported over 400 primary schools across the school systems/sector to use Brightpath, allowing teachers and school leaders to access comprehensive reports about student performance. Teacher judgements were used to evaluate student growth in learning and to evaluate teaching programs. In Semester 1, 2017, 113 611 assessments were undertaken across Western Australian schools, including 65 815 in Narrative Year 1 to Year 6 and 25 562 in Recount – Early Childhood.

### **ATAR COURSE EXAMINATIONS**

Recommendations from *The Western Australian Certificate of Education 2015: Responding and adapting* were implemented in 2016 following changes to requirements for the WACE. These supported the reforms announced in 2013. Examinations were held for the first time for 51 new and revised ATAR course courses in 2016. High-quality examination materials were produced and were well received by the education community and stakeholders.

### **VOCATIONAL EDUCATION AND TRAINING (VET)**

In 2016, 13 547 Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12, compared with 10 843 in 2015. This equates to an overall 25 per cent increase in completed qualifications. In 2016, 3 408 students achieved a Certificate III qualification and 674 students achieved a Certificate IV qualification compared to 2 345 and 480 respectively in 2015. In 2016, students were able to meet the Certificate II or higher requirement through partial completion a Certificate III or higher which required students to complete at least 220 nominal hours of new VET enrolments in Year 12.

### **MACHINERY OF GOVERNMENT**

At the end of April 2017, the incoming State Government announced major changes across government agencies to increase collaboration, deliver services more efficiently and focus on whole-of-government objectives. The Government announcement included the amalgamation of the Department of Education, Department of Education Services and the School Curriculum and Standards Authority to create a new Department of Education (new DoE).

The School Curriculum and Standards Authority, that is the Board and Authority functions, will remain in place. Current Authority staff will be transferred to the new DoE's School Curriculum and Standards (SCS) Division. Services and support to and on behalf of the Authority will be provided by the SCS staff. Corporate services functions such as human resources and financial management will be provided by the respective divisions of the new DoE. It is anticipated that all functions of the Authority as outlined in the *Act* will continue with business as usual.



## **SECTION 4** DISCLOSURES AND LEGAL COMPLIANCE



## Other Legal Requirements

### DISABILITY ACCESS AND INCLUSION PLAN

The *Disability Services Act 1993* requires all Western Australian public agencies to have a Disability Access and Inclusion Plan (DAIP). The Authority's DAIP was developed so that individuals with disability have the same opportunities as others to access services, facilities and information provided by the Authority.

In late 2016, the Authority's Disability Access committee undertook a review of the DAIP by inviting feedback from employees, key stakeholders and the community via an online survey accessed on the Authority website. The survey and request for feedback was also advertised in the Authority's eCirculars and in the *West Australian* newspaper on 14 December 2016. Five responses were received and this feedback was considered in finalising the DAIP 2017–2021.

Another advertisement was placed in *The West Australian* newspaper announcing that the final DAIP 2017–2021 was available on the Authority website.

The Disability Access and Inclusion Committee comprises Authority staff members who volunteer their time and expertise. The Authority gratefully acknowledges all the work that is undertaken by this committee.

### LANGUAGE SERVICES POLICY

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

### COMPLIANCE WITH PUBLIC SECTOR STANDARDS AND ETHICAL CODES

The Authority is committed to ongoing compliance with the public sector standards and the Public Sector Commissioner's *Code of Ethics*.

The Authority undertook an annual review of its *Code of Conduct*, in accordance with the public sector *Code of Ethics*. All staff were provided with a copy of the *Code of Conduct* together with a Conflict of Interest Statement. All staff were required to read, sign and return the document, stating that they understood their obligations and accountability. New staff members were required to sign the Authority's *Code of Conduct* and the Conflict of Interest statement at commencement. Both documents are published on the Authority's intranet.

The Authority aims to address complaints in a timely and effective manner in accordance with its complaints management policy. Complaints received are registered as part of the Authority's accountability procedures. The Authority provides a complaints management policy to assist the agency's stakeholders.

### FREEDOM OF INFORMATION

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

The Authority's *Freedom of Information Policy* and procedures were developed in accordance with the *Freedom of Information Act 1992*. Three staff members are trained in handling Freedom of Information (FOI) matters.

In 2016–17, the Authority received three FOI applications, all of which were managed internally.

## STAFF INDUCTION

All new staff members were required to participate in the Authority's induction program on commencement. The program was conducted by the Compliance and Executive Support Officer with follow-up training provided by our human resources, copyright and records management teams.

This initial induction covered explanation of the role and structure of the Authority, *Code of Conduct*, Conflict of Interest, occupational safety and health (OSH), and an overview of the Authority's policies, procedures and guidelines.

A separate induction by the relevant line manager was provided to new staff members covering the specific requirements of their role. This included handover, communication processes, timelines and expectations. Line managers are provided with a checklist to assist with induction and to maintain compliance.

## OCCUPATIONAL SAFETY, HEALTH AND INJURY MANAGEMENT

The Authority's *Occupational Safety and Health Policy and Procedures*, which complies with the *Occupational Safety and Health Act 1984*, is available on our intranet. The policy and procedures document the Authority's commitment to:

- providing and maintaining a healthy and safe working environment for all staff, contractors and visitors
- ensuring that staff, contractors and visitors are not exposed to any hazards in the work environment which may result in injury or harm to their health.

The Authority provides regular training to managers in OSH and a refresher training will be organised in the latter half of 2017.

The Authority had no reports of major accidents in the workplace in 2016–17.

**Table 23: Occupational, safety and health performance for 2016–17**

MEASURE	ACTUAL RESULTS			RESULTS AGAINST TARGET	
	2014–15	2015–16	2016–17	Target	Comment on result
Number of fatalities	0	0	0	0	Achieved
Total claims lost time injury or disease	1	0	0	0 or 10% reduction from previous 3 years	Achieved
Lost time severe claims	1	0	0	0 or 10% reduction from previous 3 years–	Achieved
Percentage severity rate (estimated 60 or more days lost from work)	1	0	0	Greater than or equal to 80%	Achieved
Percentage of managers and supervisors trained in occupational safety, health and injury management responsibilities	87%	87%	93%	Greater than or equal to 80%	Achieved

Data source: RiskCover

## OCCUPATIONAL SAFETY AND HEALTH (OSH) COMMITTEE

The Authority has a dedicated OSH Committee to review reported issues and to implement strategies and initiatives that ensure continuous improvement in workplace safety.

The following initiatives were undertaken during the reporting period as a service to our staff:

- *Lunch and Learn* presentations on health-related topics presented by the Authority's employee assistance provider, *PeopleSense*
- provision of flu vaccinations for interested staff, on-site or via a voucher
- a health and wellbeing survey of staff was conducted
- development of an ongoing health and wellbeing program and action plan
- development of an occupational safety and health risk register
- two workplace inspections conducted by two members of the Authority's OSH committee.

A range of relevant information was provided to staff via a dedicated occupational safety and health space on our intranet. Staff are actively encouraged to report any safety and health concerns to committee members for resolution. The following mechanisms raise awareness of OSH and allow for injury management matters to be formally addressed:

- signage located throughout the office areas identifying OSH committee membership and contact details
- temporary OSH issues in the workplace are immediately communicated to staff through email and intranet alerts
- a dedicated safety and health section on our intranet. Information provided includes OSH policy and procedures as well as an Accident and Incident Reporting form
- health and safety matters and articles of interest are shared with staff via email and the intranet.



## OCCUPATIONAL SAFETY AND HEALTH MANAGEMENT SYSTEM

On the basis of the feedback received from an external safety consultant engaged in 2015 an assessment of the Authority's OSH management system against the requirements of the *WorkSafe Plan*. The Authority's communication and consultation mechanisms were highlighted as an area of strength, with staff given numerous opportunities to be involved in the way safety is managed throughout the organisation.

Key areas identified for improvement included formalising of our existing training processes into a more integrated approach, and a clearer strategic planning of OSH improvements through a dedicated safety improvement plan. Both of these recommendations are in the process of being addressed by the OSH committee, in consultation with staff.

## WORKERS' COMPENSATION AND INJURY MANAGEMENT

The Authority's *Injury Management System and Workers' Compensation Policy and Procedures* complies with the *Workers' Compensation and Injury Management Act 1981*.

The Authority's injury management system is well developed and includes a return-to-work program which is communicated to staff via the intranet. This program has a focus on safe and early return to meaningful work in accordance with the *Workers' Compensation and Injury Management Act 1981*. Human resources staff provided assistance to employees returning to work following an injury.

## PUBLIC INTEREST DISCLOSURE

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

The Authority's Executive Group does not tolerate any of its officers, employees or contractors engaging in acts of victimisation or reprisal against those who make public interest disclosures and is committed to taking all reasonable steps to provide protection from any detrimental action in reprisal, for individuals that do make a public interest disclosure.

The Authority currently has two staff members formally trained in handling public information disclosure matters. There were no public information disclosure matters received by the Authority in 2016–17.

## ACCOUNTABILITY AND INTEGRITY

Ninety per cent of current Authority staff have undertaken formal training in accountable and ethical decision-making in the past five years.

The Authority has internal processes that provide clear guidance for staff wanting to report alleged misconduct or inappropriate behaviour and the management of such reports. These processes and guidelines are documented in the Authority's *Misconduct Management Policy and Procedures* and the *Employee Performance Policy*.

The process applied to manage misconduct, breaches of discipline and grievances is dependent upon the allegation. Routine and simple issues are managed by trained staff internally, whereas the Authority uses the services of external consultants when resolving more complex matters. Misconduct and behaviour are discussed during staff induction, and documents relating to accountability and integrity are available on the Authority's intranet.

In 2016–17 the Authority received one allegation of misconduct. This allegation was dealt with and finalised in accordance s80 Part 5 (3) the *Public Sector Management Act 1994*.

### **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.

The Authority charges for services rendered on a full or partial cost recovery basis. These fees have been determined in accordance with the *Costing and Pricing Government Services: Guidelines for Use by Agencies in the Western Australian Public Sector* published by the Department of Treasury.

In April 2017, the Minister for Education and Training approved an increase in the Authority's Tariffs, Fees and Charges (TF&Cs) to assist in cost recovery and budget repair. This increase was subsequently approved by the Cabinet. The Authority anticipates implementing the new TF&Cs in the latter half of 2017 once the amendments have been gazetted.

### **CONTRACTS WITH SENIOR OFFICERS**

At the date of reporting, no senior officers had any beneficial interests in existing or proposed contracts between Authority and senior officers, other than the usual contracts of employment.

### **RECORDKEEPING**

The State Records Commission (SRC) Standard 1 – *Government Recordkeeping* requires the Authority to evaluate its records to ensure that they are created, managed, maintained and disposed of in accordance with SRC Standard 2 – *Recordkeeping Plans*.

The Authority's Recordkeeping Plan (RKP) is joined with the Department of Education, the Department of Education Services, Public Education Endowment Trust, and Country High Schools Hostels Authority. The RKP is due to be endorsed by the State Records Commission in 2017, fulfilling a requirement of s.19 of the *State Records Act 2000* that states that all government organisations must have a recordkeeping plan approved by the Commission (SRC) under section 23. The Authority submitted its response to SRC principles one to six, standard seven, and the RKP evaluation report required for endorsement in March 2017.

## RECORDKEEPING EFFICIENCY AND EFFECTIVENESS

In accordance with Part 3, Division 4 of the *State Records Act 2000*, the efficiency and effectiveness of the Authority's recordkeeping was evaluated as part of its review of the RKP. The Authority conducted assessment of its recordkeeping tools:

- recordkeeping policies and procedures
- Language Control (Business Classification)
- records preservation practices
- records retention and disposal schedule
- recordkeeping compliance.

Subsequently, the Authority provided the SRC with the Authority's *Recordkeeping Plan Review Report* (RKP 2013027) and *2017 RKP Self-evaluation Checklist*.

Additionally, the Authority's functional records retention and disposal schedule was updated with a new keyword function and its activities to ensure that corporate records are managed and disposed of in accordance with the SRC Standard 5 – *Retention and Disposal*. The Authority has developed internal guidelines for the processing of the Authority's source records in accordance with the *General Disposal Authority for Source Records* (RD2009027).

In May 2017, the Authority's Electronic Document and Records Management System (EDRMS) software was successfully upgraded to the latest version, from HPERM 8.3 to HPE CM 9.1. The upgrade provides for web access to the system for all staff.

In 2016–17, the Authority's EDRMS recorded 36 923 electronic documents and 48 230 email correspondence, and 759 containers (files).

**Table 24: Records registered in EDRMS in 2016–17**

<b>ELECTRONIC RECORD TYPE</b>	<b>TOTAL NUMBER OF ELECTRONIC FILES CREATED</b>
<b>Document</b>	36 923
<b>Email</b>	48 230
<b>Container (file)</b>	759

The Authority continued to innovate and improve its recordkeeping system and processes to progress towards a digital environment. Further developments in 2016–17 involved:

- as part of the *Going Electronic Project Stage 2*, purchase and customisation of business process automation software Kofax for digitalisation of paper-based form processes. Once fully implemented, the system will reduce the administration burden on staff and streamline form processes for the Authority's clients

- introduction of Web Client to the staff
- development and implementation of workflows in EDRMS which reached 12. Examples include the establishment (position approval and advertisements) and Parliamentary Questions workflows
- promotion of electronic recordkeeping within the agency by various training programs and awareness events, for example 2016 World Paperless Day.

## RECORDKEEPING INDUCTION AND TRAINING

The Corporate Records Management (CRM) team supported staff recordkeeping compliance capacity building through hands-on workshops, group and individual training sessions, presentations, intranet updates and awareness events to ensure that the recordkeeping system and practices are understood and applied effectively by staff.

All new staff members were required to attend a mandatory induction training session to gain an understanding of the public sector recordkeeping obligations. The induction was followed by modular training in use of EDRMS.

In this reporting period, the team provided 20 recordkeeping training sessions covering five modules per session, with a total of 64 attendees. A further 31 staff attended on-demand and tailored training sessions on topics including Kofax.

To keep abreast of industry and government developments in digital recordkeeping, CRM staff undertook extensive research and attended relevant industry training sessions and seminars.

**Table 25: Recordkeeping training sessions provided during 2016–17**

TRAINING SESSION	TOTAL NUMBER OF SESSIONS	TOTAL NUMBER OF ATTENDEES
HPRM Workshop – Module 1 – Electronic Document and File Management	4	16
HPRM Workshop – Module 2 – Searching	5	16
HPRM Workshop – Module 3 – Email Management	4	12
HPRM Workshop – Module 4 – Workflow	2	4
HPRM Workshop – Module 5 – Web Client	5	16
HPRM Induction	3	4
Kofax	1	1
Other	1	30
<b>Total</b>	<b>25</b>	<b>99</b>

## OTHER FINANCIAL DISCLOSURES

The Authority charges for services rendered on a full or partial cost recovery basis. These fees were determined in accordance with the *Costing and Pricing Government Services: Guidelines for Use by Agencies in the Western Australian Public Sector* published by the Department of Treasury.



## CAPITAL WORKS

### Capital projects incomplete

Scoping and design of a Student Records Management System (SRMS) that commenced in 2015–16 with an approved total cost of \$800 000, continued in 2016–17. This resulted in a cumulative intangible asset in progress of \$483 961 as at 30 June 2017. The balance of the funding for this project of \$316 039 would be utilised to develop the SRMS. In 2016–17, the Authority also continued with the development of an online curriculum programming tool for Kindergarten to Year 10 project approved in the 2014–15 State Budget at the total project cost of \$740 000. The cumulative intangible asset in progress for this programming tool as at 30 June 2017 is \$504 017 and further work needs to be conducted in 2017–18 to determine the linkage with the SRMS.

### Capital projects completed

A minor capital project for the installation of a firewall for the Authority's internet edge protection was completed in 2016–17 at a cost of \$22 894.

## CREDIT CARDS – AUTHORISED USE

Officers and the Chair of the Authority hold corporate credit cards where their responsibilities warrant the use of this facility. There were no unauthorised use of these cards during 2016–17.

## BOARD AND COMMITTEE REMUNERATION

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

**Table 26: Remuneration of Members of the Board 2016–17**

POSITION	NAME	TYPE OF REMUNERATION	PERIOD OF MEMBERSHIP	GROSS/ACTUAL REMUNERATION 2016–17
<b>Chair</b>	Emeritus Professor Patrick Garnett	Annual	Twelve months	\$37 380
<b>Member</b>	Chapple Professor David Andrich	Annual	Twelve months	\$23 474
<b>Member</b>	Dr Lennie Barblett	Annual	Twelve months	\$23 474
<b>Member</b>	Ms Margaret Herley	Annual	Twelve months	\$23 474
<b>Member</b>	Dr Bruce Matthews	Annual	Twelve months	\$23 474
<b>Member</b>	Dr Ruth Shean	N/A	Nine months	-
<b>Member</b>	Dr Lynette Henderson-Yates	Annual	Twelve months	\$23 474

**Table 27: Remuneration of Members of the Standards Committee 2016–17**

<b>POSITION</b>	<b>NAME</b>	<b>TYPE OF REMUNERATION</b>	<b>PERIOD OF MEMBERSHIP</b>	<b>GROSS/ACTUAL REMUNERATION 2016–17</b>
<b>Chair</b>	Dr Bruce Matthews (Chair)	Per meeting	Twelve months	\$2 380
<b>Member</b>	Associate Professor Stephen Humphry	Per meeting	Twelve months	\$930
<b>Member</b>	Mr Chris Booth	N/A	Twelve months	-
<b>Member</b>	Mr Neil Fernandes	N/A	Two months	-
<b>Member</b>	Ms Keryl Caird	N/A	Six months	-
<b>Member</b>	Ms Elisabeth Turner	N/A	Six months	-
<b>Member</b>	Mr Blair Marsh	N/A	Six months	-

**Table 28: Remuneration of Members of the Curriculum and Assessment Committee 2016–17**

<b>POSITION</b>	<b>NAME</b>	<b>TYPE OF REMUNERATION</b>	<b>PERIOD OF MEMBERSHIP</b>	<b>GROSS/ACTUAL REMUNERATION 2016–17</b>
<b>Chair</b>	Ms Margaret Herley	Per meeting	Twelve months	\$1 100
<b>Member</b>	Associate Professor Caroline Barratt-Pugh	Per meeting	Twelve months	\$370
<b>Member</b>	Ms Elizabeth Blackwell	N/A	Twelve months	-
<b>Member</b>	Ms Gabrielle Doyle	N/A	Twelve months	-
<b>Member</b>	Mr Ian Elder	Per meeting	Twelve months	\$1 290
<b>Member</b>	Ms Fiona Forbes	N/A	Twelve months	-
<b>Member</b>	Ms Janette Gee	N/A	Twelve months	-
<b>Member</b>	Mr Lindsay Hale	N/A	Twelve months	-
<b>Member</b>	Mr Ian Kenny	N/A	Two months	-
<b>Member</b>	Mr Tony Misich	Per meeting	Twelve months	\$1 660
<b>Member</b>	Mr Mark Newhouse	Per meeting	Six months	\$740
<b>Member</b>	Ms Katherine Ward	N/A	Twelve months	-
<b>Member</b>	Mr Roderick (Rod) Wood	Per meeting	Twelve months	\$1 110
<b>Member</b>	Ms Melanie Sorensen	N/A	Eleven months	-
<b>Member</b>	Ms Claire Sly	N/A	Two months	-

## STATEMENT OF COMPLIANCE WITH THE ELECTORAL ACT 1907 SECTION 175ZE (ADVERTISING)

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

**Table 29: Expenditure in relation to advertising 2016–17**

Expenditure category and organisations	Amount	Total by category
<b>Advertising agency:</b>		<b>\$7 451</b>
Adcorp Australia Limited	\$7 451	
<b>Market research organisations</b>		<b>\$4 200</b>
Advantage Communications – Research	\$4 200	
<b>Polling organisations</b>	Nil	<b>Nil</b>
<b>Direct email organisations:</b>		<b>\$3 276</b>
Campaign Monitor	\$2 442	
SurveyGizmo	\$834	
<b>Media advertising organisations</b>	Nil	<b>Nil</b>
<b>Total Expenditure for period from 1 July 2016 to 30 June 2017</b>		<b>\$14 927</b>

## SECTION 5 FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS



# FINANCIAL STATEMENTS

## Certification of financial statements

## FINANCIAL STATEMENTS

### Certification of financial statements

For the year ended 30 June 2017

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 2017 and the financial position as at 30 June 2017.

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



EMERITUS PROFESSOR  
P.J. GARNETT  
CHAIR



MARGARET HERLEY  
BOARD MEMBER

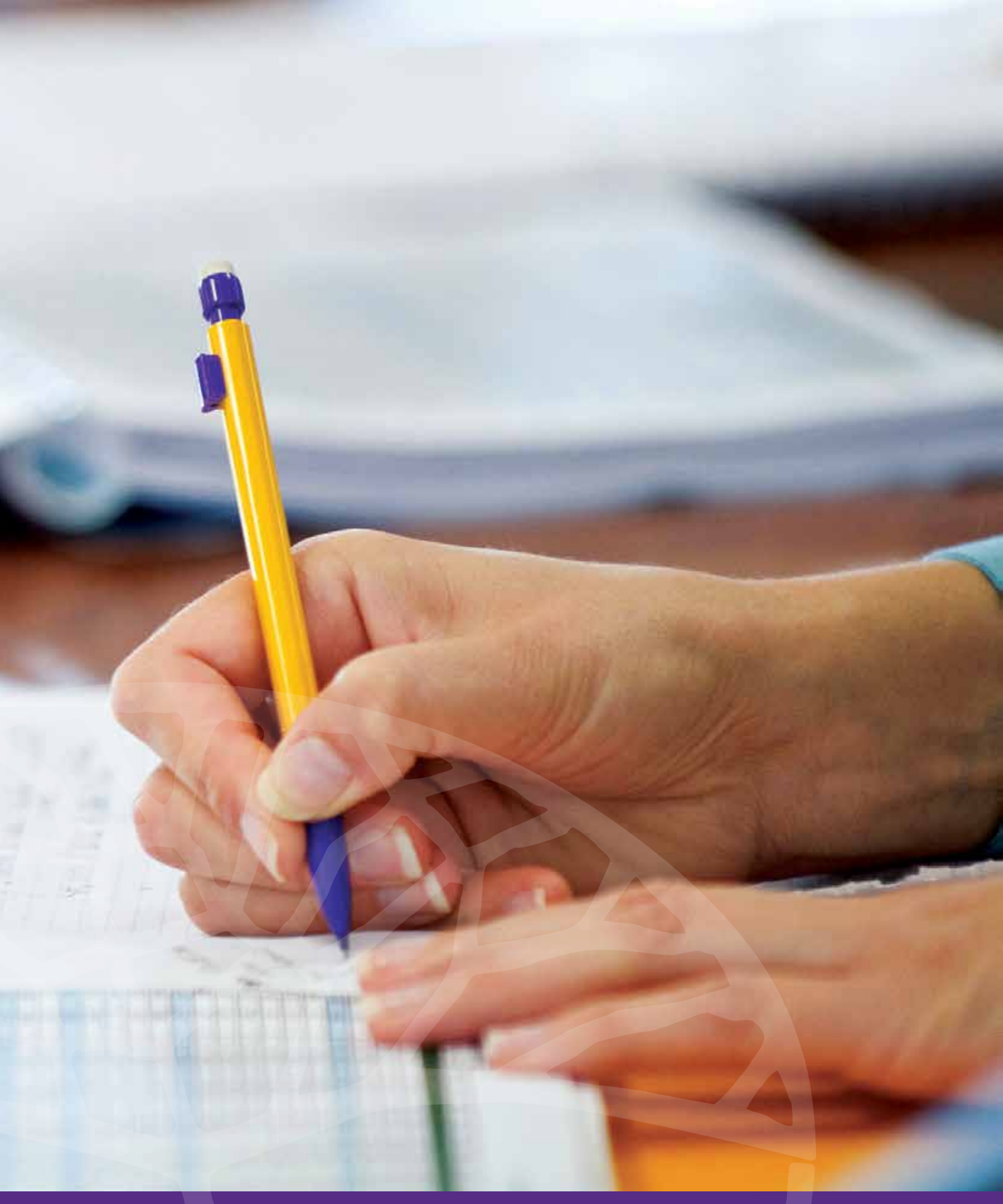


JAY PECKITT  
CHIEF FINANCE OFFICER

Date: 24 August 2017



## Financials and performance





## Auditor General

### INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

### SCHOOL CURRICULUM AND STANDARDS AUTHORITY

#### Report on the Financial Statements

##### **Opinion**

I have audited the financial statements of the School Curriculum and Standards Authority which comprise the Statement of Financial Position as at 30 June 2017, the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows for the year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the School Curriculum and Standards Authority for the year ended 30 June 2017 and the financial position at the end of that period. They are in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

##### **Basis for Opinion**

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

##### **Responsibility of the Board for the Financial Statements**

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

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

##### **Auditor's Responsibility for the Audit of the Financial Statements**

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

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgment and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. 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.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the agency's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- Conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the agency's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

### **Report on Controls**

#### ***Opinion***

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

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

In my opinion, in all material respects, the controls exercised by the School Curriculum and Standards Authority are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2017.

#### ***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 the controls, necessary to achieve the overall control objectives, were implemented as designed.

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

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

### ***Limitations of Controls***

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

### **Report on the Key Performance Indicators**

#### ***Opinion***

I have undertaken a reasonable assurance engagement on the key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2017. The key performance indicators are the key effectiveness indicators and the key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of the School Curriculum and Standards Authority are relevant and appropriate to assist users to assess the Authority's performance and fairly represent indicated performance for the year ended 30 June 2017.

#### ***The Board's Responsibility for the Key Performance Indicators***

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

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

#### ***Auditor General's Responsibility***

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the key performance indicators. The objectives of my engagement are to obtain reasonable assurance about whether the key performance indicators are relevant and appropriate to assist users to assess the agency's performance and whether the key performance indicators are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements relating to assurance engagements.

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

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

**My Independence and Quality Control Relating to the Reports on Controls and Key Performance Indicators**

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

**Matters Relating to the Electronic Publication of the Audited Financial Statements and Key Performance Indicators**

This auditor's report relates to the financial statements and key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2017 included on the Authority's website. The Authority's management is responsible for the integrity of the Authority's website. This audit does not provide assurance on the integrity of the Authority's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.



PATRICK ARULSINGHAM  
ACTING ASSISTANT AUDITOR GENERAL FINANCIAL AUDIT  
Delegate of the Auditor General for Western Australia  
Perth, Western Australia

28 August 2017

# Statement of comprehensive income

## FOR THE YEAR ENDED 30 JUNE 2017

	NOTE	2017 \$000	2016 \$000
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	6	17 774	18 156
Grants and awards	8	12	44
Supplies and services	9	13 997	14 624
Accommodation expenses	10	1 666	1 614
Depreciation and amortisation expense	11	940	894
Other expenses	12	322	155
<b>Total cost of services</b>		<b>34 711</b>	<b>35 487</b>
<b>Income</b>			
<b>Revenue</b>			
Fees	14	1 133	1 058
Grants and contributions	15	44	47
Recoveries for National testing	16	1 541	1 528
Other revenue and recoveries	17	76	101
<b>Total Revenue</b>		<b>2 794</b>	<b>2 734</b>
<b>Total income other than income from State Government</b>		<b>2 794</b>	<b>2 734</b>
<b>NET COST OF SERVICES</b>		<b>31 917</b>	<b>32 753</b>
<b>Income from State Government</b>		18	
Service appropriation		26 525	35 294
Resources received free of charge		210	199
<b>Total income from State Government</b>		<b>26 735</b>	<b>35 493</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(5 182)</b>	<b>2 740</b>
<b>OTHER COMPREHENSIVE INCOME</b>		-	-
<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>		<b>(5 182)</b>	<b>2 740</b>

The Statement of Comprehensive Income should be read in conjunction with the accompanying notes. See also Note 38 'Schedule of income and expenses by service'.

# Statement of financial position

## AS AT 30 JUNE 2017

	NOTE	2017 \$000	2016 \$000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	19	3 460	7 632
Amount receivable for services	20	112	150
Receivables	21	225	229
Prepayments	22	452	585
<b>Total current assets</b>		<b>4 249</b>	<b>8 596</b>
<b>Non-Current Assets</b>			
Restricted cash and cash equivalents	23	50	-
Amount receivable for services	20	4 228	3 428
Prepayments	22	388	759
Plant and equipment	24	1 935	2 201
Intangible assets	25	84	672
Intangible asset in progress	26	988	822
<b>Total non-current assets</b>		<b>7 673</b>	<b>7 882</b>
<b>TOTAL ASSETS</b>		<b>11 922</b>	<b>16 478</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	27	55	14
Provisions	28	3 909	4 253
Other liabilities	29	65	49
<b>Total current liabilities</b>		<b>4 029</b>	<b>4 316</b>
<b>Non-Current Liabilities</b>			
Payables	27	50	-
Provisions	28	545	513
<b>Total non-current liabilities</b>		<b>595</b>	<b>513</b>
<b>TOTAL LIABILITIES</b>		<b>4 624</b>	<b>4 829</b>
<b>NET ASSETS</b>		<b>7 298</b>	<b>11 649</b>
<b>EQUITY</b>			
	30		
Contributed equity		8 756	7 925
Accumulated surplus		(1 458)	3 724
<b>EQUITY</b>		<b>7 298</b>	<b>11 649</b>

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 2017

	NOTE	Contributed Equity \$000	Accumulated surplus (deficit) \$000	Total Equity \$000
<b>Balance at 1 July 2016</b>	30	7 925	3 724	11 649
Total comprehensive income for the year		-	(5 182)	(5 182)
Transactions with owners in their capacity as owners		831	-	831
<b>Balance at 30 June 2017</b>		<b>8 756</b>	<b>(1 458)</b>	<b>7 298</b>
<b>Balance at 1 July 2015</b>	30	7 925	984	8 909
Total comprehensive income for the year		-	2 740	2 740
Transactions with owners in their capacity as owners		-	-	-
<b>Balance at 30 June 2016</b>		<b>7 925</b>	<b>3 724</b>	<b>11 649</b>

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

# Statement of cash flows

## FOR THE YEAR ENDED 30 JUNE 2017

	NOTE	2017 \$000	2016 \$000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Service appropriation		25 613	34 432
Capital appropriation		831	-
Holding account drawdowns		150	281
<b>Net cash provided by State Government</b>		<b>26 594</b>	<b>34 713</b>
<i>Utilised as follows:</i>			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(17 932)	(18 810)
Grants and awards		(12)	(44)
Supplies and services		(13 783)	(15 371)
Accommodation		(1 596)	(1 571)
GST payments on purchases		(825)	(1 201)
GST payment to taxation authority		(147)	-
<b>Receipts</b>			
Grants and subsidies		44	77
Fees		1 149	1 072
Recoveries for National testing		1 541	1 528
Other receipts		76	101
GST receipts on sales		207	215
GST receipts from taxation authority		814	978
<b>Net cash used in operating activities</b>	31	<b>(30 464)</b>	<b>(33 056)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
<b>Receipts</b>			
Proceeds from sale of non-current assets		-	-
<b>Payments</b>			
Purchase of non-current physical assets		(252)	(661)
<b>Net cash used in investing activities</b>		<b>(252)</b>	<b>(661)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(4 122)</b>	<b>996</b>
Cash and cash equivalents at the beginning of period		7 632	6 636
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	31	<b>3 510</b>	<b>7 632</b>

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

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# Notes to the financial statements

## 1. AUSTRALIAN ACCOUNTING STANDARDS

### General

The Authority's financial statements for the year ended 30 June 2017 have been prepared in accordance with *Australian Accounting Standards*. The term 'Australian Accounting Standards' refers to Standards and Interpretations issued by the Australian Accounting Standard Board (AASB).

The Authority has adopted any applicable, new and revised Australian Accounting Standards from their operative dates.

### Early adoption of standards

The Authority cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. There has been no early adoption of Australian Accounting Standards that have been issued or amended (but not operative) by the Authority for the reporting period ended 30 June 2017.

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

### General Statement

The Authority is a not-for-profit reporting entity that prepares general purpose financial statements that have been prepared in accordance with *Australian Accounting Standards*, the *Framework*, *Statements of Accounting Concepts* and other authoritative pronouncements of the AASB as applied by the *Treasurer's Instructions*. Several of these are modified by the *Treasurer's Instructions* to vary application, disclosure, format and wording.

*The Financial Management Act 2006* and the *Treasurer's Instructions* impose legislative provisions that govern the preparation of financial statements and take precedence over *Australian Accounting Standards*, the *Framework*, *Statements of Accounting Concepts* and other authoritative pronouncements of the AASB.

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.

### Basis of Preparation

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

The accounting policies adopted in the preparation of the financial statements have been consistently applied throughout all periods presented unless otherwise stated.

The financial statements are presented in Australian dollars rounded to the nearest thousand dollars (\$000).



Note 3 'Judgements made by management in applying accounting policies' discloses judgements that have been made in the process of applying the Authority's accounting policies resulting in the most significant effect on amounts recognised in the financial statements.

Note 4 'Key sources of estimation uncertainty' discloses key assumptions made concerning the future, and other key sources of estimation uncertainty at the end of the reporting period, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

#### Reporting Entity

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

#### Contributed Equity

AASB Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers, other than as a result of a restructure of administrative arrangements, in the nature of equity contributions 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 *Treasurer's Instruction* (TI) 955 'Contributions by Owners made to Wholly Owned Public Sector Entities' and have been credited directly to contributed equity.

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

## INCOME

#### Revenue Recognition

Revenue is recognised and measured at the fair value of consideration received or receivable. Specific recognition criteria must also be met before revenue is recognised for the following major business activities:

##### *Sale of goods*

Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser and can be measured reliably.

##### *Provision of services*

Revenue is recognised on delivery of the service to the client or by reference to the stage of completion of the transaction.

##### *Service appropriations*

Service appropriations are recognised as revenues at fair value in the period in which the Authority gains control of the appropriated funds. The Authority gains control of appropriated funds at the time those funds are deposited to the bank account or credited to the 'Amounts receivable for services' (holding account) held at Treasury.

##### *Grants, donations, gifts and other non-reciprocal contributions*

Revenue is recognised at fair value when the Authority obtains control over the assets comprising the contributions, usually when cash is received.

Other non-reciprocal contributions that are not contributions by owners are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

#### *Gains*

Realised and unrealised gains are usually recognised on a net basis. These include gains arising on the disposal of non-current assets and some revaluations of non-current assets.

## **PLANT AND EQUIPMENT**

### *Capitalisation/Expensing of Assets*

Items of plant and equipment costing \$5 000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of plant and equipment costing less than \$5 000 and fit-outs for office premises on short-term leases are immediately expensed direct to the Statement of Comprehensive Income (other than where they form part of a group of similar items which are significant in total).

### *Initial Recognition and Measurement*

All items of plant and equipment are initially recognised at cost.

For items of plant and equipment acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

### *Subsequent Measurement*

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

### *Depreciation*

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

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

Computer hardware.....	3 years
Communication and audio visual equipment.....	3 years
Other equipment and fittings.....	5–10 years

## **INTANGIBLE ASSETS**

### *Capitalisation/Expensing of Assets*

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

All acquired and internally developed intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

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

Intangible assets in progress are not amortised until they are fully completed and transferred to intangible assets.

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life which is reviewed annually) on the straight line basis using rates which are reviewed annually. All intangible assets controlled by the Authority have a finite useful life and zero residual value. The expected useful lives for each class of intangible asset are:

Software <sup>(i)</sup> .....	3 years
Student Information and Records System .....	7–10 years

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

### Computer Software

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 treated as an intangible asset. Software costing less than \$5 000 is expensed in the year of acquisition.

### Website Costs

Website costs are charged as expenses when they are incurred unless they relate to the acquisition or development of an asset when they may be capitalised and amortised. Generally, costs in relation to feasibility studies during the planning phase of a website, and ongoing costs of maintenance during the operating phase are expensed.

### Impairment of Assets

Plant and equipment and intangible assets are tested for any indication of impairment at the end of each reporting period. 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 impaired and is written down to the recoverable amount and an impairment loss is recognised. As the Authority is a not-for-profit entity, unless an asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

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

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

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence.

Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairment at the end of each reporting period.

#### Leases

The Authority holds operating leases for its office premises and vehicles. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased properties.

#### Financial Instruments

In addition to cash, the Authority has two categories of financial instrument:

- Receivables, and
- Financial liabilities measured at cost.

Financial instruments have been disaggregated into the following classes:

#### **Financial Assets**

- Cash and cash equivalents
- Restricted cash and cash equivalents
- Receivables
- Amounts receivable for services.

#### **Financial Liabilities**

- Payables
- Other liabilities.

Initial recognition and measurement of financial instruments is at fair value which normally equates to the transaction cost or the face value. Subsequent measurement is at amortised cost using the effective interest method.

The fair value of short-term receivables and payables is the transaction cost or the face value because there is no interest rate applicable and subsequent measurement is not required as the effect of discounting is not material.

#### Cash and Cash Equivalents

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

#### Accrued Salaries

Accrued salaries (Note 27 'Payables') represent the amount due to staff but unpaid at the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Authority considers the carrying amount of accrued salaries to be equivalent to its fair value.

The accrued salaries suspense account (Note 23 'Restricted cash and cash equivalents') consists of amounts paid into the Department of Treasury (Treasury)'s suspense account over a period of 10 financial years to largely meet the additional cash outflow in each eleventh year when 27 pay days occur instead of the normal 26. No interest is received on this account.

## Receivables

Receivables are recognised and carried at original invoice amount less an allowance for any uncollectable amounts (that is, impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectable are written-off against the allowance account. The allowance for uncollectable amounts (doubtful debts) is raised when there is objective evidence that the Authority will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days.

## Amounts Receivable for Services (Holding Account)

The Authority receives income from the State Government partly in cash and partly as an asset (holding account receivable). The accrued amount appropriated is accessible on the emergence of the cash funding requirement to cover leave entitlements and asset replacement.

## Payables

Payables are recognised when the Authority becomes obliged to make future payments as a result of a purchase of assets or services at fair value, as they are generally settled within 30 days.

## Provisions

Provisions are liabilities of uncertain timing or amount and are recognised where there is a present legal or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at the end of each reporting period.

### **i. Provisions – Employee Benefits**

All annual and long service leave provisions are in respect of employees' services up to the end of the reporting period.

### **Annual Leave**

Annual leave is not expected to be settled wholly within 12 months after the end of the reporting period and is therefore considered to be 'other long-term employee benefits'. The annual leave liability is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

When assessing expected future payments consideration is given to expected future wage and salary levels, including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

The provision for annual leave is classified as a current liability as the Authority does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting period.

### Long Service Leave

Long service leave not expected to be settled wholly within 12 months after the end of the reporting period is measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

When assessing expected future payments, consideration is given to expected future wage and salary levels, including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

Unconditional long service leave provisions are classified as current liabilities as the Authority does not have an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period.

Pre-conditional and conditional long service leave provisions are classified as non-current liabilities because the Authority has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

### Deferred Leave

The provision for deferred leave relates to Public Service employees who have entered into an agreement to self-fund an additional 12 months leave in the fifth year of the agreement. The provision recognises the value of salary set aside for employees to be used in the fifth year. This liability is measured on the same basis as annual leave. Deferred leave is reported as a current provision as employees can leave the scheme at their discretion at any time.

### Superannuation

The Government Employees Superannuation Board (GESB) administers public sector superannuation arrangements in Western Australia in accordance with legislative requirements.

Eligible employees contribute to the Pension Scheme, a defined benefit pension scheme closed to new members since 1987, or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme closed to new members since 1995.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension Scheme or the GSS became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). From 30 March 2012, existing members of the WSS or GESBS and new employees have been able to choose their preferred superannuation fund provider. The Authority makes contributions to GESB or other fund providers on behalf of employees in compliance with the *Commonwealth Government's Superannuation Guarantee (Administration) Act 1992*. Contributions to these accumulation schemes extinguish the Authority's liability for superannuation charges in respect of employees who are not members of the Pension Scheme or GSS.

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

The Authority has no liabilities under the Pension Scheme or the GSS. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits attributable to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the Authority to the GESB. The GESB makes all benefit payments in respect of the Pension and GSS, and is recouped from the Treasurer for the employer's share.

## **ii. Provisions – Other**

### **Employment On-Costs**

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the Authority's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'.

### **Superannuation Expense**

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

### **Assets and Services Received Free of Charge or for Nominal Cost**

Assets or services received free of charge or for nominal cost that the Authority would otherwise purchase if not donated, are recognised as income at fair value of the assets or services where they can be reliably measured. A corresponding expense is recognised for services received. Receipts of assets are recognised in the Statement of Financial Position.

Assets or services received from other State Government agencies are separately disclosed under Income from State Government in the Statement of Comprehensive Income.

### **Comparative Figures**

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

## **3. JUDGEMENTS MADE BY MANAGEMENT IN APPLYING ACCOUNTING POLICIES**

The preparation of financial statements requires management to make judgements about the application of accounting policies that have a significant effect on the amounts recognised in the financial statements. The Authority evaluates these judgements regularly.

### Operating Lease Commitments

The Authority has entered into a lease for office accommodation and a lease for motor vehicles. It has been determined that the lessor retain substantially all the risks and rewards incidental to ownership. Accordingly, these leases have been classified as operating leases.

## 4. KEY SOURCES OF ESTIMATION UNCERTAINTY

Key estimates and assumptions concerning the future are based on historical experience and various other factors that have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities within the next financial year.

### Long Service Leave

Several estimations and assumptions used in calculating the Authority's long service leave provision include expected future salary rates, salary inflation, discount rates, employee retention rates and expected future payments. Changes in these estimations and assumptions may impact on the carrying amount of the long service leave provision.

## 5. DISCLOSURE OF CHANGES IN ACCOUNTING POLICY AND ESTIMATES

### Initial Application of an Australian Accounting Standard

The Authority has applied the following *Australian Accounting Standards* effective for annual reporting periods beginning on or after 1 July 2016 that impacted on the Authority:

#### **AASB 1057** Application of Australian Accounting Standards

This Standard lists the application paragraphs for each other Standard (and interpretation), grouped where they are the same. There is no financial impact.

#### **AASB 2014-4** Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation [AASB 116 & 138]

The adoption of this Standard has no financial impact for the Authority as depreciation and amortisation is not determined by reference to revenue generation, but by reference to consumption of future economic benefits.

### Future impact of Australian Accounting Standards not yet operative

The Authority cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 *Application of Australian Accounting Standards and Other Pronouncements*. Consequently, the Authority has not applied early any of the following Australian Accounting Standards that have been issued that may impact the Authority. Where applicable, the Authority plans to apply these Australian Accounting Standards from their application date.



<b>Title and Operative for reporting periods beginning on/after:</b>	
<p><b>AASB 9</b> Financial instruments This Standard supersedes AASB 139 Financial Instruments: Recognition and Measurement, introducing a number of changes to accounting treatments. The mandatory application date of this Standard is currently 1 January 2018 after being amended by AASB 2012-6, AASB 2013-9 and AASB 2014-1 'Amendments to Australian Accounting Standards'. The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 15</b> Revenue from contracts with customers This Standard establishes the principles that the Authority shall apply to report useful information to users of financial statements about the nature, amount, timing and uncertainty of revenue and cash flows arising from a contract with a customer. The Authority's income is principally derived from appropriations which will be measured under AASB 1058 Income of NotforProfit Entities and will be unaffected by this change. However, the Authority has not yet determined the potential impact of the Standard on 'User charges and fees' and 'Sales' revenues. In broad terms, it is anticipated that the terms and conditions attached to these revenues will defer revenue recognition until the Authority has discharged its performance obligations.</p>	1 January 2019
<p><b>AASB 2010-7</b> Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 &amp; 1038 and Int 2, 5, 10, 12, 19 &amp; 127] This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010. The mandatory application date of this Standard has been amended by AASB 2016-6 and AASB 2014-1 to 1 January 2018. The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 2014-1</b> Amendments to Australian Accounting Standards Part E of this Standard makes amendments to AASB 9 and consequently amendments to other Standards. It has not yet been assessed by the Authority to determine the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 2014-5</b> Amendments to Australian Accounting Standards arising from AASB 15 This Standard gives effect to the consequential amendments to Australian Accounting Standards (including Interpretations) arising from the issuance of AASB 15. The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2018
<p><b>AASB 2014-7</b> Amendments to Australian Accounting Standards arising from AASB 9 (December 2014) This Standard gives effect to the consequential amendments to Australian Accounting Standards (including interpretations) arising from the issuance of AASB 9 (December 2014). The Authority has not yet determined the application or the potential impact of the Standard.</p>	1 January 2018

<b>Title and Operative for reporting periods beginning on/after:</b>	
<p><b>AASB 2015-8</b> Amendments to Australian Accounting Standards – Effective Date of AASB 15 This Standard amends the mandatory effective date (application date) of AASB 15 <i>Revenue from Contracts with Customers</i> so that AASB 15 is required to be applied for annual reporting periods beginning on or after 1 January 2018 instead of 1 January 2017. For NotForProfit entities, the mandatory effective date has subsequently been amended to 1 January 2019 by AASB 20167. The Authority has not yet determined the application or the potential impact of AASB 15.</p>	1 January 2019
<p><b>AASB 2016-3</b> Amendments to Australian Accounting Standards – Clarifications to AASB 15 This Standard clarifies identifying performance obligations, principal versus agent considerations, timing of recognising revenue from granting a licence, and, provides further transitional provisions to AASB 15. The Authority has not yet determined the application or the potential impact.</p>	1 January 2018
<p><b>AASB 2016-8</b> Amendments to Australian Accounting Standards Australian Implementation Guidance for NotforProfit Entities This Standard inserts Australian requirements and authoritative implementation guidance for notforprofit entities into AASB 9 and AASB 15. This guidance assists not-for-profit entities in applying those Standards to particular transactions and other events. There is no financial impact.</p>	1 January 2019

## 6. EMPLOYEE BENEFITS EXPENSE

	2017 \$000	2016 \$000
Wages and salaries <sup>(a)</sup>	15 501	15 705
Superannuation – defined contribution plans <sup>(b)</sup>	2 273	2 451
	17 774	18 156

(a) Includes the value of fringe benefits to employees plus the fringe benefits tax component, leave entitlements including superannuation contribution component.

(b) Defined contribution plans include West State, Gold State and GESB and other eligible funds.

(c) Employment on-costs such as workers' compensation insurance are included at Note 12 'Other expenses'. The employment on-costs liability is included at Note 28 'Provisions'.

## 7. COMPENSATION OF KEY MANAGEMENT PERSONNEL

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

Total compensation for key management personnel, comprising members and senior officers, of the Authority for the reporting period are presented within the following bands:

### Compensation of members of the accountable authority

Compensation Band(\$)	2017	2016
\$0 – \$10 000	1	2
\$10 001 – \$11 000	-	1
\$20 000 – \$30 000	5	4
\$40 000 – \$50 000	1	1

### Compensation of senior officers

Compensation Band(\$)	2017	2016
\$180 000 – \$190 000	1	-
\$200 000 – \$210 000	-	1
\$240 000 – \$250 000	1	-
\$250 001 – \$260 000	-	2
\$260 001 – \$270 000	1	-
\$280 000 – \$290 000	-	1
\$310 000 – \$320 000	1	-
\$340 000 – \$350 000	-	1
\$550 000 – \$560 000	1	1
\$580 000 – \$590 000	1	-
	<b>\$000</b>	<b>\$000</b>
Short term employee benefits	1 731	2 038
Other long term benefits	29	17
	<b>1 760</b>	<b>2 055</b>

## 8. GRANTS AND AWARDS

	2017 \$000	2016 \$000
Grants to universities for research under the Australian Research Council linkage projects <sup>(a)</sup>	-	30
Grants for Year 12 Perspective (Art Exhibition) and Performing Arts Perspective <sup>(a)</sup>	3	5
Awards for educational excellence	9	9
	<b>12</b>	<b>44</b>

(a) The grants were provided for ordinary activities.

**9. SUPPLIES AND SERVICES**

	2017 \$000	2016 \$000
Consultants and contractors	13 137	13 445
Communications	207	200
Consumable supplies	653	979
	<u>13 997</u>	<u>14 624</u>

**10. ACCOMMODATION EXPENSES**

	2017 \$000	2016 \$000
Lease rentals	1 594	1 510
Cleaning	49	54
Repairs, maintenance and fit-outs	23	50
	<u>1 666</u>	<u>1 614</u>

**11. DEPRECIATION AND AMORTISATION EXPENSE**

	2017 \$000	2016 \$000
Plant and equipment	342	318
Intangible assets	598	576
	<u>940</u>	<u>894</u>

**12. OTHER EXPENSES**

	2017 \$000	2016 \$000
Audit fees <sup>(a)</sup>	51	34
Employment on-costs <sup>(b)</sup>	(32)	(47)
Repairs and maintenance - plant and equipment	303	168
	<u>322</u>	<u>155</u>

(a) See also Note 37 'Remuneration of Auditor'.

(b) These relate to workers' compensation insurance associated with the recognition of annual and long service leave liabilities shown in Note 28 'Provisions'.

### 13. RELATED PARTY TRANSACTIONS

The Authority is a wholly owned and controlled entity of the State of Western Australia. In conducting its activities, the Authority is required to pay various taxes and levies based on the standard terms and conditions that apply to all tax and levy payers to the State and entities related to the State.

Related parties of the department include:

- all 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 public sector entities, including related bodies included in the whole of government consolidated financial statements
- the Government Employees Superannuation Board (GESB).

#### Significant transactions with government related entities

Significant transactions include:

- service appropriations (Note 18)
- capital appropriations (Note 30)
- services received free of charge from other agencies (Note 18)
- superannuation payments to GESB (Note 6)
- lease rentals payments for accommodation and fleet leasing to the Department of Finance (Note 10)
- commitments for future lease payments to the Department of Finance (Note 32)
- insurance payments to the Insurance Commission and Riskcover fund (Note 9)
- remuneration for services provided by the Auditor General (Note 37).

### 14. FEES

	2017 \$000	2016 \$000
Fees from examination related services	332	333
Fees from overseas full fee paying students	801	725
	1 133	1 058

### 15. GRANTS AND CONTRIBUTIONS

	2017 \$000	2016 \$000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	44	47

### 16. RECOVERIES FOR NATIONAL TESTING

	2017 \$000	2016 \$000
Recovery for NAPLAN testing from non-government Western Australian system and sector	1 541	1 528

**17. OTHER REVENUES AND RECOVERIES**

	2017 \$000	2016 \$000
Government Vehicle Scheme contributions	11	13
Sundry revenues and recoupment of expenses <sup>(a)</sup>	65	88
	<u>76</u>	<u>101</u>

(a) Includes on-costs on payroll for Authority's officers seconded to other State government agencies.

**18. INCOME FROM STATE GOVERNMENT**

	2017 \$000	2016 \$000
Appropriation revenue received during the period – Service appropriations <sup>(a)</sup>	<u>26 525</u>	<u>35 294</u>
Resources received free of charge <sup>(b)</sup> :		
Determined on the basis of the following estimates provided by agencies:		
Department of Education – system support	180	152
Department of Finance – office accommodation services	19	19
State Solicitor's Office – legal services	11	28
	<u>210</u>	<u>199</u>

(a) Service appropriations fund the net cost of services delivered. Appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the budgeted depreciation expense for the year and any agreed increase in leave liabilities during the year.

(b) Where assets or services have been received free of charge or for nominal cost, the Authority recognises revenue equivalent to the fair value of the assets and/or the fair value of those services that can be reliably measured and which would have been purchased if they were not donated, and those fair values shall be recognised as assets or expenses, as applicable. Where the contributions of assets or services are in the nature of contributions by owners, the Authority makes an adjustment direct to equity.

**19. CASH AND CASH EQUIVALENTS**

	2017 \$000	2016 \$000
Cash at bank	<u>3 460</u>	<u>7 632</u>

**20. AMOUNT RECEIVABLE FOR SERVICES (HOLDING ACCOUNT)**

	2017 \$000	2016 \$000
Current	112	150
Non-current	4 228	3 428
	<u>4 340</u>	<u>3 578</u>

Represents the non-cash component of service appropriations. It is restricted in that it can only be used in asset replacement or payment of leave liability.

## 21. RECEIVABLES

	2017 \$000	2016 \$000
Receivables <sup>(a)</sup>	47	1
GST receivable	178	228
	<u>225</u>	<u>229</u>

(a) No provision for impairment is required for the receivables.

## 22. PREPAYMENTS

	2017 \$000	2016 \$000
Current:		
Maintenance of equipment and other expenses	145	213
Software licence <sup>(a)</sup>	307	372
	<u>452</u>	<u>585</u>
Non-current:		
Software licence <sup>(a)</sup>	388	759

(a) The prepayments for both years relate to software licence for an online assessment tool for all Western Australian schools (Pre-primary to Year 10) and an enterprise agreement for Abilities Based Learning and Educational Support (ABLES).

## 23. RESTRICTED CASH AND CASH EQUIVALENTS

	2017 \$000	2016 \$000
Accrued salaries suspense account <sup>(a)</sup>	50	-

(a) The funds were held in the Treasury's suspense account used only for the purpose of meeting the 27th pay period in a financial year that occurs every 11 years.

**24. PLANT AND EQUIPMENT**

	2017 \$000	2016 \$000
At cost	3 091	3 102
Accumulated depreciation	(1 156)	(901)
	<u>1 935</u>	<u>2 201</u>
Reconciliation of carrying amount at the beginning and end of the financial period is set out below.		
Carrying amount at start of the period	2 201	2 423
Additions	53	96
Transfer from intangible assets in progress	23	-
Impaired equipment retired during the period	(87)	-
Accumulated depreciation on equipment retired	87	-
Depreciation for the period	(342)	(318)
Carrying amount at end of period <sup>(a)</sup>	<u>1 935</u>	<u>2 201</u>

(a) There were no indications of impairment to plant and equipment as at 30 June 2017.

**25. INTANGIBLE ASSETS**

	2017 \$000	2016 \$000
Computer software:		
At cost	4 941	4 953
Accumulated amortisation	(4 857)	(4 281)
	<u>84</u>	<u>672</u>
Reconciliation of carrying amount at the beginning and end of the financial period is set out below.		
Carrying amount at start of the period	672	1 177
Additions	10	71
Impaired intangible assets retired during the period	(22)	-
Accumulated amortisation on intangible assets retired	22	-
Amortisation for the period	(598)	(576)
Carrying amount at end of period <sup>(a)</sup>	<u>84</u>	<u>672</u>

(a) There were no indications of impairment to intangible assets as at 30 June 2017.



## 26. INTANGIBLE ASSETS IN PROGRESS

	2017 \$000	2016 \$000
Reconciliation of carrying amount at the beginning and end of the financial period is set out below.		
Carrying amount at start of the period <sup>(a)</sup>	822	327
Additions	189	495
Transfer to plant and equipment <sup>(a)</sup>	(23)	-
Carrying amount at end of period <sup>(b)</sup>	<u>988</u>	<u>822</u>

(a) The carrying amount at the start of the period for 2016–17 comprises \$441 107 for the development of an online curriculum programming tool for Kindergarten to Year 10 schools, \$357 500 for the scoping and design of a Student Records Management System (Kindergarten to Year 12) and \$22 894 for the installation of new firewall. The firewall, a hardware asset, not an intangible asset, was completed and transferred to 'Plant and Equipment' (Note 24) during 2016–17.

(b) The carrying amount at the end of the period for 2016–17 comprises \$504 017 for the development of the online curriculum programming tool for Kindergarten to Year 10 schools and \$483 961 for the scoping and design of a Student Records Management System (Kindergarten to Year 12).

## 27. PAYABLES

	2017 \$000	2016 \$000
Current:		
Trade payables	2	14
Accrued salaries	53	-
	<u>55</u>	<u>14</u>
Non-current:		
Accrued salaries <sup>(a)</sup>	50	-
	<u>50</u>	<u>-</u>

(a) This relates to the accrued salaries suspense account in Note 23 'Restricted cash and cash equivalents' for the 27th pay period that occurs every 11 years.

**28. PROVISIONS**

	2017 \$000	2016 \$000
Current:		
<b>Employee benefits provision</b>		
Annual leave <sup>(a)</sup>	1 010	1 008
Long service leave <sup>(b)</sup>	2 887	3 131
Deferred salary scheme <sup>(c)</sup>	-	70
	<u>3 897</u>	<u>4 209</u>
Other provision		
Employment on-costs <sup>(d)</sup>	12	44
	<u>3 909</u>	<u>4 253</u>
Non-Current:		
<b>Employee benefits provision</b>		
Long service leave <sup>(b)</sup>	<u>545</u>	<u>513</u>
<sup>(a)</sup> Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:		
Within 12 months of the end of the period	553	638
More than 12 months after the end of the period	457	370
	<u>1 010</u>	<u>1 008</u>
<sup>(b)</sup> Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:		
Within 12 months of the end of the period	1 716	1 451
More than 12 months after the end of the period	1 716	2 193
	<u>3 432</u>	<u>3 644</u>
<sup>(c)</sup> Deferred salary liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Actual settlement of the liabilities is expected to occur as follows:		
Within 12 months of the end of the period	-	70
More than 12 months after the end of the period	-	-
	<u>-</u>	<u>70</u>
<sup>(d)</sup> The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs for workers' compensation insurance. The provision is the present value of expected future payments. The associated expense is disclosed in Note 12 'Other expenses'.		
<b>Movement in employment on-cost provision:</b>		
Carrying amount at start of period	44	90
Additional/(reduction)in provision recognised	(32)	(46)
Carrying amount at end of period	<u>12</u>	<u>44</u>

## 29. OTHER LIABILITIES

	2017 \$000	2016 \$000
Income in advance: examination enrolment fees from overseas full fee paying students <sup>(a)</sup>	65	49

(a) The fees are payable prior to the end of the financial period while the examinations are conducted during the first half of the following financial period.

## 30. EQUITY

Equity represents the residual interest in the net assets of the Authority. The Government holds the equity interest in the Authority on behalf of the community.

	2017 \$000	2016 \$000
<b>Contributed equity:</b>		
Balance at start of period	7 925	7 925
Contributions by owners – capital appropriation	831	-
Balance at end of period	8 756	7 925
<b>Accumulated surplus/(deficit):</b>		
Balance at start of period	3 725	984
Surplus/(deficit) for the period	(5 182)	2 740
Balance at end of period	(1 458)	3 724
Total equity at end of period	7 298	11 649

**31. NOTES TO THE STATEMENT OF CASH FLOWS****Reconciliation of cash**

	2017 \$000	2016 \$000
Cash and cash equivalents (Note 19)	3 460	7 632
Restricted cash and cash equivalents (Note 20)	50	-
	<u>3 510</u>	<u>7 632</u>

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

	2017 \$000	2016 \$000
Net cost of services	(31 917)	(32 753)
Non-cash items:		
Resources received free of charge	210	199
Depreciation and amortisation expense	940	894
(Increase)/decrease in assets:		
Current receivables <sup>(a)</sup>	4	30
Current prepayments	133	(156)
Non-current prepayments	371	(145)
Increase/(decrease) in liabilities:		
Current payables	41	(884)
Current provisions	(344)	(139)
Other current liabilities	16	14
Non-current provisions	82	(115)
Net GST receipts/(payments) <sup>(b)</sup>	50	(9)
Change in GST in receivables/payables <sup>(c)</sup>	(50)	8
Net cash used in operating activities	<u>(30 464)</u>	<u>(33 056)</u>

(a) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included in these items as they do not form part of the reconciling items.

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

(c) This reverses out the GST in receivables and payables.

## 32. LEASE COMMITMENTS

The Authority has no finance leases. Non-cancellable operating lease commitments for office premises and vehicles, inclusive of GST where relevant, are as follows:

	2017 \$000	2016 \$000
Within 1 year	1 412	1 724
Later than 1 year and not later than 5 years	10 300	7 303
Later than 5 years	12 858	10 880
	<u>24 570</u>	<u>19 907</u>

The Authority has entered into a property lease which is a non-cancellable lease with a ten year term, with rent payable monthly in advance. Contingent rent provisions within the lease agreement require that the annual lease payments shall be increased by 3.75% per annum with an effective market rent review at the exercise of renewal options. There are two option periods of two years each at the end of the ten year term.

## 33. CAPITAL COMMITMENTS

There were no capital expenditure commitments as at 30 June 2017.

## 34. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

There were no contingent liabilities and contingent assets as at 30 June 2017.

## 35. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

The Western Australian Government announced major changes to State Government agencies to increase collaboration across departments, deliver services more efficiently and focus on whole-of-Government objectives. As a result, a newly formed Department of Education (DoE) commenced on 1 July 2017, with responsibility for government and non-government education services. This brings together the operations of the Department of Education, Department of Education Services and the School Curriculum and Standards Authority. While the School Curriculum and Standards Authority continues as a statutory authority under the *School Curriculum and Standards Authority Act 1997*, all staff of the Authority became employees of the Department of Education. From 1 July 2017, the DoE would provide administrative support, free of charges, to the Authority's Board to enable it to perform the functions under the *School Curriculum and Standards Authority Act 1997*.

## 36. FINANCIAL INSTRUMENTS

### (a) Financial Risk Management Objectives and Policies

Financial instruments held by the Authority are cash and cash equivalents, restricted cash and cash equivalents, receivables, payables and other liabilities. The Authority has limited exposure to financial risks. The Authority's overall risk management program focuses on managing the risks identified below.

#### **Credit risk**

Credit risk arises when there is the possibility of the Authority's receivables defaulting on their contractual obligations resulting in financial loss to the Authority. The maximum exposure to credit risk at the end of the reporting period in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairment as shown in the table at Note 36(b) 'Financial instruments disclosures' and Note 21 'Receivables'.

Credit risk associated with the Authority's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). For receivables other than government, the Authority trades only with recognised, creditworthy third parties. The Authority has policies in place to ensure that sales of services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Authority's exposure to bad debts is minimal. At the end of the reporting period there were no significant concentrations of credit risk.

#### **Liquidity risk**

The Authority is exposed to liquidity risk through its trading in the normal course of business. Liquidity risk arises when the Authority is unable to meet its financial obligations as they fall due.

The Authority has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

#### **Market risk**

The Authority does not trade in foreign currency and is not exposed to other price risks and changes in interest rates.

## (b) Categories of financial instruments

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

	2017 \$000	2016 \$000
<b>Financial assets:</b>		
Cash and cash equivalents	3 460	7 632
Restricted cash and cash equivalents	50	-
Receivables <sup>(a)</sup>	47	1
Amount receivable for services	4 340	3 578
<b>Financial Liabilities</b>		
Payables	105	14

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

## (c) Financial instrument disclosures

The two tables below disclose the Authority's categories of financial instruments, credit risk, liquidity risk and interest rate exposure.

### Credit risk

The following table discloses the Authority's maximum exposure to credit risk and the ageing analysis of financial assets. The Authority's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Authority.

## Ageing analysis of financial assets

	Carrying amount	Not past due and not impaired	PAST DUE BUT NOT IMPAIRED					Impaired Financial assets
			Up to 1 month	1-3 months	3-12 months	1-5 years	More than 5 years	
			\$000	\$000	\$000	\$000	\$000	
<b>Financial assets 2017:</b>								
Cash and cash equivalents	3 460	3 460	-	-	-	-	-	-
Restricted cash and cash equivalents	50	50	-	-	-	-	-	-
Receivables <sup>(a)</sup>	47	3	27	4	13	-	-	-
Amount receivable for services	4 340	4 340	-	-	-	-	-	-
	<b>7 897</b>	<b>7 853</b>	<b>27</b>	<b>4</b>	<b>13</b>	-	-	-
<b>Financial assets 2016:</b>								
Cash and cash equivalents	7 632	7 632	-	-	-	-	-	-
Restricted cash and cash equivalents	-	-	-	-	-	-	-	-
Receivables <sup>(a)</sup>	1	1	-	-	-	-	-	-
Amount receivable for services	3 578	3 578	-	-	-	-	-	-
	<b>11 211</b>	<b>11 211</b>	-	-	-	-	-	-

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



## Liquidity risk and interest rate exposure

The following table discloses the contractual maturity analysis for the Authority's financial assets and liabilities and also their interest rate exposures.

### Interest rate exposure and maturity analysis of financial assets and financial liabilities

	INTEREST RATE EXPOSURE			MATURITY DATES				
	Carrying amount	Non-Interest Bearing	Nominal Amount	Up to 1 month	1-3 months	3-12 months	1-5 years	More than 5 years
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
<b>2017</b>								
Financial assets:								
Cash and cash equivalents	3 460	3 460	3 460	1 100	2 360	-	-	-
Restricted cash and cash equivalents	50	50	50	-	-	-	-	50
Receivables <sup>(a)</sup>	47	47	47	43	4	-	-	-
Amount receivable for services	4 340	4 340	4 340	-	-	112	-	4 228
	<b>7 897</b>	<b>7 897</b>	<b>7 897</b>	<b>1 143</b>	<b>2 364</b>	<b>112</b>	<b>-</b>	<b>4 278</b>
Financial liabilities:								
Payables	<b>105</b>	<b>105</b>	<b>105</b>	<b>55</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>50</b>
<b>2016</b>								
Financial assets:								
Cash and cash equivalents	7 632	7 632	7 632	2 500	5 132	-	-	-
Restricted cash and cash equivalents	-	-	-	-	-	-	-	-
Receivables <sup>(a)</sup>	1	1	1	1	-	-	-	-
Amount receivable for services	3 578	3 578	3 578	-	20	130	112	3 316
	<b>11 211</b>	<b>11 211</b>	<b>11 211</b>	<b>2 501</b>	<b>5 152</b>	<b>130</b>	<b>112</b>	<b>3 316</b>
Financial liabilities:								
Payables	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

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

**Interest rate sensitivity analysis**

The analysis is not applicable as the Authority's financial assets and financial liabilities are non-interest bearing.

**Fair values**

All financial assets and liabilities recognised in the Statement of Financial Position, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

**37. REMUNERATION OF AUDITOR**

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

	2017 \$000	2016 \$000
Auditing the accounts, financial statements and key performance indicators <sup>(a)</sup>	51	34

(a) The fee for 2016–17 included interim audit fee of \$16 320.

### 38. SCHEDULE OF INCOME AND EXPENSES BY SERVICE

	SERVICE 1 <sup>(a)</sup>		SERVICE 2 <sup>(b)</sup>		TOTAL	
	2017 \$000	2016 \$000	2017 \$000	2016 \$000	2017 \$000	2016 \$000
<b>COST OF SERVICES</b>						
<b>Expenses</b>						
Employee benefits expense	6 221	6 341	11 553	11 815	17 774	18 156
Grants and awards	-	-	12	44	12	44
Supplies and services	1 960	2 116	12 037	12 508	13 997	14 624
Accommodation expenses	233	234	1 433	1 380	1 666	1 614
Depreciation and amortisation expenses	131	129	809	765	940	894
Other expenses	45	22	277	133	322	155
<b>Total cost of services</b>	<b>8 590</b>	<b>8 842</b>	<b>26 121</b>	<b>26 645</b>	<b>34 711</b>	<b>35 487</b>
<b>Income</b>						
<i>Revenue</i>						
Fees	-	-	1 133	1 058	1 133	1 058
Grants and contributions	-	-	44	47	44	47
Recoveries for State and National testings	-	-	1 541	1 528	1 541	1 528
Other revenue and recoveries	38	51	38	50	76	101
<b>Total revenue</b>	<b>38</b>	<b>51</b>	<b>2 756</b>	<b>2 683</b>	<b>2 794</b>	<b>2 734</b>
<i>Gains</i>						
Gain on disposal of non-current assets	-	-	-	-	-	-
<b>Total income other than income from State Government</b>	<b>38</b>	<b>51</b>	<b>2 756</b>	<b>2 683</b>	<b>2 794</b>	<b>2 734</b>
<b>Net cost of services</b>	<b>8 552</b>	<b>8 791</b>	<b>23 365</b>	<b>23 962</b>	<b>31 917</b>	<b>32 753</b>
<b>Income from State Government</b>						
Service appropriations	6 631	8 794	19 894	26 500	26 525	35 294
Resources received free of charge	105	100	105	99	210	199
<b>Total income from State Government</b>	<b>6 736</b>	<b>8 894</b>	<b>19 999</b>	<b>26 599</b>	<b>26 735</b>	<b>35 493</b>
<b>Surplus/(deficit) for the period</b>	<b>(1 816)</b>	<b>103</b>	<b>(3 366)</b>	<b>2 637</b>	<b>(5 182)</b>	<b>2 740</b>

(a) Service 1: Curriculum development, evaluation and support.

(b) Service 2: Student assessment and certification.

### 39. EXPLANATORY STATEMENT

All variances between estimates (original budget) and actual results for 2017, and between the actual results for 2017 and 2016 are shown below. Narratives are provided for major variances, which are generally greater than:

- 5% and \$694 000 (2% of Total cost of services) for the Statements of Comprehensive Income and Cash Flows; and
- 5% and \$238 000 (2% of Total assets) for the Statement of Financial Position.

Statement of Comprehensive Income (Controlled Operations)	Variance Note	2017	2017	2016	Variance Between	Variance Between
		Original Budget and 2017 Actual \$000	Actual \$000	Actual \$000	2017 Budget and 2017 Actual \$000	2017 Actual and 2016 Actual \$000
<b>COST OF SERVICES</b>						
Expenses						
Employee benefits expense	1	19 422	17 774	18 156	(1 648)	(382)
Grants and awards		15	12	44	(3)	(32)
Supplies and services	2	16 096	13 997	14 624	(2 099)	(627)
Accommodation expenses		1 670	1 666	1 614	(4)	52
Depreciation and amortisation expenses		912	940	894	28	46
Other expenses		246	322	155	76	167
<b>Total cost of services</b>		<b>38 361</b>	<b>34 711</b>	<b>35 487</b>	<b>(3 650)</b>	<b>(776)</b>
<b>Income Revenue</b>						
Fees		824	1 133	1 058	309	75
Grants and contributions		-	44	47	44	(3)
Recoveries for National testing		1 643	1 541	1 528	(102)	13
Other revenue and recoveries		-	76	101	76	(25)
<b>Total revenue</b>		<b>2 467</b>	<b>2 794</b>	<b>2 734</b>	<b>327</b>	<b>60</b>
<b>Total income other than income from State Government</b>		<b>2 467</b>	<b>2 794</b>	<b>2 734</b>	<b>327</b>	<b>60</b>
<b>NET COST OF SERVICES</b>		<b>35 894</b>	<b>31 917</b>	<b>32 753</b>	<b>(3 977)</b>	<b>(836)</b>
<b>Income from State Government</b>						
Service appropriation	3,A	35 925	26 525	35 294	(9 400)	(8 769)
Resources received free of charge		110	210	199	100	11
<b>Total income from State Government</b>		<b>36 035</b>	<b>26 735</b>	<b>35 493</b>	<b>(9 300)</b>	<b>(8 758)</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>(141)</b>	<b>(5 182)</b>	<b>2 740</b>	<b>(5 323)</b>	<b>(7 922)</b>
<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>		<b>(141)</b>	<b>(5 182)</b>	<b>2 740</b>	<b>(5 323)</b>	<b>(7 922)</b>

Statement of Financial Position (Controlled Operations)		Variance Note	2017	2017	2016	Variance Between	Variance Between
			Original Budget \$000	Actual \$000	Actual \$000	2017 Budget and 2017 Actual \$000	2017 Actual and 2016 Actual \$000
<b>ASSETS</b>							
<b>Current Assets</b>							
Cash and cash equivalents	4,A	2 957	3 460	7 632	503	(4 172)	
Amount receivable for services		112	112	150	-	(38)	
Receivables		259	225	229	(34)	(4)	
Prepayments		437	452	585	15	(133)	
<b>Total cost of assets</b>		<b>3 765</b>	<b>4 249</b>	<b>8 596</b>	<b>484</b>	<b>(4 347)</b>	
<b>Non-Current Assets</b>							
Restricted cash and cash equivalents	5	1 903	50	-	(1 853)	50	
Amount receivable for services	B	4 415	4 228	3 428	(187)	800	
Prepayments	6,C	759	388	759	(371)	(371)	
Plant and equipment	7,D	1 613	1 935	2 201	322	(266)	
Intangible assets	8,E	820	84	672	(736)	(588)	
Intangible assets in progress	8	1 730	988	822	(742)	166	
<b>Total non-current assets</b>		<b>11 240</b>	<b>7 673</b>	<b>7 882</b>	<b>(3 567)</b>	<b>(209)</b>	
<b>Total assets</b>		<b>15 005</b>	<b>11 922</b>	<b>16 478</b>	<b>(3 083)</b>	<b>(4 556)</b>	
<b>LIABILITIES</b>							
<b>Current Liabilities</b>							
Payables		413	55	14	(358)	41	
Provisions	F	4 002	3 909	4 253	(93)	(344)	
Other liabilities		114	65	49	(49)	16	
<b>Total current liabilities</b>		<b>4 529</b>	<b>4 029</b>	<b>4 316</b>	<b>(500)</b>	<b>(287)</b>	
<b>Non-Current Liabilities</b>							
Payables		-	50	-	50	50	
Provisions		639	545	513	(94)	32	
<b>Total non-current liabilities</b>		<b>639</b>	<b>595</b>	<b>513</b>	<b>(44)</b>	<b>82</b>	
<b>Total liabilities</b>		<b>5 168</b>	<b>4 624</b>	<b>4 829</b>	<b>(544)</b>	<b>(205)</b>	
<b>NET ASSETS</b>		<b>9 837</b>	<b>7 298</b>	<b>11 649</b>	<b>(2 539)</b>	<b>(4 351)</b>	
<b>EQUITY</b>							
Contributed equity	G	8 756	8 756	7 925	-	831	
Accumulated surplus/(deficit)		1 081	(1 458)	3 724	(2 539)	(5 182)	
<b>TOTAL EQUITY</b>		<b>9 837</b>	<b>7 298</b>	<b>11 649</b>	<b>(2 539)</b>	<b>(4 351)</b>	

Statement of Cash Flows (Controlled Operations)	Variance Note	2017	2017	2016	Variance Between 2017 Budget and 2017 Actual \$000	Variance Between 2017 Actual and 2016 Actual \$000
		Original Budget \$000	Actual \$000	Actual \$000		
<b>CASH FLOWS FROM STATE GOVERNMENT</b>						
Service appropriation	3,A	34 827	25 613	34 432	(9 214)	(8 819)
Capital appropriation		831	831	-	-	831
Holding account drawdowns		150	150	281	-	(131))
<b>Net cash provided by State Government</b>		<b>35 808</b>	<b>26 594</b>	<b>34 713</b>	<b>(9 214)</b>	<b>(8 119)</b>
<i>Utilised as follows:</i>						
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>						
<b>Payments</b>						
Employee benefits	1,H	(19 572)	(17 932)	(18 810)	1 640	878
Grants and awards		(15)	(12)	(44)	3	32
Supplies and services	2,I	(16 240)	(13 783)	(15 371)	2 457	1 588
Accommodation		(1 670)	(1 596)	(1 571)	74	(25)
GST payments on purchases		(360)	(825)	(1 201)	(465)	376
GST payment to taxation authority		-	(147)	-	(147)	(147)
<b>Receipts</b>						
Grants and subsidies		-	44	47	44	(3)
Fees from services		824	1 149	1 072	325	77
Recoveries for State and National testings		1 643	1 541	1 528	(102)	13
Other receipts		-	76	101	76	(25)
GST receipts on sales		11	207	215	196	(8)
GST receipts from taxation authority		349	814	978	465	(164)
<b>Net cash used in operating activities</b>		<b>(35 030)</b>	<b>(30 464)</b>	<b>(33 056)</b>	<b>4 566</b>	<b>2 592</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>						
<b>Payments</b>						
Purchase of non-current physical assets		(831)	(252)	(661)	579	409
<b>Net cash used in investing activities</b>		<b>(831)</b>	<b>(252)</b>	<b>(661)</b>	<b>579</b>	<b>409</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(53)</b>	<b>(4 122)</b>	<b>996</b>	<b>(4 069)</b>	<b>(5 118)</b>
Cash and cash equivalents at the beginning of period		4 913	7 632	6 636	2 719	996
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>		<b>4 860</b>	<b>3 510</b>	<b>7 632</b>	<b>(1 350)</b>	<b>(4 122)</b>

## **Notes on major variances between 2017 Original Budget and 2017 Actual**

1. As in 2015–16, the need to meet workforce reforms was the main reason for the restraint in filling staff vacancies during 2016–17 without adverse impact on staff welfare and the provision of services. This resulted in the lower actual expenditure for employee benefits expense.
2. The savings for supplies and services were due to lower expenditure on ATAR logistics expenditure and expenditure on the development of resources for curriculum and standards.
3. The large cash at bank balance of \$7.6 million carried over from 2016–17 and savings mentioned in notes 1 and 2 above reduced the need to draw down on approved appropriations for services.
4. The variation was mainly due to larger than expected carryover of capital and recurrent appropriations from 2016–17 to 2017–18.
5. The 2017 budget amount of \$1.9 million was the balance of \$4.0 million of accrued salaries paid into the Department of Treasury's suspense account for meeting the 27th pay that occurs in 2027–28. The 2017 Budget balance was utilised to meet 2016–17 expenditure to reduce the drawdown of 2016–17 service appropriations as mentioned in note 3 above. The \$50 000 for 2017 Actual represented the first of accrued salaries paid into the Department of Treasury's suspense account for meeting the 27th pay that will occur in 2027–28.
6. Prepayments that relate to the 2016–17 financial year were treated as expenditure for 2016–17 resulting in the drop between the 2017 Actual and the 2016 Actual.
7. Capitalisation of plant and equipment was underestimated in the preparation of the 2016–2017 State Budget.
8. At the time of the preparation of the 2016–17 State Budget, two major intangible assets were planned for completion in that year and transferred to intangible assets. The expenditure for the projects did not progress as scheduled. This resulted in the low costs for intangible assets and intangible assets in progress in the 2017 Actual.

## **Notes on major variances between 2017 Actual and 2016 Actual**

- A. The large cash at bank balance of \$7.6 million carried over from 2015–16 and the savings mentioned in note 2 above reduced the need to draw down on approved appropriations for payment of expenditure during 2016–17. The utilisation of the carried over bank balance also accounted for the variance between the 2017 Actual and the 2016 Actual.
- B. Depreciation and amortisation for 2016–17 accounted for the increase in the 'Amount receivable for services' (holding account asset replacement).
- C. Prepayments that relate to the 2016–17 financial year were treated as expenditure for 2016–17 resulting in the drop between the 2017 Actual and the 2016 Actual.
- D. The variance was mainly due to depreciation on the plant and equipment during 2016–17.
- E. The 2016–17 amortisation of intangible assets caused the drop in the net cost of the intangible assets.

- F. The higher consumption of accrued annual and long service leave resulted in a reduction of the provisions.
- G. There were no capital appropriations in 2015–16.
- H. As mentioned in note 1, the need to meet workforce reforms was the main reason for the restraint in filling staff vacancies during 2016–17 without adverse impact on staff welfare and the provision of services. This resulted in the lower actual payment for employee benefits in 2016–17.
- I. The savings for supplies and services were due to lower payments for ATAR logistics and development of resources for curriculum and standards as mentioned in note 2 above.



## Key performance indicators

### Key performance indicators

### Certification of key performance indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the School Curriculum and Standards Authority's performance, and fairly represent the performance of the Authority for the financial year ended 30 June 2017.



**EMERITUS PROFESSOR P. J. GARNETT**  
**CHAIR**



**MARGARET HERLEY**  
**BOARD MEMBER**

Date: 24 August 2017

## Detailed information in support of key performance indicators

### AGENCY LEVEL GOVERNMENT DESIRED OUTCOME:

Quality curriculum outline (Kindergarten to Year 12), assessment (Year 3 to Year 12) and certification (Year 11 and Year 12) in Western Australia. This outcome is consistent with the State Government's goal of 'Results-Based Service Delivery - Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians'.

### KEY EFFECTIVENESS PERFORMANCE INDICATORS:

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

Key effectiveness indicators (KEI) <sup>(a)</sup>	2014 Actual	2015 Actual	2016 Actual	2017 Target <sup>(b)</sup>	2017 Actual <sup>(c)</sup>	Variance	Variance
						Between 2017 Target and 2017 Actual	Between 2017 Actual and 2016 Actual
Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	4.2	4.2	4.2	4.2	4.1	(0.1)	(0.1)
Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	4.1	4.2	4.2	4.2	4.1	(0.1)	(0.1)
Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	4.1	4.2	4.2	4.2	4.2	-	-

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

(b) As specified in the 2016-17 State Budget Statements.

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

KEI 1: Number of surveys received from members of Course Advisory Committees: 362 (67% response rate; total number of members: 542)

KEI 2: Number of surveys received from members of Course Advisory Committees: 350 (65% response rate; total number of members: 542)

KEI 3: Number of surveys received from members of Course Advisory Committees: 350 (65% response rate; total number of members: 542).

# Services

## SERVICE 1: CURRICULUM DEVELOPMENT, EVALUATION AND SUPPORT

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

## SERVICE 2: STUDENT ASSESSMENT AND CERTIFICATION

This service involves:

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

Key effectiveness indicators	2014 Actual	2015 Actual	2016 Actual	2017 Target <sup>(a)</sup>	2017 Actual	Variance Between 2017 Target and 2017 Actual	Variance Between 2017 Actual and 2016 Actual
<b>Service 1: Curriculum development, evaluation and support</b>							
Key efficiency indicator:							
1. Average cost per registered school for syllabus development and review (Pre-primary–Year 12)	\$7 435	\$9 095	\$7 940	\$8 580	\$7 732	(\$848) <sup>(b)</sup>	(\$208)
<b>Service 2: Student assessment and certification</b>							
Key efficiency indicators:							
2. Average cost per enrolled student for moderation (Years 3–12)	\$104	\$101	\$92	\$52	\$78	\$26 <sup>(c)</sup>	(\$14)
3. Average cost per enrolled student for external assessment (Years 11–12)	\$235	\$309	\$205	\$120	\$218	\$98 <sup>(c)</sup>	\$13
4. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	\$39	\$33	\$50	\$51	\$36	(\$15)	(\$14)
5. Average cost per enrolled Year 12 student for certification	\$1 042	\$1 331	\$913	\$668	\$1 004	\$336 <sup>(c)</sup>	\$91 <sup>(d)</sup>

(a) Targets as specified in the 2016–17 State Budget Statements.

(b) The total cost to deliver service 1 in 2017 Actual was \$8.6 million, 11% lower than the cost of \$9.5 million used for the 2017 Target. The lower cost was due to savings in expenditure for employee benefits and supplies and services.

(c) In the preparation of the 2016–17 Budget (2017 Target above), it was assumed that all the students who enrolled for ATAR courses and externally set tasks (EST) would sit for examinations and testings. This assumption was reviewed when the new WACE was implemented in 2016 for Year 12 students, with more accurate collection of data, especially for EST.

(d) The variation was due to the 2 factors, total cost and number of certificates issued. The total cost for 2017 Actual was \$21.6 million, 5% more than the 2016 Actual of \$20.7 million whereas the number of certificates dropped by 5%, from 2016 Actual of 22 630 compared to 2017 Actual of 21 670.

# Appendix A

## 2016 ATAR COURSE EXAMINATION DATA

Examination enrolments (four or more ATAR course examinations) as at October, 2007–2016

October enrolments	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Gender</b>										
Male	5183	5261	5590	6181	6145	6092	6155	4431	6439	6305
Female	6015	6179	6539	7262	7369	7167	7245	4932	7505	7427
<b>System/sector</b>										
Government	4824	4763	4838	5506	5374	5297	5303	3378	5568	5443
Non-government	5952	6085	6598	7175	7251	7187	7232	4982	7322	7126
Overseas	419	586	685	760	885	774	864	999	1050	1163
Non-school candidates	3	6	8	2	4	1	1	4	4	0
<b>Location</b>										
Metropolitan	9313	9376	9947	10 955	10 892	10 867	10 891	7280	11 214	10888
Country	1463	1472	1489	1726	1733	1617	1644	1080	1676	1681
Overseas	419	586	685	760	885	774	864	999	1050	1163
Non-school candidates	3	6	8	2	4	1	1	4	4	0

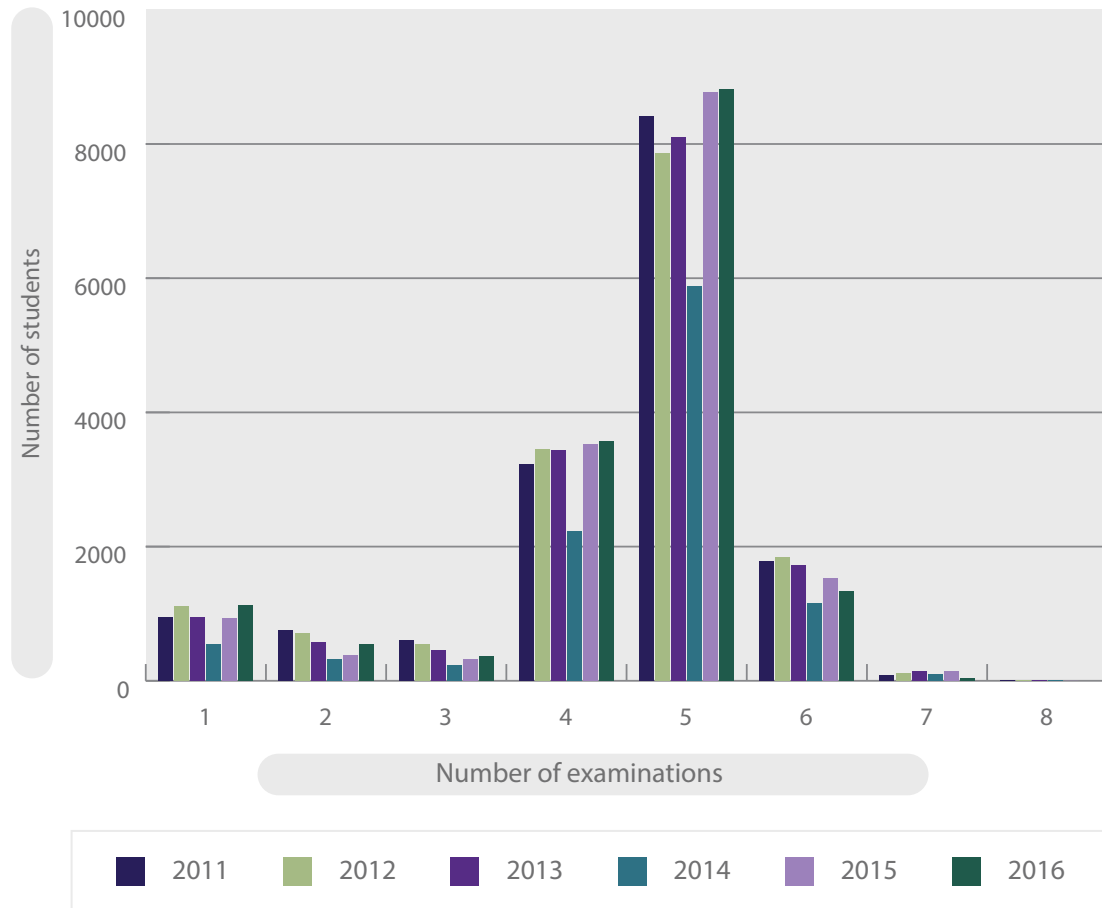
## Change in the number of students who sat the ATAR course examinations (2007–2016)

	2007	2008	2009	2010	2011	2012	2013	2014*	2015	2016
<b>Candidates who sat at least one examination</b>	11 765	11 855	14 613	15 601	15 555	15 777	15 496	10 393	15 349	15568
<b>Change from previous year</b>	7.4%	0.8%	23.3%	6.1%	-0.3%	1.4%	-1.8%	-32.9%	53.9%	1.4%
<b>Candidates who sat at least four examinations</b>	10 757	10 982	11 785	13 266	13 199	13 001	13 386	9227	13 732	13559
<b>Change from previous year</b>	7.7%	2.1%	7.3%	12.6%	-0.5%	-7.4%	3.0%	-31.1%	48.8%	-1.25%
<b>Total candidature for WACE examinations</b>	52 625	53 863	60 711	68 971	69 382	68 060	69 196	47 176	69 720	68777
<b>Change from previous year</b>	6.8%	2.4%	12.7%	13.6%	-0.6%	2.0%	1.7%	-31.8%	67.7%	-7.0%

\* 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.

## Number of candidates enrolled for a specific number of ATAR course examinations (2011–2016)

Number of Year 12 students enrolled for a specific number of examinations, 2011–2016



## Aboriginal/Torres Strait Islander students enrolled in ATAR course examinations 2016

	Male	Female	Metro	Country	Govt	Non-govt
<b>Aboriginal</b>	61	71	84	48	75	57
<b>Torres Strait Islander</b>	4	1	5	0	4	1
<b>Both Aboriginal and Torres Strait Islander</b>	4	7	8	3	6	5
<b>Total</b>	69	79	97	51	85	63

## 2016 WACE EXHIBITIONS AND AWARDS

Number of exhibition and award winners by category, 2016

<b>AWARD</b>	<b>Number awarded</b>
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibitions	50
General Exhibition (Aboriginal and Torres Strait Islander)	1
Subject Exhibitions	40
Special Subject Award	1
VET Exhibitions	7
Subject Certificate of Excellence	334
Special Subject Certificate of Excellence	21
VET Certificate of Excellence	25
Certificate of Distinction	1 479
Certificate of Merit	2 346
<b>Total</b>	<b>4 396</b>

## Appendix B

### Annual Estimates 2017–18

The Western Australian Government announced major changes to state Government agencies to increase collaboration across departments, deliver services more efficiently and focus on whole of Government objectives. As a result, a newly formed Department of Education (the Department) commenced 1 July 2017, with responsibility for government and non-government education services. This brings together the operations of the Department of Education, Department of Education Services and the School Curriculum and Standards Authority.

While the School Curriculum and Standards Authority continues as a statutory authority under the *School Curriculum and Standards Authority Act 1997*, all staff became employees of the Department at 1 July 2017.

As the Authority no longer receives funding as a separate Division of the Consolidated Account Expenditure Estimates a separate annual estimate for 2017-18 is required to be published in the 2016-17 annual report in accordance with section 40 of the *Financial Management Act (2006)*. As per *Treasurers Instructions 953* the estimates do not form part of the financial statements and are not subject to audit. The estimates comprise:

- a statement of Comprehensive Income
- a statement of Cash Flows; and
- a Statement of Financial Position.

#### School Curriculum and Standards Authority S40 Submission Statement of Comprehensive Income

	Note	2017-18 Estimate \$000
<b>COST OF SERVICES</b>		
<b>Expenses</b>		
Board and incidental expenses	1, 2	197
Supplies and services	3	34 649
<b>TOTAL COST OF SERVICES</b>		<b>34 846</b>
<b>NET COST OF SERVICES</b>		<b>34 846</b>
<b>Income from State Government</b>		
Cash grant from the Department		197
Resources received free of charge	3	34 649
<b>Total income from State Government</b>		<b>34 846</b>
<b>SURPLUS/(DEFICIT) FOR THE PERIOD</b>		<b>-</b>
<b>OTHER COMPREHENSIVE INCOME</b>		
Transfer of Assets to the Department		(7 294)
<b>TOTAL COMPREHENSIVE INCOME / (LOSS) FOR THE PERIOD</b>		<b>(7 294)</b>

School Curriculum and Standards Authority  
S40 Submission  
Statement of Financial Position

	Note	2017-18 Estimate \$000
<b>ASSETS</b>		
Current Assets		-
Non-Current Assets		-
<b>TOTAL ASSETS</b>	4	-
<b>LIABILITIES</b>		
Current Liabilities		-
Non-Current Liabilities		-
<b>TOTAL LIABILITIES</b>	4	-
<b>NET ASSETS</b>		-
<b>EQUITY</b>		
Distribution to owner	4	(7 294)
Contributed Equity		8 756
Accumulated surplus/(deficit)		(1 462)
<b>TOTAL EQUITY</b>		-

School Curriculum and Standards Authority  
S40 Submission  
Cash Flow Statement

	Note	2017-18 Estimate \$000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>		
Cash grants from the Department	1, 2	197
<b>Net cash provided by State Government</b>		197
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
<b>Payments</b>		
Supplies and services	1, 2	(197)
<b>Net cash used in operating activities</b>		(197)
<b>Net increase/(decrease) in cash and cash equivalents</b>		-
Cash and cash equivalents at the beginning of period		3 510
Cash and cash equivalents transferred to the Department		(3 510)
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>		-

**Note:**

- Board fees and incidental expenses.
- Under the amalgamation arrangements, the Department provides a cash grant to the Authority.
- The operational revenue and expenditure of the Authority are now brought to account by the Department, who in turn provides services free of charge to the board. These are reflected in the Authority's financial statements as operational expenditure and revenue (Resources received free of charge).
- The Authority's assets and liabilities were transferred to the Department from 1 July 2017.



# Annual Report Feedback form

We invite your feedback on the School Curriculum and Standards Authority's 2016–17 Annual Report.

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

## The 2016–17 Annual Report meets your needs?

Strongly agree     Agree     Disagree     Strongly disagree

Comments (including a description of your needs):

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## The 2016–17 Annual Report gives you a better understanding of the School Curriculum and Standards Authority's role and responsibilities?

Yes     No

What areas did you find most useful/informative?

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

Excellent     Good     Average     Poor     No comment

**PLEASE RATE THE FOLLOWING ELEMENTS OF THE REPORT:**

**Information content**

Excellent    Good    Average    Poor    No comment

**Presentation of information**

Excellent    Good    Average    Poor    No comment

**Ease of finding information**

Excellent    Good    Average    Poor    No comment

**Ease of readability and comprehension**

Excellent    Good    Average    Poor    No comment

**The 2016–17 Annual Report addresses issues that are in the public interest.**

Strongly agree    Agree    Disagree    Strongly disagree

Comments (including a description of your needs):

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**Who are you?**

- Government employee – education
- Government employee – other
- Private individual
- Researcher
- School Curriculum and Standards Authority employee
- Student
- Other

General Comments

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**Feedback on the School Curriculum and Standards Authority *Annual Report 2016–17* should be addressed to:**

Principal Consultant, Business Operations  
School Curriculum and Standards Authority  
PO Box 816  
CANNINGTON WA 6987

Alternatively, please email your response to [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

ANNUAL REPORT 2016-2017