



Government of **Western Australia**
Curriculum Council

Annual Report 2009–2010



CURRICULUM COUNCIL
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ISSN 1440-8740

TRIM 2010/12859[v8]

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Statement of compliance with the *Financial Management Act*

HON. DR ELIZABETH CONSTABLE MLA

MINISTER FOR EDUCATION: TOURISM; WOMEN'S INTERESTS

In accordance with section 61 of the *Financial Management Act 2006*, we hereby submit for your information and presentation to Parliament, the annual report of the Curriculum Council for the financial year ended 30 June 2010.

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.



PROFESSOR W. LOUDEN
CHAIR
Date: 21 September 2010

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Overview of Agency

Executive Summary

National curriculum

The Australian Curriculum will comprise eight learning areas, each of which includes general capabilities and cross-curriculum priorities.

The draft Pre-primary (K) to Year 10 Australian Curriculum and achievement standards for English, mathematics, science and history were released for public consultation in March. The draft Senior Years Australian Curriculum for English, mathematics, science and history was released for public consultation in May 2010.

Curriculum writing has begun for languages, geography and the arts learning areas. Curriculum development planning has begun for design and technology, health and physical education, information and communication technology (ICT), economics, business and civics and citizenship.

Curriculum Framework review

Professor David Andrich's report of his review of the *Curriculum Framework* was released to the Curriculum Council and the public on 9 February 2010. A key theme of the review's 22 recommendations is the need for comprehensive support and adequate resources for teachers in the transition to the national curriculum. The review identified a need to ensure that the national curriculum remains responsive to the needs of students in Western Australian schools.

All courses now implemented

All 52 WACE courses for senior secondary students have now been implemented in Year 12. Nineteen courses were examined for the first time in 2009; eight of these included a practical component in the examination. For students preparing for WACE examinations, final sample examination papers are available to schools for the courses implemented in 2009 and being examined for the first time in 2010. Copies of 2008 and 2009 WACE examinations are available online.

Certifications

A total of 19,096 students achieved a Western Australian Certificate of Education (WACE) in 2009. Nearly 6,000 VET qualifications were achieved by 4,317 eligible students and 182 qualifications were achieved through traineeships. The 2009 examinations included Tertiary Entrance Examinations for the last time. All future external examinations will be WACE examinations. The Curriculum Council granted 1,066 exhibitions and awards to 760 senior secondary students.

Professional development

The Curriculum Council provided ongoing professional development, with a focus on assessment, to support the implementation of the senior school courses. Assessment seminars were conducted for new teachers and for teachers of courses to be examined and, for the first time, in 2010 compulsory consensus moderation meetings were held for all courses implemented since 2008.

Online professional learning is available for every course through the Curriculum Council's extranet. The Council secretariat coordinated a calendar of professional development activities for the end of October to December, 2009.

VET and workplace learning

Growth in the number of senior school students involved in vocational education and training (VET) continued in 2009. The first year of implementation for 10 of the Council's VET industry specific courses was met with positive feedback and increasing interest.

Endorsed programs

By June 2010, the Council had endorsed three workplace learning programs, a range of university units from four WA universities, 126 personal development programs from 54 providers and a range of programs developed by 57 community organisations. In 2009, there

were a total of 14,261 enrolments in endorsed programs from students at 225 schools.

Moderation

Relevance and comparability of courses were tested by survey. Teacher and student perceptions appeared similar to those reported in 2009–10 and indicated that both groups generally believed the courses to be relevant and their comparability reliable.

Participation

During 2009, 145,669 students from Year 8 to Year 12 were registered with the Curriculum Council. Ninety-two per cent of 21,561 Year 12 students were eligible for the WACE with 96.2 per cent of them achieving it. The number of candidates sitting at least one WACE examination in 2009 increased and attendance rates at examinations improved significantly.

Responsible Minister

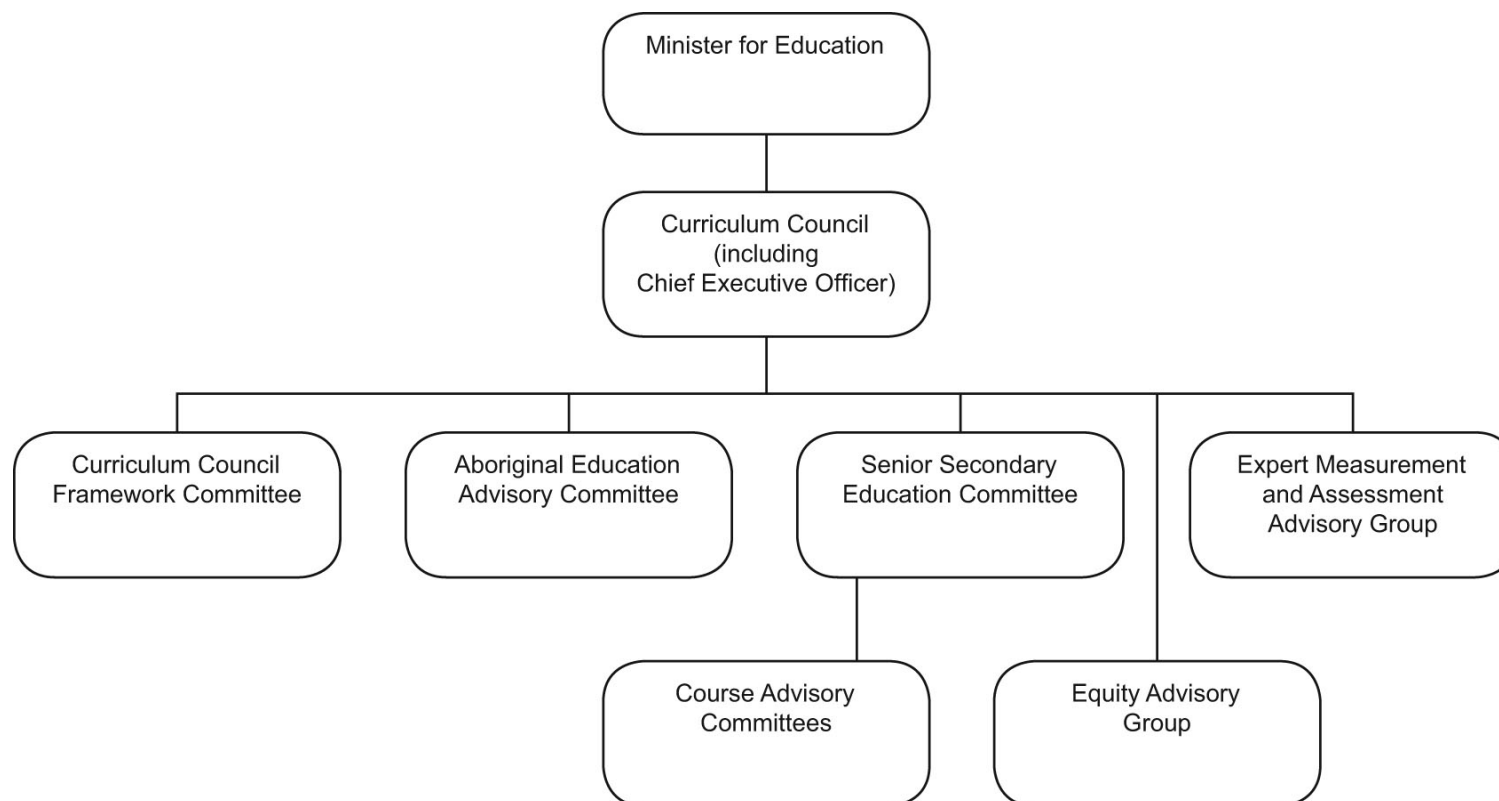
Hon. Dr Elizabeth Constable MLA (as at 30 June 2010).

Mission

To set curriculum policy directions for Kindergarten to Year 12 schooling in Western Australia. This is identified in the budget papers as two outcomes:

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

Organisational Structure: Curriculum Council 2010



Council membership

Professor Bill Loudon Chair. Professor Loudon is the Senior Deputy Vice Chancellor at The University of Western Australia. His former roles include Dean of Education at the University of Western Australia and Pro Vice Chancellor (Research) and Executive Dean at Edith Cowan University.

David Axworthy Department of Education. Mr Axworthy was nominated for Council by the Department of Education and Training. He is the Executive Director of School Support Programs.

Phil de Garis Education and Training (from April 2010). Mr de Garis is Managing Director, Education and Training International. He has been involved in education for more than 30 years, first as a teacher then deputy principal, principal, superintendent, district director and director of the Schools of Isolated and Distance Education. In 2004, he was appointed General Manager of WestOne Services. He took up his present role in 2007.

Ron Dullard Deputy Chair. Mr Dullard is the Director, Catholic Education in Western Australia and was nominated by the Catholic Education Commission of Western Australia.

Carol Garlett Aboriginal Education. Ms Garlett is the Chair of the Aboriginal Education and Training Council and has been involved in education since 1973. Ms Garlett's previous roles include District Director of the Department of Education's Kimberley Education Office.

Anne Gisborne Teachers' interests. Ms Gisborne is president of the State School Teachers' Union of WA and has more than 20 years experience in government schools.

Valerie Gould Association of Independent Schools of WA. Ms Gould was appointed to the Council in July 2008 for a three-year term. Ms Gould is Executive Director of the Association of Independent Schools of Western Australia (AISWA).

David Harrison Chamber of Commerce and Industry (from May 2010). Mr Harrison is General Manager, Advocacy, and is responsible for the CCI's advocacy activities including policy development, promotion and government engagement. He joined the CCI after nine years with ABC news as a senior radio and television reporter.

Shelley Hill Representative of WA Council of State School Organisations and Parents and Friends Federation of WA. Ms Hill was nominated by the Parents and Friends' Federation of Western Australia Inc. to represent the interests of parents of children attending school. Ms Hill is currently the President of the St Pius Parents & Friends Association and an executive member of the Leeming Senior High School, Parents and Citizens Association.

Professor David Macey Universities. Professor Macey was appointed to the Council in July 2008 for a three-year term. He is Executive Director, Student Services, Murdoch University.

Sharyn O'Neill Department of Education. Ms O'Neill is the Director General of the Department of Education. Prior to this appointment, she held a number of senior positions within the Department, where she was responsible for strategic management, policy development and executive management.

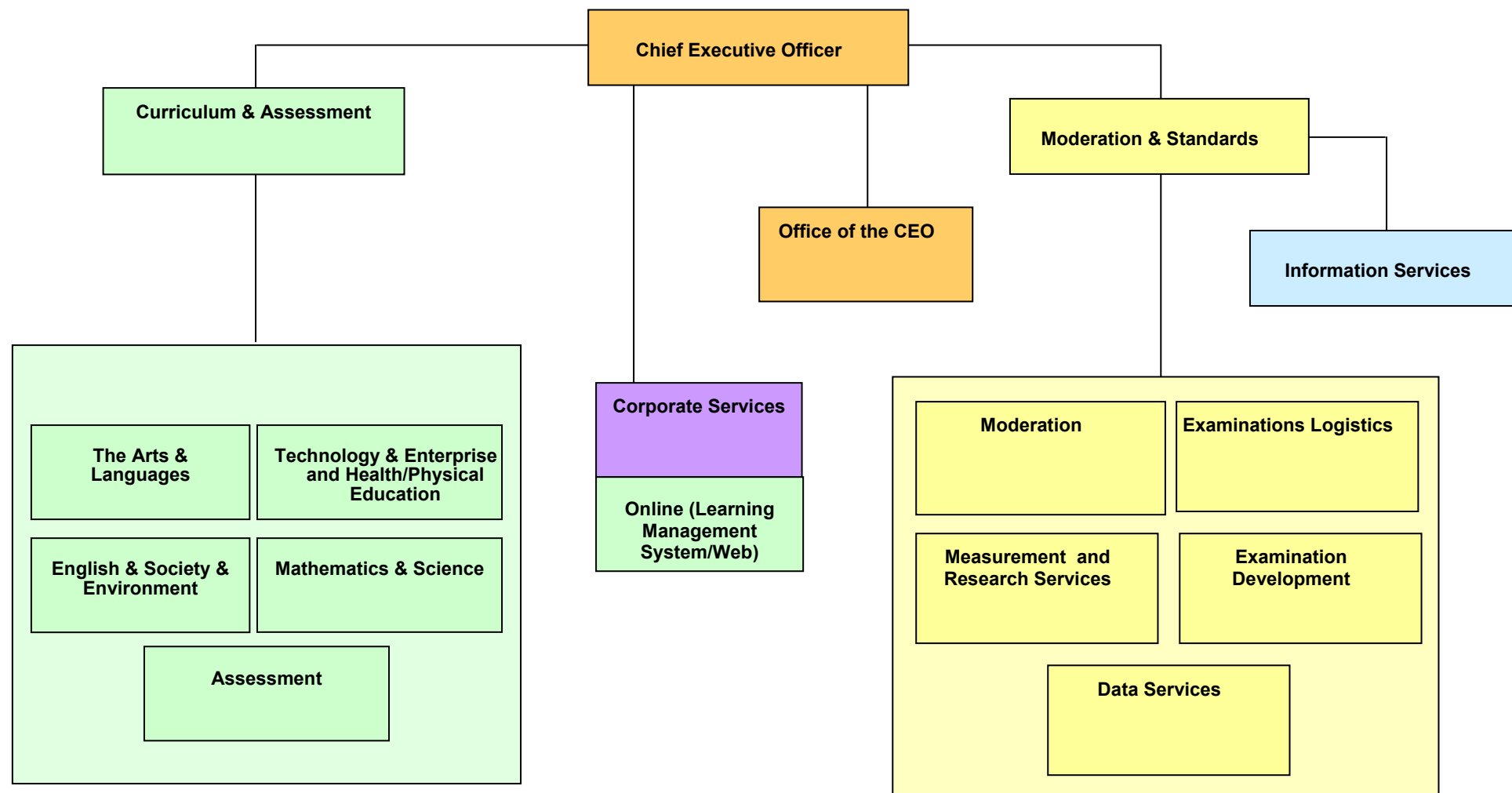
Robert Player (VET) Department of Training and Workforce Development (to December 2009).

David Wood Chief Executive Officer. Prior to his appointment to CEO of the Council, Mr Wood was the foundation principal of Sevenoaks Senior College. Between 1989 and 1999 he held senior positions in the former Secondary Education Authority (before it became the Curriculum Council) and the Department of Education.

Sean Wrigley Industry (to February 2010). Mr Wrigley is the Director of Education and Training at the Chamber of Commerce and Industry of Western Australia (CCIWA).

Organisational chart 2009-2010

CURRICULUM COUNCIL



Senior officers

David Wood, Chief Executive Officer
Steve Donatti, Director, Moderation and Standards
Robyn Smith, A/Director, Curriculum and Assessment

Enabling legislation

The Council operates under the *Curriculum Council Act 1997*. The Council has statutory responsibility to develop a curriculum framework for all Western Australian schools, covering both government and non-government schools and all years from Kindergarten to Year 12.

Administered legislation

The Minister for Education; Tourism 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 Curriculum Council complies with all relevant written laws, but is particularly responsive to the requirements of the following legislation:

- *Auditor General Act 2006*
- *Corruption and Crime Commission Act 2003*
- *Copyright Act 1968*
- *Disability Services Act 1993*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*
- *Industrial Relations Act 1979*
- *Minimum Conditions of Employment Act 1993*
- *Occupational Safety and Health Act 1984*
- *Public Interest Disclosure Act 2003*
- *Public Sector*
- *Management Act 1994*
- *Salaries and Allowances Act 1975*
- *State Records Act 2000*
- *State Supply Commission Act 1991*
- *Workers' Compensation and Injury Management Act 1981*.

Performance Management Framework

Outcome based management framework

The Curriculum Council has a single outcome that meets its legislative functions and supports the government's goal of results-based service delivery. The Curriculum Council's organisational structure and strategic plan are aligned with the delivery of the two services shown below:

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 framework (Kindergarten to Year 12) and assessment (Years 11-12) in Western Australia	1. Curriculum development, evaluation and support 2. Student assessment and certification

Desired outcome

- (1) Curriculum includes senior secondary courses and the Curriculum Framework with associated K–10 curriculum guides and syllabuses as support material.
- (2) Assessment for years 11 and 12 includes school-based assessment, grade descriptions for each of the courses/syllabuses along with the exemplars of student work and external assessment.
- (3) Quality as defined by the effectiveness indicators with comprehensive, easily understood assessment policy and support; reliable, valid and equitable external assessments and responsive syllabuses, accreditation and review.

Indicators of effectiveness in achieving outcomes are provided in [table 31](#).

Services

Service 1: Curriculum development, evaluation and support

This service involves:

- (1) Curriculum development to address the needs of all students entering senior secondary education.
- (2) Accreditation for all courses to ensure high quality and standards of contemporary curriculum provision.
- (3) Formal course review based on stakeholder feedback and consultation resulting in further curriculum development.

Indicators of effectiveness in achieving outcomes are provided in [table 31](#).

Service 2: Student assessment and certification

This service involves:

- (1) Provision of clear assessment policy and guidelines.
- (2) Provision of high quality external assessments and rigorous processes for standards setting and certification.

Indicators of effectiveness in achieving outcomes are provided in [table 31](#).

Changes in desired outcome and services

The Curriculum Council revised its statement of desired outcome and services during the 2010–11 State Budget process to better reflect its contribution to the achievement of the government's goal. The previous outcome and services were:

Prior year desired outcome	Prior year services
Continuous development of student learning and curriculum for Western Australian schools	1. Curriculum implementation and maintenance
	2. Course development and approval
An equitable student assessment system to ensure confidence is maintained in Western Australian education standards	3. Student assessment and certification

Agency Performance

Report on operations

The main functions of the Curriculum Council include:

- registration of students participating in secondary education schooling and reporting on participation and retention
- development and accreditation of the *Curriculum Framework* and Year 11 and 12 courses
- assessment of student achievement
- external examinations
- certification
- exhibitions and awards.

This report provides information about achievements in each of these areas and also achievements related to the effective running of the Council.

Retention and participation

The Curriculum Council maintained a register of all students participating in secondary education during 2009. The Curriculum Council has responsibility for registering the students and reporting regularly on these registrations to the Minister. Table 1 summarises these registrations.

In 2009, students were required to either remain at school or participate in other approved programs, including apprenticeships, traineeships, TAFEWA or registered training organisation (RTO) courses, or employment until the end of the year they turned 17 years of age.

In 2009, 4,994 17-year-olds were registered as being engaged in programs including employment, TAFEWA/RTO courses and/or apprenticeships/traineeships. Table 2 outlines the programs in which the students were engaged.

Young people from all sector/systems undertaking alternative programs to full-time school are required to apply for a Notice of Arrangements through the Participation Directorate at the Department of Education.

Once the Notice of Arrangements has been approved by the Participation Directorate, the Curriculum Council is notified and details placed on the student's record.

Table 1: School registrations, 2009

	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	16 477	16 967	17 609	17 559	12 209	80 821
Catholic	6 024	6 129	5 959	5 171	4 610	27 893
Independent	6 433	6 288	6 338	5 846	4 799	29 704
Other	139	141	183	422	726	1 611
Total	29 073	29 525	30 089	28 998	22 344	140 029

Registration figures taken early in 2009 (1 May 2009) show a total of 145,669 students; these had decreased by 31 October 2009 to 140,029, the noticeable decrease was for students in Year 11 (31,011 down to 28,996), and Year 12 (25,734 down to 22,346). This is mostly attributed to a large number of students taking up employment, apprenticeships, traineeships or study at alternative organisations.

Overall, 75 per cent of 17-year-olds and 88 per cent of 16-year-olds were in school programs and 16 per cent of 17-year-olds and 8 per cent of 16-year-olds were involved in non-school programs. Of the 5,004 17-year-olds involved in non-school programs, 34 per cent were in TAFE or RTO programs, 43 per cent were in an apprenticeship or traineeship, 16 per cent were in employment and 7 per cent were reported as being in a combination of the above.

As expected, there were many less 16 year olds involved in non-school programs (2,381), and of those 45 per cent were in TAFE or RTO programs, 37 per cent were in apprenticeships/traineeships, 13 per cent in employment and 5 per cent in a combination of the above.

Table 2: Participation of all students born in 1992 (17 years old in 2009) and 1993 (16 years old in 2009) by Academic Year

		1992 year of birth (17-year-olds in 2009)				1993 year of birth (16 year olds in 2009)			
		Year 10	Year 11	Year 12	Total	Year 10	Year 11	Year 12	Total
A.	Participating students								
(i)	Schooling								
	Government	149	2782	10185	13116	1854	14197	52	16103
	Catholic	10	531	4132	4673	520	4643	17	5180
	Independent	69	751	4141	4961	717	4874	48	5639
	Home education	1	4	43	48	4	55	0	59
		229	4134	18503	22866	3096	23776	117	26989
(ii)	Non-school program Notices of Arrangements								
	TAFEWA/RTO (Form A)	7	211	1496	1714	44	1028	4	1076
	Apprenticeship/traineeship (Form ATRS)	2	114	2029	2145	15	859	4	878
	Employment (Form C)	2	56	747	805	9	293	1	303
	Combination of above (Form B) or Pending	2	15	323	340	5	115	4	124
		13	396	4595	5004	73	2295	13	2381
	Sub-total: A (i) and A (ii) - participating students	242	4530	23098	27870	3169	26071	130	29370
B.	Non-participating students								
	Includes students who have left school, not re-registered, or on a cancelled or rejected Notice of Arrangements.	59	439	901	1399	291	418	3	712
C.	Other								
	Includes students whose whereabouts is unknown, already graduated, deceased, left Western Australia etc.	8	135	1128	1271	59	455	5	519
	Sub-total of B. and C. - non-participating/other students				2670				1231
	Total all students	309	5104	25117	30540	3517	26943	138	30601

Note: These figures were taken as a 'snapshot' on 31/10/2009 and do not include full fee-paying or overseas students.

Year 12 Aboriginal/Torres Strait Islander student retention and participation

Table 3 shows the number of Aboriginal and Torres Strait Islander students born in 1992 (17 years of age in 2009) and 1993 (16 years of age in 2009) participating in school and non-school programs. This table also notes in which academic year these students were registered at the time of data collection.

The participation patterns for Aboriginal and Torres Strait Islander students and all students are similar. However, overall there is a lower proportion of 17 year old Aboriginal and Torres Strait Islander students than for the State in school programs (68 per cent compared with 75 per cent), a lower percentage in non-school programs (9 per cent compared with 16 per cent) and a greater proportion not participating (23 per cent compared with 9 per cent).

Table 3: Participation of Aboriginal and Torres Strait Islander students born in 1992 (17 years old in 2009) and 1993 (16 years old in 2009) by Academic Year

		1992 year of birth (17-year-olds in 2009)				1993 year of birth (16 year olds in 2009)			
		Year 10	Year 11	Year 12	Total	Year 10	Year 11	Year 12	Total
A.	Participating students								
(i)	Schooling								
	Government	7	282	552	841	138	1055	0	1193
	Catholic	2	23	58	83	16	105	0	121
	Independent	15	31	62	108	25	110	4	139
	Home education	0	0	0	0	0	0	0	0
		24	336	672	1032	179	1270	4	1453
(ii)	Non-school program Notices of Arrangements								
	TAFEWA/RTO (Form A)	0	11	44	55	7	38	0	45
	Apprenticeship/traineeship (Form ATRS)	0	4	25	29	1	18	0	19
	Employment (Form C)	0	4	34	38	0	6	0	6
	Combination of above (Form B) or Pending	0	2	11	13	0	7	1	8
		0	21	114	135	8	69	1	78
	Sub-total: A (i) and A (ii) - participating students	24	357	786	1167	187	1339	5	1531
B.	Non-participating students								
	Includes students who have left school, not re-registered, or on a cancelled or rejected Notice of Arrangements.	9	82	63	154	55	64	1	120
C.	Other								
	Includes students whose whereabouts is unknown, already graduated, deceased, left Western Australia etc.	0	31	155	186	8	98	2	108
	Sub-total of B. and C. - non-participating/other students				340				228
	Total all students	33	470	1004	1507	250	1501	8	1759

Note: These figures were taken as a 'snapshot' on 31/10/2009 and do not include full fee-paying or overseas students.

Enrolment and retention trends

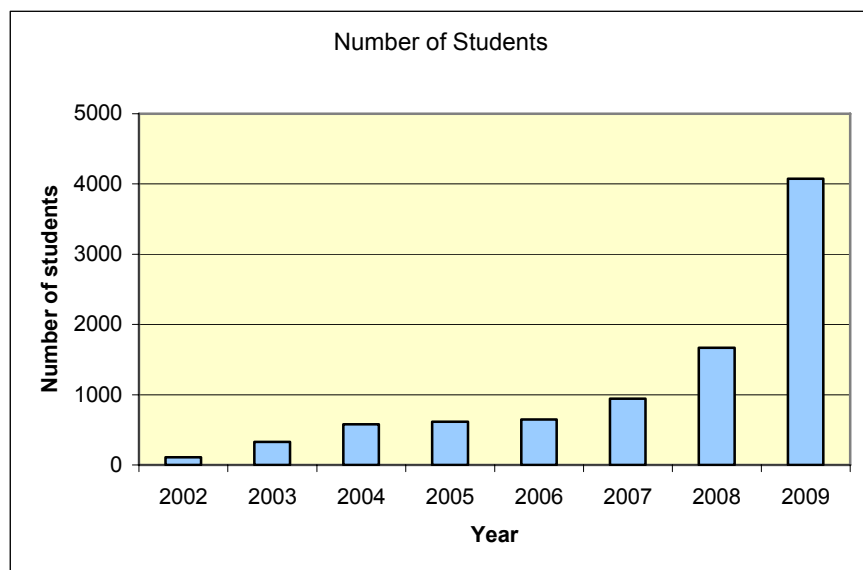
Year 10 student enrolments

Figure 1 shows the number of Year 10 students who enrolled in Year 11 (D code) Curriculum Council subjects from 2002 to 2006 and in Year 11 (D code) subjects or at least two WACE course units in 2007, 2008 and 2009.

Increasingly, schools are seeing Year 10 as the start of senior schooling rather than the final year of compulsory education.

Each year a small number of Year 10s complete Year 12 subjects and sit examinations. In 2009, four students (12 in 2008, 28 in 2007) were enrolled in Year 12 courses and subjects. Each of these students (four in 2008, 13 in 2007) sat at least one TEE subject/WACE course as an examination candidate.

Figure 1: Number of Year 10 students who enrolled in subject/course units, 2002 –2009



Year 11 and 12 school enrolments

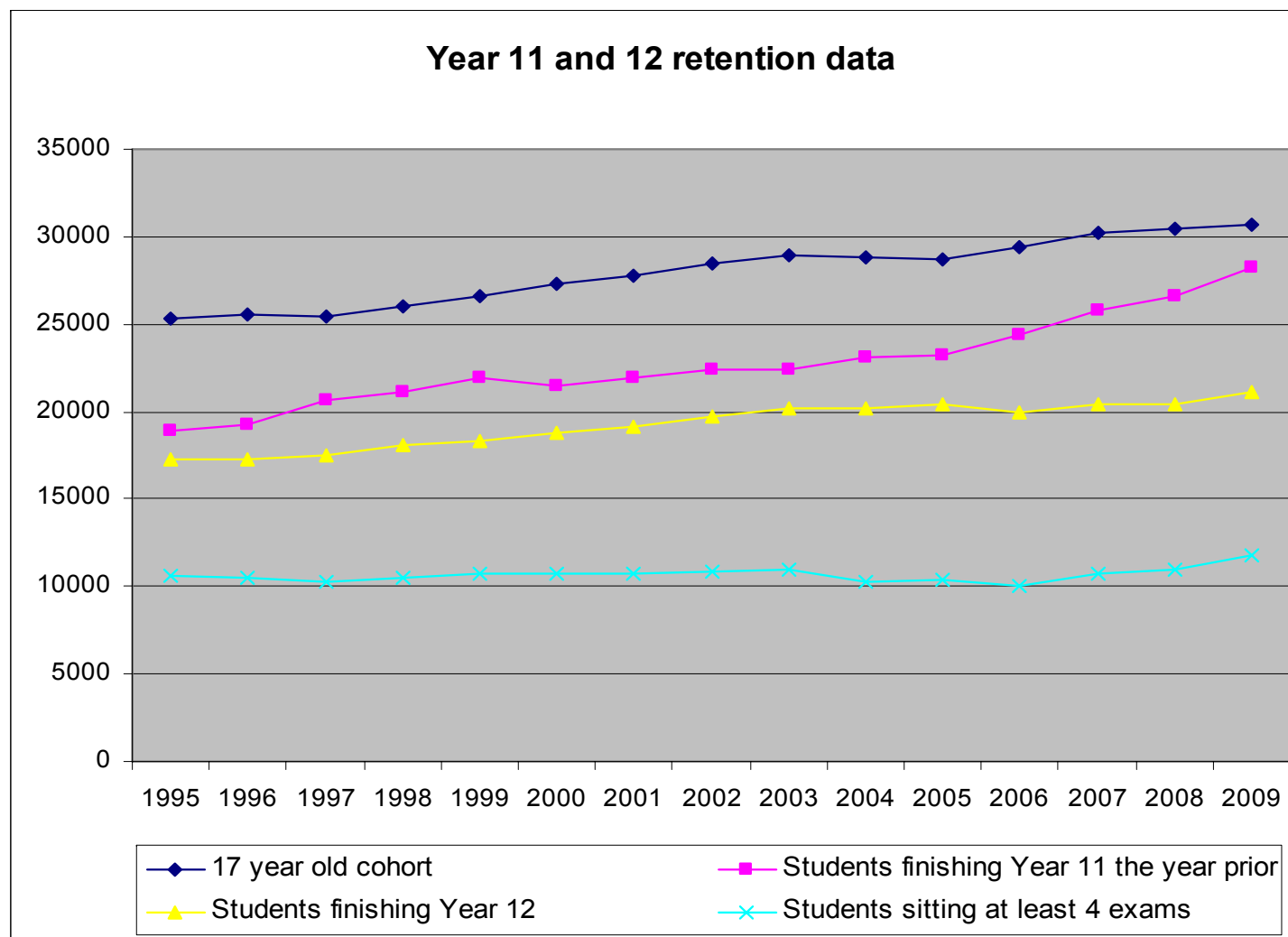
Figure 2 contains Year 11 and Year 12 retention data that was generated from the following:

- The number of 17-year-olds in Western Australia based on data provided by the Australian Bureau of Statistics. These data provide the 'baseline' to enable calculation of the proportion of the age cohort involved in Year 11 and Year 12.
- The numbers of Year 11 and Year 12 students who completed at least one WACE course unit or subject or at least one unit of competency. These numbers were generated by the Council from data collected from schools at the conclusion of each school year.
- The numbers of students who sat for at least four examinations. These numbers were generated by the Council.

In the 15 years since 1995, the number of 17-year-olds has increased by 21 per cent (from 25,367 in 1995 to 30,701 in 2009). Over this same period, the number of students staying on to complete Year 11 in school has increased by 49.3 per cent (from 18,873 to 28,176 in 2009). This represents an increase in retention rate from 74 per cent in 1995 to 92 per cent in 2009. Similarly, the number of students staying on to Year 12 has increased. In 1995, 17,308 Year 12 students completed at least one accredited subject. By 2009, the number of Year 12 students completing at least one course unit or unit of competency had increased by 22.2 per cent to 21,151 students. Despite the increase in enrolments, the overall retention rate for Year 12 has remained relatively constant between 65 per cent and 70 per cent.

The number of students who sat for at least four examinations also increased between 1995 and 2009. In 1995, 10,600 students sat for four or more examinations and this increased to 11,785 students in 2009 (an increase of 11.2 per cent). Despite this increase, Western Australia continues to have the lowest proportion of Year 12 school leavers eligible for university entrance compared with other Australian states.

Figure 2: Year 11 and Year 12 school retention data.



Curriculum and assessment

Curriculum Framework

The Council continued to support the implementation of the *Curriculum Framework* through the provision of curriculum materials. These materials are produced for use in professional development for teachers from school sector/systems and teacher-training institutions.

Australian Curriculum

The draft Pre-primary (K) –Year 10 Australian Curriculum and achievement standards for English, mathematics, science and history were released for public consultation in March 2010.

The draft senior years English, mathematics, science and history Australian Curriculum was released for public consultation in May 2010.

The Curriculum Council has provided the State's responses to these draft curriculums and will continue to play a key role in coordinating feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) as they develop the Australian Curriculum over the next three or four years on behalf of the states and territories.

Implementation of the Australian Curriculum will be the responsibility of schools, supported by their system or sector. The Curriculum Council will have a role in coordination of implementation.

Courses

Over the past six years, the Curriculum Council has redeveloped all accredited courses. Former TEE, wholly school assessed and vocational subjects have been consolidated into 52 WACE courses and 12 VET industry specific courses.

2009 was the first year that all WACE courses were taught in Year 11. Twenty-one of the new courses were taught and examined in Year 12 in 2009. All new courses are being taught in Year 12 in 2010 and all except Workplace Learning will be examined in November 2010.

The 52 WACE courses are grouped into List A (arts/languages/social science) and List B (mathematics/science/technology). The courses generally have units structured in three or four stages which increase in difficulty from Preliminary to Stage 3.

[Table 4](#) provides a list of all courses, with 2010 Year 11 and Year 12 enrolments. These data do not include the breakdown of enrolments in each unit.

In the transition to the new courses, the number of students studying traditional academic courses such as French, Literature, Chemistry and History has remained relatively constant.

In courses where there has been a consolidation of several subjects into a single new course, enrolments in the composite course are similar to enrolments in the former wholly school assessed subjects that the new courses replaced. Examples include Materials Design and Technology: metal; textiles; wood and Design: dimensional design; graphics; photography; and technical graphics.

Two new courses, Aboriginal Languages of Western Australia and Aboriginal and Intercultural Studies have been implemented in a small number of schools. It is hoped that over time a number of schools will recognise the important place that these courses will have for their Aboriginal and non-Aboriginal students and develop programs in years 8 to 10 that will orient senior school students into these courses.

A small number of other new courses have been introduced. These include Engineering Studies, Philosophy and Ethics, Psychology, and Religion and Life. The enrolments in these courses are significant.

Senior Secondary Education Committee

System and sector endorsement of the WACE courses has been obtained through the Senior Secondary Education Committee (SSEC). This committee has provided timely technical advice on course development and implementation.

Table 4: List of WACE courses with 2010 Year 11 and Year 12 enrolments. The enrolment data are not broken down into Preliminary Stage, Stage 1, Stage 2 and Stage 3.

List A courses (arts/languages/social science)	2010 Enrolment		List B courses (mathematics/science/technology)	2010 Enrolment	
	Year 11	Year 12		Year 11	Year 12
Aboriginal and Intercultural Studies	74	28	Accounting and Finance	2 043	1 618
Aboriginal Languages of Western Australia	35	28	Animal Production Systems	261	213
Ancient History	382	171	Applied Information Technology	3 751	2 963
Business Management and Enterprise	1 483	1 320	Automotive Engineering and Technology	592	342
Career and Enterprise	4 143	2 872	Aviation	67	92
Children, Family and Community	2 425	1 816	Biological Sciences	2 091	1 700
Chinese: Second Language	48	31	Building and Construction	704	391
Dance	1 174	820	Chemistry	5 922	4 793
Drama	2 098	1 596	Computer Science	738	562
Economics	2 343	2 136	Design	3 504	2 601
English	23 600	19 621	Earth and Environmental Science	295	298
English as an Additional Language/Dialect	1 529	1 631	Engineering Studies	543	336
French	519	392	Food Science and Technology	3 656	2 879
Geography	3 052	2 237	Human Biological Science	6 860	4 772
German	72	74	Integrated Science	2 422	2 230
Health Studies	1 323	1 075	Marine and Maritime Technology	327	189
Indonesian: Second Language	94	62	Materials, Design and Technology	4 250	3 015
Italian	407	234	Mathematics	25 259	20 517
Japanese: Second Language	386	223	Mathematics Specialist	1 870	1 666
Literature	2 313	1 616	Outdoor Education	2 930	2 129
Media Production and Analysis	2 423	2 058	Physical Education Studies	6 817	5 399
Modern History	4 007	2 836	Physics	4 652	3 763
Music	1 165	1 002	Plant Production Systems	252	186
Philosophy and Ethics	326	164	Psychology	928	773
Politics and Law	1 369	941			
Religion and Life	5 625	4 789			
Visual Arts	4 052	3 220			
Workplace Learning	3 815	2 573			

Course advisory committees

In May 2009, 51 new course advisory committees were established.

The course advisory committees comprise up to 20 members from all school sector/systems, universities and, as appropriate, representatives from TAFE colleges, industry and community. They are selected through a stakeholder and self-nomination process. The committees advise the secretariat on matters related to syllabus development, review and accreditation, school assessment and moderation, the design and appropriateness of external examinations and trends and issues related to the course.

Members collect the views of their constituency and represent those views at committee meetings.

The chief examiner is invited to attend the first course advisory committee meeting of the year when the WACE examinations and results data are discussed. The chief examiner receives records of meetings of the committee and may be invited to attend meetings during the year.

Aboriginal Education Advisory Committee

The Aboriginal Education Advisory Committee (Appendix 1) provides guidance to the Council on curriculum and assessment issues that affect Aboriginal and Torres Strait Islander students.

The committee has provided valuable advice about the Aboriginal Languages of Western Australia, Aboriginal and Intercultural Studies and English as an Additional Language/Dialect courses. It has also played a key role in guiding policy related to Aboriginal student participation in Year 11 and Year 12, including highlighting the importance of vocational education and training in school programs for students from an Aboriginal background.

The Committee provided a response to the draft Pre primary – Year 10 Australian Curriculum for English, mathematics, science and history to ACARA. This feedback has played a major role in influencing the direction of Aboriginal and Torres Strait Islander perspectives in the Australian Curriculum.

Equity Advisory Group

The Equity Advisory Group (Appendix 4) provided input from an extensive network of people involved in a range of programs encompassing education support and engagement contexts.

The group provided a formal response to the draft Pre-primary to Year 10 Australian Curriculum for English, mathematics, science and history that was included in the Council's submission to ACARA.

Vocational education and training (VET) in schools

The inclusion of vocational education and training (VET) in schools programs provides opportunities for students to complete full or partial qualifications that are either nationally recognised or from accredited courses. In addition, they have the opportunity to gain employability skills and experience in the workplace.

Throughout 2009, students attained full qualifications through VET industry specific courses, or full or partial qualifications by completing 'stand alone' units of competency or by integrating units of competency into courses. Units completed through 'stand alone' VET are recognised through VET credit transfer.

[Tables 5 and 6](#) indicate that there has been an overall increase in the number of Year 11 and Year 12 students enrolling in and completing units of competence over the last five years.

Completed units of competency and qualifications were recorded on students' statements of results.

VET industry specific courses

In 2009, 10 industry specific VET courses were available. VET industry specific courses include a full qualification from a nationally endorsed training package and are recognised as a course by the Council. To meet VET industry specific course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil any work placement requirements.

In 2010, the uptake of these courses continued to grow with 21 schools (approximately 748 students) delivering at least one of these courses as opposed to 10 schools (approximately 310 students) in 2009.

An additional VET industry specific course has been developed for implementation in 2011, with a 12th course expected to be implemented by 2012. In addition to the VET industry courses, School Based Traineeships (SBT), School Based Apprenticeships (SBA), Pre-

Apprenticeships and School Apprenticeship Link (SAL) programs also provided opportunities for students to meet their WACE requirements and complete a full qualification.

VET Advisory Group

The VET Industry Specific Advisory Group (Appendix 5) supervised the development of the VET industry specific courses and advised on all matters that related to the evolution of each course.

Table 5: Year 11 students participating in units of competency/national training modules

	2005		2006		2007*		2008		2009	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Government	6 391	5 028	5 480	4 674	7 799	5 823	8 057	6 183	8 660	6 923
Catholic	1 186	1 084	1 221	1 157	1 168	1 091	1 313	1 249	1 410	1 317
Independent	772	721	704	694	804	719	1 004	901	1 090	869
Total	8 349	6 833	7 405	6 525	9 771	7 633	10 374	8 333	11 160	9 109

Table 6: Year 12 students participating in units of competency/national training modules

	2005		2006		2007		2008		2009	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Government	4 528	4 012	4 441	4 051	5 131	4 127	5 068	4 121	5 407	4 593
Catholic	852	835	982	918	1 076	1 036	1 044	1 002	1 261	1 201
Independent	651	634	668	661	756	729	704	642	919	913
Total	6 031	5 481	6 091	5 630	6 963	5 892	6 816	5 765	7 587	6 707

Endorsed programs

Endorsed programs which encompass significant learning not covered by courses or subjects developed by the Curriculum Council, were further refined in 2009 and more programs were endorsed and available for schools.

The four categories of endorsed programs are workplace learning, university studies, community organisation and personal development programs. The refined policy has been incorporated into the WACE Manual and is available on the Curriculum Council website.

The Endorsed Programs Panel (Appendix 6) met as required to examine the applications for endorsement of community organisation and personal development programs.

The list of endorsed programs available to schools on the Curriculum Council website continued to grow with additional programs added as they were endorsed. By June 2010, three workplace learning programs, a range of university units from four WA universities, 126 personal development programs from 54 providers and a range of programs developed by 57 community organisations had been endorsed.

In 2009, there were a total of 14,261 enrolments in endorsed programs from 225 schools. Achievement data were received from across all sector/systems, including district high schools and education support centres.

Community Service

Community service is not a WACE requirement, though participation in community service is encouraged.

Community service hours completed during years 10–12 are reported on students' statements of results. A summary of the number and percentage of students completing community service in Year 12 is presented in Table 7.

Table 7: Participation of Year 12s in community service

Total students registered	23 547
Total students with community service hours recorded	1 6928
Percentage students with community service hours	71.5%
Average community service hours recorded	25.9 hours
Total students with no community service hours	6 619
Percentage students with no community service hours	28.5%

To support community service in schools, the Curriculum Council provides community service logbooks to schools. Community Service Guidelines and related information is available on the Curriculum Council website. Endorsement of a number of new community service programs, including the Department of Education: Community Service program has also helped schools.

Student assessment and certification

A key function of the Curriculum Council is to establish procedures for the assessment of the achievement of students undertaking senior schooling, and the conduct of external and school-based assessment, for the purposes of certification.

This is achieved by implementing a range of procedures that assure students, parents, teachers and the broader community that standards are uniformly applied within each course at each stage, both within schools and between schools.

The strategies to provide such an assurance include:

1. Clear specification of courses and associated standards.
 - 1.1 Provision of high quality courses with clearly specified content standards (i.e. what has to be taught).
 - 1.2 Requiring schools to develop an assessment outline that shows the types of assessment and their relative weighting for all units of a course.
 - 1.3 Provision of achievement standards in the form of grade descriptions and associated annotated student work samples in all courses at all stages.
2. Teacher support and feedback.
 - 2.1 Provision of support materials for all courses.
 - 2.2 Provision of quality feedback on their students' marks and grades.
 - 2.3 Provision of assessment seminars to build teachers' expertise and confidence.
3. Validation procedures.
 - 3.1 School moderation program.
 - 3.2 Consensus moderation meetings.
 - 3.3 Council analysis of proposed and final grade distributions.
 - 3.4 Statistical moderation of school-based marks using the WACE examination marks.

Specification of the course and associated standards

All courses are now written in units of 55 hours duration and have clearly specified content, assessment requirements and examination details.

In 2010, teacher feedback and advice from each course advisory committee is being used in the ongoing refinement of the content of each syllabus to ensure that the content is clear and appropriate for the stage and that the assessment structure is appropriate for the nature of the course.

Teacher support and feedback

Assessment support

All courses now have a comprehensive set of support materials including sample programs for each unit at each stage, sample assessment outlines, sample assessment tasks that cover the range of assessment types and associated marking keys, and sample examinations. Teachers access these resources through the Curriculum Council's online learning and support extranet. This provides professional development modules that help orient teachers to courses and associated assessment requirements. It also provides grade descriptions derived from an evidence base of annotated student work samples that have been ranked by experienced teachers for all courses and stages.

For school-based assessment, teachers are able to compare representative pieces of their students' work with annotated work samples in the Guide to Grades, on the Council's website. The Guide to Grades currently provides 1,793 work samples across all courses and stages. A total of 612 work samples are available to support Stage 1 courses; 582 to support Stage 2 courses; and 599 samples support Stage 3 courses.

During 2010, additional work samples in practical portfolio and performance assessment types are being developed for the Guides to Grades. A recently developed 'caption player' provides the facility to present annotated audio and video work samples, with captions.

A number of these have been uploaded for the Dance and the English as an Additional Language/Dialect courses.

Refinement of the grade descriptions for courses, based on additional work samples across a broader range of assessment types, continues in 2010.

Assessment seminars provide teachers with opportunities to focus on the assessment and grading of student achievement. Seminars were conducted during 2009 for all WACE courses implemented in 2008 or 2009 and for new or inexperienced teachers of WACE courses. The seminars were available to all teachers of senior secondary courses and subjects but attendance was optional, though highly recommended.

A total of 168 (111 in 2008) seminars were conducted in the metropolitan area and in the regional centres of Bunbury, Albany and Geraldton. In addition, a series of teleconference meetings were held with 376 teachers who were unable to attend a face to face meeting. A total of 121 teachers attended the seminars for new and inexperienced teachers of WACE courses; 660 teachers attended the seminars for teachers of courses implemented pre-2008; 1,939 teachers attended the seminars for teachers of courses implemented in 2009. Teacher feedback to these seminars was very positive. On a scale of 1–5, teachers rated their understanding on all key areas covered at 3.5 or above and recorded an increase in their assessment understandings.

The Council's extranet provides comprehensive teacher support materials for each WACE course.

Validation procedures

Moderation

The purpose of moderation is to achieve comparable school assessment and grading of student achievement in all courses and subjects.

Overall coverage of moderation activities

The overall moderation coverage of school/subject/course combinations (i.e. school moderation program rate plus consensus meeting rate) for 2009 was 48.2 per cent (28.1 per cent in 2008).

Consensus meeting rates have been calculated by adding the number of schools offering the courses included in the consensus meeting lists, dividing by the total school/subject/course combinations and converting to a percentage. Consensus moderation meetings targeted assessment and comparability in all WACE courses implemented in 2007, 2008 or 2009. As a result of this focus and the implementation of 31 WACE courses in 2009, the consensus meeting rate increased to 47.2 per cent (17.4 per cent in 2008).

Table 8: Coverage through moderation activities

Year	School moderation program (rate)	Consensus moderation meetings (rate)	Overall coverage
2006	1 820 (14.8%)	856 (7.0%)	21.8%
2007	1 360 (12.6%)	1 395 (12.4%)	25.0%
2008	1 210 (11.0%)	1 885 (17.1%)	28.1%
2009	102 (1.0%)	5 199 (47.2%)	48.2%

As the WACE courses have been implemented, there has been a shift in the focus of moderation activities from school moderation visits to consensus moderation meetings in most courses. This strategy is to help teachers internalise standards for the different stages of the WACE courses. The provision of quality feedback to schools at the end of each year following WACE examinations enables teachers to analyse their students' grades relative to others state-wide and also helps teachers develop common understandings of standards at Stage 2 and Stage 3.

Consensus moderation meetings

In 2009, a total of 506 (166 in 2008) consensus moderation meetings were conducted for WACE courses with 4,490 teachers registering to attend. It is compulsory for each school offering a course to send a representative to the consensus moderation meeting in that course/stage, except in cases where the school is more than 200km from the venue. In these cases, the process was implemented using mail.

There were no consensus moderation meetings held for TEE or WSA subjects in 2009.

Table 9: Consensus moderation meetings 2009

Curriculum area	Number	
	2009	2008
The Arts	96	19
English	12	16
Health and Physical Education	22	43
Languages	21	1
Mathematics	96	0
Science	83	6
Society and Environment	56	2
Technology and Enterprise	97	68
Total	506	166

Teacher feedback indicated that consensus moderation meetings were important in establishing a common interpretation of the standards and an important professional development opportunity. Teachers responded to three questions on a scale of 1–5, providing the following means: usefulness of the meeting 3.9; relevance of the course to student needs 3.7; anticipated comparability between schools 3.8.

School moderation program

A total of 102 (1,210 in 2008) school moderation visits were conducted in 2009. As a result of the emphasis in 2009 on assessment seminars and consensus moderation meetings, a limited school moderation program was conducted focusing on ensuring that schools delivering WACE courses for the first or second time were implementing the syllabus and following Council assessment requirements. These documentation reviews were conducted by Council officers with a full report being provided to the school.

This number of moderation visits represents a sampling rate of approximately 1.0 per cent of the estimated 11,018 school/subject/course combinations. These numbers include school visits and documentation reviews conducted in Term 1 for schools delivering WACE courses for the first or second time. These document reviews provided early feedback and, where considered necessary, were followed by a grading review later in the year.

Student appeals against school assessment

Through the Curriculum Council Students' Information Kit, students were made aware of their right to appeal against school assessment and grading. The number of student appeals against school assessment is one indicator of the degree to which students perceive fairness in the school's assessment of their achievement.

In 2009–10, there were three cases in Year 12 where negotiations did not lead to a resolution satisfactory to students or parents (four cases in 2008–9).

Each case was investigated by Curriculum Council officers and considered by the Appeals Committee (which includes two school sector/system representatives and two parent representatives). The appeals all related to implementation of the school's assessment policy. The Appeals Committee dismissed all three appeals.

External examinations

At the end of the 2009 school year, separate examinations were held for the first time in Stage 2 and Stage 3 of WACE courses. Many new courses were examined, and refinements were made to examination development and procedures for recruiting examiners and external assessors. New methods of collecting, tracking and processing data were developed.

In 2009, more Year 12 students (11,735) sat four or more TEE/WACE course examinations than in 2008 (10,925). This represents a 7.4 per cent increase in the number of 2009 Year 12 students who sat four or more TEE/WACE course examinations and were therefore eligible for an Australian Tertiary Admission Rank (ATAR), formerly the Tertiary Entrance Rank (TER).

External examinations were held for 19 WACE courses and 21 tertiary entrance subjects. The new WACE courses were Career and Enterprise, Chinese: Second Language, Computer Science, Dance, Drama, Italian, Marine and Maritime Technology, Materials Design and Technology, Outdoor Education, Philosophy and Ethics, and Psychology. As with the eight WACE courses already established, each course had separate Stage 2 and Stage 3 examinations.

Examining panels appointed by the Curriculum Council set all 38 WACE examination papers and the 21 TEE papers, as well as a test of for English language competence. The panels for each stage of the 19 new courses set sample examination materials that were distributed to schools earlier in the year. These materials included the examination paper, the grid of content and the marking key/s.

The staff managing the examination process were supported by:

- examining panels – one for each WACE examination and tertiary entrance examination (59 panels)
- appeals to the Special Provisions Committee
- Sickness/Misadventure Committee and appeals to Sickness/Misadventure Committee
- Examination Breaches Committee and Appeals to Examination Breaches Committee
- Awards Working Party and Awards and Exhibitions Committee.

Enrolments to sit external examinations

In 2009, students who were enrolled in a pair of Stage 2 or 3 course units were required, unless exempt, to sit the WACE examination in that course. The introduction of compulsory examinations has seen a 4 per cent increase in examination enrolment. Eighty-one per cent of Year 12 students enrolled to sit an examination.

The figures in tables 11 and 12 show the following:

- More females were enrolled to sit the examinations than males.
- Of students enrolled in four or more examinations, 82 per cent studied at a school in the metropolitan area. This compares with 12 per cent for students who studied at a country school.
- Since 2007, the number of students attending overseas schools enrolling to sit the examinations has continued to increase.
- Nearly 80 per cent (2008: 83 per cent) of the students who enrolled in an examination, enrolled to sit four or more examinations.

As indicated in Figure 3, the most frequent number of examinations for which candidates enrolled over the last five years was five.

Figure 3: Students enrolled 1, 2, 3, 4, 5, 6 or 7 examinations, 2004–2009

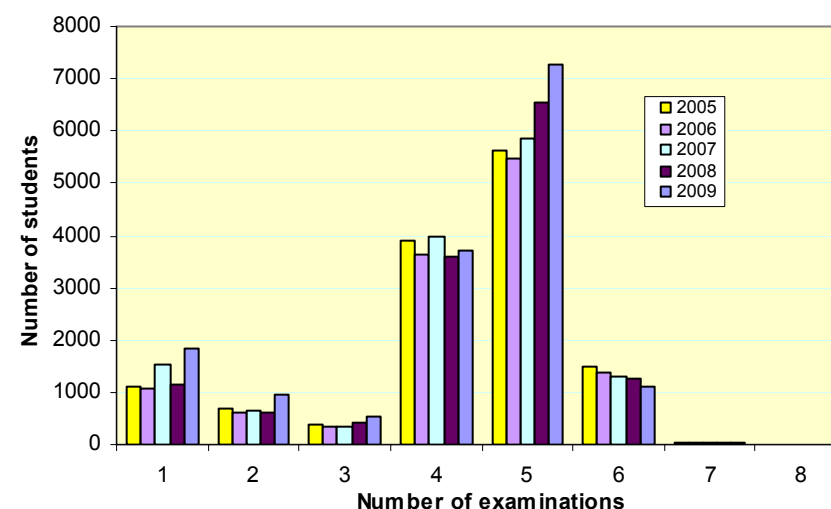


Table 10: Change in the number of students enrolling for the examinations, 2003–2009

June enrolments	2003	2004	2005	2006	2007*	2008	2009
Total Year 12 enrolments	21 441	21 588	21 832	21 096	21 875	21 487	22 226
Number of students enrolled to sit at least one external examination	14 353 (66.9%)	14 585 (67.6%)	14 269 (65.4%)	13 533 (64.1%)	18 068 (82.6%)	16 860 (78.5%)	17 952 (80.8%)
Number of students enrolled to sit at least four external examinations	11 874 (55.4%)	11 276 (52.2%)	11 332 (51.9%)	10 693 (50.7%)	11 574 (52.9%)	11 934 (55.5%)	12 414 (55.9%)
Change from previous year (at the same time) for those enrolled to sit four examination	↑2.6%	↓5.0%	↑0.4%	↓5.6%	↑8.2%	↑3.1%	↑4.0%

*From and including 2007, Year 12 students who enrolled in either a Stage 2 or Stage 3 course which has an external examination were automatically enrolled to sit for this examination. As such these figures above are higher than expected and will be reduced once schools have confirmed their students' enrolments in the WACE course examinations.

Table 11: Examination enrolments, as at October, 2005–2009 (four or more)

	2005	2006	2007	2008	2009
Gender					
Male	5 167	4 694	5 183	5 261	5 590
Female	5 895	6 782	6 015	6 179	6 539
System/sector					
Government	5 127	4 581	4 824	4 763	4 838
Catholic/Independent	5 534	5 397	5 952	6 085	6 598
Overseas	391	492	419	586	685
Private candidates	10	8	3	6	8
Location					
Metropolitan	9 028	8 407	9 313	9 376	9 947
Country	1 633	1 571	1 463	1 472	1 489
Overseas	391	492	419	586	685
Private candidates	10	8	3	6	8

English had the highest number of enrolments, with 4,385 enrolled to sit the Stage 2 examination and 7,011 enrolled to sit the Stage 3 examination (10,125 enrolled in the combined Stage 2 and Stage 3 English examination in 2008). Discrete Mathematics had the next highest with 7,947 (7,488 in 2008). Serbian and Aviation Stage 2 had the lowest numbers of enrolments with one candidate each.

There were five courses in which there were more candidates enrolled to sit the Stage 2 course examination than the Stage 3 course examination in that course. These courses were: Applied Information Technology, Career and Enterprise, Dance, Materials Design and Technology and Outdoor Education.

There were 14 courses in which more students enrolled to sit the Stage 3 course examination than the Stage 2 examination in that course. These courses were: Aviation, Chinese: Second Language, Computer Science, Drama, Earth and Environmental Science, Engineering Studies, English as an Additional Language or Dialect, English, Italian, Marine and Maritime Technology, Media Production and Analysis, Philosophy and Ethics, Physical Education Studies and Psychology.

There were 14 courses where the examination enrolments were less than 20 students. These courses were: Aviation (Stage 2), Chinese: Second Language (Stage 2 and Stage 3), Hebrew (Stage 3), Indonesian: Background Speakers (Stage 3), Italian (Stage 2), Japanese: Background Speakers (Stage 3), Malay: Background Speakers (Stage 3), Marine and Maritime Technology (Stage 2), Modern Greek (Stage 3), Philosophy and Ethics (Stage 2), Russian (Stage 3), Serbian (Stage 3), Spanish (Stage 3) and Turkish (Stage 3).

External examination attendance

In 2009, the number of students who sat at least one WACE course/tertiary entrance examination (14,613) increased by comparison with previous years (2008: 11,855, 2007: 11,765, 2006: 10,953, 2005: 11,610). Although a corresponding increase may have been expected in the number who sat for each examination, this increase was not distributed equally across courses/subjects due, in part, to the increase in the number of examination courses/subjects available.

Increases were recorded in 21 examinations, with significant increases (more than 15 per cent) being recorded in the following courses: Applied Information Technology (52 per cent), Aviation (37.7 per cent), Earth and Environmental Science (68.6 per cent), Engineering Studies (44.9 per cent), English (22.3 per cent), English as an Additional Language or Dialect (17.2 per cent) and Physical Education Studies (33.6 per cent). There was a decrease in the percentage of students sitting 10 examinations. There were significant decreases (more than 15 per cent) in Ancient History (16.8 per cent) and Indonesian: Second Language (23.4 per cent).

Table 12 shows the change in the number of candidates who sat the TEE/WACE course examinations from 2004 to 2009.

Table 12: Change in numbers sitting TEE/WACE examinations, 2004–2009

	2004	2005	2006	2007	2008	2009
Candidates who sat at least one examination	11 652	11 610	10 953	11 765	11 855	14 613
Percentage change from previous year	-6.2	-0.4	-5.7	7.4	0.8	23.3
Candidates who sat at least four examinations	10 273	10,437	9 989	10 757	10 982	11 785
Percentage change from previous year	-6.6	1.6	-4.3	7.7	2.1	7.3
Total candidates for TEE/WACE examinations	51 537	51 897	49 273	52 625	53 863	60 711

These figures show the following.

- The number of candidate/examinations increased by 12.7 per cent in 2009. This increase is attributed to the introduction of compulsory examinations. Compared with 2008, the number of candidates who sat at least one examination increased by 23 per cent in 2009.
- The number of candidates who sat at least four examinations increased each year from 2006.

- Of the 15,564 candidates who were enrolled to sit one or more of the 2009 TEE/WACE examinations, only 14,613 of these actually sat these examinations. This represents a 6.1 per cent absentee rate (13.7 per cent for 2008, 15.1 per cent for 2007, 13.5 per cent for 2006 and 13 per cent for 2005).
- Of the 12,129 candidates who were enrolled to sit four or more of the 2009 TEE/WACE examinations, 11,785 of these actually sat the examinations. This represents a 2.8 per cent absentee rate (4 per cent for 2008, 4 per cent for 2007, 5 per cent for 2006 and 6 per cent for 2005).
- Of the 63,607 candidate/examination combination enrolments of the 2009 TEE/WACE examinations, only 60,711 candidates/subjects presented themselves for examination. This represents an absentee rate of 4.6 per cent (8.2 per cent for 2008, 8.2 per cent for 2007, 8.2 per cent for 2006, 8.4 per cent for 2005 and 9.1 per cent for 2004).
- The attendance rates are significantly higher than previous years and may be due to the requirement to sit the examinations to achieve a WACE.

In 2009, 597 (479 in 2008) Year 12 Aboriginal/Torres Strait Islanders enrolled with the Curriculum Council. Of these 597 students, 132 Year 12 Aboriginal/Torres Strait Islanders are enrolled to sit one or more WACE examination courses/TEE subjects (compared with 86 in 2008).

Of the students who studied four or more TEE subject/WACE course examinations, 10 per cent also completed at least one VET unit of competency in 2009. This compares to 6 per cent (2004), 7 per cent (2005), 8 per cent (2006), 8 per cent (2007) and 8 per cent (2008) of students who studied at least four TEE subject/WACE course examinations and completed competencies.

Access for candidates with disabilities

Candidates considered unlikely to be able to adequately demonstrate the full extent of their academic achievement under standard examination conditions were allowed to take their examinations under special conditions.

Table 13: Distribution of special examination arrangements applications, 2007–2009

School system	2008				2009			
	Applications	Percentage	Enrolments	Percentage	Applications	Percentage	Enrolments	Percentage
Government	96	31.1	6 122	45.0	144	37.2	6 998	45.2
Catholic	64	20.7	3 202	23.5	82	21.2	3 619	23.4
Independent	148	47.9	3 678	27.0	161	41.6	4 161	26.9
Overseas	1	0.3	589	4.3	0	0.0	685	4.4
Private	0	0.0	23	0.2	0	0.0	20	0.1
Total	309	100	13 614	100	387	100	15 483	100

Of the applications, 16 (4.1 per cent) were not supported (21 in 2008 – 6.8 per cent). This represents a slightly lower proportion of applications not approved than last year, but is consistent with the historical rates (4.6 per cent in 2006, 4.5 per cent in 2005). Unsuccessful applications included those where the request was outside the special provisions policy or where there was insufficient evidence of diagnosis or the impact of the disability on the student's performance in external assessment.

There were four appeals, of which three were dismissed due to insufficient evidence of the impact of the disability on the candidate's performance. The 358 successful applications for special examination arrangements covered a total of 1,508 examinations, an average of 4.2 examinations per candidate.

Table 14: Special examination arrangements by disability category, 2009

Category	Government			Non-government			Approved	Not approved	Withdraw	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	6	3	9	6	2	8	17	0	0	17
Hearing	2	0	2	1	2	3	5	0	0	5
Illness	12	30	42	18	29	47	85	1	3	89
Fine motor	13	3	16	13	7	20	33	1	2	36
Physical	5	6	11	10	10	20	29	1	1	31
Psychological	10	11	21	11	12	23	43	0	1	44
SLD*	21	18	39	65	52	11	138	13	5	156
Vision	2	2	4	3	2	5	8	0	1	9
Total	71	73	144	127	116	243	358	16	13	387

* SLD means specific learning disability

Practical examinations

Practical examinations were conducted in nine WACE courses and six TEE subjects, and attended by 7,384 students. For the first time, each of the WACE courses, with the exception of Physical Education Studies, had separate practical examinations for Stage 2 and Stage 3. Depending on the course or subject, the practical examinations were worth between 25 per cent and 50 per cent of the total examination, thus constituting a substantial portion of the final examination mark. The Curriculum Council also conducted 11 small-candidature examinations that were set interstate. Of these, seven examinations had a practical component.

Written examinations

In 2009, the Curriculum Council conducted 70 separate written examinations comprising 38 WACE course examinations, 21 tertiary entrance examinations and 11 interstate-sourced examinations. The written examinations were held from Monday, 2 November to Friday, 20 November.

The Curriculum Council engaged 20 casual employees over four weeks to count and pack stationery, examination papers and administrative materials required by the chief supervisors of an examination centre. The counting, packing and distribution of examination papers was conducted under strict security measures.

There were 740 people employed as supervisors (135 chief supervisors and 605 supervisors) at 133 examination centres throughout the State. All metropolitan and some country chief supervisors attended a three-hour meeting on 26 October at which examination protocol, conduct and specific duties of the chief supervisor were discussed. A focus of the meeting was the logistical implications of introducing an additional 18 examinations, the proposed growth in the number of examinations and in the number of candidates sitting the examinations, the introduction of Stage 2 and Stage 3 examinations, new script labels and candidate place cards.

Curriculum Council staff made 115 examination centre visits to 68 examination centres. Eight metropolitan centres with new chief supervisors received visits on the first day of the examinations and special consideration was given to schools that had problems or had not received a visit in 2008. Few problems were identified by visiting staff. Overall, supervisors were well organised and pro-active within the examination room, and centres were very well organised.

Exemption from sitting the examinations

Examinations in WACE courses are compulsory for most students enrolled in a pair units at Stage 2 or Stage 3. However, students completing Certificate I, II or III training qualifications in Year 12 could apply for an exemption. In addition, students studying six or seven

courses could apply for an exemption, so that they would have to sit a maximum of only five examinations.

The numbers of students applying for examination exemptions for vocational education and training are shown in table 15.

Table 15: Students applying for exemption from sitting an examination

	Total Year 12 enrolments	Enrolled to sit at least 1 exam	Applied for exemption to sit an exam, through VET	Gained a AQF VET certificate 1 or higher
Government	11 313	5 103	1 066	777
Catholic	4 584	2 734	411	372
Independent	4 711	2 265	252	206
	20 608	10 102	1 729	1 355

Table 16 shows the breakdown of students who applied for an exemption and then achieved an AQF VET Certificate I, II, III or IV by sector.

Table 16: VET certificates achieved with exemption from sitting an examination

	Applied for exemption	Certificate 1	Certificate II	Certificate III	Certificate IV	Other e.g. Diploma	Total
Government	1 066	312	434	26	4	1	777
Catholic	411	141	172	43	15	1	372
Independent	252	44	97	51	13	1	206
	1 729	497	703	120	32	3	1 355

From table 16 it can be determined that 374 students who applied for an exemption to sit one or more examination did not achieve an AQF VET Certificate I or higher. This represents 21.6 per cent of the total number of students who applied for an exemption.

Another issue is that the number of nominal hours for the achievement of an AQF VET Certificate I varies from 76 to 600, as indicated. Similar variation occurs within Certificate II. For example, Certificate II in Asset Maintenance (Cleaning Operations) involves only 97 nominal hours.

In 2009, 1,454 Year 12 students achieved an AQF VET Certificate I. In 2008, only 691 Year 12 students achieved an AQF VET Certificate I. There was an increase in the number of students achieving Certificate I in a range of general vocational fields, and these certificates typically have a relatively low number of associated nominal hours (e.g. Certificate I in Work Preparation is 95 hours).

Only two applied for an exemption to reduce their examination load.

Breaches of examinations rules

Examination centre supervisors reported 12 candidates for allegedly breaching the rules governing the 2009 WACE/tertiary entrance examinations. Of these candidates, 11 were subsequently found by the Breach of Examination Rules Committee to have breached the examination rules.

Table 17: Number of students who breached examination arrangements

Number of candidates	Breach	Penalty
5	Possession of a mobile telephone	Loss of 5 per cent of the written examination mark
1	Possession of an iPod	Loss of 25 per cent of the written examination mark
1	Possession of an unauthorised dictionary	Loss of 10 per cent of the written examination mark
2	Possession of notes relevant to the examination	Loss of 10 per cent of the written examination mark
1	Possession of notes not relevant to the examination	Loss of 5 per cent of the written examination mark
1	Failure to follow examination instructions	Loss of 25 per cent of the written examination mark
1	Possession of a unauthorised calculator	No penalty was imposed as the candidate's actions were the result of incorrect advice from the school.

Two candidates appealed against the committee's decision. The committee ruled that the candidates had breached the examination rules but reduced the penalty.

Marking of the examinations

In 2009, more than 1,305 teachers and university lecturers marked the practical and written TEE/WACE examinations. A new position of coordinating marker was established for each WACE course to oversee the marking process across the separate Stage 2 and Stage 3 examinations. Marking started on 25 September with the Media Production and Analysis submissions and ended on 11 December with the completion of the reconciliation and chief marker integrity checks. The examination scripts and practical examinations (interview, performance and portfolios) were all independently double marked.

The total cost of marking the 2009 examinations was \$2,394,002. This is a significant increase on the costs for 2008. The cost of marking the written scripts was \$2,157,591 compared to \$1,719,177 in 2008 and \$1,580,561 in 2007. The introduction on online marking for six WACE course/TEE subjects (Applicable, Discrete, Calculus, Biology and English as an Additional Language/Dialect Stage 2 and 3) required the creation of software to allow markers to mark the scripts online.

Written papers

Public confidence in the WACE and tertiary entrance examinations is of utmost importance and, to ensure this, the coordinating marker, chief markers, curriculum officers and examination officers closely monitored the marking process of each examination. For each course or subject, the marking panel consisted of the coordinating marker/chief marker and selected markers. Pre-marking meetings were held to establish a common understanding of the marking guidelines through a discussion of the examination questions and sample marking. This process was overseen by Curriculum Council course and subject curriculum officers. Following the completion of all initial marking, the chief marker monitored the reconciliation of marks. Overall, the number of adjustments was down on previous years.

All written examination results in 2009 were collected via electronic marking systems.

Checking of marks

After receiving their statement of results, candidates had the opportunity to have their scripts checked to ensure they had been marked correctly. The chief marker conducted this check and also confirmed that each question attempted had been awarded a mark and that this mark had been recorded correctly.

A total of 214 candidates requested a results check involving 369 examination scripts. This represents 0.035 per cent of the 60,677 examination scripts produced by candidates. Two errors were detected. In 2008, 458 checks (0.08 per cent) were conducted and two errors were detected, while for 2007, there were 632 checks (0.09 per cent) and eight errors detected. The number of errors detected each year has decreased considerably with the introduction of the new electronic marking processes in 2008.

Ninety candidates submitted applications seeking a breakdown of their examination scores in 256 examinations (126 candidates in 281 examinations in 2008).

Non-genuine attempt in an examination

The WACE examinations policy requires students who sit an examination to make a genuine attempt to be eligible to receive the WACE. The examination mark contributes to 50 per cent of the WACE course score which is recorded on the student's statement of results. Students who did not make a genuine attempt in the examination did not receive a course report for that course, and the grades for the units studied for the course did not count towards the C grade average required for the WACE.

A student, without an approved sickness/misadventure claim, was found to have not made a genuine attempt if both of the following criteria were met:

1. their examination mark was two standard deviations (typically around 15–20 marks) below their school mark
2. the chief marker was satisfied that they had not made a genuine attempt or not attempted each component of the examination.

In 2009, there were 261 non-genuine attempt cases, involving 250 candidates. There were 237 candidates who did not make a genuine attempt in one of their examinations and 12 candidates who did not make a genuine attempt in two examinations. There were 15 appeals of which six were upheld, six were dismissed and three had sickness/misadventure appeals upheld.

Of the 21,434 candidate/course WACE examinations, only 1 per cent was considered to have involved a non-genuine attempt. The majority of these cases came from candidates not completing the written or practical components of the examination. Stage 2 courses accounted for 163 cases.

Special considerations for candidates

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

Table 18: Sickness/misadventure applications by sector and gender, 2009

School type	Female	Male	Total	Enrolments*
Government	175 (46.1%)	122 (46.4%)	297 (46.2%)	6 998 (45.3%)
Catholic	95 (25%)	73 (27.8%)	168 (26.1%)	3 619 (23.4%)
Independent	110 (28.9%)	66 (25%)	176 (27.4%)	4 161 (26.9%)
Overseas	0 (0.0%)	2 (0.8%)	2 (0.3%)	685 (4.4%)
Total	380	263	643	15 463

* Number of school candidates enrolled to sit TEE/WACE (as of 11/12/09) – excludes totally private candidates.

In 2009, 643 sickness/misadventure applications were received, which represents a significant increase (41 per cent) on the number of applications in 2008. The increase can be accounted for by the large number of applications received from candidates unable to complete the practical component of examinations due to injury and widespread illness during the written examinations.

Table 19: Sickness/misadventure application outcomes, 2005–2009

	2006	2007	2008	2009
All courses/subjects accepted	317 (86.6%)	292 (85.4%)	405 (88.7%)	562 (87.4%)
No courses/subjects accepted	35 (9.6%)	31 (9.0%)	34 (7.4%)	54 (8.4%)
Some courses/subjects accepted	14 (3.8%)	19 (5.6%)	18 (3.9%)	27 (4.2%)
Total	366	342	457	643

There were eight appeals lodged in 2009, all relating to the practical component of an examination. Seven appeals were upheld and one dismissed. For each appeal upheld, a practical mark was calculated for the candidate.

Evaluation of the examination papers

All 2009 examination papers were evaluated statistically and in terms of public comments on them, as follows:

Level of difficulty

Examiners were asked to set examinations that would result in mean raw marks in the range 55–65 per cent, with 60 per cent being the ideal because it is the mean score of the scaled mark scale employed by the Tertiary Institutions Service Centre. In summary,

- Thirty examining panels (14 in 2008, 19 in 2007, 15 in 2006 and 13 in 2005) achieved the desired level of difficulty.
- Only one course had a comparatively easy paper with a mean raw mark above 70.
- Ten courses/subjects had comparatively difficult papers with mean raw marks below 50.
- Two courses had comparatively very difficult papers with mean raw marks below 40.

Reliability

Overall, the reliabilities of all the examinations in 2009 were high, considering that they were new tests. They ranged from 0.55 to 0.99 (0.58 to 0.99 in 2008). Ten subjects had a higher reliability in 2009 than in 2008, while five had lower reliabilities. Four subjects had reliabilities the same as those in 2008. The largest increase in reliability (from 0.65 in 2008, to 0.7 in 2009) occurred in Physical Science. The largest decrease in reliability (from 0.83 in 2008 to 0.77 in 2009) occurred in Art.

Concurrent evidence for validity

The Pearson correlation coefficients between external examination marks and school marks, after adjustment to a common scale, represent the extent to which the external assessment and the school-based assessment measure the same construct. If the external examination measures something markedly different from what teachers measure with their assessments, the correlation will be substantially lower than 1.00.

The correlations between school-based marks and the external examination were generally high, averaging 0.85 (0.79 in 2008) and ranging from 0.35 to 0.96 (0.43 to 0.96 in 2008). An overall judgement that the external examinations assessed the same achievements as the school-based assessments seems reasonable.

Endorsement of examination papers

Statistical evidence from the 2009 examination papers indicates that the overall quality of the examinations remains at the high level to which we have become accustomed in recent years. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from:

- the methodology of content control
- the statistical evidence for concurrent validity
- the evidence of internal consistency implied by the generally high reliability statistics
- the overall public acceptability of the examinations.

The evidence indicates that the 2009 examination papers provided valid and credible assessment of the appropriate Year 12 subjects/courses.

Certification of student achievement

The period 2007 to 2009 was a transition period in which students could achieve a WACE by studying combinations of TEE and WSA subjects and WACE course units. Over this period, the WACE requirements have been revised to incorporate the full range of achievements. In 2009, the following modifications were made to the 2008 WACE requirements:

- As part of the completion requirements, for every six course units at least one two-unit combination was to be included. This was a new requirement.
- In 2009, students were required to complete at least four units of an English course, post Year 10, studied over at least two years. Previously, students had to complete at least two units from an English course to meet the English language competence completion requirement.
- Achievement of a VET industry specific course equated to a C grade when calculating a grade average. This allowed students to use full VET qualifications as a course when calculating WACE requirements in 2009.
- Students were required to include all 13 Curriculum Framework overarching learning outcomes in their overall program of study.
- To be eligible for the WACE, all full-time students in their final year of compulsory schooling, who were enrolled in at least one Stage 2 or Stage 3 pair of units in a course, were required to sit for and make a genuine attempt at the WACE examination in that course (unless exempt). This was a new requirement and, as a consequence, where a student should have sat an examination and chose not to, or chose not to make a genuine attempt in the examination, the grades for those units were not counted towards the grade average for the WACE.

WACE achievement

In 2009, there were 19,845 Year 12 students who were eligible for the Western Australian Certificate of Education (WACE). Of these, 19,096 achieved the WACE. [Table 20](#) indicates that there has been a steady increase in the percentage of students who achieved a WACE since 2003.

Enrolments: vocational education and training (VET)

An enrolment in a unit of competency can lead to the competency being achieved, competency not being achieved, withdrawal or continuing enrolment. Enrolments in units of competency are represented in tables [21](#) and [22](#). In addition, in 2009, there were 409 students (131 in 2008, 139 in 2007, 226 in 2006; 84 in 2005 and 152 in 2004) given recognition of prior learning (RPL) in 2020 competencies (604 in 2008, 812 in 2007, 1,242 in 2006; 238 in 2005; 589 in 2004; 317 in 2003). Students given RPL are not included in the statistics in the following tables.

Table 20: Achievement of a WACE, 2002–2009

	2003	2004	2005	2006	2007	2008	2009
Eligible for a WACE	18 883	18 697	19 243	18 817	19 121	18 853	19 845
Achieved a WACE	17 576	17 671	18 300	18 041	18 357	18 092	19 096
Percentage of eligible cohort	93.1	94.5	95.1	95.9	96.0	96.0	96.2

Table 21: Year 12 enrolments in at least one unit of competency, 2004–2008

	2004	2005	2006	2007	2008	2009
Number of students who enrolled in at least one unit of competency	5 889	6 329	6 411	6 192	6 809	7 552
Number and percentage* of students who studied at least one unit of competency	5 527 (93.8%)	6 147 (97.1%)	6 158 (96.1%)	6 071 (98.1%)	6 248 (91.8%)	7 105 (94.1%)
Number and percentage* of students who withdrew	1 052 (17.9%)	897 (14.2%)	443 (6.9%)	648 (10.5%)	1 769 (26.0%)	1 641 (21.7%)
Number and percentage* of students who achieved at least one unit of competency	5 106 (86.7%)	5 689 (89.9%)	5 742 (89.6%)	5 662 (91.4%)	5 764 (84.6%)	6 685 (88.5%)

*Percentage is calculated of the number of students who enrolled in at least one unit of competency.

Table 22: Units of competency studied by Year 12 students, 2004–2009

	2004	2005	2006	2007	2008	2009
Number of units of competency in which students were enrolled	61 643	59 713	61 822	68 479	79 392	96 900
Number and percentage* of units of competency in which students studied	50 082 (81.2%)	56 235 (94.2%)	59 976 (97.0%)	65 202 (95.2%)	71 761 (90.4%)	87 730 (90.5%)
Number and percentage* of units of competency in which students withdrew	4 648 (7.5%)	3 478 (5.8%)	1 846 (3.0%)	3 277 (4.8%)	9 164 (11.5%)	9 794 (10.1%)
Number and percentage* of units of competency in which students achieved competency	39 668 (64.4%)	46 975 (78.7%)	57 574 (93.1%)	56 706 (82.8%)	60 514 (76.2%)	76 444 (78.9%)

*Percentage is calculated of the number of units of competency in which students were enrolled.

Exhibitions and Awards

A total of 1,066 exhibitions and awards were granted to students who achieved academic excellence. The awards recognise general educational excellence, as well as course/subject-specific excellence.

Awards were made in the categories shown in table 23.

Table 23: Number of exhibition and award winners, 2009

Award			Number awarded
Beazley Medal: TEE			1
Beazley Medal: VET			1
General Exhibitions			40
General Exhibition (Aboriginal and Torres Strait Islander)			1
General Exhibition (English as Second Language/ English as a Second Dialect)			1
Special General Award			1
Subject/Course Exhibitions			60
TEE/WACE subjects/courses	41	55	
WSA subjects	14		
Special Subject Awards			5
TEE subjects /WACE courses	5		
Certificate of Distinction			379
TEE subjects/WACE courses	297		
WSA subjects	73		
Special Certificate of Distinction			9
TEE subjects /WACE courses	9		
Certificate of Excellence			582
Total			1 066

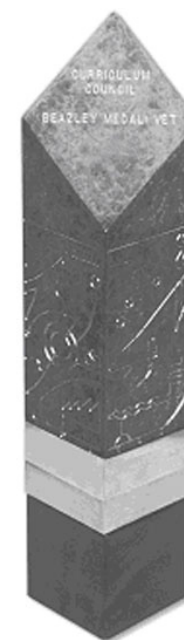
The Minister for Education announced the winners of the Beazley Medals at Herdsman Wildlife Centre on Thursday, 7 January 2010. The full list of award winners was published on the Curriculum Council website and in The Western Australian on Friday, 8 January 2010.

A total of 519 award recipients were presented with a certificate and/or prize at the Curriculum Council's Awards Ceremony on Wednesday, 10 February 2010 at Curtin University of Technology. Pre-ceremony entertainment and post-ceremony refreshments were provided.

The five Western Australian universities jointly agreed to sponsor the Beazley Medal: TEE. Westscheme sponsored the Beazley Medal: VET. Sponsorship to the amount of \$37,450 has been committed by 13 different organisations to assist with the conduct of the awards ceremony.



Beazley Medal: TEE



Beazley Medal: VET

Overseas equivalence

The Curriculum Council has legislative responsibility for awarding Year 12 achievements and for determining the equivalence of secondary qualifications achieved overseas. These equivalence statements are required for those seeking entry into training places, university or employment. The process involves the scrutiny of a person's overseas qualifications in relation to an international educational comparisons data base. This information is then aligned with Western Australian standards. There were 923 applications processed during 2009 compared with 605 in 2008.

Overseas WACE program

The Curriculum Council conducts overseas programs that aim to develop strategic relationships with foreign schools and universities that would enable students from foreign countries to study in WA tertiary institutions.

Contractual arrangements

Each overseas school signs an agreement with the Curriculum Council that specifies the services that will be offered by the Council and the commitments of the school. A supplementary agreement is signed each year that specifies the courses taught, as well as charges and timelines.

Management

The program is managed by an officer at the Curriculum Council. Each school is visited in March /April and again in July/ August. Where possible, the CEO visits the larger schools in October/ November to deliver the graduation speech at the Award ceremonies.

All expenses involved with the management of the program are fully funded from income received from overseas schools

Future plans

- Malaysia: KDU College Petaling Jaya and Penang campuses will begin the Year 12 WACE program in 2011.
- Vietnam: The Lomonoxov School in Hanoi expects that the Year 11 WACE program will still start in 2012 and two new colleges in Ho Chi Minh City, Vietnam will start the WACE program in 2011 (Tay Uc International School and the Western Australian High School).
- China: Guangzhou-National Institute of Technology plans to offer a Year 11 WACE program in 2011.
- Philippines: Esteban School in Manila, the Philippines, began the WACE program for Year 11 students for the first time in 2010.

Table 24: Students enrolled in WACE programs in overseas schools in 2009 and 2010

School	Number of students			
	2009		2010	
	Year	Year	Year	Year
	11	12	11	12
Sunway University College (Kuala Lumpur)	0	346	0	383
Sunway College (Johor Bahru Malaysia)	0	45	0	36
KBU International (Malaysia)	0	127	0	99
St Francis Methodist School (Singapore)	30	27	13	27
Methodist College Kuala Lumpur (Malaysia)	0	21	0	40
National Institute of Technology Beijing	227	68	188	92
Saigon International College HCM City	148	43	87	84
China Australia College Zhengzhou	31	20	37	30
Gold Apple School Shanghai China	9	0	18	9
Australian International School Dhaka	12	0	15	0
Esteban School	0	0	6	0

Employment and industrial relations

Full-time equivalent staffing was reduced by 9 per cent compared with 2008–09. This is attributable to a reduction in contract staff following completion of work on development of WACE courses.

Table 25: Staff Profile

	2008–09	2009–10
Full-time permanent	77	74
Full-time contract	51	39
Part-time permanent	18	20
Part-time contract	10	15
Secondments	12	6
Total FTE	148.7	134.2
Head count	168	154

Development of the Human Resource Management Information System (HRMIS) has continued with the addition of further options. Work began on the introduction of electronic processing of some recruitment and payroll forms online.

Occupational safety, health and injury management

Incidents involving injury or disease were managed in accordance with the Workers' Compensation and Injury Management Act 1981.

Table 26: Impact of fatalities, injury & disease

Indicator	2007-08	2008-09	2009-10
Number of fatalities	0	0	0
Lost time injury/disease (LTI/D) events	2	4	1
Number of severe incidents	1	0	0
Lost time injury severity rate	50 %	0	0

Council's Chief Executive Officer chairs the Occupational Safety and Health (OSH) Committee and holds regular meetings to ensure the implementation plan is enacted.

During 2009–10, the following actions were undertaken:

- A workplace inspection of all three buildings occupied by Council staff was completed on 13 May 2010. No major issues were identified.
- The CEO also carried out informal inspections approximately once per term.
- Staff were regularly reminded of the availability of
 - the eyesight screening policy and optical subsidy
 - the employee assistance program (PPC)
- Staff were regularly reminded of the location of
 - the accident and incident procedures and form
 - first aid kits
 - and names of first aid officers
- Council provided staff with access to the seasonal flu vaccination via an on-site nurse (Prime Health), alternatively reimbursed staff for out-of-pocket expenses if they received their vaccination from their GP.
- All OSH issues raised by staff were resolved as soon as practicable.

Disability Access and Inclusion Plan outcomes

The Council's Disability Access and Inclusion Plan (DAIP) Committee met twice to ensure that the actions in the implementation plan (which is driven by the DAIP) were carried out.

Table 27: Provision for disabled access

No	DAIP objective	Initiatives undertaken
1	People with disabilities have the same opportunities as other people to access the services of, and any events organised by the Curriculum Council.	<ul style="list-style-type: none"> The committee continues to meet regularly. The DAIP (located on the Council's website) is reviewed annually. Staff are reminded of the importance of using the events checklist. Council's policies and procedures are reviewed annually to ensure they meet the Disability Standards for Education 2005.
2	People with disabilities have the same opportunities as other people to access the buildings and facilities.	Regular checks are completed on: <ul style="list-style-type: none"> use of disability parking bays keeping reception area and pathways clear of obstructions.
3	People with disabilities receive information from a public authority in a format that will enable them to access the information as readily as other people.	Council's website is reviewed annually to ensure that: <ul style="list-style-type: none"> documents are accessible by vision impaired persons there is a statement on alternative means of access to information it complies with State Government Access guidelines.
4	People with disabilities receive the same level and quality of services from the staff of the Curriculum Council as other people receive.	The awareness of staff is raised by information published on the intranet and in the staff newsletter. DAIP is discussed as part of the induction of all new staff.
5	People with disabilities have the same opportunities as other people to make complaints to the Council.	<ul style="list-style-type: none"> Council's website includes a link to Council's <i>Complaints Management Policy</i>, which is reviewed annually and communicated to staff twice per year.
6	People with disabilities have the same opportunities as other people to participate in any public consultation by the Council.	<ul style="list-style-type: none"> Staff awareness is raised through the intranet and newsletter.

Information services

Additional examination modules were added to the Student Information Records System (SIRS) to support more than one examination in a stage and enhance the system to handle examinations in all WACE courses.

Other information and communication technology developments included:

- development of a secured application and database to manage copyright compliance of examination papers
- redesign and purchase of an application and database to enable online electronic collection of practical and written examination marks from markers
- implementation of a dashboard in SIRS to aid schools in upload of data tracking
- cross-training of information services staff by the contractor developing SIRS
- providing information and communication technology (ICT) advice, procurement, support and web development to the Department of Education Services
- greater use of electronic document and records management system, TRIM, and use of the web content management system in managing all website content
- developing a new certificate for students graphing their WACE course score.

Compliance with public sector standards and ethical codes

An internal audit of human resource management transactions found that the Council had complied with section 31 (1) of the *Public Sector Management Act 1994*.

Table 28: Standards and ethics compliance

Subject	Action
Compliance trends and performance	Detailed monitoring and response system in operation.
Public Sector Standards	Information about standards is included on the Council's intranet.
Claims of breach of public sector standards	Nil. No action required.
WA Code of Ethics	WA Code of Ethics is made available to all staff on the Council's intranet.
Reports of non-compliance with WA Code of Ethics	Nil. No action required.
Code of Conduct	Code of Conduct is accessible on the intranet and hard copies are available on request.
Reports of non-compliance with Council's Code of Conduct	Nil. No action required.

During 2009–10 there was a focus on compliance and the prevention of non-compliance with Public Sector Standards and ethical codes. The following two initiatives were undertaken:

- staff attended seminars on governance and accountability with particular focus on responsibility of the individual
- special accountability and ethical decision-making training was provided to all staff, in accordance with Public Sector Commissioner's circular 2009/03.

Complaints management

One formal complaint was registered and this was resolved satisfactorily in four days.

A small number of concerns raised with the Curriculum Council were dealt with satisfactorily outside the formal complaints management process.

Record-keeping plan

The Curriculum Council complied with the agreed joint Recordkeeping Plan for the Curriculum Council, the Department of Education and Training (DET), the Department of Education Services (DES), TAFEWA colleges and the Public Education Endowment Trust (PEET).

The Curriculum Council record-keeping plan is shown in [table 29](#).

Table 29: State Records Commission Standard 2 Principal 6 – Record-keeping Plan

Objective	Background and action
<p>The efficiency and effectiveness of the organisation's recordkeeping system is evaluated not less than once every five years.</p>	<p>The Electronic Documents and Records Management System (EDRMS) and Web Content Management System (WCMS) TRIM Context was implemented in 2007. An internal audit of the system in 2009/2010 revealed that the efficiency and effectiveness of the system has been regularly monitored and reviewed.</p> <p>An important part of the review process is ongoing scrutiny of the agency's file classification system. Consultation meetings with end-users assisted with evaluation and service delivery.</p> <p>The electronic filing system, TRIM, was monitored daily to offer the end-users continued support and advice in corporate document management compliance.</p> <p>During 2009/2010 work began on development of electronic action tracking and workflow models to allow for seamless management of corporate documents.</p>
<p>The organisation conducts recordkeeping training programs.</p>	<p>Records staff provided several TRIM training sessions for new and existing users.</p> <p>Additional support to end-users was offered by administrative support staff trained to provide direct assistance with TRIM to peers as required.</p> <p>End-users were also supported by the TRIM Help desk service on a daily basis.</p> <p>Records staff further developed their skills by attending records management seminars, recordkeeping and TRIM training courses and peer to peer meetings.</p>
<p>The efficiency and effectiveness of the recordkeeping training programs is reviewed from time to time.</p>	<p>TRIM training materials and programs to support end-users were updated and placed in a prominent place on the intranet.</p> <p>Several questionnaires produced feedback on the efficiency and effectiveness of the TRIM training sessions and programs in which they were involved. This feedback assisted with refining the training programs.</p>
<p>The organisation's induction program addresses employees' roles and responsibilities with regards to their compliance with the organisation's recordkeeping plan.</p>	<p>New appointees were given a general induction, which included a recordkeeping focus. The recordkeeping training usually comprised recordkeeping guidelines and hands-on TRIM training, supported by the intranet recordkeeping training materials and PowerPoint presentations. After the general induction program, follow-up training sessions were delivered to end-users.</p> <p>Individual training on a one-to-one basis tailored to the business needs of end-user was provided by records officers on request.</p>

Financial targets

Table 30: Financial targets 2009–2010

	2010 Target⁽¹⁾	2010 Actual	Variation⁽²⁾
	\$000	\$000	\$000
Total cost of services	25 148	26 346	(1 198)
Net cost of services	24 338	25 269	(931)
Total equity	7 514	8 550	(1 036)
Net increase/(decrease) in cash held	(200)	373	573
	Number	Number	Number
Approved full-time equivalent (FTE) staff level	140	135	5

(1) As specified in the 2009–10 State Budget.

(2) The variations are mainly due to additional funding and expenditure for the development and conduct of compulsory examinations for new courses. Further explanations are contained in Note 36 of the Notes to the financial statements.

Summary of key performance indicators

These indicators, together with the Outcome based management framework, were approved during the 2010–11 State Budget process. The 2010 targets stated in the tables below were backcast and published in the 2010–11 State Budget for comparison with the 2010–11 budget estimates, as required by the Department of Treasury and Finance.

Detailed explanations for the variations are provided in the section Additional Key performance information section of this annual report.

Table 31: Key effectiveness indicators

Outcome: Quality curriculum framework (Kindergarten to Year 12) and assessment (Years 11-12) in Western Australia	2010 Target	2010 Actual	Variations
Key effectiveness indicators ⁽¹⁾ :			
• Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	3.70	3.90	(0.20)
• Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	3.70	3.84	(0.14)
• Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	3.80	3.79	0.01

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

Outcome: Quality curriculum framework (Kindergarten to Year 12) and assessment (Years 11-12) in Western Australia	2010 Target	2010 Actual	Variations ⁽¹⁾
Service 1: Curriculum development, evaluation and support			
Key efficiency indicators:			
• Average cost per registered school for each course of professional support	\$3 613	\$3 828	(\$215)
• Average cost per registered school for each course of development and review	\$23 564	\$24 645	(\$1 081)
Service 2: Student assessment and certification			
Key efficiency indicators:			
• Average cost per enrolled student for moderation	\$116	\$87	\$29
• Average cost per enrolled student for external assessment	\$262	\$194	\$68
• Average cost per enrolled Year 12 student for certification	\$863	\$890	(\$27)

(1) The variations are explained in the section on detailed information in support of key performance indicators.

Shared responsibilities with other agencies

The Curriculum Council did not share any responsibilities with other agencies in 2009–10.

Significant issues impacting the agency

Current and emerging issues and trends impacting on the Curriculum Council include the following:

Development and implementation of the Australian Curriculum

The Curriculum Council is working with the Department of Education, Association of Independent Schools and Catholic Education Office to coordinate State responses to the development of the Pre-primary to Year 10 Australian Curriculum to ensure that it meets the needs of our students and community and to develop a coordinated implementation plan.

A second significant issue is that, at the senior school level, implementation of the Western Australian Certificate of Education (WACE) courses will be complete at the end of this year. Usually such a significant reform would last 15 to 20 years, but the introduction of new Year 11 and Year 12 national courses over the next four or five years will mean that teachers will be required to implement further changes to their teaching and assessment programs.

Ongoing monitoring of the WACE

Quality courses and external examinations are central to the development of community acceptance and trust in the WACE.

The WACE courses are still in the early stages of implementation and require monitoring and support to ensure their continued success.

An ongoing challenge for the agency is to implement systems to provide high quality external examinations and certification, with no errors.

Quality data to schools and students

The Curriculum Council has always provided feedback to schools on the performance of their students. With the implementation of the WACE courses and examinations, and the full implementation of the Council's Student Information Records System (SIRS), high-quality, diagnostic feedback will be provided to schools at the whole school and specific course levels. This will provide detailed question-by-question analysis of students' responses and provide comparisons between their students'

performances and the achievements of others state wide. From 2010, students will be able to access their own results through SIRS.

An emerging challenge is to monitor and report participation, completion and achievement rates for students from disadvantaged backgrounds.

The growth in enrolment of Year 11 and Year 12 students with limited post-school education aspirations has created major challenges for the Curriculum Council. Provision of appropriate and engaging courses at suitable levels has become a priority for many schools and providing accurate, meaningful and reliable performance assessment data remains a priority for the Council.

Developing assessment expertise of teachers

A key challenge highlighted through the implementation of the senior school courses is the need to develop teachers' assessment capabilities and to help new and inexperienced teachers develop their understanding of the Council's assessment and moderation requirements.

This includes working with school sector/systems to support small group moderation and ensuring comparability of school-based assessments through the provision of quality feedback.

Impact of information technology on assessment

With the increasing use by teachers and students of information technology in teaching and learning, the introduction of computer-based and online school-based and external assessment is inevitable in an increasing number of courses. The Council will need to work closely with schools and school sector/systems to develop practical approaches to the development and implementation of computer-based assessment and examinations.

Auditor General's independent audit opinion



Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS FOR THE YEAR ENDED 30 JUNE 2010

I have audited the accounts, financial statements, controls and key performance indicators of the Curriculum Council.

The financial statements comprise the Statement of Financial Position as at 30 June 2010, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, a summary of significant accounting policies and other explanatory Notes.

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

Council's Responsibility for the Financial Statements and Key Performance Indicators

The Council is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and the Treasurer's Instructions, and the key performance indicators. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements and key performance indicators that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances; and complying with the Financial Management Act 2006 and other relevant written law.

Summary of my Role

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. Further information on my audit approach is provided in my audit practice statement. This document is available on the OAG website under "How We Audit".

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

Curriculum Council
Financial Statements and Key Performance Indicators for the year ended 30 June 2010

Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Curriculum Council at 30 June 2010 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions;
- (ii) the controls exercised by the Council 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; and
- (iii) the key performance indicators of the Council are relevant and appropriate to help users assess the Council's performance and fairly represent the indicated performance for the year ended 30 June 2010.

COLIN MURPHY
AUDITOR GENERAL
16 September 2010

Disclosure and Legal Compliance

Certification of Financial Statements

The accompanying financial statements of the Curriculum Council 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 2010 and the financial position as at 30 June 2010.

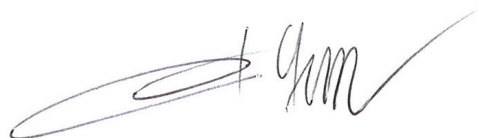
At the date of signing we are not aware of any circumstances which would render the particulars included in the financial statements misleading or inaccurate.



W.R. LOUDEN
CHAIRPERSON



D.A. WOOD
CHIEF EXECUTIVE OFFICER



Y.H. SEETOH
CHIEF FINANCE OFFICER

Date: 29 July 2010

Statement of Comprehensive Income

	Note	2010 \$000	2009 \$000
COST OF SERVICES			
Expenses			
Employee benefits expense	6	15 357	16 454
Supplies and services	7	8 394	7 180
Accommodation expenses	8	1 657	1 230
Depreciation and amortisation expenses	9	451	402
Grants and awards	10	266	272
Other expenses	11	221	247
		<hr/>	<hr/>
		26 346	25 785
Total cost of services		<hr/>	<hr/>
Income			
Revenue			
Sales and fees	12	808	968
Grants and contributions	13	38	41
Other revenue and recoveries	14	231	190
		<hr/>	<hr/>
Total income other than income from State Government		1 077	1 199
		<hr/>	<hr/>
NET COST OF SERVICES		25 269	24 586
		<hr/>	<hr/>
INCOME FROM STATE GOVERNMENT	15		
Service appropriations		25 392	24 046
Resources received free of charge		101	94
		<hr/>	<hr/>
		25 493	24 140
Total income from State Government		<hr/>	<hr/>
SURPLUS/(DEFICIT) FOR THE YEAR		224	(446)
		<hr/>	<hr/>
Other comprehensive income		—	—
TOTAL COMPREHENSIVE INCOME FOR THE YEAR		224	(446)
		<hr/>	<hr/>

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

Statement of Financial Position

	Note	2010 \$000	2009 \$000
ASSETS			
Current Assets			
Cash and cash equivalents	16	2 568	4 044
Inventories	17	68	506
Receivables	18	262	221
Amount receivable for services	19	170	170
Prepayments		44	28
Total current assets		3 112	4 969
Non-Current Assets			
Restricted cash and cash equivalents	16	2 360	511
Amount receivable for services	19	3 086	2 220
Plant and equipment	20	115	69
Intangible assets	21	3 691	2 014
Project-in-progress	22	–	1 894
Total non-current assets		9 252	6 708
Total assets		12 364	11 677
LIABILITIES			
Current Liabilities			
Payables	23	478	202
Provisions	24	2 458	2 466
Other liabilities	25	302	332
Total current liabilities		3 238	3 000
Non-Current Liabilities			
Provisions	24	576	419
Total non-current liabilities		576	419
Total liabilities		3 814	3 419
NET ASSETS		8 550	8 258
EQUITY			
Contributed equity	26	6 325	6 257
Accumulated surplus		2 225	2 001
TOTAL EQUITY		8 550	8 258

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

Statement of Changes in Equity

	Note	Contributed Equity \$000	Accumulated surplus/(deficit) \$000	Total Equity \$000
Balance at 1 July 2009	26	6 257	2 001	8 258
Capital contribution		68	—	68
Total comprehensive income for the year		—	224	224
Balance at 30 June 2010		6 325	2 225	8 550
Balance at 1 July 2008		5 532	2 447	7 979
Capital contribution		725	—	725
Total comprehensive income for the year		—	(446)	(446)
Balance at 30 June 2009		6 257	2 001	8 258

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

Statement of Cash Flows

	Note	2010 \$000	2009 \$000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		24 356	22 764
Capital contributions		68	725
Holding account drawdowns		170	210
Net cash provided by State Government		24 594	23 699
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(14 700)	(15 758)
Supplies and services		(8 666)	(7 170)
Accommodation expenses		(1 334)	(1 231)
Grants and awards		(266)	(272)
GST payments on purchases		(657)	(515)
Receipts			
Sale of goods and services		778	1 094
Grants from state agencies		21	26
Grants from non-government sources		17	15
Other receipts		231	185
GST receipts on sales		114	51
GST receipts from taxation authority		521	513
Net cash used in operating activities	27	(23 941)	(23 062)
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of non-current physical assets		(280)	(718)
Net cash used in investing activities		(280)	(718)
Net increase/(decrease) in cash		373	(81)
Cash and cash equivalents at the beginning of year		4 555	4 636
CASH AND CASH EQUIVALENTS AT THE END OF THE YEAR	27	4 928	4 555

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

Index of Notes to the Financial Statements

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Notes to the Financial Statements

1. Australian Accounting Standards

General

The Curriculum Council's financial statements for the year ended 30 June 2010 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 Curriculum Council has adopted any applicable, new and revised Australian Accounting Standards from their operative dates.

Early adoption of standards

The Curriculum Council cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Australian Accounting Standards that have been issued or amended but not operative have been early adopted by the Curriculum Council for the annual reporting year ended 30 June 2010.

2. Summary of significant accounting policies

(a) General Statement

The financial statements constitute 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 Australian Accounting Standards Board 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 and the Treasurer's instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board.

Where modification is required and has had a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

(b) 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).

The judgements that have been made in the process of applying the Curriculum Council's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at Note 3 'Judgements made by management in applying accounting policies'.

The 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 are disclosed at Note 4 'Key sources of estimation uncertainty'.

(c) Reporting Entity

The reporting entity is the Curriculum Council and has no related bodies.

(d) 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

contributions (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.

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.

(e) Income

Revenue recognition

Revenue is measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

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.

Service Appropriations

Service appropriations are recognised as revenues at nominal value in the period in which the Curriculum Council gains control of the appropriated funds. The Curriculum Council 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 Curriculum Council 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

Gains may be realised or unrealised and 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.

(f) Plant and Equipment

Capitalisation/Expensing of assets

Items of plant and equipment costing over \$5,000 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 other 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 audiovisual equipment	3 years
Other equipment and fittings	5–10 years

(g) Intangible Assets**Capitalisation/Expensing of assets**

Acquisitions of intangible assets costing over \$5,000 are capitalised except when the periodic payments under the threshold relate to major contracts for the development of a system. The cost of utilising the assets is expensed (amortised) over their useful life. 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.

Projects-in-progress are not amortised until it is fully completed.

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

Software^(a) 3 years

Student Information and Records System 7–10 years

(a) 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 treated 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.

(h) Impairment of Assets

Plant and equipment and intangible assets are tested for any indication of impairment at each balance sheet date. 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 Curriculum Council 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 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 each balance sheet date 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 each balance sheet date.

(i) Leases

The Curriculum Council holds operating leases for its office premises, vehicles and some office equipment. 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.

(j) Financial Instruments

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

- Receivables; and
- Financial liabilities measured at amortised 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.

(k) Cash and Cash Equivalents

For the purpose of the Cash Flow Statement, 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.

(l) Accrued Salaries

Accrued salaries (Note 23 'Payables') represent the amount due to staff but unpaid at the end of the financial year, as the pay date for the last pay period for that financial year does not coincide with the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Curriculum Council considers the carrying amount of accrued salaries to be equivalent to its net fair value.

The Curriculum Council also set aside funding to meet the additional cash outflow in each eleventh year when 27 pay days occur in that year instead of the normal 26 (Note 16 'Cash and cash equivalents').

(m) Receivables

Receivables are recognised and carried at original invoice amount less an allowance for any uncollectible amounts (that is, impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Curriculum Council 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.

(n) Amounts Receivable for Services (Holding Account)

The Curriculum Council receives funding on an accrual basis that recognises the full annual cash and non-cash cost of services. The appropriations are paid partly in cash and partly as an asset (holding account receivable) that is accessible on the emergence of the cash funding requirement to cover items such as leave entitlements and asset replacement.

(o) Inventories

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

(p) Payables

Payables are recognised at the amounts payable when the Curriculum Council becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as they are generally settled within 30 days.

(q) Provisions

Provisions are liabilities of uncertain timing and amount and are recognised where there is a present legal, equitable 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*Annual Leave and Long Service Leave*

The liability for annual and long service leave expected to be settled within 12 months after the end of the balance sheet date is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than 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. Leave liabilities are in respect of services provided by employees up to the reporting period date.

When assessing expected future payments, consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions. In addition, the long service leave liability also considers the experience of employee departures and periods of service.

The expected future payments are discounted using market yields at the reporting period date on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

All annual leave and unconditional long service leave provisions are classified as current liabilities as the Curriculum Council does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting period date.

Superannuation

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

Employees may contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme also closed to new members.

The Curriculum Council has no liabilities under the Pension or the GSS Schemes. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits due 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 Curriculum Council to the GESB. The concurrently funded part of the GSS Scheme is a defined contribution scheme as these contributions extinguish all liabilities in respect of the concurrently funded GSS Scheme obligations.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension or the GSS Schemes 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). Both of these schemes are accumulation schemes. The Curriculum Council makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992. These contributions extinguish the liability for superannuation charges in respect of the WSS and GESBS Schemes.

The GESB makes all benefit payments in respect of the Pension and GSS Schemes, 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 Curriculum Council's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'.

(r) Superannuation Expense

The superannuation expense in the Statement of Comprehensive Income comprises employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

The GSS Scheme 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 agency to GESB extinguishes the agency's obligations to the related superannuation liability.

(s) Resources Received Free of Charge or for nominal cost

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

(t) Comparative Figures

Comparative figures are, where appropriate, reclassified to be comparable with the figures presented 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 Curriculum Council evaluates these judgements regularly.

4. Key sources of estimation uncertainty

The Curriculum Council makes key estimates and assumptions concerning the future. These estimates and assumptions 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

In calculating the Curriculum Council's long service leave provision, several estimations and assumptions have been made. These include expected future salary rates, salary inflation, discount rates, employee retention rates and expected future payments. Any 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

(i) Initial application of an Australian Accounting Standard

The Curriculum Council has applied the following Australian Accounting Standards and Australian Accounting Interpretations effective for annual reporting periods beginning on or after 1 July 2009 that impacted on the Curriculum Council:

AASB 101

Presentation of Financial Statements (September 2007). This Standard has been revised and introduces a number of terminology changes as well as changes to the structure of the Statement of Changes in Equity and the Statement of Comprehensive Income. It is now a requirement that owner changes in equity be presented separately from non-owner changes in equity. There is no financial impact resulting from the application of this revised Standard.

AASB 2007–10

Further Amendments to Australian Accounting Standards arising from AASB 101. This Standard changes the term 'general purpose financial report' to 'general purpose financial statements', where appropriate in Australian Accounting Standards and the Framework to better align with IFRS terminology. There is no financial impact resulting from the application of this Standard.

AASB 2009–2

Amendments to Australian Accounting Standards – Improving Disclosures about Financial Instruments AASB 4, AASB 7, AASB 1023 & AASB 1038. This Standard amends AASB 7 and will require enhanced disclosures about fair value measurements and liquidity risk with respect to financial instruments. There is no financial impact resulting from the application of this Standard.

(ii) Future impact of Australian Accounting Standards not yet operative

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

Title and Operative for reporting periods beginning on/after:

AASB 2009–11

1 January 2013

Amendments to Australian Accounting Standards arising from AASB 9 [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 & 1038 and Interpretations 10 & 12].

The amendment to AASB 7 requires modification to the disclosure of categories of financial assets. The Curriculum Council does not expect any financial impact when the Standard is first applied. The disclosure of categories of financial assets in the notes will change.

AASB 1053

1 July 2013

Application of Tiers of Australian Accounting Standards

This Standard establishes a differential financial reporting framework consisting of two tiers of reporting requirements for preparing general purpose financial statements.

The Standard does not have any financial impact on the Curriculum Council. However it may affect disclosures in the financial statements of the Curriculum Council if the reduced disclosure requirements apply. DTF has not yet determined the application or the potential impact of the new Standard for agencies.

AASB 2010–2

1 July 2013

Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements

This Standard makes amendments to many Australian Accounting Standards, including Interpretations, to introduce reduced disclosure requirements into these pronouncements for application by certain types of entities.

The Standard is not expected to have any financial impact on the Curriculum Council. However this Standard may reduce some note disclosures in the financial statements of the Curriculum Council. DTF has not yet determined the application or the potential impact of the amendments to these Standards for agencies.

	2010 \$000	2009 \$000
6. Employee benefits expense		
Wages and salaries ^(a)	13 431	14 102
Superannuation – defined contribution plans ^(b)	1 658	1 682
Long service leave ^(c)	242	545
Annual leave ^(c)	26	125
	15 357	16 454

(a) Includes the value of fringe benefits to employees plus the fringe benefit tax component.

(b) Defined contribution plans include West State, Gold State and GESB Super Scheme (contributions paid).

(c) Includes a superannuation contribution component.

‘Employment on-costs such as workers’ compensation insurance are included at Note 11 ‘Other expenses’. The employment on-costs liability is included at Note 24 ‘Provisions’.

	2010 \$000	2009 \$000
7. Supplies and services		
Consultants and contractors ^(a)	7 263	6 314
Communications	248	242
Consumable supplies ^(a)	883	624
	8 394	7 180

(a) Include expenditure for the development of examination materials for sale. The Curriculum Council does not prepare a trading account for the sale of examination materials as the pricing is based on recovery of only printing cost to ensure affordability by the buyers who are predominantly school students. Therefore, there is no cost of sales expenditure item in the Statement of Comprehensive Income.

	2010 \$000	2009 \$000
8. Accommodation expenses		
Lease rentals	1 334	1 156
Repairs, maintenance and fit-outs	240	1
Cleaning	83	73
	1 657	1 230

	2010 \$000	2009 \$000
9. Depreciation and amortisation expenses		
Plant and equipment	52	139
Intangible assets	399	263
	451	402

	2010 \$000	2009 \$000
10. Grants and awards		
Grants for implementation of the senior school reform ^(a)	253	263
Grants for Year 12 Art Exhibition and 'Celebrates WA' ^(a)	5	5
Awards for educational excellence	8	4
	266	272

(a) The grants were provided for ordinary activities.

	2010 \$000	2009 \$000
11. Other expenses		
Employment on-costs ^(a)	(2)	10
Repairs and maintenance	195	209
Audit fees ^(b)	28	28
	221	247

(a) These relate to workers’ compensation insurance associated with the recognition of annual and long service leave liabilities shown in Note 24 ‘Provisions’.

(b) See also Note 34 ‘Remuneration of auditor’.

12. Sales and fees

	2010	2009
	\$000	\$000
Sale of examination materials, other publications and fees from examination related services ^{(a) (b)}	264	491
Fees from overseas full fee paying students ^(c)	544	477
	808	968

(a) No trading account is prepared for the Statement of Comprehensive Income as the materials for sale are priced at cost recovery of only printing expenditure. The development costs are included in Note 7 'Supplies and services'.

(b) From 1 January 2010, the Curriculum Council no longer sell past years' examination and some framework materials that were obsolete. Western Australian Certificate of Education (WACE) examination papers are available in the Curriculum Council's website for downloading by users for personal use.

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

13. Grants and contributions

	2010	2009
	\$000	\$000
From state agencies and non-government sources for the Curriculum Council's awards ceremony for educational excellence	38	41

14. Other revenues and recoveries

	2010	2009
	\$000	\$000
Fees for corporate services performed for another State Government department	74	94
Insurance and other compensation ^(a)	—	8
Government Vehicle Scheme contributions	26	23
Sundry revenues and recoupment of previous year expenses ^(b)	131	65
	231	190

(a) Full insurance settlement for stolen equipment claims filed in 2007–08.

(b) Includes on-costs on payroll for Curriculum Council's officers seconded to other State and Federal government agencies.

15. Income from State Government

	2010	2009
	\$000	\$000
Appropriation revenue received during the year – Service appropriations ^{(a)(b)}	25 392	24 046
Resources received free of charge: Determined on the basis of the following estimates provided by agencies:		
Department of Education – system support and secondment costs	76	78
Department of Treasury and Finance – office accommodation services	11	—
State Solicitor's Office – legal services	14	16
	101	94

(a) Service appropriations are accrual amounts reflecting the net cost of services delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises depreciation expense and any agreed increase in leave liability.

(b) Where assets or services have been received free of charge or for nominal cost, the Curriculum Council 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 Curriculum Council makes an adjustment direct to equity.

16 Cash and cash equivalents

	2010 \$000	2009 \$000
Current assets:		
Cash at bank	2 567	4 043
Petty cash and till floats	1	1
	<u>2 568</u>	<u>4 044</u>
Non-Current assets:		
Restricted cash and cash equivalents comprising:		
– Lump sums transferred from other state agencies for accrued long service leave ^(a)	198	281
– Accrued salaries – 27th fortnight payroll ^(b)	251	230
– Service appropriations to be refunded to the State government:		
– unutilised carryover 2008–09 supplementary funding for compulsory examinations ^(c)	1 756	–
– estimated savings for recurrent salary related to Targeted Employment Separation Offer 2010 ^(d)	155	–
	<u>2 360</u>	<u>511</u>

- (a) The lump sums for unconsumed leave are restricted in that the unexpired portions have to be on-transferred if the staff members are transferred to other state agencies or returned to their home agencies.
- (b) The amount is held for the purpose of meeting the 27th fortnight payroll in a financial year that occurs every 11 years.
- (c) The original 2008–09 supplementary funding released by the State government in late June 2009 was \$2.135 million. Due to uncertainties of cost outlays for the conduct and development of examinations for new courses in 2009–10, the Curriculum Council was allowed to retain the use of the unutilised carryover of \$1.756 million. However, the Curriculum Council needed to refund any unutilised funding after the end of 2009–10.
- (d) Under the Targeted Employment Separation Offer 2010, agencies were required to return 50 per cent of the recurrent salary savings to the Consolidated Account. This amount was equivalent to 50 per cent of the annualised payroll of the officers who took the separation offer.

17. Inventories

	2010 \$000	2009 \$000
Inventories held for sale:		
Examination materials, <i>Curriculum Framework</i> materials and other Curriculum Council publications, at cost	68	506

From 1 January 2010, the Curriculum Council no longer sell past years' examination and some framework materials that were obsolete. Western Australian Certificate of Education (WACE) examination papers are available in the Curriculum Council's website for downloading by users for personal use. Inventories (rounded to nearest \$'000: \$391) removed from sale were written off after a complete stock-take was conducted at the end of December 2009.

18. Receivables

	2010 \$000	2009 \$000
Trade debtors	201	182
GST receivable	61	39
	<u>262</u>	<u>221</u>

- (a) The Curriculum Council does not hold any collateral as security or other credit enhancements relating to receivables.
- (b) No provision for impairment is required as the receivables are all collectable at the date of reporting.
- (c) Credit risk
Ageing of receivables past due but not impaired based on the information provided to senior management at the reporting period end date: Greater than 6 months

19. Amount receivable for services

	2010 \$000	2009 \$000
Current	170	170
Non-Current	3 086	2 220
	<u>3 256</u>	<u>2 390</u>

Represents the non-cash component of service appropriations restricted for use in asset replacement or payment of annual and long service leave liabilities.

20. Plant and equipment

	2010	2009
	\$000	\$000
At cost	537	425
Accumulated depreciation	(422)	(356)
	<u>115</u>	<u>69</u>
Reconciliation of carrying amount at the beginning and end of the financial year is set out below.		
Carrying amount at start of the year	69	205
Additions	98	34
Transferred item previously wrongly included as intangible asset	14	–
Accumulated depreciation on the transferred item	(14)	–
Change in capitalisation threshold ^(a)	–	(748)
Accumulated depreciation on change in capitalisation of threshold ^(a)	–	717
Depreciation for the year	(52)	(139)
Carrying amount at end of year	<u>115</u>	<u>69</u>

There were no indications of impairment to plant and equipment. As at 30 June 2010, there were no assets identified as surplus.

(a) Non-recurrent adjustments for voluntary change in asset capitalisation threshold from \$1,000 to \$5,000.

21. Intangible assets

	2010	2009
	\$000	\$000
Computer software:		
At cost	4 720	2 657
Accumulated amortisation	(1 029)	(643)
	<u>3 691</u>	<u>2 014</u>
Reconciliation of carrying amount at the beginning and end of the financial year is set out below.		
Carrying amount at start of the year	2 014	2 266
Item wrongly included as transferred to plant and equipment	14	–
Accumulated depreciation on the transferred item	(14)	–
Change in capitalisation threshold ^(a)	–	(24)
Accumulated amortisation on change in capitalisation of threshold ^(a)	–	24
Additions		
– transfer from project-in-progress (Note 22)	2 057	–
– acquisitions	19	11
Amortisation for the year ^(b)	(399)	(263)
Carrying amount at end of year	<u>3 691</u>	<u>2 014</u>

There were no indications of impairment to intangible assets. As at 30 June 2010, there were no intangible assets identified as surplus.

(a) Non-recurrent adjustments for voluntary change in asset capitalisation threshold from \$1,000 to \$5,000.

22. Project-in-progress

	2010	2009
	\$000	\$000
Replacement of student records information system, at cost	–	1 894
Carrying amount at start of the year	1 894	1 222
Additions	163	672
Transferred to intangible assets	(2 057)	–
Carrying amount at end of year	–	1 894

All modules of the project were completed during 2009–10 and transferred to the related intangible asset (Note 21) in the Curriculum Council's property register.

23. Payables

	2010	2009
	\$000	\$000
Trade payables	63	63
Voluntary severance offer payment due to an officer ^(a)	230	–
Accrued salaries: amount owing for four working days (2009: 3 working days)	185	139
	<u>478</u>	<u>202</u>

(a) Under the Targeted Employment Separation Offer 2010 scheme, officers who took up the offer must exit the public sector by 30 June 2010. The officer's last day was 30 June 2010 and therefore the amount payable under the offer must be accrued to comply with the scheme.

24. Provisions

	2010	2009
	\$000	\$000
Current:		
Employee benefits provision		
Annual leave ^(a)	906	924
Long service leave ^(b)	1 542	1 530
	<u>2 448</u>	<u>2 454</u>
Other provision		
Employment on-costs ^(c)	10	12
	<u>2 458</u>	<u>2 466</u>

Non-Current:

Employee benefits provision for long service leave	<u>576</u>	<u>419</u>
--	------------	------------

(a) 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 will occur as follows:

Within 12 months of the end of the year	453	462
More than 12 months after the end of the year	453	462
	<u>906</u>	<u>924</u>

(b) 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 will occur as follows:

Within 12 months of the end of the year	540	500
More than 12 months after the end of the year	1 578	1 449
	<u>2 118</u>	<u>1 949</u>

(c) 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 11 'Other expenses'.

Movement in employment on-cost provision:

Carrying amount at start of year	12	2
Additional/(reduction) in provision recognised	(2)	10
Carrying amount at end of year	<u>10</u>	<u>12</u>

25. Other liabilities

	2010	2009
	\$000	\$000
Income in advance: examination enrolment fees from overseas full fee paying students	302	332

The fees are payable prior to the end of the financial year while the examinations are conducted during the first half of the following financial year.

26. Equity

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

Contributed equity

	2010	2009
	\$000	\$000
Balance at start of year	6 257	5 532
Contributions by owners – capital appropriation	68	725
Balance at end of year	6 325	6 257

Accumulated surplus

	2010	2009
	\$000	\$000
Balance at start of year	2 001	2 447
Surplus/(deficit) for the year	224	(446)
Balance at end of year	2 225	2 001

27. Notes to the Statement of Cash Flows**Reconciliation of cash**

	2010	2009
	\$000	\$000
Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:		
Cash and cash equivalents (Note 16)	2 568	4 044
Restricted cash and cash equivalents (Note 16)	2 360	511
	4 928	4 555

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

Net cost of services	(25 269)	(24 586)
Non-cash items:		
Resources received free of charge	101	94
Depreciation and amortisation expense	451	402
Inventories written off (Note 17)	391	–
(Increase)/decrease in assets:		
Current receivables ^(a)	(41)	40
Current Inventories	48	11
Current prepayments	(16)	10
Increase/(decrease) in liabilities:		
Current payables	276	40
Current provisions	(8)	918
Other current liabilities	(30)	125
Non-current provisions	157	(117)
Net GST receipts/(payments)	21	49
Change in GST in receivables/payables	(22)	(48)
Net cash used in operating activities	(23 941)	(23 062)

(a) Excludes GST receivable (Note 18 'Receivables') in respect of the sale/purchase of non-current assets these items do not form part of the reconciling items.

28. Lease commitments

Non-cancellable operating lease commitments for office premises, vehicles and equipment are as follows:

	2010 \$000	2009 \$000
Within 1 year	1 445	1 194
Later than 1 year and not later than 5 years	4 062	4 207
Later than 5 years	–	152
	<u>5 507</u>	<u>5 553</u>

29. Capital commitments

There were no capital expenditure commitments as at 30 June 2010.

30. Contingent liabilities and contingent assets

There were no contingent liabilities and contingent assets as at 30 June 2010.

31. Events occurring after the end of the reporting period

No events have occurred after reporting date which would materially impact on the financial statements.

32. Financial instruments**(a) Financial Risk Management Objectives and Policies**

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

Credit risk

Credit risk arises when there is the possibility of the Curriculum Council's receivables defaulting on their contractual obligations resulting in financial loss to the Curriculum Council. The Curriculum Council measures credit risk on a fair value basis and monitors risk on a regular basis.

The maximum exposure to credit risk at balance sheet date in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any provisions for impairment as shown in the table at Note (c) below.

The Curriculum Council trades only with recognised, creditworthy third parties. The Curriculum Council has policies in place to ensure that sales of goods and services are made to customers with appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Curriculum Council's exposure to bad debts is minimal. There are no significant concentrations of credit risk.

Liquidity risk

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

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

(b) Categories of Financial Instruments

	2010 \$000	2009 \$000
In addition to cash, the carrying amounts of each of the following categories of financial assets and financial liabilities at the balance sheet date are as follows:		
Financial assets:		
Cash and cash equivalents	2 568	4 044
Restricted cash and cash equivalents	2 360	511
Receivables ^(a)	3 457	2 572
Financial liabilities:		
Financial liabilities measured at amortised cost	780	534

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

(c) Financial Instruments Disclosure**Credit Risk, Liquidity Risk and Interest Rate Risk Exposures**

The following table details the exposure to liquidity risk and interest rate risk as at the end of the reporting period. The Curriculum Council's maximum exposure to credit risk at the end of the reporting period is the carrying amount of the financial assets as shown on the following table.

The Curriculum Council does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

The Curriculum Council does not hold any financial assets that had to have their terms renegotiated that would have otherwise resulted in them being past due or impaired.

	Non-Interest Bearing less than 1 year \$000	2 – 5 years \$000	Carrying Amount \$000
2010			
Financial assets:			
Cash and cash equivalents	2 568	–	2 568
Restricted cash and cash equivalents	406	1 954	2 360
Receivables ^(a)	371	3 086	3 457
Financial liabilities^(b):			
Payables	478	–	478
Other liabilities	302	–	302

2009

Financial assets:			
Cash and cash equivalents	4 044	–	4 044
Restricted cash and cash equivalents	230	281	511
Receivables ^(a)	352	2 220	2 572
Financial liabilities^(b):			
Payables	202	–	202
Other liabilities	332	–	332

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable). More information on the credit risk of Trade Debtors is provided in Note 18 'Receivables'.

(b) The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities.

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.

33. Remuneration of members of the Council and senior officers**Remuneration of the members of the Council**

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

	2010	2009
\$0 – \$ 10,000	11	11
\$220 001 – \$230 000 ^(b)	1	1
	\$000	\$000
The total remuneration of the members of the Council is:	224	210

(a) The remuneration of the Chief Executive Officer (CEO) is in this band. Under the Curriculum Council Act 1997, the CEO is a member of the Council.

The total remuneration includes the superannuation expense incurred by the Curriculum Council in respect of members of the Curriculum Council.

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

Remuneration of senior officers

The number of senior officers, other than senior officers reported as members of the Council, whose total fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

	2010	2009
\$ 50 000 – \$ 60 000 ^(a)	1	–
\$ 60 001 – \$ 70 000 ^(b)	1	–
\$130 000 – \$140 000	–	1
\$140 001 – \$150 000	1	1
	\$000	\$000
The total remuneration of senior officers is:	264	280

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

No senior officers are members of the Pension Scheme.

- (a) The senior officer in this band was on secondment to a Federal government agency. The payroll for the duration was recovered from the latter.
- (b) The senior officer in this band was acting in the position of the officer mentioned in Note (a) above. The payroll covered the period of acting.

34 Remuneration of Auditor

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

	2010 \$000	2009 \$000
Auditing the accounts, financial statements and performance indicators	28	28

The expense is included in Note 11 'Other expenses'.

35. Explanatory Statement for comparison of actual results with those of the preceding year

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

	Note	Actual 2010 \$000	Actual 2009 \$000	Variance \$000
Expenses				
Employee benefits expense	(a)	15 357	16 454	(1 097)
Supplies and services	(b)	8 394	7 180	1 214
Accommodation expenses	(c)	1 657	1 230	427
Depreciation and amortisation		451	402	49
Income				
Sales and fees	Note 12 above	808	968	(160)

Explanatory notes

(a) Employee benefits expense

Expense for the year ended 30 June 2009 includes payroll costs for employees on finite contracts involved in rewriting of the new courses. Most of these employees were released during 2009–10 on completion of their contracts, resulting in lower payroll and payroll-related costs such as superannuation.

(b) Supplies and services and other expenses

The increase was primarily due to additional costs for the development and conduct of compulsory examinations for new courses rolled out in 2009 and 2010. These costs were funded by additional service appropriations from the State government.

(c) Accommodation expenses

The increase reflects the full year joint impact of additional office premises leased to house remaining staff and the rise of 15% to 20% in rental rates due to market demand for commercial property.

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

Treasurer's Instruction 945 requires an explanation of the significant variations between the actual income and expenses for the financial year and the estimate for each class of income and expense identified in the annual estimates published in the State Government's budget papers. Significant variations are considered to be those greater than 10% and/or \$100,000.

	Note	Actual 2010 \$000	Budget 2010 \$000	Variance \$000
Expenses				
Employee benefits expense	(a)	15 357	13 988	1 369
Supplies and services	(b)	8 394	9 369	(975)
Accommodation expenses	(c)	1 657	1 100	557
Grants and awards	(d)	266	15	251
Income				
Other revenues and recoveries	(e)	231	—	231
Service appropriations	(f)	25 392	24 468	924
Resources free of charge	(g)	101	274	(173)

Explanatory notes

(a) Employee benefits expense

The variation was mainly caused by \$1.06million of voluntary severance offer payments made during the year to nine officers.

(b) Supplies and services

Overestimation of costs relating to completion of senior school reform and conduct of 2009 compulsory examinations.

(c) Accommodation expenses

Actual expenses include office fit-outs funded by carryover capital works funding from 2008–09.

(d) Grants and awards

Actual includes \$0.253 million of grants to universities (Note 10) for research work in relation to the implementation of senior school reform.

(e) Other revenues and recoveries

Unanticipated revenue such as recoveries of payroll on-costs for seconded officers was not included in the budget.

(f) Service appropriations

Actual appropriations include voluntary severance offer funding of \$1.068 million of State funding for nine officers. The funding was offset by budget reductions of \$0.144 million for vehicle fleet and procurement savings, resulting in a net variance of \$0.924 million.

(g) Resources free of charge

Overestimation of services provided by other agencies in the budget.

37. Schedule of income and expenses by service

	Service 1		Service 2		Total	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000	2010 \$000	2009 \$000
COST OF SERVICES						
Expenses						
Employee benefits expense	4 293	4 599	11 064	11 855	15 357	16 454
Supplies and services	2 346	2 007	6 048	5 173	8 394	7 180
Accommodation expenses	464	344	1 193	886	1 657	1 230
Depreciation and amortisation expenses	126	112	325	290	451	402
Grants and awards	74	76	192	196	266	272
Other expenses	62	69	159	178	221	247
Total cost of services	7 365	7 207	18 981	18 578	26 346	25 785
Income						
Sales and fees	11	46	797	922	808	968
Grants and contributions	—	—	38	41	38	41
Other revenue and recoveries	65	47	166	143	231	190
Total income other than income from State Government	76	93	1 001	1 106	1 077	1 199
Net cost of services	7 289	7 114	17 980	17 472	25 269	24 586
Income from State Government						
Service appropriations	7 098	6 722	18 294	17 324	25 392	24 046
Resources received free of charge	28	26	73	68	101	94
Total income from State Government	7 126	6 748	18 367	17 392	25 493	24 140
Surplus/(deficit) for the year	(163)	(366)	387	(80)	224	(446)

Service 1: Curriculum development, evaluation and support

This service involves:

- curriculum development to address the needs of all students entering senior secondary education;
- accreditation for all courses to ensure high quality and standards of contemporary curriculum provision; and
- formal course review based on stakeholder feedback and consultation.

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.

More details of the services and their key performance indicators are provided in the Additional key performance indicator information section of the annual report.

The Schedule of Income and Expenses by Services should be read in conjunction with the accompanying notes.

Additional key performance indicator information

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 Curriculum Council's performance, and fairly represent the performance of the Curriculum Council for the financial year ended 30 June 2010.



W.R.LOUDEN
CHAIRPERSON



D.A WOOD
CHIEF EXECUTIVE OFFICER

Date: 29 July 2010

Detailed Information in Support of Key Performance Indicators

Agency level government desired outcome: Quality curriculum framework (Kindergarten to Year 12) and assessment (years 11–12) in Western Australia.

The Curriculum Council revised the desired outcome and services during the 2010–11 State Budget process to better reflect its contribution to the government's goal.

The key effectiveness and key efficiency indicators were adopted for the first time during 2009–10 and they were accepted by the Department of Treasury and Finance during the 2010–11 State budget process for implementation from the financial year 2010–11 onwards; they were published in the 2010–11 State Budget.

Outcome: Quality curriculum framework (Kindergarten to Year 12) and assessment (years 11–12) in Western Australia

Key effectiveness indicators (KEI)	2010 Target ^(b)	2010 Actual	2009 Actual ^(b)
1. Engagement of and acceptance by stakeholders of responsible syllabuses, accreditation and review	3.70	3.90	3.70
2. Engagement of and acceptance by stakeholders of comprehensive and easily understood assessment policy and support	3.70	3.84	3.70
3. Engagement of and acceptance by stakeholders of valid and reliable external and school-based assessment	3.80	3.79	3.80

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

(b) The data for 2009 actual and 2010 target was backcast for comparison with the 2010 actual results.

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

KEI 1: Number of surveys received from Course Advisory Committees: 541 (69% response rate; total number of members: 783)

KEI 2: Number of surveys received from Course Advisory Committees: 540 (69% response rate; total number of members: 783)

KEI 3: Number of surveys received from teachers who attended consensus meetings: 4,193 (80% response rate; total number of teachers: 5,259)

Services

Service 1: Curriculum development, evaluation and support Service description

This service involves:

- curriculum development to address the needs of all students entering senior secondary education;
- accreditation for all courses to ensure high quality and standards of contemporary curriculum provision; and
- formal course review based on stakeholder feedback and consultation.

Service 2: Student assessment and certification

Service description

This service involves:

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

Key efficiency indicators	Note ^(a)	2010 Target	2010 Actual	2009 Actual
Service 1: Curriculum development, evaluation and support				
Key efficiency indicators:				
• Average cost per registered school for each course of professional support	(b)	\$3 613	\$3 828	\$7 563
• Average cost per registered school for each course of development and review	(b)	\$23 564	\$24 645	\$49 324
Service 2: Student assessment and certification				
Key efficiency indicators:				
• Average cost per enrolled student for moderation	(c),(f)	\$116	\$87	\$71
• Average cost per enrolled student for external assessment	(d),(f)	\$262	\$194	\$160
• Average cost per enrolled Year 12 student for certification	(e),(f)	\$863	\$890	\$529

(a) The variations for key efficiency indicators are mainly due to the backcast of the targets arising from the change in the outcome based management framework.

(b) 2009 actual includes non-recurrent expenditure for rewriting courses under the senior school reform. Courses only need to be maintained thereafter.

(c) The time lag in moderation for new courses rolled out during 2009–10 accounted for the difference in the average cost data for 2010 target and 2010 actual.

(d) The average cost was dependent on the number of enrolled students (denominator for the average cost). The 2010 target was based on 48,000 students but the actual enrolment was 67,611.

(e) The variation between the 2010 target and 2010 actual was largely due to underestimation of compulsory examination expenditure

(f) The higher average cost for 2010 actual compared to 2009 actual was due to expenditure incurred for the development and conduct of compulsory examination for new courses.

Ministerial directives

No ministerial directives were received during the financial year.

Contracts with senior officers

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

Other financial disclosures

The Council charges for goods and services rendered on a full or partial cost recovery basis. These fees and charges were determined in accordance with *Costing and pricing of government – outputs: guidelines for use by agencies* published by the Department of Treasury and Finance.

Capital works

The Council's project-in-progress reported in the Statement of Financial Position relates to the development of an electronic information system for student records.

Statement of Compliance with *Electoral Act 1907* section 175ZE (Advertising)**Advertising**

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

Details are as follows:

Expenditure with Advertising Agencies

Adcorp Australia Limited	\$2 714
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Total Expenditure 2009–10	\$2 714
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Appendices

Appendix 1: Aboriginal Advisory Committee

Role

The Aboriginal Advisory Committee met quarterly to advise the Council on action required to ensure that:

- the curriculum is inclusive of Aboriginal students across all phases of schooling.
- Aboriginal perspectives are embedded across learning areas to support student achievement of outcomes in the ongoing development and implementation of the curriculum.
- processes for consultation and for communication of information about Council matters are conducted appropriately.
- flexible approaches and specific strategies are introduced to accelerate the rate of achievement of Aboriginal students.
- Aboriginal students' achievement of the Western Australian Certificate of Education (WACE) is enhanced with open pathways to university studies, vocational education and training or employment.

Achievements 2009–10

The committee:

- brought the survey findings on Aboriginal student perceptions of senior secondary schooling to the attention of the Commissioner for Children and Young People
- provided advice on the implementation of the senior secondary courses and how the WACE could be made more accessible to Aboriginal students, particularly those in remote schools
- reviewed the development of the Australian curriculum and provided advice to the Curriculum Council on ways in which Aboriginal perspectives could be further embedded and the needs of Aboriginal students addressed
- advised and supported the Council in relation to awareness raising of Council staff – Sorry Day, NAIDOC and Reconciliation week
- provided a response to MCEECDYA on the Indigenous Education Action Plan Draft 2010–2014
- provided advice to external organisations such as AIATSIS (Response to The Little Red Yellow Black Book and on-line learning materials) and AETC

- promoted the learning of Aboriginal Languages of WA and Aboriginal and Intercultural Studies through networking and distribution of the promotional poster

Membership

The membership of this committee attempted to ensure representation of a diverse range of expertise in relation to the education of Aboriginal students.

Carol Garlett (Chair)	Aboriginal Education and Training Council
Donna Bridge	Department of Education
Robyn Collard	Catholic Education Office
Sandra Harris	Aboriginal Education West Coast DEO
Daryl Eades	Association of Independent Schools of WA
Yvonne Green	Aboriginal Education Midlands DEO
Bruce Roper	Department of Education
Dr Ann Galloway	Edith Cowan University
Gary Robinson	Association of Independent Schools of WA
Collene Castle	Aboriginal Services Swan TAFE
Sue Beath	Aboriginal Education Swan DEO
Gail Barrow	Aboriginal Education Fremantle/Peel DEO
Wayne Devine	Aboriginal Education Fremantle/ Peel DEO
Lesley Radloff	Aboriginal Education and Training Council
Christine Jackson	Aboriginal Education Canning DEO
David Wood	Curriculum Council
John Newman	Curriculum Council
Robyn Smith	Curriculum Council
Executive Officer:	
Aileen Hawkes	Curriculum Council

Appendix 2: Curriculum Framework Committee

Terms of Reference

The Curriculum Framework Committee has delegated authority to:

- a) Provide a forum for consultation with and collaboration between school sector/systems, the academic community, professional associations and community representatives on curriculum from Kindergarten to Year 10.
- b) Provide advice to the Council on:
 - jurisdictional responses required in relation to developments in national curriculum and assessment
 - the potential impact and implications of developments in national curriculum and assessment
 - identification of priorities for the development of related support documentation and professional development plans.
- c) Maintain a coordinating role in relation to the implementation of the *Curriculum Framework*, namely in relation to:
 - support documents and professional development plans required for implementation of the *Curriculum Framework*
 - any reporting requirements approved by the Council
 - the process of exemptions from the *Curriculum Framework*.
- d) Consider any matter referred to the Committee by the Council.

Chair

Valerie Gould Association of Independent Schools of WA (Inc)

Members

Department of Education

Jenny Firth Safety Bay Senior High School

Juanita Healy Department of Education

Richard Lobb Department of Education (from March 2010)

Andrew Thompson Department of Education

Louis Zeid Carramar Primary School

Mark Newhouse Association of Independent Schools of Western Australia

Chrissie Gamble Scotch College (Western Australia)

Catholic Education Office

Eileen Climo St Andrew's Catholic Primary School

Robyn Collard Catholic Education Office

Janice Gorrie Catholic Education Office

Universities

Dr Lennie Barblett Edith Cowan University (Mt Lawley)

Prof Barry Down City of Rockingham Chair of Education, Murdoch University Campus

Executive Officer: Joan Slattery

The Committee noted the Review of the Curriculum Framework and recommended that the Committee provide input into the development and implementation and implementation of the Australian curriculum (Recommendation 2010/02) 88th CFC meeting February 2010: 2010/5011.

Association of Independent Schools of Western Australia

Appendix 3: Senior Secondary Education Committee

The Senior Secondary Education Committee advised the Council on the accreditation and assessment of Year 11 and Year 12 courses, including subjects to be assessed for tertiary entrance and VET in schools.

Chair

Professor David Macey, representing the Council (from October 2008)
Robert Player, representing the Council (to August 2008)

Members

Anne Griffith	Industry, Chamber of Commerce
Shelley Hill	Community
Lois Joll	Department of Education and Training
Andrew Jones	University, Edith Cowan
Prof. Jane Long	University, UWA
Barrie McMahon,	University; Curtin
Brenda Micale	Department of Education and Training
Rob Nairn	Professional Association, WASSEA
Frank Italiano	Catholic Education Office
Mark Newhouse	Association of Independent Schools WA
Prof. Michael O'Neill	University, Notre Dame
Paul Shanahan	Teacher's interests, Education Union
Prof. Andrew Taggart	University, Murdoch
Andrea Vinciullo, Training	Central Institute of Technology
Assoc. Prof. John Williams	University, Edith Cowan
Prof Robyn Quinn	University, Curtin
Executive Officer: Chris Stone, Curriculum Council	

During 2009–2010 SSEC provided feedback to Council on proposals regarding:

- Changes to the WACE requirements
- Changes to the sickness/misadventure criteria for WACE exams
- Changes to the application and enrolment processes for final year EALD students
- Criteria for revising listed sports for Physical Education Studies
- The proposed method for increased support for schools in small group moderation
- The proposed method for representing the WACE on the AQF
- The proposed method for the management of school alliances
- Changes to the syllabus for a wide range of courses

SSEC also was updated by the secretariat on a range of ongoing activities/developments and monitored their progress, including:

- The development and implementation of the online learning and support extranet
- The development and implementation Guides to Grades
- The development of the Standards Guides/Packages
- Methods of delivering of exams online and trialling with schools
- The development, provision and marking of practical exams
- The organisation of assessment seminars and teacher feedback
- The organisation of consensus moderation and teacher feedback
- The professional development provided for teachers and the teachers' feedback
- The development of the WACE examinations 2009
- Student certification and results data 2009

Appendix 4: Equity Advisory Group

Members

Department of Education

Feni Bembridge Secondary Directorate
Jacqueline Burns K–12 Curriculum Assessment and Reporting
Julie Hillin (until February 2010) Standards and Moderation Directorate
Bethel Hutchinson (until February 2010) School representative
Stephanie McDonald School representative
Shelley McGinn School representative
Penny McLoughlin (until August 2009) Senior School Academic Standards and Support Directorate
Dale Miller (from May 2010) Aboriginal Education Directorate
Antoinette Morris Participation Branch
Terri Russell (until February 2010) Aboriginal Education Directorate

Catholic Education Office

Tony Curry (from May 2010) School representative (Catholic Secondary Principals Association)
Julie Hornby (until January 2010) School representative
Valerie Martin Learning and Teaching K–12 Team
Kevin Sheehy School representative
Christine Williams Students with Disabilities K–12 team

Association of Independent Schools of WA

Mandy Corkill (until August 2009) Inclusive Education Consultant
Debbie Davies School representative
Sophia Sabatier Literacy Education Consultant
Joanne Thompson (from February 2010) Inclusive Education Consultant

Tertiary sector

Michelle Dodd Training representative
Dr John O'Rourke University School of Education

WA Education Support Principals and Administrators Association

Andrew Wilson President and Principal Cannington Community Education Support Centre

Community representation

Christine Johnson Equal Opportunities Commission

Curriculum Council

Tania Bauk Manager Curriculum/Quality Assurance (until December 2009); Manager Online and Languages (from January 2010)
Jeanette Dalla-Costa (until December 2009) Manager VET and Endorsed Programs
John Gougoulis (until February 2010) Director Curriculum and Assessment – Chairperson
Aileen Hawkes Curriculum and Assessment Officer Aboriginal and Intercultural Studies, Aboriginal Languages of WA
Leanne Meldrum Curriculum and Assessment Officer, Endorsed Programs
Jo Merrey (from February 2010) Curriculum and Assessment Officer, Web Development – Executive Officer
Robyn Smith (from February 2010) Director Curriculum and Assessment (Acting) – Chairperson
Amanda Taylor (until December 2010) Curriculum and Assessment Officer, Integrated Programs/Education Support – Executive Officer

Appendix 5: VET Advisory Group

The VET industry specific advisory group oversees the development of the VET industry specific courses and matters that relate to the evolution of the courses.

Membership at 1 June 2010:

Shirley Parer	Dept of Education (Schools)
Dr Peter Carey	Catholic Education Office
Meredith Roe	Catholic Education Office – Teacher
Frances van Riessen	Association of Independent Schools of WA
Sondra Turner	Association of Independent Schools of WA – Teacher
Louise Morrison	Dept of Education (VET in Schools)
Eileen Hull	Dept of Education (VET in Schools)
Cathy Sutherland	Australian Council for Private Education and Training (ACEPT)
Raelene Infanti	Dept of Education (Schools) –Teacher
Ros Howell	Central Institute of Technology – Perth (Training)
Kath Finn	Polytechnic West (Training)
Leone Scott	Dept of Education (Schools)
Les Goh	Chamber of Commerce and Industry (Industry)
Mike Prime	Chamber of Minerals and Energy (Industry)
Mike Eastman	University (Edith Cowan University)
Dr Leon Deleuil	Curriculum Council – Chair
Nicole Gazey	Curriculum Council – Executive Officer
Carole Veith	Curriculum Council – Moderation Officer – VET

Appendix 6: Endorsed Programs Panel

Membership as of 30 June 2009:

Robert Nairn (Chair)	President of the WA Senior Secondary Executives Association
Mandy Corkill	Association of Independent Schools of WA
Dr Peter Carey	Catholic Education Office
Peter Jones	Department of Education (Participation Directorate)
Shirley Parer	Department of Education (Secondary Schooling)
Eileen Hull	Department of Education (VET in Schools)
Jeanette Dalla-Costa	Curriculum Council secretariat
Leanne Meldrum	
Carole Veith	

Appendix 7: Community Service Activity Report

Community Service Advisory Panel

Armando Giglia	Principals' consultant Department of Education
Diana Alteri	Consultant, Catholic Education Office
Kath Ward	Principal, Department of Education
Rita Tognini	Consultant, Department of Education
Christine Aldous	Service Learning Network
Traci Gamblin	Consultant, Volunteering WA

By sector:

	Independent	CEO	Government	Total
Total students registered	5001	4910	13859	23547
Total students with community service hours recorded	3709	3841	9378	16928
Percentage students with community service hours recorded	74.3%	78.2%	68.0%	71.4%
Mean community service hours recorded	24.5 hours	28.8 hours	25.3 hours	25.9 hours
Total students with no community service hours recorded	1271	1069	4279	6619
Percentage students with no community service hours recorded	25.7%	21.8%	32.0%	28.4%

By Gender:

	Female	Male	Total
Total students registered	12260	11287	23547
Total students with community service hours recorded	9115	7813	16928
Percentage students with community service hours recorded	73.9%	68.7%	71.4%
Mean community service hours recorded	27.0 hours	24.7 hours	25.9 hours
Total students with no community service hours recorded	3145	3474	6619
Percentage students with no community service hours recorded	26.1%	31.3%	28.4%

ENDORSED PROGRAMS WITH A COMMUNITY SERVICE COMPONENT

Community Organisation Provider	Program Title
Australian Army Cadets	Annual Camp Tier 1A
Australian Army Cadets	Annual Camp Tier 1B
Australian Army Cadets	Annual Camp Tier 2A
Australian Army Cadets	Annual Camp Tier 2B
Australian Army Cadets	Annual Camp Tier 3
Australian Army Cadets	Junior Non Commissioned Officers' Course
Australian Army Cadets	Senior Non Commissioned Officers' Course
Australian Army Cadets	Cadet Training Management Package
Australian Army Cadets	Cadet Under Officers' Course
Australian Army Cadets	Warrant Officer Course
Australian Air Force Cadets	Advanced Stage Training
Australian Air Force Cadets	Basic Stage Training
Australian Air Force Cadets	Proficiency Stage Training
Australian Air Force Cadets	Qualified Stage Training
Australian Air Force Cadets	Senior Non-commissioned Officers Course
Australian Air Force Cadets	Under Officers Course
Australian Air Force Cadets	Warrant Officers Course
Australian Business Week Ltd	Enterprise Education
Australian Red Cross	Cadet
Australian Red Cross	Cadet First Class
Australian Red Cross	Senior Cadet
Australian Red Cross	Cadet Officer
Calisthenics Association of WA	Cadet Coach
Calisthenics Association of WA	Coach Level One
Conservation Volunteers Australia	Monitoring, Evaluation and Recording of Native Fauna
Conservation Volunteers Australia	Monitoring, Evaluation and Recording of Native Flora
Department of Environment and Conservation	Bush Rangers Western Australia Level One
Department of Environment and Conservation	Bush Rangers Western Australia Level Two
Department of Environment and Conservation	Bush Rangers Western Australia Level Three
Duke of Edinburgh WA	Bronze Award

Duke of Edinburgh WA	Silver Award
Duke of Edinburgh WA	Gold Award
Department of Sport and Recreation	NCAS Intermediate Coaching General Principles
Emergency Services Cadets	First Aid and Emergency Care Management Skills
Emergency Services Cadets	Fire Safety Management Skills
Emergency Services Cadets	General Rescue Skills
Emergency Services Cadets	Leadership and Instructional Skills
Emergency Services Cadets	Natural Hazards Management Skills
Emergency Services Cadets	Search and Rescue Management Skills
Emergency Services Cadets	Training Program Cadet Level 1
Emergency Services Cadets	Training Program Cadet Level 2
Emergency Services Cadets	Training Program Cadet Recruit
Emergency Services Cadets	Water Safety Management Skills
Gaelic Football and Hurling Association	Level 1 Gaelic Football Coach
Girl Guides Australia	Gold Endeavour Award
Girl Guides Australia	Interest and Focus Award
Girl Guides Australia	Queen's Guide Award
Hockey Australia	Beginning Coach and Umpire
Hockey Australia	Community Coach and Umpire
Australian Navy Cadets	Able Seaman Qualifying Course
Australian Navy Cadets	Chief Petty Officer Qualifying Course
Australian Navy Cadets	Leading Seaman Qualifying Course
Australian Navy Cadets	Midshipman Course
Australian Navy Cadets	Petty Officer Qualifying Course
Australian Navy Cadets	Seaman Qualifying Course
Australian Navy Cadets	Warrant Officer Qualifying Course
Australian Navy Cadets	Adventure Training
Australian Navy Cadets	Cookery
Australian Navy Cadets	Communications
Australian Navy Cadets	Ceremonial Weapons and Safety
Australian Navy Cadets	Musician
Australian Navy Cadets	Marine Engineering
Australian Navy Cadets	Physical Training
Pony Club Association of WA	Level 1 General Coaching

Pony Club Association of WA	Level 1 General plus Mounted Games Coaching
Pony Club Association of WA	Level 1 Games Specific Coaching
Pony Club Association of WA	Preliminary Coaching
Surf Lifesaving WA	Bronze Medallion
Surf Lifesaving WA	Surf Rescue Certificate
Scout Association of Australia	Venturer Award
Scout Association of Australia	Endeavour Award
Scout Association of Australia	Queen's Scout Award
Western Australian Police Rangers	First Class Ranger Training Program
WA Volleyball Association	Australian Volleyball Coach Level 1
WA Volleyball Association	Australian Volleyball Coach Level 2
WA Volleyball Association	Australian Volleyball Referee Level 2
World Challenge Australia	World Challenge Expedition

Personal Development Provider	Program Title
Anglicare WA	Changemakers
Anglicare WA	Changemakers – Learning by Building Community
Catholic Education Office of WA	Christian Service Learning in Catholic Schools
CISV International	Interchange
CISV International	International Youth Meeting
CISV International	Seminar Camp
CISV International	Summer Camp
CISV International	Village Program (Junior Counsellor)
Curriculum Council Generic Program	Administration and Management
Curriculum Council Generic Program	Community Arts Performance
Curriculum Council Generic Program	Community Sports Performance
Curriculum Council Generic Program	Music Performance (Ensemble)
Curriculum Council Generic Program	Recreational Pursuits
Curriculum Council Generic Program	School Trip
Curriculum Council Generic Program	Whole School Production – Performance
Curriculum Council Generic Program	Whole School Production – Production and Design
Curriculum Council Generic Program	Work Skills
Department of Education	Community Service
Department of Education	Learning to Live General Construction

Department of Education	Learning to Live Home Maintenance
Department of Education	Learning to Live Horticulture
Department of Education	Learning to Live Landscaping
Department of Education	Learning to Live Sustainability
Department of Education	Life Skills for Senior School Students 6 – The Project
Duncraig Senior High School	Eco Leader 1
Duncraig Senior High School	Eco Leader 2
Elite Sports Programs	Basketball Coaching
Elite Sports Programs	Basketball Officiating
La Salle, Mercedes, Ursula Frayne Colleges	Christian Service Learning
Lions Club International	Leo Club
Mercy	Service-Learning
Peer Support Australia	Peer Support Program
Pinjarra Senior High School	Seniors Leading
Principals Australia Inc MindMatters	Youth Empowerment Process Taking Action
Rotary International	Interact
Sacred Heart College	Young Vinnies Program
School of Instrumental Music	Music Ensemble Performance
School of Instrumental Music	Extension Ensemble Performance
UnitingCare West	Talking Realities
Volunteering WA	YVolunteer