



Government of **Western Australia**
School Curriculum and Standards Authority



School Curriculum and Standards Authority
Annual Report
2022–2023



Acknowledgement of Country

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

Accessibility

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

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

Key terms

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

Statement of Compliance

For the year ended 30 June 2023

HON DR TONY BUTI MLA
MINISTER FOR EDUCATION

In accordance with section 63 of the *Financial Management Act 2006* and section 12 of the *School Curriculum and Standards Authority Act 1997*, we hereby submit for your information and presentation to the Western Australian Parliament the Annual Report of the School Curriculum and Standards Authority for the reporting period ended 30 June 2023.

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

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



Mrs Pauline White
Chair
18 September 2023



Ms Pauline Coghlan
Board Member
18 September 2023



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Section 1: Overview



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Overview

About this report

Welcome to our *2022–23 Annual Report*. It presents the work of the School Curriculum and Standards Authority (the Authority) in the context of the priorities stated in the *School Curriculum and Standards Authority Strategic Plan 2021–2023* (the Strategic Plan), budget papers and other significant documents, and outlines our contribution to broader Government-desired outcomes.

Section 1: Overview

Section 1 provides an executive summary through a foreword by the Chair of the Authority's Board, a summary of the Authority's 2022–23 performance highlights and our performance against financial targets. It also presents our role, vision, values and operational structure.

This section includes information about our performance management framework and our strategic priorities and goals for 2022–23.

Section 2: Agency performance

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

The Authority has responsibility for Kindergarten to Year 12 curriculum and assessment in Western Australia, but generally reports data from Pre-primary onwards as Kindergarten is not a compulsory year of schooling in Western Australia. Detailed 2022 Australian Tertiary Admission Rank (ATAR) course examination data is included in Appendix A.

Section 3: Significant issues impacting the authority

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

Section 4: Disclosures and legal compliance

Section 4 presents our audited financial statements for the year ended 30 June 2023 and key performance indicators in accordance with Part XI of the *Treasurer's Instructions*. This section outlines the Authority's financial and non-financial disclosures and other legal requirements. Since 2019–20, the Authority has moved to a Tier 2 reporting model in accordance with *Treasurer's Instruction 1107*.

About us

The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Minister for Education, the Minister for International Education and the Minister for Early Childhood Education. It is administered by a Board consisting of seven members.

Our role

Our role is to:

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

Our vision

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

Our values

- Integrity
- Fairness
- Equity
- Transparency
- Respect

Our stakeholders

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

Our Strategic Plan

The *Board of the School Curriculum and Standards Authority Strategic Plan 2021–2023* has three priority areas:

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



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Foreword from the Chair of the Board

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

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

It has been a relief to return to more familiar conditions during 2022–23. In the past year, the Board continued to focus on our partnerships with schools and their communities in delivering the best opportunities for their students. Consultation with our stakeholders, including schools, pre-schools and early learning centres, the education systems/sectors, home educators, Training and Further Education (TAFE), universities, professional associations, national education authorities and the community of Western Australia, remained a feature of our work to ensure we are responsive to the needs of students, teachers and schools. Once again, the Authority’s achievements in 2022–23 come from the contributions of many people beyond the Board.

Curriculum review and development

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

The Authority made significant progress in its process of adopting and adapting the Western Australian curriculum following the curriculum review conducted by the Australian Curriculum, Assessment and Reporting Authority (ACARA) announced in June 2020 by the Education Council. We have built on

the consultation completed prior to this reporting period to ensure that any changes to the mandated Western Australian curriculum are well considered before being finalised.

In 2022, we published more targeted content for consent education and examples of first aid in the Health and Physical Education curriculum. We also updated phonics and word knowledge content in the English learning area for the primary school years. Additionally, the Years 11 and 12 syllabus review process continued. The Board drew on the expertise of the Curriculum Advisory Committees (CACs) before providing the draft revised syllabuses to teachers and stakeholders for review. All feedback is collated and considered before final drafts of the revised syllabuses are endorsed by the Board and presented for ratification to schools teaching the course.

Our maintenance of the currency of syllabuses and support materials for courses not under review remained an important activity. Officers from the Authority provided schools with support through documentation and grading reviews, along with moderation processes and seminars that build and share understandings across the teaching community.

Equity and inclusion

The Authority’s commitment to equity and inclusion was maintained. I am pleased the review and evaluation of the Authority’s *Disability Access and Inclusion Plan 2017–2021* (the *DAIP*) has led to the development of our new *Disability Access and Inclusion Plan 2023–2027*. Beyond the requirement to have a *DAIP* in place, the Board is committed to ensuring all our stakeholders have the access and inclusion that is their right.

As the Authority moves towards the development of a Reconciliation Action Plan (RAP), all staff must complete either the Authority’s Aboriginal Cultural Awareness program of three sessions covering two half days and one full day, or the cultural awareness course provided online by the Department of

Education. The Authority's training, *Kurongkurl Katitjin – Coming Together to Learn*, led by Gail and Jason Barrow, engaged staff in hands-on learning. We ran the course again in 2023 with staff continuing to provide extremely positive feedback.

We saw strong progress in 2022–23 in support for Aboriginal and Torres Strait Islander students. We updated the Aboriginal and Intercultural Studies General course in 2022 with the first year of implementation in 2023 and look forward to schools offering the course for teaching in Year 12 in 2024. We will update the ATAR course in 2023–24. We also published the Western Australian Aboriginal Languages: Noongar (Language Revival) curriculum for Pre-primary to Year 10 students, adapted from ACARA's *Aboriginal and Torres Strait Islander Languages Framework*. After publishing the Noongar course, we published the Western Australian Aboriginal Languages (Language Revival) Template for Syllabus Development Pre-primary to Year 10 Scope and Sequence. Schools will be able to use this template in consultation with their communities to develop language syllabuses specific to their local needs and contexts. The connections of language to Country, culture, identity, people and community make efforts towards language revival a critical endeavour.

Initiatives and growth

In 2023, the Board began preparing for a process of review and consultation to refresh the Western Australian Certificate of Education (WACE). It is over 10 years since the development of the current WACE commenced and seven years since the first students received the 'new' WACE certification. The Board has approved some modifications to the WACE over the course of the past seven years. Parents, students and teachers need a sense of stability in terms of curriculum, standards, supporting documentation, assessments and examinations and we remain committed to the carefully considered evolution of the WACE. As in the past, we will carefully consider

refreshments to ensure the WACE is a robust, rigorous and contemporary senior certificate that is respected nationally and internationally.

Our provision of the Western Australian curriculum in overseas schools continued to grow. The reputation we have earned through the high quality of our curriculum and our rigorous standards holds us in good stead to ensure the Western Australian curriculum is attractive to offshore international schools. The international education program provides overseas students with access to the Western Australian curriculum while creating links to bring overseas WACE graduates to Western Australia for further studies and training as part of the *Western Australian International Education Recovery and Renewal Plan*.

We made progress in implementing efficient and integrated information and technology solutions in line with the *WA Government Cyber Security Policy*. In 2022–23, the Authority undertook a cybersecurity evaluation of its network and systems. As we have seen across the community in recent times, it is essential that data systems are protected from the threat of unauthorised access. This will remain as a focus of our efforts.

Thank you

I thank my fellow Board members for their efforts throughout 2022–23. I also thank the members of the Authority's two statutory committees – the Curriculum and Assessment Committee and the Standards Committee – for their robust and well considered advice to the Board.

The executive team of the SCS Division continued to work tirelessly and I acknowledge Allan Blagaich, Juanita Healy, Ivan Banks and Mandy Hudson for their commitment to the Board's objectives. The Division's staff provided excellent support to the Board with a focus ensuring all students have the best opportunities through excellent curriculum, consistent standards and well-regarded certification.

Overview

Finally, the Authority's vision for students and teachers is made possible through the involvement of many people from the education systems/sectors, stakeholder groups, teachers' professional associations, parent associations and the community. In 2022–23, there were once more thousands of people involved in external committees, forums, working parties, advisory groups and consultations. My thanks to everyone who contributed to supporting schools, teachers and students. Thank you especially to teachers who took on roles as external markers, resource developers and reviewers; the Board particularly appreciates your contributions.

Pauline White

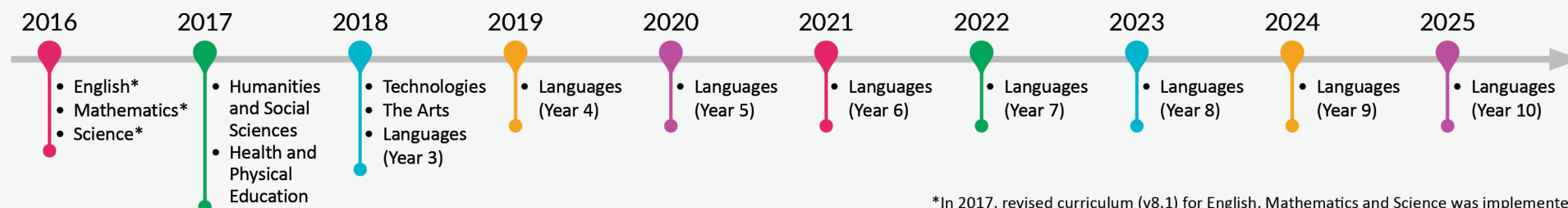
Mrs Pauline White
Chair



Image: Graham Oliver via iStock

2022–23 At a glance

Western Australian Curriculum and Assessment Outline – Implementation Timeline



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

	2022	2023	2024
Consultation	<ul style="list-style-type: none"> Phonics and word knowledge (English) Consent and first aid (Health Education) 	<ul style="list-style-type: none"> English Health and Physical Education 	<ul style="list-style-type: none"> To be announced
Familiarisation		<ul style="list-style-type: none"> Phonics and word knowledge (English) Consent and first aid (Health Education) 	<ul style="list-style-type: none"> English Health and Physical Education
Implementation			<ul style="list-style-type: none"> Phonics and word knowledge (English) Consent and first aid (Health Education)



WACE – Eligibility and achievement

91.3% ACHIEVED A WACE

In 2022, there were **23 932** Year 12 students eligible for the WACE. Of these, **21 850** achieved the WACE.

Aboriginal and Torres Strait Islander students

68.4% ACHIEVED A WACE

In 2022, there were **734** Aboriginal and Torres Strait Islander students eligible for the WACE. Of these, **502** achieved the WACE.



Vocational Education and Training (VET)

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

2022	2021
12 567 Certificate II or higher • 3308 Certificate III • 1724 Certificate IV	12 918 Certificate II or higher • 3209 Certificate III • 1539 Certificate IV

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



Exhibitions and Awards

3648
 exhibitions and awards were granted to
3610
 students

Examinations

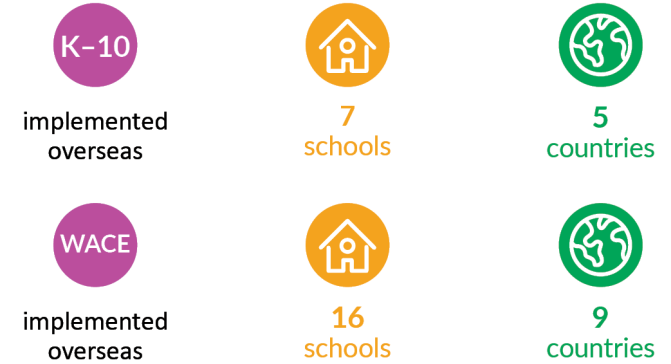


Brightpath assessment tool

750+ schools across the education systems/sectors were provided access to Brightpath.

Offshore international curriculum programs

International schools



Student enrolments overseas

Southern hemisphere academic calendar (as at 31 December 2022):



Northern hemisphere academic calendar examinations pilot (as at 30 June 2022):



NAPLAN

Participation rates for eligible Years 3, 5, 7 and 9 students in the 2022 NAPLAN

	3	5	7	9
Language conventions	94.8%	95.3%	92.5%	89.7%
Numeracy	94.6%	95.2%	91.8%	90.0%
Reading	95.4%	96.2%	94.4%	92.1%
Writing	94.6%	96.2%	94.4%	91.9%

Operational structure

Responsible Minister

In 2022–23, the Authority was responsible to the Hon Sue Ellery MLC, Minister for Education and Training until 14 December 2022 and from then to the Hon Dr Tony Buti MLA, Minister for Education. We are also responsible to the Hon Sabine Winton MLA, Minister for Early Childhood Education, from 14 December 2022, and to the Hon David Templeman MLA, Minister for International Education for the full year.

The Authority is administered by a Board consisting of seven members. The Minister for Education ensures that the members of the Board have, between them, the knowledge, experience and expertise needed to enable the Authority’s functions under the *School Curriculum and Standards Authority Act 1997* (the *Act*) to be performed effectively.

The Board

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

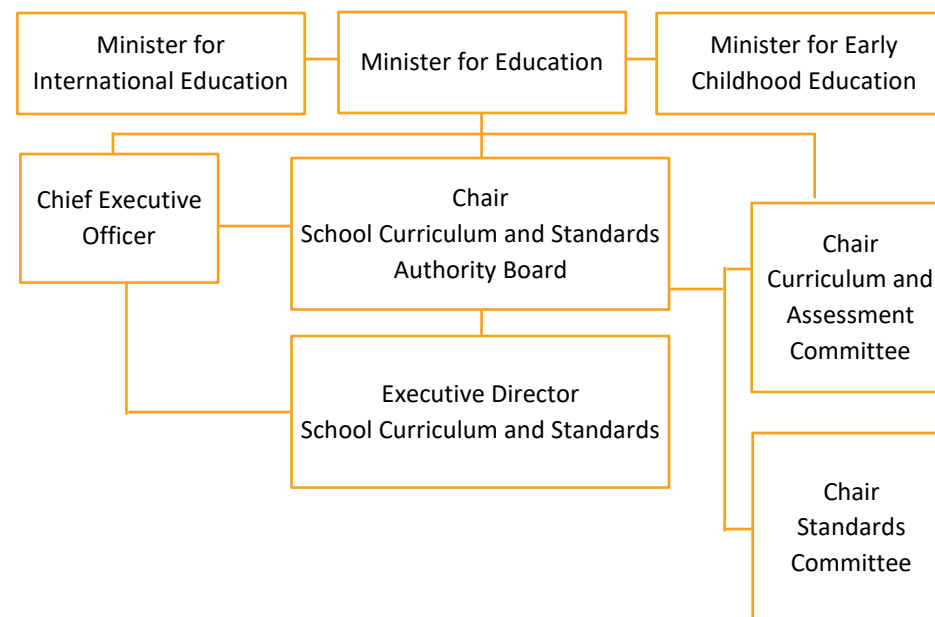
The Authority has a seven-member Board appointed by the Minister for Education.

Statutory committees

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

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

Figure 1: Governing Board structure as at 30 June 2023





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

Board membership

Mrs Pauline White

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

Emeritus Professor David Andrich

Professor Andrich was Chapple Professor of Education at the University of Western Australia from 2007 to 2020. He has expertise in measurement and

standards, and has conducted research at a national and state level in certification and selection into tertiary education.

Ms Pauline Coghlan

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

Emeritus Professor Jill Downie

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

Dr Lynette Henderson-Yates

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

Ms Lee Musumeci

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

Ms Denise O’Meara

Ms O’Meara has extensive experience in teaching and educational roles, including as Principal of Bunbury Catholic College and Mercedes College and

a member of the Executive of the Bunbury Regional Trade Training Centre. She has had significant involvement and oversight in the capital development planning for a multi-campus school and education support units.

Organisational structure

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

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

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

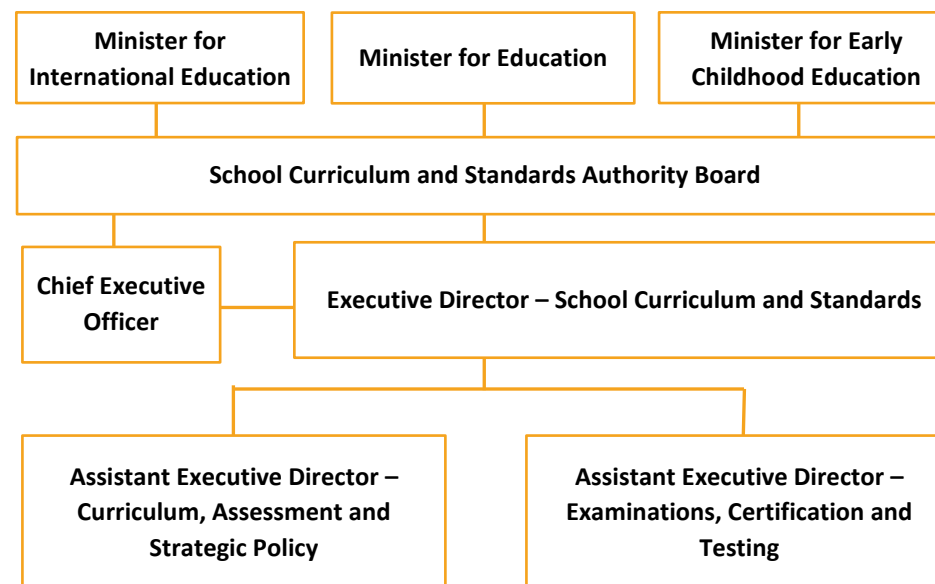
In exercising the delegations of the Board, the Executive Director – SCS is accountable to the Board. In exercising all other functions, the Executive Director – SCS is accountable to the CEO of the Authority.

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

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

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

Figure 2: Organisational structure (operational) (as at 30 June 2023)





Overview

Executive Group

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

Table 1: Members of the Executive Group

Name	Position Title
Mr Allan Blagaich	Executive Director – School Curriculum and Standards
Ms Juanita Healy	Executive Director – School Curriculum and Standards (from January 2023) Assistant Executive Director – Curriculum, Assessment and Strategic Policy (until January 2023)
Ms Mandy Hudson	Acting Assistant Executive Director – Curriculum, Assessment and Strategic Policy (from February 2023)
Mr Ivan Banks	Assistant Executive Director – Examinations, Certification and Testing



Executive Director – School Curriculum and Standards

Mr Allan Blagaich

Ms Juanita Healy (from January 2023)

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

The Executive Director is responsible for:

- managing and maintaining the day-to-day operations of the SCS Division supporting the Authority. The division provides the following services in support of the Authority:
 - curriculum, assessment and reporting policies
 - curriculum development and review
 - curriculum and assessment resources
 - alternative curriculum and reporting recognition
 - determination of standards and reporting standards
 - examinations
 - education systems/sectors-wide assessments, e.g. National Assessment Program – Literacy and Numeracy (NAPLAN)
 - collection and management of student data and records of achievement
 - data analysis and information reporting
 - offshore international offerings of the Western Australian curriculum and the Western Australian Certificate of Education (WACE)
 - research (e.g. online assessment and marking, curriculum innovation, standards development)
 - end-of-year academic processes
 - assessments and achievement procedures
 - course development and accreditation

- other services as determined by the Authority Board and agreed by the CEO of the Authority
- representing on behalf of the CEO of the Authority, subject to section 8A of the *Act*, in meetings, Board and committee meetings, including external committees
- attending meetings with the Minister for Education, the Minister for International Education, the Minister for Early Childhood Education and the Chair of the Board
- reporting at all Board meetings on the performance of delegated functions
- providing briefings on operations and administration of functions relating to the Authority to the CEO of the Authority and to the Chair of the Board as required
- managing funds allocated to the division to meet the statutory obligations and strategic direction of the Authority.

Assistant Executive Director – Curriculum, Assessment and Strategic Policy

Ms Juanita Healy (until January 2023)

Ms Mandy Hudson (from February 2023)

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

- implementing moderation activities to ensure state-wide comparability of standards
- ensuring that equitable and rigorous ATAR course examinations are developed and provided for implementation in all Western Australian schools and offshore international schools that deliver the WACE
- ensuring that the ATAR course examinations reflect the content of the ATAR courses

- ensuring that the examinations are reviewed at completion of implementation
- leading development of examinations in an online environment and ensuring that the curriculum is shaped to address the shift into an online environment
- directing and managing development, implementation and review of policies and programs of the Authority associated with Kindergarten to Year 12 curriculum, assessment and moderation
- researching best practice in curriculum, standards and moderation
- planning and developing policies, programs, systems and innovations associated with the work of the Authority
- managing projects across the Authority
- ensuring that the Authority remains responsive to the needs of the School Curriculum and Standards Authority Board, the Minister for Education, the Minister for International Education, the Minister for Early Childhood Education and leading the coordination of associated services, projects and support.

Assistant Executive Director – Examinations, Certification and Testing

Mr Ivan Banks

The Examinations, Certification and Testing Directorate is responsible for:

- implementing the logistics for the delivery of ATAR course examinations
- implementing the logistics for the delivery of externally set tasks (ESTs)
- developing and maintaining strategies to acknowledge student performance, including the development of online examination structures



Overview

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

Staff numbers

The Authority's functions are supported by the SCS Division of the Department. Separate Department directorates provide financial services, information and communications technology services (except where these services relate directly to the performance of the functions of the Authority), human resources services, media, marketing and communications services, and other corporate services to the Authority.

As at 30 June 2023, the Authority's functions were supported by the staff numbers* (headcount) displayed in Table 2. Approximately 4295 casual staff assisted with examinations, testing and short-term syllabus development and evaluation requirements in 2022–23.

Table 2: SCS staff numbers as at 30 June 2023

Contract Type	Full-time	Part-time	Total
Permanent	110	47	157
Fixed-term	20	13	33
Total	130	60	190

* Only SCS Division staff data are reported in the Authority's annual report. The 190 staff in the 30 June headcount equated to a full-time equivalent of 166.8 staff.



Legislation

Enabling legislation

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

Administered legislation

The Minister for Education also administers the following related legislation:

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

Other key legislation

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

- *Auditor General Act 2006*
- *Copyright Act 1968 (Cwlth)*
- *Copyright Amendment (Digital Agenda) Act 2000 (Cwlth)*
- *Corruption and Crime Commission Act 2003*
- *Curriculum Council (Fees and Charges) Act 2006*
- *Disability Discrimination Act 1992 (Cwlth)*
- *Disability Services Act 1993*
- *Disability Standards for Education 2005 (Cwlth)*
- *Electoral Act 1907*
- *Equal Opportunity Act 1984*
- *Financial Management Act 2006*
- *Freedom of Information Act 1992*

- *Legal Deposit Act 2012*
- *Public Interest Disclosure Act 2003*
- *Public Sector Management Act 1994*
- *School Curriculum and Standards Authority Regulations 2005*
- *State Records Act 2000*
- *Vocational Education and Training Act 1996*
- *Work Health and Safety Act 2020*.

In Semester 2, 2022, the Authority continued to make necessary adjustments to its activities and worked with the education systems/sectors to support teachers, students and schools in accordance with settings issued in response to COVID-19. Since the emergency measures were lifted on 4 November 2022, the Authority has continued to provide support to teachers, students and schools, where appropriate.

Performance management framework

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

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



Overview

Table 3: Outcome Based Management framework

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

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

The Authority's service involves:

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



Image: energy via iStock

Key performance indicators

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

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

Table 4: Key effectiveness indicators^(a)

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

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

(b) Due to the COVID-19 pandemic, there was a reduced number of Consensus moderation meetings held during 2022–23. No meetings were held between July and December 2022.

Table 5: Key efficiency indicators

	2023 Target	2023 Actual	Variance ^(a)
Service: Student assessment, certification, curriculum development, evaluation and support			
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$74	\$74	-
2. Average cost per enrolled student for National Assessment Program – Literacy and Numeracy (NAPLAN)	\$36	\$30	(\$6)

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



Overview

Changes to the Outcome Based Management Framework

The Authority's Outcome Based Management framework did not change during 2022–23.

Shared responsibilities with other agencies

The Authority shared responsibilities with the Department of Education for corporate services, including human resources, finance and recordkeeping, in the 2022–23 financial year.

Performance against financial targets

Table 6: Performance against financial targets

	2023	2023	Variance ^(b)
	Target ^(a)	Actual	
	\$000	\$000	\$000
Total cost of services	42,162	42,217	55
Net cost of services	38,166	39,252	1,086
Total Equity	7,542	7,235	(307)
Net increase/(decrease) in cash and cash equivalents	-	140	140

(a) As specified in the Annual Estimates submission.

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



Image: Daian Gan via Pexels

Section 2: Agency performance



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Report on operations

Strategic priority 1: Curriculum, assessment and standards

Kindergarten to Year 10

The Western Australian Curriculum and Assessment Outline

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

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

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

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

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

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

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

Review of the F–10 Australian Curriculum

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

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

In February 2022, Australian Education Ministers requested that ACARA undertake further revisions to the Mental Health content within the Health and Physical Education learning area.

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

The Authority's Board Chair wrote to all Western Australian Principals on 7 April 2022 to advise that while there is a newly endorsed Australian Curriculum version 9, all Western Australian schools and approved offshore

international schools must continue to implement the Western Australian curriculum as published in the *Outline* until otherwise advised. This message was reinforced in a letter from the Executive Director – SCS to all Principals on 25 October 2022 and again in welcome letters from the Authority’s Board Chair to schools at the commencement of the 2023 school year.

The Authority collaborated with the education systems/sectors to coordinate opportunities for Western Australian teachers and other stakeholders to provide feedback on ACARA’s proposed revisions to the F–10 Australian Curriculum. This feedback was analysed and formed the basis of the Authority’s response to ACARA, as well as informing the development of the Authority’s project plan for adopting and adapting the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*.

The review of the Australian Curriculum: Languages continued throughout 2022–23, as set out in the terms of reference for the Australian Curriculum Review. The Languages curriculum review has been conducted in phases and the review will be completed by the end of 2023. The Authority continued to coordinate feedback on ACARA’s Languages curriculum as it was released for public consultation in phases across 2022–23, and into 2023–24.

In 2022, the Authority developed a project plan to adopt and adapt the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*. Work commenced in 2022–23 to update curriculum content for consent and first aid in Health and Physical Education, and phonics and word knowledge in English.

The consent curriculum, which builds on nationally agreed content, will be sequential and age appropriate. The sequencing of the curriculum content will ensure students engage with concepts that are developmentally relevant and appropriate. Including targeted content for consent education and examples of first aid in the Health and Physical Education curriculum

contributes to the State Government’s goal of safe communities. Updating phonics and word knowledge curriculum content in the English curriculum for primary students ensures a robust focus on improving the teaching of the skills children require to learn to read with phonics content now clearer and more explicit. The Authority provided a ‘What has been revised’ document to highlight the changes and developed a professional learning module to support teachers.

Abilities Based Learning Education, Western Australia (ABLEWA)

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

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

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



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designing teaching and learning programs for students with disability and additional needs.

The ABLES assessment tool is available to all schools across education systems/sectors, with 3509 students being assessed in 312 schools in Semester 2, 2022. This represents an increase in both the number of students being assessed and the number of schools accessing the tool for this period. The Term 1, 2023 data shows 215 schools using the assessment tool and 1149 students being assessed.

Pre-primary to Year 10 Western Australian curriculum

The syllabuses in each learning area contain:

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

The phased implementation of Languages continued with the implementation of Languages at Year 8 in 2023, complementing the suite of learning areas (English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages at Year 7) already implemented by schools. The Languages learning area is now fully implemented with the Languages at Year 8 introduced in 2023, as the provision of languages by schools for Years 9 and 10 is optional.

For Languages education in Western Australia, the Authority provides syllabuses for second language learners in six Languages: Chinese, French, German, Indonesian, Italian and Japanese. In February 2023, the Authority

added four new Pre-primary to Year 10 languages syllabuses as part of the *Western Australian Curriculum and Assessment Outline*. These are the Western Australian Hindi, Korean, Tamil and Noongar (Language Revival) Languages curriculum (Pre-primary to Year 10).

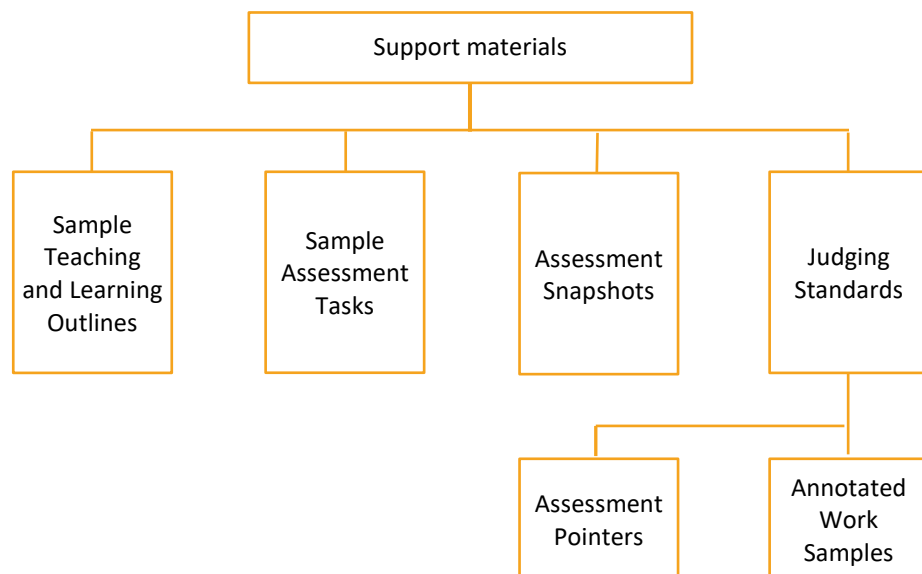
The Western Australian Aboriginal Languages: Noongar (Language Revival) curriculum is adapted from the ACARA *Aboriginal Languages and Torres Strait Islander Languages Framework*, which is available on the Authority website to support schools implementing local languages. These resources were complemented early in 2023 with the publication of the Western Australian Aboriginal Languages (Language Revival) Template for Syllabus Development Pre-primary to Year 10 Scope and Sequence. The template is designed to cater for Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation. Together, the curriculum and the template will serve as models for use in the development of curriculum for other Western Australian Aboriginal Languages and provide primary and secondary students with a robust Aboriginal Language education.

In May 2023, the Authority commenced the development of the Western Australian Punjabi curriculum Pre-primary to Year 10. The curriculum for this new second language is scheduled to be available for implementation from Term 1, 2024.

Teacher support materials

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

Figure 3: Teacher support materials



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

Sample Assessment Tasks and Marking Keys illustrate how teachers can use best practice to create activities to assess student achievement.

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

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

Table 7: Judging Standards resources

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

Alternative curriculum/reporting recognition

In July 2022, the Authority Board granted schools an extension for approval of their Alternative Curriculum and/or Reporting on Student Achievement Recognition submissions from 31 December 2022 to 31 December 2024. This decision was made in light of the implications of the review of the Foundation to Year 10 Australian Curriculum with the endorsed Australian Curriculum version 9 being audited by the Authority to inform the future adoption and/or adaptation within the *Western Australian Curriculum and Assessment Outline*.

Schools with approved alternative curriculum or reporting arrangements are required to familiarise themselves with the Authority’s review of the Australian Curriculum version 9 within the *Western Australian Curriculum and Assessment Outline*.



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In 2022, the Board received the following alternative curriculum and reporting submissions in Semester 2:

- incorporation of secondary cohorts into a school with existing alternative curriculum or reporting in place
- implementation of existing alternative curriculum or reporting arrangements for a new campus of an approved school
- approval of a new submission for alternative curriculum or reporting to one school.

Moderation

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

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

The Authority concluded the model of Pre-primary to Year 10 moderation undertaken from 2017 to 2022 at the end of the 2022 moderation program. The Authority considered the feedback collected over the six years and developed a contemporary, online learning module to build capacity and support schools to engage in moderation processes. The interactive module includes practical templates schools can modify and use during this process.

In May 2023, the Authority ran three online events to support primary school leaders to understand the Moderation module and build school capability in moderation. See Table 8 for participation numbers for these three events.

Table 8: School-based moderation for primary curriculum leaders – Years 3 to 6 participants

Date	Number of Participants
Tuesday, 23 May	99
Wednesday, 24 May	69
Thursday, 25 May	70

In April 2023, the Authority commenced the development of professional learning workshops to support teachers of Years 7 to 10 to develop high-quality assessment tasks and to undertake school-based moderation in the Science and Humanities and Social Sciences learning areas. See Table 9 for participation numbers for these events.

Table 9: School-based assessment and moderation for secondary curriculum leaders – Years 7 to 10 participants

Date	Learning Area	Number of Participants
Monday, 15 May	Humanities and Social Sciences	47
Tuesday, 16 May	Science	63

Brightpath

The Authority licenses Brightpath for use by Western Australian schools and offshore international schools licensed to deliver Western Australian education programs and currently provides access to the Brightpath Basic Package and the Advanced Package to over 750 schools. This includes unlimited access to the assessment process for all scales and access to central reports, plus information for leadership teams about whole school performance and comparable performance against other schools. Brightpath

supports Pre-primary to Year 10 teachers in making reliable professional judgements, recording assessment results and reporting a range of formative and summative information.

In October 2022, 3P Learning Limited announced the 100 per cent acquisition of Pairwise Pty Ltd (Brightpath) to complement its range of learning solutions. The Authority's contractual arrangements continue with 3P Learning Ltd, ensuring no change to how schools access Brightpath, nor to the support provided to schools across the education systems/sectors.

In Semester 2, 2022, there were 210 619 assessments undertaken across Western Australian schools, including 62 136 in the Narrative Scale, 33 744 in the Persuasive Scale and 13 215 in the Recount – Early Childhood Scale. These figures are comparable to the corresponding data for 2021. Term 1, 2023, data shows 79 575 assessments overall and indicates improved usage from the same period in 2022, as is expected as the number of registered schools increases.

The formative Mathematics assessments cover Years 2 to 9 and include Measurement and Geometry, and Number and Algebra. In Semester 2, 2022, 19 669 assessments were undertaken in Measurement and Geometry and 34 620 assessments in Number and Algebra. This is a significant increase on the number of Mathematics assessments taken for the same period in 2021.

After successful trials with Western Australian schools in 2022, Brightpath has introduced two additional Mathematics scales to all Western Australian schools in Term 1, 2023, the Statistics and Probability Scale covering Years 4 to 9 and a General Scale from Years 2 to 9. Schools commenced assessing students on both scales in Term 1, 2023.

An additional 11 schools registered to use Brightpath in Term 1, 2023, affording them the opportunity for efficient and systematic collection of school-wide data to support rigorous evaluation of teaching and learning.

Schools can collect consistent teacher judgements to evaluate school programs and support the next steps in each student's learning plan. This includes a small number of secondary schools that have registered to access both the Brightpath Literacy and Mathematics assessments.

International education (Kindergarten to Year 10)

From July 2022 to June 2023, the Authority continued to approve the implementation of the *Outline* as part of its offshore international curriculum program.

The *Outline* was implemented by seven schools in five countries – Bangladesh, Indonesia, Mauritius, South Korea and Vietnam. Students at these schools study the Authority's curriculum programs without leaving their own country. As at 31 December 2022, offshore international student registrations in the Kindergarten to Year 10 curriculum programs that are following the Southern hemisphere academic calendar in 2022 totalled 1794. There were no Northern hemisphere student registrations for Kindergarten to Year 10 during the reporting period.

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



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Years 11 and 12

The Western Australian Certificate of Education (WACE)

The WACE is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers. Achievement of a WACE signifies that a student has successfully met the breadth and depth requirement, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

Moderation

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

Syllabus delivery audit

The Authority introduced the syllabus delivery audit (SDA) in 2015, and it has continued through to 2023. The audit is designed to ensure that all schools deliver and assess the correct syllabus to comply with WACE requirements.

Years 11 and 12 Foundation, General and ATAR courses audited in 2023

- Year 11 ATAR Computer Science
- Year 11 ATAR Design
- Year 11 ATAR Economics
- Year 11 ATAR French: Second Language
- Year 11 ATAR Italian: Second Language
- Year 11 ATAR Japanese: Second Language
- Year 11 ATAR Korean: Second Language
- Year 11 ATAR Music
- Year 11 ATAR Psychology
- Year 11 General Aboriginal and Intercultural Studies
- Year 12 ATAR Biology
- Year 12 ATAR Chinese: First Language
- Year 12 ATAR Drama
- Year 12 ATAR Geography
- Year 12 ATAR Human Biology
- Year 12 ATAR Media Production and Analysis
- Year 12 General Geography.

In Term 1, 2023, approximately 2130 (1317 in 2022) documents associated with the delivery of the selected courses were reviewed against the WACE requirements for course and assessment outlines to identify the degree of compliance. The review was undertaken over four days by 40 reviewers (13 Principal Consultants from the Authority and 27 experienced teachers). The compliance rate achieved by schools was 54 per cent for course outlines (62 per cent in 2022) and 26 per cent for assessment outlines (54 per cent in 2022).

The courses selected for inclusion in the SDA for 2023 were those with syllabus changes resulting from the syllabus review process or other minor

syllabus changes implemented in 2023. The change in the compliance rate is likely due to the SDA focus on courses in their first year of implementation. The audit suggests that not all teachers were aware of the syllabus updates or the Authority's changes to assessment practice to ensure Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

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

New schools' documentation review

New schools offering courses for the first time in Year 11 or Year 12 are required to submit their Year 11 and Year 12 course delivery documentation for review at the beginning of the school year. Feedback is provided to schools on the documentation appropriateness, including the revision and resubmission of documents where required. Eight schools were involved in this process in 2023. The Authority reviewed the documentation for 157 offerings for Years 11 and 12 across the eight schools, with 50 offerings requiring some course documentation to be resubmitted.

Documentation and grading reviews

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

In the reporting period, the Authority conducted 300 documentation and grading reviews on specific courses at schools where:

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

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

Consensus moderation meetings

Consensus moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability. Consensus moderation was held in 2023, after the activity was suspended due to the impacts of COVID-19 in 2022, with 16 courses across ATAR and General for either Year 11 or Year 12. There were 607 teachers registered to attend the 45 face-to-face meetings (44 metropolitan and one regional) and four online meetings conducted in Term 2, 2023.

In 2023, consensus moderation meetings were full-day events conducted in two parts. Part A remained the same as in 2021, with the review of student assessment files and a focus on applying the Grade Descriptions in a course to determine a grade. The process of judging the student assessment files also remained the same. Part B focused on improving assessment practices as outlined in Section 2.4 of the *WACE Manual 2023*.

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Table 10: Consensus moderation meetings to 30 June 2023

Course	Course Type	Year	Number of Face-to-Face Meetings	Number of Participants	Number of Online Meetings	Number of Participants
Accounting and Finance	ATAR	Year 11	4	50	0	0
Biology	ATAR	Year 11	5	62	0	0
Computer Science	General	Year 12	2	17	1	7
Dance	General	Year 12	3	41	1	4
Drama	General	Year 12	4	72	1	9
French: Second Language	ATAR	Year 11	1	15	0	0
Health Studies	General	Year 12	5	77	0	0
Health Studies	ATAR	Year 11	5	42	0	0
Italian: Second Language	ATAR	Year 11	1	12	0	0
Japanese: Second Language	ATAR	Year 11	0	0	0	0
Marine and Maritime Studies	ATAR	Year 11	0	0	0	0
Mathematics Methods	ATAR	Year 11	8	119	0	0
Modern History	General	Year 11	1	10	0	0
Outdoor Education	General	Year 12	1	13	0	0
Politics and Law	ATAR	Year 12	4	41	0	0
Religion and Life	General	Year 11	1	8	1	8
Total			45	579	4	28

Validation meetings

Validation meetings provide Preliminary course teachers with the opportunity to build common understandings of the validation requirements for course delivery. Validation meetings were not scheduled in 2022, due to COVID-19.

Externally set tasks (ESTs)

Year 12 students enrolled in General and Foundation courses complete an EST developed by the Authority in Term 2 each year. The Authority prepared

61 EST papers (courses with contexts, such as Materials Design and Technology, which has three, require separate context-based EST papers) written across the General and Foundation courses for 2023. The Authority sent 81 552 EST papers to 250 schools. From these, the Authority selected 27 759 samples for the external marking process. The EST is considered part of the school's assessment program, and these tasks:

- assist in ensuring the fair assessment of student achievement in Year 12 General and Foundation courses

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

By 30 June 2023, General and Foundation ESTs for 2024 were being developed by nominated EST writers and were due for submission to the Authority by 11 July 2023.

Common oral assessment task

All Year 12 students enrolled in Year 12 ATAR English as an Additional Language or Dialect (EAL/D) were required to complete the common oral assessment task (COAT) developed by the Authority in Term 2. This moderation task was introduced in 2023 to replace the EAL/D ATAR course practical examination.

The Authority sent the COAT to be administered to 61 providers. From these, the Authority selected 360 samples for the external marking process. The COAT is considered part of the school's assessment program. The COAT:

- supports the fair assessment of student achievement in the Year 12 ATAR EAL/D course
- supports subsequent statistical moderation processes for the Year 12 ATAR EAL/D course
- establishes common understandings of the course standards and related content
- is not an examination and will not function as an examination.

By 30 June 2023, the COAT for 2024 was being developed by a nominated COAT writer and was due for submission to the Authority by 11 July 2023.

Assessment task review trial

In 2023, the Authority extended a trial of the assessment task review (ATR) process as a potential ongoing moderation activity. The trial aimed to provide feedback to teachers to support them in strengthening their development of assessment tasks and marking keys that reflect course requirements and standards.

One hundred and thirty-one schools (98 in 2022) participated in the ATR trial in 2023. Selected schools were required to provide the Authority with two assessment tasks and marking keys for two different assessment types for the nominated course. Table 11 shows the courses involved, the assessment task types reviewed, and number of schools that submitted documents for review for each course.

Not all participating schools were involved for each course.

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Table 11: Courses included in the ATR trial and the assessment types reviewed

Learning Area	Course	Nominated Assessment Types (Type number)	Number of schools per course
Arts	Year 11 ATAR Dance	Performance/Production Response	23
	Year 11 General Visual Arts	Investigation Analysis	36
English	Year 11 General English	Creating Responding	61
Humanities and Social Sciences	Year 12 General Religion and Life	Source Analysis Explanation	21
Languages	Year 12 ATAR Arabic: Second Language	Response: Viewing and reading Written communication	3
	Y11 ATAR Chinese: First Language	Written text analysis Text Production	7
	Year 11 ATAR Chinese: Second Language	Response: Viewing and reading Written communication	16
	Year 11 ATAR German: Second Language	Response: Viewing and reading Written communication	3
	Year 11 ATAR Indonesian: Second Language	Response: Viewing and reading Written communication	11
Science	Year 11 General Psychology	Investigation Project	18
Technologies	Year 12 General Applied Information Technology	Project Extended answer	26

Years 11 and 12 curriculum

Grade descriptions and annotated samples

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

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

Enrolment processes

Enrolment process for WACE languages courses

In the 2022 school year, all students who planned to enrol in a Year 11 WACE Language course in 2023 were required to complete an application for permission to enrol in Chinese, French, German, Hindi, Indonesian, Italian, Japanese or Korean language courses.

The Authority processed 1876 applications in total from Years 9, 10 and 11 students and determined for each student the course in which they were permitted to enrol. The Languages Enrolment Determinations Appeals Committee, an external and independent appeals committee, considered appeals from four students. No student successfully appealed the Authority's initial enrolment determination, and there were no further appeals made to the Authority Executive following the Languages Enrolment Determinations Appeals Committee meetings.

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

In 2022, the Board of the Authority endorsed changes to the English as an Additional Language or Dialect (EAL/D) Eligibility policy for enrolment in the

Year 12 EAL/D ATAR course. The change, which took effect from 1 January 2023, shifts the responsibility for eligibility approval from the Authority to individual school Principals. In the 2023 Year 12 ATAR EAL/D cohort, which is following the Western Australian educational calendar year, 859 students were deemed eligible and were enrolled. In the 2022–23 northern hemisphere educational calendar year cohort, 166 students were deemed eligible and enrolled in the Year 12 EAL/D ATAR course.

International education (Year 11 and Year 12)

From July 2022 to June 2023, the Authority continued to approve the implementation of the following Year 11 and Year 12 Western Australian curriculum programs as part of its offshore international education offerings:

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

From July 2022 to June 2023, WACE or AUSMAT programs were implemented in schools in nine countries: Bangladesh, China, Indonesia, Japan, Malaysia, Singapore, Sri Lanka, Thailand and Vietnam.

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

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

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

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- teachers' WACE documentation, including course outlines, assessment outlines, assessment tasks, marking keys, student assessment records, internal school comparability plans and small group moderation comparability plans, where relevant.

As at 31 December 2022, offshore international student registrations in the Year 11 and Year 12 curriculum programs in sixteen schools following the Southern hemisphere 2022 academic calendar totalled 455 students in Year 11 and 824 students in Year 12.

There were 176 offshore international students registered in the AUSMAT program in four schools following the Northern hemisphere academic calendar for the 2022–23 school year.

Table 12: 2022 secondary registrations (as at 31 October 2022)

School Type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Government	20 432	20 638	21 269	20 093	18 360	15 241	116 033
Non-government	14 446	13 847	13 808	13 861	12 444	10 886	79 292
Other*	710	677	718	619	703	978	4 405
Total	35 588	35 162	35 795	34 573	31 507	27 105	199 730

* Other includes offshore international and home education registrations.

Registrations

Table 12 shows the school registrations of secondary students in 2022. Just under 200 000 students between Years 7 to 12 were registered in Western Australia. As is expected, the number of registered Year 12 students is less than the number of registered Year 11 students (27 105 compared to 31 507). This may be due to Year 12 students opting to participate in activities other than full-time schooling. Other registrations accounted for 4405 (2 per cent) of all secondary registrations.



Image: Charly_7777 via Pixabay

Tables 13, 14 and 15 show that a total of 281 126 primary students were registered, with an average of approximately 35 000 in each academic year, except Kindergarten, which is just under 32 000.

Table 13: 2022 primary registrations (K–2) (as at 31 October 2022)

School Type	Kindergarten	Pre-primary	Year 1	Year 2	Total
Government	22 854	25 331	26 224	25 427	99 836
Non-government	8 457	9 116	9 296	9 320	36 189
Other	528	439	721	642	2 330
Total	31 839	34 886	36 241	35 389	138 355

Table 14: 2022 primary registrations (3–6) (as at 31 October 2022)

School Type	Year 3	Year 4	Year 5	Year 6	Total
Government	25 401	25 326	24 242	24 375	99 344
Non-government	9 640	9 911	10 369	10 575	40 495
Other	957	584	795	596	2 932
Total	35 998	35 821	35 406	35 546	142 771

Table 15: 2022 primary registrations (K–6) (as at 31 October 2022)

School Type	Kindergarten–Year 2	Years 3–6	Total
Government	99 836	99 344	199 180
Non-government	36 189	40 495	76 684
Other	2 330	2 932	5 262
Total	138 355	142 771	281 126

Table 16 shows the number of students born 1/7/2004–30/06/2006 registered with the Authority in 2022, including those undertaking programs other than full-time schooling.

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

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Table 16: 2022 student registrations – students born 1/7/2004–30/6/2006 (as at 31 October 2022)

Engagement Type	Date of Birth 1/7/2004–30/6/2005	Date of Birth 1/7/2005–30/6/2006
A. Participating students		
(i) Schooling		
• Government	15 308	17 666
• Non-government	11 188	12 327
• Home education	156	272
Sub-total: participating students (i)	26 652	30 265
(ii) Non-School (Notice of Arrangements)		
• TAFE/RTO (Form A)	947	895
• Apprenticeship/traineeship (Form ATRS)	1 394	882
• Employment (Form C)	578	322
• Combination of above (Form B)	68	39
• Pending (i.e. no learning program supplied)	116	48
Sub-total: participating students (ii)	3 103	2 186
Sub-total (i) and (ii): participating students	29 755	32 451
B. Non-participating students		
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	2 455	1 283
C. Other		
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	557	358
Total all students	32 767	34 092

Aboriginal and Torres Strait Islander student registrations

Table 17 shows the number of Aboriginal and Torres Strait Islander students born 1/7/2004–30/6/2006 registered with the Authority in 2022, including those undertaking activities other than full-time schooling.

Table 17: Aboriginal and Torres Strait Islander 2022 student registrations – students born 1/7/2004–30/6/2006 (as at 31 October 2022)

Engagement Type	Date of Birth 1/7/2004–30/6/2005			Date of Birth 1/7/2005–30/6/2006		
	Year 10	Year 11	Year 12	Year 10	Year 11	Year 12
A. Participating students						
(i) Schooling						
• Government	1	83	1 114	36	1 553	1
• Non-government	0	53	345	13	461	1
• Home education	0	0	2	0	2	0
Sub-total: participating students (i)	1	136	1 461	49	2 016	2
(ii) Non-School (Notice of Arrangements)						
• TAFE/RTO (Form A)	0	4	35	1	40	0
• Apprenticeship/traineeship (Form ATRS)	0	2	19	2	9	0
• Employment (Form C)	0	2	13	0	10	1
• Combination of above (Form B)	0	0	1	0	2	0
• Pending (i.e. no learning program supplied)	0	0	9	0	2	0
Sub-total: participating students (ii)	0	8	77	3	63	1
Sub-total (i) and (ii): participating students	1	144	1 538	52	2 079	3
B. Non-participating students						
Includes students who have left secondary education, not re-registered, rejected or are on a cancelled Notice of Arrangements	9	101	204	81	84	0
C. Other						
Includes students whose whereabouts are unknown, already graduated, left Western Australia, working with Participation Teams	1	7	181	4	151	1
Total all Aboriginal and Torres Strait Islander students	11	252	1 923	137	2 314	4



Agency Performance

Syllabus development

Throughout 2022, the Authority developed the Western Australian Hindi, Korean and Tamil ATAR courses as part of the WACE. In February 2023, the development of the Western Australian ATAR Hindi and Korean Background Language and Second Language course syllabuses was completed, and the Year 11 syllabuses were published on the Authority website for implementation from 2023. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from Term 1, 2024.

The Years 11 and 12 Tamil: Background and Tamil: Second Language ATAR syllabuses are to be finalised during 2023 after the Authority completes further consultation. The Year 11 course syllabuses and teacher support materials are scheduled to be available for implementation in Term 1, 2024. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from Term 1, 2025.

After the Minister of Education and Training announced the development of Punjabi for Western Australian schools in December 2022, the Authority commenced development of the Western Australian Punjabi ATAR courses as part of the WACE. The Year 11 Punjabi Background Language and Second Language course syllabuses are scheduled to be available for implementation in Term 1, 2024. The Year 12 ATAR course syllabuses are scheduled for implementation and examination from Term 1, 2025.

Along with development of the Punjabi courses, the Authority commenced the development of the Indonesian: Background Language course in late 2022, after receiving notification of the planned suspension in 2025 of Indonesian First Language, which is currently borrowed by arrangement from the New South Wales Education Standards Authority (NESA). The Year 11 Indonesian: Background Language course syllabus is scheduled to be available for implementation in Term 1, 2024, with the Year 12 course

syllabus scheduled for implementation and examination from Term 1, 2025. The Indonesian: Background Language course will complement the Authority-developed background language courses for French, German, Hindi, Italian, Japanese, Korean and Tamil.

The new Authority-developed Chinese: First Language ATAR Year 11 syllabus was available to schools for implementation for the first time in 2022. In 2023, school delivery of the ATAR Year 12 syllabus commenced, and the course is to be examined for the first time later in 2023.

Following completion of the consultation process in 2022–23, the Year 11 Agricultural Science and Technology and Agribusiness ATAR course syllabuses and teacher support materials are scheduled to be available for implementation in Term 1, 2024, with Year 12 scheduled for implementation and examination from Term 1, 2025.

The Board of the Authority approved the development of a Religion and Life Foundation course with support from Catholic Education Western Australia, with the work undertaken during 2022–23. The Year 11 Religion and Life Foundation course has been piloted in 2023 with six schools (five Catholic Education Western Australia schools and one independent school). The purpose of the pilot was to provide real-time feedback to support the Authority to develop appropriate curriculum planning and assessment resources to cater for a diverse group of learners and school contexts. A pilot of the Year 12 Religion and Life Foundation course will be conducted in 2024 with the six schools continuing in the pilot.

Syllabus review

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

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

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

Reviewed courses implemented – Year 11 in 2022 and Year 12 in 2023

- Years 11 and 12 Drama (ATAR)
- Years 11 and 12 English as an Additional Language or Dialect (ATAR)
- Years 11 and 12 Geography (ATAR)
- Years 11 and 12 Media Production and Analysis (ATAR)

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

- Years 11 and 12 Aboriginal and Intercultural Studies (General)
- Years 11 and 12 Computer Science (ATAR)
- Years 11 and 12 Design (ATAR)
- Years 11 and 12 Economics (ATAR)
- Years 11 and 12 Music (ATAR)
- Years 11 and 12 Physical Education Studies (ATAR)
- Years 11 and 12 Psychology (ATAR)

Reviewed courses approved or pending Board approval for implementation in Year 11 in 2024 and Year 12 in 2025

- Years 11 and 12 Agribusiness (ATAR)
- Years 11 and 12 Agricultural Science and Technology (ATAR)
- Years 11 and 12 Ancient History (ATAR)
- Years 11 and 12 Engineering Studies (ATAR)
- Years 11 and 12 Human Biology (General)
- Years 11 and 12 Modern History (ATAR)
- Years 11 and 12 Physics (ATAR)
- Years 11 and 12 Religion and Life (Foundation)
- Years 11 and 12 Science in Practice (General)

Courses to be replaced by new courses in Year 11 2024 and Year 12 2025

- Years 11 and 12 Animal Production Systems (ATAR)
- Years 11 and 12 Integrated Science (General)
- Years 11 and 12 Plant Production Systems (ATAR)

Courses approved by the Board to commence review in 2023

- Years 11 and 12 Aboriginal and Intercultural Studies (ATAR)
- Years 11 and 12 Career and Enterprise (General)
- Years 11 and 12 Chinese: First Language (ATAR)
- Years 11 and 12 Chinese: Second Language (ATAR)
- Years 11 and 12 Dance (ATAR)
- Years 11 and 12 Design (General)
- Years 11 and 12 Drama (General)
- Years 11 and 12 French: Background Language (ATAR)
- Years 11 and 12 French: Second Language (ATAR)
- Years 11 and 12 German: Background Language (ATAR)
- Years 11 and 12 German: Second Language (ATAR)
- Years 11 and 12 Indonesian: Second Language (ATAR)



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- Years 11 and 12 Italian: Background Language (ATAR)
- Years 11 and 12 Italian: Second Language (ATAR)
- Years 11 and 12 Japanese: Second Language (ATAR)
- Years 11 and 12 Media Production and Analysis (General)
- Years 11 and 12 Music (General)

Members of CACs for the Physics and Physical Education Studies ATAR courses continue to contribute advice and support while these courses remain in the review phase.

A school-based practical assessment validation pilot was conducted as part of the Physical Education Studies ATAR syllabus review process, with all schools teaching Physical Education Studies Year 12 ATAR (145 schools) from April to June 2022. The purpose of the pilot was to determine the appropriateness of school-based practical assessment validation as a potential replacement for the external practical (performance) examination. Feedback received will inform the syllabus review process.

Strategic priority 2: Examinations, testing and certification

Examinations

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

ATAR course examination development

In December 2022 and early 2023, 274 examining panel members for 52 ATAR course examination panels were briefed regarding the development of the examination materials for the 2023 ATAR course examinations. Each panel included examiners and independent reviewers. A curriculum specialist and a number of independent checkers who are separate from each panel's processes provide an additional layer of quality assurance.

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

By 30 June 2023, 52 ATAR course examination document sets (examination paper, marking keys, source booklets, recording information etc.) for the 2023 ATAR course examinations had been received by the Authority. A curriculum specialist and an external editor had checked all these documents, and more than half of these documents had been checked by the Manager – Examination Development by 30 June 2023.

Fifty-five of the 274 examining panel members were involved in writing a second ATAR course examination for 11 courses for the WACE International Northern hemisphere examinations. By 30 June 2023, the 11 document sets for the 2023 ATAR course examinations had been received by the Authority and had been checked by relevant curriculum specialists.

2022 ATAR course written examinations

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

The Authority conducted 81 separate examinations, comprising 52 ATAR course examinations and 29 interstate-sourced examinations. The ATAR course examinations for 2022 were held from Monday, 31 October to Friday, 18 November. At least two examinations were conducted each day during the examination period, the most being five.

For the 2022 school year, the Authority recorded that:

- 10 497 (41.9 per cent) of Year 12 students who undertook full-time WACE studies were enrolled to sit four or more ATAR course

examinations – 11 623 (45.4 per cent) in 2021, 11 892 (46.8 per cent) in 2020, 12 269 (48.7 per cent) in 2019

- a total of 13 240 students enrolled to sit one or more ATAR course examination
- of the students who enrolled in four or more examinations, 81.8 per cent studied at a school in the metropolitan area, compared with 10.7 per cent for students who studied at a country school
- the most frequent number of ATAR course examinations in which students were enrolled over the past six years was five
- more female students were enrolled to sit the examinations than males
- 118 Year 12 Aboriginal and Torres Strait Islander students were enrolled to sit one or more ATAR course examinations and 77 sat four or more ATAR course examinations
- not all candidates enrolled in an examination sat the examination. There were 1210 candidates absent from the written examinations (including Interstate Languages examinations).

Staff managing the examination process were supported by:

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

See Appendix A for detailed data about the 2022 ATAR course examinations.

2022 ATAR course practical examinations

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

Practical examinations were set and conducted in Western Australia in 19 ATAR courses and undertaken by 5569 candidates. Depending on the course, the practical examinations constituted between 25 per cent and 50 per cent of the final combined ATAR course score.

The Authority also conducted 27 Interstate Languages practical examinations.

Access for candidates with special examination provisions

A total of 1045 applications (952 in 2021, 762 in 2020, 693 in 2019) were received for 2022. This represents 7.9 per cent (6.7 per cent in 2021, 5.3 per cent in 2020, 4.8 per cent in 2019) of the number of candidates who were enrolled to sit at least one ATAR course examination. When compared to the applications received in 2021, the greatest increases have been in the categories of attention deficit hyperactivity disorder (ADHD) (37.8 per cent), and psychological/neurological applications (27.6 per cent).

Breach of examination rules

In 2022, the Breach of Examination Rules Committee found 83 candidates had breached examination rules. There were 42 breaches for the practical examinations and 41 breaches for the written examinations. Six candidates appealed the Committee's decision. The Committee removed the penalty for one candidate. The Final Determination Committee removed the penalty for another appeal. A total of 81 penalties were applied in 2022.



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Sickness/misadventure consideration

In 2022, 642 candidates applied for sickness/misadventure consideration, representing an increase of 5.5 per cent on the number of applications received in 2021.

Checking of marks

After receiving their statement of results, candidates had the opportunity to have their scripts checked to confirm that each question attempted had been awarded a mark and that the mark had been recorded correctly. Fifty-five candidates requested a results check, involving 102 written and practical examinations.

For the 2022 ATAR course examinations, 24 candidates applied to see a breakdown of their examination marks in 42 examinations. A further 66 candidates requested a copy of one or more of their examination scripts, and 118 scripts were provided.

Vocational education and training (VET)

In 2022, 12 567 full-time WACE-eligible Year 12 students achieved at least one VET qualification at Certificate II or higher in Years 10, 11 or 12, compared with 12 918 in 2021. This equates to an overall 2.7 per cent decrease in completed qualifications. In 2022, 3308 students achieved a Certificate III qualification, and 1724 students achieved a Certificate IV qualification, compared to 3209 and 1539 respectively in 2021. The Authority noted an increase in the number of students undertaking Certificate IV or higher qualifications.

Student achievement of a WACE

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

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

In 2022, there were 23 932 Year 12 students who were eligible for the WACE. Of these students, 21 850 (91.3 per cent) achieved the WACE.

Of the Year 12 students eligible for the WACE in 2022, there were 734 Aboriginal and Torres Strait Islander students. Of these students, 502 (68.4 per cent) achieved a WACE.

Table 18 shows the Achievement of a WACE 2012–22 and Table 19 shows the Achievement of a WACE by Aboriginal and Torres Strait Islander students 2012–22.

Table 18: Achievement of a WACE 2012–2022

WACE Status Year	2012	2013	2014*	2015	2016†	2017	2018	2019	2020	2021	2022
Number of WACE-eligible students	21 879	22 934	15 607	23 475	23 360	24 332	24 347	24 097	24 335	24 504	23 932
Number of WACE-eligible students who achieved a WACE	21 284	22 229	14 982	22 630	21 473	22 174	22 293	22 008	22 265	22 376	21 850
Percentage of WACE-eligible students who achieved a WACE	97.0	96.9	96.0	96.4	91.9	91.1	91.6	91.3	91.5	91.3	91.3

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

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

Table 19: Achievement of a WACE by Aboriginal and Torres Strait Islander students 2012–2022

WACE Status Year	2012	2013	2014*	2015	2016†	2017	2018	2019	2020	2021	2022
Number of WACE-eligible students	437	600	402	617	565	661	687	733	715	686	734
Number of WACE-eligible students who achieved a WACE	407	558	372	553	417	459	494	511	506	475	502
Percentage of WACE-eligible students who achieved a WACE	93.1	93.0	92.5	89.6	73.1	69.4	71.9	69.7	70.8	69.2	68.4

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

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



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Special considerations

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

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

The VET WACE Requirements Special Considerations Committee considers and assesses applications for special consideration where Year 12 students have been unable to meet the WACE requirements as a result of issues relating to VET. No applications were received in 2022, so the VET WACE Requirements Special Considerations Committee did not meet.

Exhibitions and awards

A total of 3648 exhibitions and awards were granted to 3610 students. The Minister for Education announced the winners of the Beazley Medals at Government House on Wednesday, 21 December 2022. The full list of award winners was published on the Authority website that same day. Exhibition award recipients were invited to be presented with their awards at a ceremony held at Government House Ballroom on Friday, 17 February 2023.

The five Western Australian universities jointly sponsored the Beazley Medal: WACE.

Northern hemisphere examinations pilot

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

- Business Management and Enterprise
- Chemistry
- Economics
- English as an Additional Language or Dialect (practical and written)
- Human Biology
- Mathematics Applications
- Mathematics Methods
- Physics
- Psychology.

The 2022–23 ATAR course practical examinations (Northern hemisphere) were held from Saturday, 11 March to Sunday, 19 March 2023. English as an Additional Language or Dialect (EAL/D) was the only practical performance examination sat by candidates enrolled in the Northern hemisphere school year of 2022–23. One hundred and sixty-nine candidates were enrolled in this practical examination, and five were absent.

The 2022–23 ATAR course written examinations (Northern hemisphere) were held from Monday, 27 March to Tuesday, 4 April 2023. Nine examinations were held over the seven days with no more than two examinations scheduled per day. No examinations were scheduled for the Saturday or

Sunday. For the delivery of the Authority's ATAR course written examinations within a Northern hemisphere academic year in 2022–23, the Authority recorded that:

- all 177 students were enrolled to sit four of the nine ATAR course examinations on offer
- 111 (62.7 per cent) of enrolments were female students
- not all candidates enrolled in an examination sat the examination. There were 26 candidates absent from a written examination
- there were no applications for special provisions for the examinations
- there were no breaches of examination rules by candidates in the examined cohort
- two applications were received for sickness/misadventure consideration
- there were no requests for results check, a breakdown of examination marks or a copy of an examination script received from candidates.

Online Literacy and Numeracy Assessment (OLNA)

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

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

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

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

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

Schools use the OLNA results to:

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

Implementation of the OLNA

In 2022, the Authority reviewed the OLNA testing schedule, taking into account the need to reduce the demands of testing on schools in March and the feedback from schools for a more flexible schedule. A new OLNA testing schedule was introduced, which:

- provided an optional window for the 2023 Year 10 cohort to sit in Term 4, 2022 (as Year 9 students)
- replaced the Semester 1 round with three windows.

Students in the current Year 10 cohort who sat in the Term 4 Window as a Year 9 student had this sit count as one of their Year 10 sits. Year 10 students were also provided with opportunities to sit the OLNA in the two Term 2 windows. In total, the OLNA was available three times to the 2023 Year 10 cohort.



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The Semester 2, 2022 round was available to all Years 10, 11 and 12 students. Approximately 11 500 numeracy assessments, 8900 reading assessments and 9300 writing assessments were completed by students during this round.

In addition to the Semester 2 round, students in the current Years 11 and 12 cohorts were also provided with opportunities to sit the OLNA in the Term 1, 2023 window, as well as the two Term 2 windows. In total, the OLNA was administered four times to the Year 11 and 12 cohorts in 2022–23.

Schools were provided with a four-week round in September, and a two-week period during the remaining four windows in which to schedule students who had either not prequalified through Year 9 NAPLAN or had not met the standard through previously completing the OLNA to sit the relevant OLNA component/s.

In this reporting period, approximately 25 700 numeracy assessments, 20 800 reading assessments and 23 000 writing assessments were completed by students across all testing rounds and windows. Cumulatively, this meant that in all five testing rounds and windows, there were approximately 69 500 assessments undertaken.

Support was provided to schools through the Authority's regular communication channels advising about test logistic requirements, deadlines, and technical matters. During the test administration, the Authority's OLNA helpdesk assisted schools in overcoming any technical issues. The Authority recorded 100 breaches of the OLNA rules. This represented a total of 0.1 per cent of all OLNA assessments undertaken by students.

2022 Student performance in the OLNA

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

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

National Assessment Program – Literacy and Numeracy (NAPLAN)

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

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

In 2022, there were 139 898 students in Years 3, 5, 7 and 9 eligible for participation in NAPLAN. The following tables reflect the final participation status of these students for each test.

Table 20: Participation status of eligible students for the 2022 NAPLAN Language Conventions test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 585	94.8%	1.4%	3.1%	2.1%
Year 5	33 364	95.3%	1.2%	3.2%	1.4%
Year 7	32 312	92.5%	1.0%	6.8%	0.6%
Year 9	31 512	89.7%	1.1%	9.8%	0.5%
Total	130 773				

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

Table 21: Participation status of eligible students for the 2022 NAPLAN Numeracy test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 506	94.6%	1.3%	3.4%	2.0%
Year 5	33 309	95.2%	1.2%	3.4%	1.4%
Year 7	32 239	91.8%	1.0%	7.0%	0.6%
Year 9	31 628	90.0%	1.1%	9.5%	0.5%
Total	130 682				

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

Table 22: Participation status of eligible students for the 2022 NAPLAN Reading test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 804	95.4%	1.4%	2.5%	2.1%
Year 5	33 673	96.2%	1.2%	2.4%	1.4%
Year 7	32 978	94.4%	1.0%	5.0%	0.6%
Year 9	32 350	92.1%	1.1%	7.4%	0.5%
Total	132 805				

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

Table 23: Participation status of eligible students for the 2022 NAPLAN Writing test

Year	Participated* (number)	Participated* (%)	Exempt (%)	Absent (%)	Withdrawn (%)
Year 3	33 519	94.6%	1.4%	3.3%	2.1%
Year 5	33 662	96.2%	1.2%	2.3%	1.4%
Year 7	32 960	94.4%	1.0%	5.0%	0.6%
Year 9	32 295	91.9%	1.1%	7.5%	0.5%
Total	132 436				

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



Agency Performance

Strategic priority 3: Communication, engagement and partnerships

Communication

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

Web presence

The Authority websites are critical for sharing information and communicating with key stakeholders, including teachers, school administrators, secondary school students and parents. Ongoing improvements in the Authority's digital culture continue to support the Authority's daily operations and service delivery through online tools. In 2022–23, initiatives to improve digital services included:

- refined delivery of training to enable engagement with stakeholders in an online environment
- targeted ongoing efficiencies in publication of online content within the Authority
- refined use of online events as a means of communicating directly with stakeholders, particularly school leaders and teachers in regional, rural and remote locations
- continued use of social media to share information with stakeholder groups
- maintenance of a curriculum and assessment advice page relating to COVID-19
- refined web content management processes.

COVID-19

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

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

This advice was maintained throughout Semester 2, 2022.

Online meetings

Communication with teachers in rural, remote and international locations was supported through online meetings using the Webex platform. Training and information sessions provided via video conference offered an alternative to school visits and decreased travel demands on teachers. Online meetings also allowed Authority staff to provide timely feedback and advice to schools and teachers. This included augmenting the online meetings with other support and collaboration tools such as Alchemer, Vimeo and the Canvas learning management system.

In 2023, the Authority trialled a new online learning tool called Feedback Fruits, which provided support for consensus moderation and other moderation meeting processes. Online meetings continued to add functionality and expanded and improved the collaborative processes during online and hybrid (combined live and online) meetings. The number of online-ready meeting spaces within the Authority's offices was increased to enable more meetings to run in a hybrid capacity.

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

Social media

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

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

Publications

The Authority's approach to publishing has continued to focus on reader engagement and increased accessibility. Key publications for 2022–23 include the:

- *WACE Manual 2023*
- *Year 12 Information Handbook 2020 Part II* (July 2022)
- *Year 12 Information Handbook 2021 Part I* (March 2023)
- *Year 10 Information Handbook 2023*
- *Externally Set Task Handbook 2023*
- *Common Oral Assessment Task Handbook 2023*
- Judging Standards materials (achievement standards, assessment pointers, annotated work samples) for Pre-primary to Year 6
- Achievement standards, assessment pointers, and annotated work samples for Years 7 to 10 Languages

- Kindergarten to Year 10 curriculum support materials
- 2023 School Leader Briefings slides
- *2023 Activities Schedule* and *2023 Term Planner*
- *Data Procedures Manual 2023*
- *Student Registration Procedures Manual (Primary) 2023*.

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

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

Queries

Stakeholders are encouraged to send queries to the Authority through info@scsa.wa.edu.au, and 2398 queries were responded to in the reporting period. This compares to 2637 queries during 2021–22.

Student Records Management System (SRMS)

The Student Records Management System (SRMS) is the interface for Kindergarten to Year 12 student records that schools have uploaded to the Student Information Records System (SIRS) database. SIRS is the base layer for the two application layer systems, which are the SRMS and the student portal. These three components work together to store and manage student and education provider information.

Students use the student portal to access their personal details and course enrolments, complete online applications, complete their Student Declaration and Permission, access their ATAR course examination timetable/s, and access their Year 12 results.



Agency Performance

On 12 July 2022, the Authority Board endorsed changes to the English as an Additional Language or Dialect (EAL/D) eligibility policy for enrolment in the Year 12 ATAR EAL/D course. The Authority revised the online application module to reflect the new policy. The online EAL/D eligibility declaration was available to students to complete in the student portal from 1 February 2023. EAL/D teachers process these declarations and Principals determine students' eligibility status in the SRMS.

In 2022–23, students from all secondary schools continued to submit their online applications for permission to enrol in a WACE language course in the student portal, then schools and Authority staff processed these applications in the SRMS.

The Examination Logistics area has used the Music Editor module to prepare the Music practical examination timetable since 2019.

In 2022–23, all primary and secondary schools used the SRMS dashboard to view their student data that had been uploaded to SIRS and view online applications. All secondary schools submitted Year 11 equivalent studies applications electronically in the SRMS.

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

In 2022–23, the Authority continued the development of the module to collect Pre-primary to Year 10 achievements data. To date, SIRS has only been able to collect Kindergarten to Year 12 registrations and Years 11 and 12 enrolments and achievements data. The SRMS has the capacity to collect Pre-primary to Year 10 achievements data, as required by the *School Curriculum and Standards Authority Act 1997*.

The Authority has been working with the software developers at the Department and Catholic Education Western Australia (CEWA) to set up an

education systems/sectors-level collection of Pre-primary to Year 10 achievements data. Work has also been conducted with some independent schools to test the direct upload of data to the SRMS test environment.

From late December 2022 to the end of February 2023, the Authority conducted a successful trial upload of some systems/sectors-level data and some independent schools' data to the SRMS test environment. The Authority Board approved the extension of the Pre-primary to Year 10 achievements trial in 2023 using Semester 1, 2023 achievements at both the education systems/sectors and school levels.

Engagement and partnerships

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

Stakeholder consultation

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

- Anglican Schools Commission
- Association of Independent Schools of Western Australia
- Catholic Education Western Australia
- Department of Education
- Department of Training and Workforce Development
- universities
- Western Australian Council of State School Organisations
- Catholic School Parents Western Australia.

Consultation with stakeholders was achieved in various ways, including seminars, workshops, webinars and teacher forums. Feedback was provided

on the development of key documents, including syllabuses and teacher resources supporting the Authority's policies and procedures.

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

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

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

WACE refreshments

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

The Board of the Authority has always committed to carefully considered evolution of the WACE, recognising that parents, students and teachers must be provided with a sense of stability in terms of curriculum, standards, supporting documentation, assessments and, where applicable, examinations. The Board has approved modifications to the WACE over the course of the past seven years and recognises that carefully considered refreshment is required to maintain the WACE as a robust, rigorous and

contemporary senior certificate that aligns with others across the nation and internationally.

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

- reviewing the impact of decreasing the number of ATAR and General courses and the impact on the structure of List A versus List B
- reviewing the nomenclature of ATAR courses
- reviewing the requirement that students who are enrolled in a Year 12 ATAR course pair of units are required to sit the ATAR course examination
- reviewing the role, function, value and timing of ESTs
- considering how the completion of an ATAR course can be rewarded as compared to a General course
- exploring the form and function of English
- reviewing the role of endorsed programs, including university enabling programs
- exploring how achievement of first year university courses for approved accelerated students could be recognised
- exploring how vocational education and training (VET) could contribute to the combined score from which an ATAR is calculated (joint project with the Office of Tasmanian Assessment, Standards and Certification)
- examining whether the VET industry specific courses could be examined for the purpose of contributing to the combined score from which an ATAR is calculated
- examining the appropriateness of senior secondary students completing Certificate IV as an element of the WACE
- investigating how skill sets and micro-credentials could be recognised
- investigating the role of learner profiles/portfolios/wallets



Agency Performance

- investigating the assessment of and reporting of students' Information and Communications Technology (ICT) skills on the Western Australian Statement of Student Achievement (WASSA)
- investigating the assessment of and reporting of the General Capabilities on the WASSA
- investigating the development of a senior secondary certification for students with a recognised disability, as identified under the *Disability Discrimination Act 1992*, who cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions.

Support

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

2023 Student Information Records System (SIRS) Training

On 12 January 2023, online Introduction to SIRS training sessions were provided to eight offshore international schools.

2023 school leader briefings

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

Teacher seminars and workshops

Small group moderation seminars

In Term 1, 2023, the Authority provided two online seminars to assist senior secondary teachers delivering Year 12 ATAR courses that require their school to participate in the small group moderation process. The online seminars were attended by 58 teachers from across the education systems/sectors.

Meeting WACE requirements seminars

In November 2022 and Semester 1, 2023, the Authority conducted 14 online seminars with 255 teachers registered from across the education systems/sectors. The seminars were provided for:

- schools offering a course for the first time in 2023
- schools reintroducing a course in 2023
- teachers delivering one or more WACE courses for the first time in 2023 (i.e. graduate teachers, teachers who have not previously taught Years 11 or 12, teachers whose past experience was interstate or overseas)
- new school leaders to assist schools in meeting the WACE requirements in 2023.

Specific seminars were held for Humanities and Social Sciences courses, Health and Physical Education courses, Design and Technologies courses, Interstate Languages courses, Languages courses, English courses, Arts courses, Mathematics courses, Science courses (including Aviation and Psychology) and Agriculture courses, the endorsed programs including Workplace Learning, as well as two generic seminars for new school leaders.

Syllabus implementation meetings

Syllabus implementation meetings were held to support teachers with the implementation of new and revised syllabuses in 2023.

Table 24 shows an overview of the syllabus implementation meetings.

Table 24: Syllabus implementation meetings

Course	Number	Focus	Held
Chinese: First language ATAR Year 11	6 – for Chinese teachers in metropolitan schools and offshore international schools	familiarisation with the syllabus, unit content, text analysis, and assessment tasks and marking key development	Terms 3 and 4, 2022 and Term 1, 2023
Design ATAR Year 11	3	familiarisation with the syllabus, unit content, sample documentation and assessment tasks and marking key development	Term 4, 2022 and Term 1, 2023
Drama ATAR Year 12	2	familiarisation with the examination design brief and application of marking keys	Term 1, 2023
Media Production and Analysis ATAR Year 12	6	familiarisation with the syllabus, unit content, written and practical examination design briefs, and assessment tasks and marking key development	Term 3, 2022 and Term 1, 2023
Music ATAR Year 11	3	familiarisation with the syllabus, unit content, assessment requirements and examinations	Term 4, 2022
Hindi: Background Language and Hindi: Second Language ATAR Year 11	1 – for teachers at community language schools	familiarisation with the syllabus, unit content, linguistic resources, assessment tasks and grade descriptions	Term 2, 2023
Psychology ATAR Year 11	4 (including 2 online)	support teacher understandings of the content and assessment requirements of the new Year 11 course	Term 4, 2022
Geography ATAR Year 12	3 (including 1 online)	support teacher understandings of the content and assessment requirements of the new Year 12 course	Term 4, 2022
Aboriginal and Intercultural Studies General Year 11	1 (online)	support teacher understandings of the content and assessment requirements of the new Year 11 course	Term 4, 2022
English as an Additional Language/Dialect (EAL/D) ATAR Year 12	2 (including 1 online)	support teacher understandings of the content and assessment requirements of the new Year 12 course	Term 4, 2022

Agency Performance

Teaching and assessment workshops

The Authority provided a range of teaching and assessment workshops throughout the year to support participants in developing their understandings of syllabus content, course standards and assessment task design.

Table 25: Teaching and assessment workshops

Course or Learning Area	Year	Held
Aboriginal and Intercultural Studies	Year 11	Term 4, 2022
Economics	Year 11	Terms 3 and 4, 2022
English ATAR	Year 12	Term 2, 2023
English Foundation	Years 11 and 12	Term 4, 2022
Geography	Year 12	Term 4, 2022
Humanities and Social Sciences	Years 7 to 10	Term 2, 2023
Literature ATAR	Years 11 and 12	Term 4, 2022
Mathematics	Years 7 to 10	Term 4, 2022 and Term 1, 2023
Philosophy and Ethics General	Year 12	Term 2, 2023
Science	Years 7 to 10	Term 2, 2023
Visual Arts	Year 12	Term 3, 2022

Improving student performance workshops

The Authority provides improving student performance (ISP) workshops in Semester 1 of each year to support participants in developing their understandings of syllabus content, course standards and assessment task design. All ISP workshops were cancelled in 2022 because of COVID-19 and associated restrictions and their impact on schools.

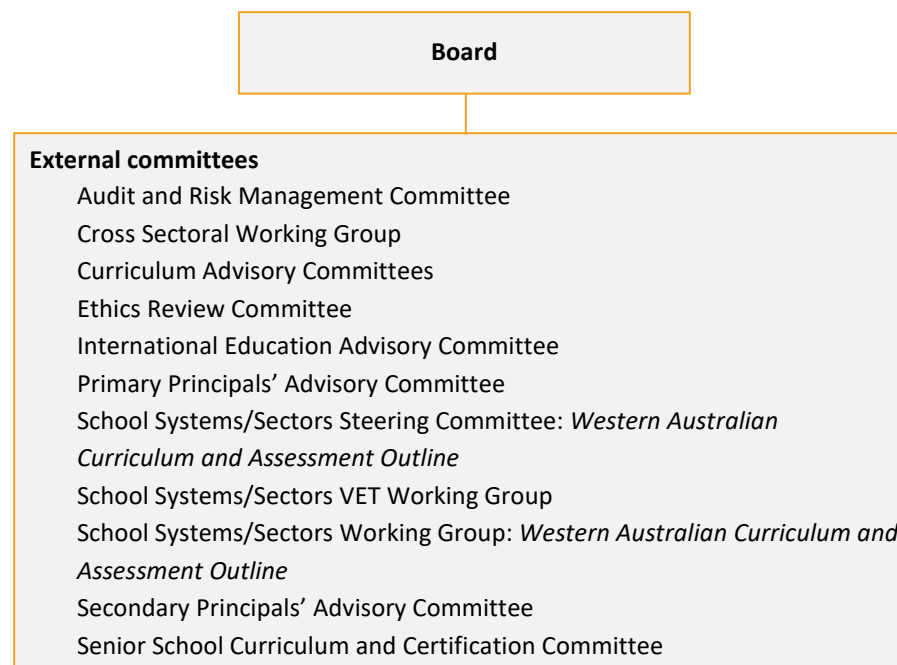
National Assessment Program – Literacy and Numeracy (NAPLAN) training

Starting in Term 1 2023, four online training courses were made available to school staff in preparation for the NAPLAN 2023 testing event. These adaptive courses provided short updates for staff currently trained in NAPLAN and more comprehensive information for new staff. More than 8000 users registered for these courses.

External committees (non-statutory)

In 2022–23, the Board convened several external committees to ensure responsiveness to the needs of its key stakeholders.

Figure 4: External committees



Curriculum Advisory Committees (CACs)

Established in 2019, the committees provide the Board with expert advice from practising teachers representing each of the education systems/sectors, representatives from education systems/sectors offices and professional associations and, as appropriate, representatives from universities, the training sector, industry and/or the community.

Importantly, the CACs cover each phase of learning:

- Early Childhood (Kindergarten to Year 2) – one committee provides advice on the Western Australian curriculum (Kindergarten to Year 2), including the *Kindergarten Curriculum Guidelines* and the *Early Years Learning Framework*
- Middle to Late Childhood (Years 3 to 6) – one committee provides advice on the Western Australian Curriculum (Years 3 to 6)
- Early and Middle Adolescence (Years 7 to 10) – eight committees provide advice on each of the eight learning areas – English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies and The Arts
- Late Adolescence and Early Adulthood (Years 11 and 12) – 49 committees provide advice on senior school courses and programs.

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

- the Western Australian curriculum Kindergarten to Year 12
- the Principles of Teaching, Learning and Assessment
- the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*

- external assessments – NAPLAN, OLNA, ESTs, the COAT and ATAR course examinations
- assessment and moderation – Pre-primary to Year 2, Years 3 to 6, Years 7 to 10, Years 11 and 12
- the WACE syllabus requirements
- the Australian Curriculum
- trends and emerging issues pertaining to Kindergarten to Year 12 curriculum and assessment.

With the CAC foundation members concluding their tenure at the end of 2022, practising teachers, together with representatives of professional associations, universities, training, industry and community, were invited to nominate for the Curriculum Advisory Committees. This resulted in 372 new members for the 2023–25 period.

In 2022–23, the Authority held 90 CAC meetings encompassing the Kindergarten to Year 2 CAC (Early Childhood), Years 3 to 6 CAC (Middle Childhood), Years 7 to 10 CACs (Early Adolescence) and Years 11 and 12 CACs (Late Adolescence).

The Kindergarten to Year 10 CACs provided feedback and advice on the Authority's Pre-primary to Year 10 moderation activities, ACARA's review of the F–10 Australian Curriculum and on the Authority's development adopting and adapting the Australian Curriculum within the *Western Australian Curriculum and Assessment Outline*. A significant aspect of the Years 11 and 12 committees' work has been the review of syllabuses for identified senior school courses.

Section 3: Significant issues impacting the agency



Image: SDI Productions via iStock

Adopting and adapting the Australian Curriculum version 9 within the Western Australian Curriculum

On 1 April 2022, Education Ministers endorsed the Australian Curriculum version 9. The updated Australian Curriculum version 9 was published on an ACARA website on 9 May 2022. Western Australia has a longstanding history of ‘adopting and/or adapting’ the Australian Curriculum, and this will continue.

In Semester 2, 2022, the Authority prioritised the inclusion of:

- content relating to consent and examples of first aid in the Health Education curriculum
- the Australian Curriculum Version 9 phonics (including decoding) and word knowledge content in the Pre-primary to Year 6 English curriculum.

The Authority consulted on the changes to the Health Education curriculum in relation to consent and first aid, and to the English curriculum for phonics and word knowledge in Semester 2, 2022. The revised curriculum for Health and Physical Education P–10 for consent and first aid and for English Pre-primary to Year 6 for phonics and word knowledge was published on the Authority website in early 2023. This revised content is available for familiarisation in 2023 and implementation in 2024.

Authority staff are now working on adopting and adapting the full Pre-primary to Year 10 English, Health and Physical Education and Primary Science curriculum. A staged process of consultation, familiarisation and implementation will ensure teachers and schools have ample opportunity to engage in the review and development of the curriculum. The Authority will coordinate the collaboration between the education systems/sectors, as it

has in the past, to ensure that any changes to the mandated Western Australian curriculum are well considered and consulted before being finalised.

All Western Australian schools and approved offshore international schools must continue to implement the mandated Western Australian curriculum as published in *the Western Australian Curriculum and Assessment Outline* until otherwise advised.

Delivery of Western Australian curriculum to offshore international schools

In the 2022–23 financial year, the Authority continued work to expand its international education program in response to demand from offshore international schools. In line with the *Western Australian International Education Recovery and Renewal Plan*, the expansion is to build a pipeline of offshore WACE graduates seeking to come onshore to Western Australia for further study as international travel resumes

In response to the impacts of COVID-19 and on its international education program, the Authority continued to diversify markets where it is seeking to license schools to implement Western Australian curriculum programs. To support this, the Authority has achieved foreign board equivalence in markets including Bangladesh, India, Pakistan and Türkiye, which confirms the suitability of the Western Australian curriculum for these markets and encourages schools to adopt the curriculum.

The Authority works with School Curriculum and Standards Authority (SCSA) Associates under its SCSA Associate Program to support new school approval and build the pipeline of schools.

Section 4: Disclosures and legal compliance



Image: JohnnyGreig via iStock

Financial statements

Certification of financial statements

For the reporting period ended 30 June 2023

The accompanying financial statements of the School Curriculum and Standards Authority have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the reporting period ended 30 June 2023 and the financial position as at 30 June 2023.

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



Mrs Pauline White
Chair
18 September 2023



Ms Pauline Coghlan
Board Member
18 September 2023



Ms Trish Fraga-Diaz
Chief Finance Officer
18 September 2023



Image: JBryson via iStock

Financials and performance



Auditor General

INDEPENDENT AUDITOR'S REPORT

2023

School Curriculum and Standards Authority

To the Parliament of Western Australia

Report on the audit of the financial statements

Opinion

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

- the Statement of Financial Position at 30 June 2023, and the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended
- Notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements are:

- based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the School Curriculum and Standards Authority for the year ended 30 June 2023 and the financial position at the end of that period
- in accordance with Australian Accounting Standards (applicable to Tier 2 Entities), the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible for:

- keeping proper accounts
- preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards (applicable to Tier 2 Entities), the *Financial Management Act 2006* and the Treasurer's Instructions
- such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Auditor's responsibilities for the audit of the financial statements

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

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

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

Report on the audit of controls

Opinion

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

In my opinion, in all material respects, the controls exercised by the School Curriculum and Standards Authority are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities have been in accordance with the State's financial reporting framework during the year ended 30 June 2023.

The Board's responsibilities

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

Auditor General's responsibilities

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

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

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

Limitations of controls

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

Report on the audit of the key performance indicators

Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2023. The key performance indicators are the Under Treasurer-approved key effectiveness indicators and key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of the School Curriculum and Standards Authority are relevant and appropriate to assist users to assess the Authority's performance and fairly represent indicated performance for the year ended 30 June 2023.

The Board's responsibilities for the key performance indicators

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

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

Auditor General's responsibilities

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

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

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

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

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

Other information

The Board is responsible for the other information. The other information is the information in the entity's annual report for the year ended 30 June 2023, but not the financial statements, key performance indicators and my auditor's report.

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

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

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

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

The auditor's report relates to the financial statements and key performance indicators of the School Curriculum and Standards Authority for the year ended 30 June 2023 included in the annual report on the Authority's website. The Authority's management is responsible for the integrity of the Authority's website. This audit does not provide assurance on the integrity of the Authority's website. The auditor's report refers only to the financial statements, controls and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from the annual report. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version.

Mark Ambrose

Mark Ambrose
Senior Director Financial Audit
Delegate of the Auditor General for Western Australia
Perth, Western Australia
18 September 2023

Disclosures

Statement of Comprehensive Income

For the year ended 30 June 2023

	Note	2022–23 \$'000	2021–22 \$'000
COST OF SERVICES			
Expenses			
Employee benefits expenses	2.1	31,665	30,649
Supplies and services	2.2	7,470	7,450
Depreciation and amortisation expenses	4.1.1, 4.2.1	564	509
Accommodation expenses	2.2	2,517	2,389
Other expenses	2.2	1	2
Total cost of services		42,217	40,999
Income			
Revenue			
User contributions, charges and fees	3.2	1,544	1,531
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,234	1,618
Other revenue	3.5	148	64
Total revenue		2,965	3,252
Total income other than income from State Government		2,965	3,252
NET COST OF SERVICES			
Income from State Government	3.1		
Service appropriation		564	509
Income from other public sector entities		233	250
Services received free of charge		38,580	36,556
Total income from State Government		39,377	37,315
SURPLUS/(DEFICIT) FOR THE PERIOD		125	(432)
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD		125	(432)

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

Statement of Financial Position

As at 30 June 2023

	Note	2022–23 \$'000	2021–22 \$'000
ASSETS			
Current Assets			
Cash and cash equivalents	6.1	1,944	1,804
Receivables	5.1	52	67
Total Current Assets		1,996	1,871
Non-Current Assets			
Amounts receivable for services	5.2	2,635	2,071
Property, plant and equipment	4.1	251	501
Intangible assets	4.2	2,353	2,667
Total Non-Current Assets		5,239	5,239
TOTAL ASSETS		7,235	7,110
NET ASSETS			
EQUITY	8.7	7,235	7,110
Contributed equity		7,142	7,142
Accumulated surplus/(deficit)		93	(32)
TOTAL EQUITY		7,235	7,110

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

Statement of Changes in Equity

For the year ended 30 June 2023

	Note	Contributed equity \$'000	Accumulated surplus/(deficit) \$'000	Total equity \$'000
Balance at 1 July 2021	8.7	6,986	400	7,386
Transfer of net assets from other agencies		156	-	156
Surplus/(deficit)		-	(432)	(432)
Total comprehensive income for the period		-	(432)	(432)
Balance at 30 June 2022		7,142	(32)	7,110
Balance at 1 July 2022	8.7	7,142	(32)	7,110
Transfer of net assets from other agencies		-	-	-
Surplus/(deficit)		-	125	125
Total comprehensive income for the period		-	125	125
Balance at 30 June 2023		7,142	93	7,235

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

Statement of Cash Flows

For the year ended 30 June 2023

	Note	2022–23 \$'000	2021–22 \$'000
CASH FLOWS FROM STATE GOVERNMENT			
Funds from other public sector entities		233	250
Net cash provided by State Government		233	250
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits expenses		(17)	(16)
Supplies and services		(3,041)	(3,466)
GST payments on purchases		(1)	(1)
GST payments to taxation authority		(160)	(214)
Receipts			
User contribution, charges and fees		1,544	1,531
Grants and contributions		39	39
Recoveries for national testing		1,234	1,618
GST receipts on sales		161	203
Other receipts		148	62
Net cash provided by/(used in) operating activities		(93)	(244)
Net increase/(decrease) in cash and cash equivalents		140	6
Cash and cash equivalents at the beginning of the period		1,804	1,798
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	6.1	1,944	1,804

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



Disclosures

Notes to the financial statements

For the year ended 30 June 2023

NOTE 1. BASIS OF PREPARATION

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

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

These annual financial statements were authorised for issue by the Accountable Authority of the entity on 18 September 2023.

Statement of compliance

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

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

The *FMA* and *TI* take precedence over AAS. Several AASs are modified by the *Instructions* to vary application, disclosure format and wording. Where modification is required and has had a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

Reporting entity

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

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

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

Basis of preparation

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

Accounting for Goods and Services Tax (GST)

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

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

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

Contributed equity

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

Comparative information

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

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

Judgements and estimates

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

Disclosures

NOTE 2. USE OF OUR FUNDING

Expenses incurred in the delivery of services

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

	Notes	2022-23 \$'000	2021-22 \$'000
Employee benefits expenses ^(a)	2.1	31,665	30,649
Other expenditure	2.2	9,988	9,841

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

2.1 EMPLOYEE BENEFITS EXPENSES

	2022-23 \$'000	2021-22 \$'000
Employee benefits	28,538	27,765
Superannuation	3,127	2,884
Total employee benefits expenses	31,665	30,649
Add: AASB 16 Non-monetary benefits	-	1
Net employee benefits	31,665	30,650

Employee benefits

Includes wages, salaries and social contributions, accrued and paid leave entitlements and paid sick leave, and non-monetary benefits recognised

under accounting standards other than AASB 16 (such as medical care, housing, cars and free or subsidised goods or services) for employees.

Superannuation

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

AASB 16 Non-monetary benefits

Includes non-monetary employee benefits, predominantly relating to the provision of vehicle and housing benefits that are recognised under AASB 16 and are excluded from the employee benefits expense.

Employee contributions

Includes contributions made to the Authority by employees towards employee benefits that have been provided by the Authority. This includes both AASB 16 and non-AASB 16 employee contributions.

2.2 OTHER EXPENDITURE

	2022–23 \$'000	2021–22 \$'000
Supplies and services		
Communication services	198	234
Consumables	565	576
Consumables - utilities	41	55
Equipment purchases (\$4,999 and below)	229	133
Remuneration of members of the Board	155	156
Insurance	371	332
Repairs and maintenance	113	127
Service and contracts	3,935	4,277
Service and contracts – property	87	100
Staff-related expense	24	27
Travel	334	171
Other	1,418	1,262
Total supplies and services expenses	7,470	7,450
Accommodation expenses		
Office rental	1,948	1,882
Other accommodation expenses	569	507
Total accommodation expenses	2,517	2,389
Other expenses		
Expected credit losses expense	1	2
Total other expenses	1	2
Total other expenditure	9,988	9,841

Supplies and services

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

Office rental

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

Repairs and maintenance

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

Other

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

Expected credit losses

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

Disclosures

NOTE 3. OUR FUNDING SOURCES

How we obtain our funding

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

	Notes	2022–23 \$'000	2021–22 \$'000
Income from State Government	3.1	39,377	37,315
User contributions, charges and fees	3.2	1,544	1,531
Grants and contributions	3.3	39	39
Recoveries for national testing	3.4	1,234	1,618
Other revenue	3.5	148	64

3.1 INCOME FROM STATE GOVERNMENT

	2022–23 \$'000	2021–22 \$'000
<u>Appropriation received during the period (non-cash):</u>		
Service appropriation ^(a)	564	509
	564	509
<u>Income received from other public sector entities during the period:</u>		
Department of Education ^(b)	200	250
Department of Jobs, Tourism, Science and Innovation	33	-
	233	250
<u>Resources received from other public sector entities during the period:</u>		
Department of Education ^(c)	38,567	36,545
Department of Finance	13	11
	38,580	36,556
Total Income from State Government	39,377	37,315

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

(b) Income received from the Department of Education for Board expenditure.

(c) Services received free of charge from the Department of Education are for the operational management of the Authority.

Service appropriations

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

Income from other public sector entities

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

Resources received from other public sector entities

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

3.2 USER CONTRIBUTIONS, CHARGES AND FEES

	2022–23 \$'000	2021–22 \$'000
Fees from examination related services	553	413
Fees from overseas full fee paying students	991	1,118
Total Fees	1,544	1,531

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

Contributions, charges and fees

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

3.3 GRANTS AND CONTRIBUTIONS

	2022–23 \$'000	2021–22 \$'000
From state agencies and non-government sources for the Authority's awards ceremony for educational excellence	39	39
Total Grants and Contributions	39	39

3.4 RECOVERIES FOR NATIONAL TESTING

	2022–23 \$'000	2021–22 \$'000
Recovery for NAPLAN testing from non-government Western Australian system and sector	1,234	1,618
Total Recoveries for National Testing	1,234	1,618

3.5 OTHER REVENUE

	2022–23 \$'000	2021–22 \$'000
Other		
Other miscellaneous revenue	5	37
Sale of goods and services	143	27
Total Other Revenue	148	64

Other revenue

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



Disclosures

NOTE 4. KEY ASSETS

Assets the Authority utilises for economic benefit or service potential

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

	Notes	2022–23 \$'000	2021–22 \$'000
Property, plant and equipment	4.1	251	501
Intangible assets	4.2	2,353	2,667
Total Key Assets		2,604	3,168

4.1 PROPERTY, PLANT AND EQUIPMENT

	Computers \$'000	Furniture and Fittings \$'000	Communication equipment \$'000	Total \$'000
1 July 2022				
Gross carrying amount	494	2,559	39	3,092
Accumulated depreciation	(494)	(2,058)	(39)	(2,591)
Carrying amount at start of the period	-	501	-	501
Depreciation	-	(250)	-	(250)
Carrying amount at 30 June 2023	-	251	-	251
Gross carrying amount	494	2,559	39	3,092
Accumulated depreciation	(494)	(2,308)	(39)	(2,841)

Initial recognition

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

Subsequent measurement

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

Disclosures

4.1.1 DEPRECIATION AND IMPAIRMENT

Charge for the period

	2022–23 \$'000	2021–22 \$'000
Depreciation		
Furniture and Fittings	250	251
Total depreciation for the period	250	251

As at 30 June 2023, there were no indications of impairment to property, plant and equipment.

All surplus assets at 30 June 2023 have either been classified as assets held for sale or have been written-off.

Finite useful lives

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

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

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

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

Impairment

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

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

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

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

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

4.2 INTANGIBLE ASSETS

	Computer Software \$'000	Total \$'000
1 July 2022		
Gross carrying amount	8,160	8,160
Accumulated amortisation	(5,493)	(5,493)
Carrying amount at start of the period	2,667	2,667
Amortisation expense	(314)	(314)
Carrying amount at 30 June 2023	2,353	2,353
Gross carrying amount	8,160	8,160
Accumulated amortisation	(5,807)	(5,807)

The intangible asset represents the Student Records Management System completed in 2021–22.

Initial recognition

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

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

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

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

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

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

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

Subsequent measurement

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

Disclosures

4.2.1 AMORTISATION AND IMPAIRMENT

	2022–23 \$'000	2021–22 \$'000
Amortisation		
Intangible assets	314	258
Total amortisation for the period	314	258

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

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

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

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

Impairment

Intangible assets with finite useful lives are tested for impairment annually or when an indication of impairment is identified. As at 30 June 2023, there were no indications of impairment to intangible assets.

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

NOTE 5. OTHER ASSETS AND LIABILITIES

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

	Notes	2022–23 \$'000	2021–22 \$'000
Receivables	5.1	52	67
Amounts receivable for services	5.2	2,635	2,071

5.1 RECEIVABLES

	2022–23 \$'000	2021–22 \$'000
<u>Current</u>		
Trade receivables	54	67
GST receivable	1	2
Allowance for impairment of trade receivables	(3)	(2)
Total current	52	67
Total receivables	52	67

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

The Authority recognises a loss allowance for expected credit losses (ECLs) on a receivable not held at fair value through profit or loss. The ECLs based on the difference between the contractual cash flows and the cash flows that the entity expects to receive, discounted at the original effective interest

rate. Individual receivables are written off when the Authority has no reasonable expectations of recovering the contractual cash flows.

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

5.2 AMOUNTS RECEIVABLE FOR SERVICES

	2022–23 \$'000	2021–22 \$'000
Non-current	2,635	2,071
Balance at end of period	2,635	2,071

Amounts receivable for services represents the non-cash component of service appropriations (depreciation and amortisation for 2022–23 (\$564,000)).

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

NOTE 6. FINANCING

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

	Notes
Cash and cash equivalents	6.1

6.1 CASH AND CASH EQUIVALENTS

	2022–23 \$'000	2021–22 \$'000
Cash and cash equivalents	1,944	1,804
Total cash and cash equivalents	1,944	1,804

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

Disclosures

NOTE 7. RISKS AND CONTINGENCIES

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

	Notes
Financial instruments	7.1
Contingent assets and liabilities	7.2

7.1 FINANCIAL INSTRUMENTS

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

	Notes	2022–23 \$'000	2021–22 \$'000
<u>Financial Assets</u>			
Cash and cash equivalents	6.1	1,944	1,804
Financial assets at amortised cost ^(a)	5.1, 5.2	2,687	2,138
Total financial assets		4,631	3,942

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

7.2 CONTINGENT ASSETS AND LIABILITIES

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

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

The Authority had no contingent assets as at 30 June 2023.

Contingent liabilities

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

Casual employees' entitlement to long service leave

The Authority currently does not employ or have any direct employees. The work of the Authority is supported by a secretariat – the School Curriculum and Standards Division – provided under a Service Level Agreement with the Department of Education (the Department). The employee benefits expenditure incurred by the Authority relates to the direct and indirect support provided by the Department including the secretariat and has been provided as resources free of charge. In September 2019, the Department of Mines, Industry Regulation and Safety – Government Sector Labour Relations (GSLR) informed public sector agencies that the *Long Service Leave Act 1958 (LSL Act)* applies to casual public sector employees. Since then, public sector industrial agreements have been progressively renegotiated so that casual employees will accrue long service leave entitlements under their applicable award or agreement from the date it is registered. In February 2021, GSLR issued a Guidance Note on the transitional arrangements for long service leave entitlements of current casual employees from the *LSL Act* to the applicable industrial instruments. The Department has determined that the liabilities associated with long service leave entitlements for the below categories of both current casual and fixed term employees and those who have left employment are unable to be measured with sufficient reliability at the reporting date due to the following factors:

- Employee liability for service from 1996-2003 is unknown due to the unavailability of electronic records for service periods. It is acknowledged that employees may make a claim to the Department to have their eligibility for additional entitlements to Casual LSL assessed for service performed between 1996 and 2003.

- Terminated (former) employees' liability who may have an entitlement under the *LSL Act* have not yet been calculated; notwithstanding this, former employees may make a claim to the Department to assess their service from 1996 to termination date to determine any entitlement.
- Employees contracted on a fixed term basis by the Department to undertake the functions of the School Curriculum and Standards Division (the secretariat). This category of Department employee is not employed under a specific award and the employment classification is currently being reviewed.
- The Western Australian Industrial Relations Commission issued a decision on 11 August 2023 that may affect the method by which LSL is calculated for casual employees. The Department is awaiting advice from GSLR on the implications of this decision on the Guidance Note.

NOTE 8. OTHER DISCLOSURES

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

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

8.1 EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

There have been no material events occurring after 30 June 2023.

8.2 KEY MANAGEMENT PERSONNEL

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

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

Disclosures

	2022–23	2021–22
Compensation Band (\$)		
\$250 001 – \$300 000	1	2 ^(a)
\$200 001 – \$250 000	2	1
\$100 001 – \$150 000	1 ^(a)	-
\$0 – \$50 000	10 ^(a)	11 ^(a)
	2022–23	2021–22
	\$'000	\$'000
Short-term employee benefits	992	879
Post-employment benefits	114	97
Other long-term benefits	7	56
Total compensation of senior officers	1,113	1,032

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

8.3 RELATED PARTY TRANSACTIONS

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

Related parties of the Authority include:

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

Material transactions with other related parties

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

8.4 AFFILIATED BODIES

The Authority had no affiliated bodies.

8.5 REMUNERATION OF AUDITORS

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

	2022-23 \$'000	2021-22 \$'000
Auditing the accounts, financial statements and key performance indicators	63	52

8.6 SERVICES PROVIDED FREE OF CHARGE

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

	2022-23 \$'000	2021-22 \$'000
Department of Training and Workforce Development	1	-
	1	-

8.7 EQUITY

	2022-23 \$'000	2021-22 \$'000
Contributed equity		
Balance at start of period	7,142	6,986
Transfer of net assets from other agencies:		
Department of Education ^(a)	-	156
Total contributions by owners	7,142	7,142
Balance at end of period	7,142	7,142
Accumulated surplus		
Balance at start of the year	(32)	400
Result for the period	125	(432)
Balance at the end of the year	93	(32)
Total equity at end of the period	7,235	7,110

(a) In 2021-22, the work in progress relates to the Student Records Management System. \$156,185 was previously included in the Department of Education's work in progress; however, it was transferred to the Authority in 2021-22.

8.8 EXPLANATORY STATEMENT

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

All variances between annual estimates (original budget) and actual results for 2023, and between the actual results for 2023 and 2022 are shown below. Narratives are provided for key major variances which vary more than 10% from their comparative and that the variation is more than 1% of the following variance analyses for the:

1. Estimate and actuals for the current year
 - Total Cost of Services of the estimate for the Statements of Comprehensive Income and Statement of Cash Flows (i.e. \$0.422 million being 1% of \$42.162 million), and
 - Total Assets of the estimate for the Statement of Financial Position (i.e. \$0.075 million being 1% of \$7.542 million).
2. Actual results for the current year and prior year actual
 - Total Cost of Services for the previous year for the Statements of Comprehensive Income and Statement of Cash Flows (i.e. \$0.410 million being 1% of \$40.999 million), and
 - Total Assets for the previous year for the Statement of Financial Position (i.e. \$0.071 million being 1% of \$7.110 million).

8.8 EXPLANATORY STATEMENT (CONTINUED)

Statement of Comprehensive Income

	Estimate 2022–23 \$'000	Actual 2022–23 \$'000	Actual 2021–22 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
				\$'000	%	Note	\$'000	%	Note
COST OF SERVICES									
Expenses									
Employee benefits expense	23,880	31,665	30,649	7,785	33%	1	1,016	3%	
Supplies and services	15,190	7,470	7,450	(7,720)	(51%)	2	20	0%	
Depreciation and amortisation expense	612	564	509	(48)	(8%)		55	11%	
Accommodation expense	2,478	2,517	2,389	39	2%		128	5%	
Other expenses	2	1	2	(1)	(50%)		(1)	(50%)	
Total cost of services	42,162	42,217	40,999	55	0%		1,218	3%	
Income									
Revenue									
User contributions, charges and fees	2,299	1,544	1,531	(755)	(33%)	3	13	1%	
Other revenue	15	148	64	133	887%		84	131%	
Grants and contributions	39	39	39	-	0%		-	0%	
Recoveries for national testing	1,643	1,234	1,618	(409)	(25%)		(384)	(24%)	
Total Revenue	3,996	2,965	3,252	(1,031)	(26%)		(287)	(9%)	
Total income other than income from State Government	3,996	2,965	3,252	(1,031)	(26%)		(287)	(9%)	
NET COST OF SERVICES	38,166	39,252	37,747	1,086	3%		1,505	4%	
Income from State Government									
Service Appropriation	612	564	509	(48)	(8%)		55	11%	
Income from other public sector entities	200	233	250	33	17%		(17)	(7%)	
Services received free of charge	37,354	38,580	36,556	1,226	3%		2,024	6%	
Total income from State Government	38,166	39,377	37,315	1,211	3%		2,062	6%	
SURPLUS/(DEFICIT) FOR THE PERIOD	-	125	(432)	125	0%		557	(129%)	
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD	-	125	(432)	125	0%		557	(129%)	

Disclosures

8.8 EXPLANATORY STATEMENT (CONTINUED)

Statement of Financial Position

	Estimate 2022–23 \$'000	Actual 2022–23 \$'000	Actual 2021–22 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
	\$'000	\$'000	\$'000	\$'000	%	Note	\$'000	%	Note
ASSETS									
Current Assets									
Cash and cash equivalents	1,820	1,944	1,804	124	7%		140	8%	
Receivables	-	52	67	52	100%		(15)	(22%)	
Total Current Assets	1,820	1,996	1,871	176	10%		125	7%	
Non-Current Assets									
Amounts receivable for services	2,691	2,635	2,071	(56)	(2%)		564	27%	A
Property, plant and equipment	250	251	501	1	0%		(250)	(50%)	B
Intangible assets	2,781	2,353	2,667	(428)	(15%)	4	(314)	(12%)	C
Total Non-Current Assets	5,722	5,239	5,239	(483)	(8%)		-	0%	
TOTAL ASSETS	7,542	7,235	7,110	(307)	(4%)		125	2%	
NET ASSETS	7,542	7,235	7,110	(307)	(4%)		125	2%	
EQUITY									
Contributed equity	7,142	7,142	7,142	-	0%		-	0%	
Accumulated surplus/(deficit)	400	93	(32)	(307)	(77%)		125	(390%)	
TOTAL EQUITY	7,542	7,235	7,110	(307)	(4%)		125	2%	

8.8 EXPLANATORY STATEMENT (CONTINUED)

Statement of Cash Flows

	Estimate 2022–23 \$'000	Actual 2022–23 \$'000	Actual 2021–22 \$'000	Variance					
				Variance between estimate and actual			Variance between actual and actual		
	\$'000	\$'000	\$'000	\$'000	%	Note	\$'000	%	Note
CASH FLOWS FROM STATE GOVERNMENT									
Funds from other public sector entities	200	233	250	33	17%		(17)	(7%)	
Net cash provided by State Government	200	233	250	33	17%		(17)	(7%)	
Utilised as follows:									
CASH FLOWS FROM OPERATING ACTIVITIES									
Payments									
Employee benefits expenses	(25)	(17)	(16)	8	(32%)		(1)	6%	
Supplies and services	(4,171)	(3,041)	(3,466)	1,130	(27%)	5	425	(12%)	D
GST payments on purchases	(2)	(1)	(1)	1	(50%)		-	0%	
GST Payments to Taxation Authority	(207)	(160)	(214)	47	(23%)		54	(25%)	
Receipts									
User contributions, charges and fees	2,299	1,544	1,531	(755)	(33%)	6	13	1%	
Grants and contributions	39	39	39	-	0%		-	0%	
Recoveries for national testing	1,643	1,234	1,618	(409)	(25%)		(384)	(24%)	
GST receipts on sales	209	161	203	(48)	(23%)		(42)	(21%)	
Other receipts	15	148	62	133	887%		86	139%	
Net cash used in operating activities	(200)	(93)	(244)	107	(54%)		151	(62%)	
Net increase/(decrease) in cash and cash equivalents	-	140	6	140	0%		134	2233%	
Cash and cash equivalents at the beginning of the period	1,820	1,804	1,798	(16)	(1%)		6	0%	
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	1,820	1,944	1,804	124	7%		140	8%	

8.8 EXPLANATORY STATEMENT (CONTINUED)

Major Variance Narratives

Variations between estimate and actual

Statement of Comprehensive Income

-
- 1 Employee benefits was \$7.8 million (33%) higher than the 2022–23 Estimate. This variance is due to the reclassification of payments for markers, examiners, supervisors and course material writers as Employee benefits rather than Supplies and services (\$7.8 million). The reclassification occurred after the finalisation of the 2022–23 Estimate.
 - 2 Supplies and services was \$7.7 million (51%) lower than the 2022–23 Estimate. This variance is mainly due to reclassification of payments for markers, examiners, supervisors and course material writers (see Note 1).
 - 3 The 2022–23 Actual for User contributions, charges and fees was \$0.8 million (33%) lower than the 2022–23 Estimate due to lower than expected revenue from the International Education program, reflecting a lower number of enrolled students as a result of the ongoing impact of the COVID-19 pandemic.
-

Statement of Financial Position

-
- 4 The value of intangible assets as at 30 June 2023 was \$0.4 million (15%) lower than the 2022–23 Estimate mainly reflecting the flow-on impact of the lower than expected value of intangible assets as at 30 June 2022. After the 2022–23 Estimates were approved, an amount of \$484,000 was expensed as it did not meet the criteria for capitalisation under the development phase of AASB 138 *Intangible Assets*.
-

Statement of Cash Flows

-
- 5 Supplies and services was \$1.1 million (27%) lower than the 2022–23 Estimate due to the lower than forecast contribution to the Department of Education for expenses incurred on behalf of the Authority in 2022–23. The reduced contribution is due to lower than expected revenue (see Note 3).
 - 6 The 2022–23 Actual for User contributions, charges and fees was \$0.8 million (33%) lower than the 2022–23 Estimate due to lower than expected revenue from the International Education program, reflecting a lower number of enrolled students as a result of the impact of the COVID-19 pandemic (see Note 3).
-

Variations between actual results for 2022–23 and 2021–22
Statement of Financial Position

-
- A** The 2022–23 Actual was \$0.6 million (27%) higher than the 2021–22 Actual reflecting the depreciation and amortisation for 2022–23.
-
- B** The value (gross carrying amount less accumulated depreciation) of Property, plant and equipment as at 30 June 2023 was \$0.3 million (50%) lower than the previous year reflecting the 2022–23 depreciation expense.
-
- C** The value (gross carrying amount less accumulated depreciation) of Intangible assets as at 30 June 2023 was \$0.3 million (12%) lower than the previous year reflecting the 2022–23 amortisation expense.
-

Statement of Cash Flow

-
- D** Supplies and services was \$0.4 million (12%) lower than the 2021–22 Actual. These payments are the Authority’s contribution towards the costs incurred by the Department of Education. The variance is attributable to lower National Assessment Program – Literacy and Numeracy (NAPLAN) recoveries from the non-government Western Australian system and sector. This reflects a lower cost per student charge for NAPLAN, as reported in the Key efficiency indicators in the 2021–22 Annual Report.
-

Key performance indicators

Key performance indicators

Certification of key performance indicators

We hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the School Curriculum and Standards Authority's performance, and fairly represent the performance of the Authority for the financial year ended 30 June 2023.



Mrs Pauline White

Chair

18 September 2023



Ms Pauline Coghlan

Board member

18 September 2023



Image: FatCamera via iStock

Key performance indicators

Table 26: Outcome Based Management framework

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

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

Changes to Outcome Based Management Framework

The Authority's Outcome Based Management Framework did not change during 2022–23, and its outcomes remained the same as specified in the *School Curriculum and Standards Authority Annual Report 2021–22*.

Key effectiveness indicators

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

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

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

The Authority determined that, due to the impact of COVID-19 on schools, the proposed 2022 consensus moderation program would not go ahead. Therefore, the fourth key effectiveness indicator is based on consensus moderation meetings held during 2023 up to and including 30 June 2023.

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

Disclosures

Table 27: Key effectiveness indicators

Key effectiveness indicators	2022 Actual	2023 Target	2023 Actual ^(a)	Variance between 2023 Target and 2023 Actual ^(b)	Variance between 2022 Actual and 2023 Actual ^(c)
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.6	3.4	3.7	0.3	0.1
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.7	3.4	3.6	0.2	(0.1)
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.6	3.4	3.6	0.2	-
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.3	3.4	3.3	(0.1)	-

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

KEI 1: Number of question responses received from members of Curriculum Advisory Committees: 267 (63.4% response rate; total number of members: 421)

KEI 2: Number of question responses received from members of Curriculum Advisory Committees: 269 (63.9% response rate; total number of members: 421)

KEI 3: Number of question responses received from members of Curriculum Advisory Committees: 216 (51.3% response rate; total number of members: 421)

KEI 4: Number of question responses received from attendees at Consensus moderation meetings during the calendar year 2023: 606 (99.8% response rate; total number of attendees: 607)

(b) There was no material variance between the 2023 Actual and the 2023 Target.

(c) There was no material variance between the 2023 Actual and the 2022 Actual.

Service

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

The Authority’s service involves:

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

Key efficiency indicators:

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

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

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

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

Table 28: Key efficiency indicators

Key efficiency indicators	2022 Actual ^(a)	2023 Target	2023 Actual	Variance between 2023 Target and 2023 Actual	Variance between 2022 Actual and 2023 Actual
Service: Student assessment, certification, curriculum development, evaluation and support					
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$74	\$74	\$74	-	-
2. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	\$26	\$36	\$30	(\$6) ^(a)	\$4 ^(b)

(a) The 2023 actual is lower than the 2023 target due to lower than expected operational costs for evaluation materials for NAPLAN in 2023.

(b) The 2023 actual is higher than the 2022 actual mainly due to increased operational costs for markers fees and evaluation materials.

Other financial disclosures

Pricing policies of Services Provided

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

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

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

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

Following a review of the Authority's tariffs, fees and charges, in accordance with the Department of Treasury's Costing and Pricing Government Services guidelines, the regulatory fees increased on 1 July 2022. The Authority also raises revenue through license fees and fees from overseas fee paying students, and recovery of NAPLAN testing.

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

Capital Works

Capital projects incomplete

There are no incomplete capital projects as at 30 June 2023.

Capital projects complete

No capital projects were completed in 2022–23.

Board and Committee Remuneration

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

Table 29: Remuneration of Members of the Board 2022–23

Name	Member	Term of Appointment	Membership Length (2022–23)	Type of Remuneration	Base Salary/ Sitting Fee	Actual Remuneration (2022–23)
Mrs Pauline White	Chair	5 years	12 months	Annual	\$37,380	\$37,380
Emeritus Professor David Andrich	Member	4 years	12 months	Annual	\$23,475	\$23,475
Ms Pauline Coghlan	Member	4 years	12 months	Annual	\$23,475	\$23,475
Emeritus Professor Jill Downie	Member	3 years 8 months	12 months	Annual	\$23,475	\$23,475
Dr Lynette Henderson-Yates	Member	4 years	12 months	Annual	\$23,475	\$23,475
Ms Lee Musumeci	Member	1 year 10 months	12 months	N/A	-	-
Ms Denise O'Meara	Member	3 years 6 months	12 months	Annual	\$23,475	\$23,475
Total						\$154,755

Table 30: Remuneration of Members of the Standards Committee 2022–23

Name	Position	Term of Appointment	Membership Length (2022–23)	Type of Remuneration	Base Salary/ Sitting Fee	Actual Remuneration (2022–23)
Ms Pauline Coghlan	Chair	4 years	12 months	Per meeting	\$550	\$3,850
Ms Jocelyn Cook	Member	4 years	12 months	Per meeting	\$370	\$2,590
Ms Anne Ford	Member	3 years	12 months	Per meeting	\$370	\$1,480
Ms Melissa Gillett	Member	2 years	12 months	N/A	-	-
Ms Valerie Gould	Member	4 years	5 months	Per meeting	\$370	\$1,110
Associate Professor Stephen Humphry	Member	3 years	2 months	Per meeting	\$370	-
Total						\$9,030

Disclosures

Table 31: Remuneration of Members of the Curriculum and Assessment Committee 2022–23

Name	Position	Term of Appointment	Membership Length (2022–23)	Type of Remuneration	Base Salary/Sitting Fee	Actual Remuneration (2022–23)
Ms Denise O’Meara	Chair	3 years 6 months	12 months	Per meeting	\$550	\$4,400
Mr Jeffrey Allen	Member	4 years	12 months	Per meeting	\$370	\$2,590
Ms Elizabeth Blackwell	Member	4 years	12 months	N/A	-	-
Mr Martin Clery	Member	4 years	12 months	N/A	-	-
Ms Amanda Connor	Member	4 years	12 months	Per meeting	\$370	\$2,220
Ms Fiona Forbes	Member	2 years	2 months	N/A	-	-
Mr Armando Giglia [^]	Member	4 years	12 months	Per meeting	\$370	\$370
Ms Kya-Louise Graves	Member	4 years	12 months	N/A	-	-
Ms Jillian Jamieson	Member	4 years	12 months	Per meeting	\$370	\$370
Dr Steven Males	Member	4 years	9 months	Per meeting	\$370	\$1,110
Ms Rosemary Simpson	Member	4 years	12 months	Per meeting	\$370	\$2,590
Ms Kristine Stafford	Member	4 years	12 months	Per meeting	\$370	\$2,960
Ms Deborah Taylor	Member	4 years	9 months	N/A	-	-
Ms Bronwyn Tester [^]	Member	4 years	3 months	Per meeting	\$370	\$1,850
Mr Roderick (Rod) Wood	Member	2 years	4 months	Per meeting	\$370	\$1,480
Total						\$19,940

[^] Became eligible for payment during 2022–23

Other legal requirements

Governance disclosures

Contracts with senior officers

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

Unauthorised use of credit cards

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

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

Ministerial directives

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

There were no Ministerial directives for the 2022–23 financial year.

Disability Access and Inclusion Plan (DAIP)

The *Disability Services Act 1993* requires all Western Australian public agencies to develop a *Disability Access and Inclusion Plan (DAIP)*. During 2022–23, the Authority finalised its *DAIP 2023–2027*, which was registered with the Department of Communities in March 2023. Authority's new *DAIP* was developed in consultation with staff, stakeholders and the community. The consultation process did not reveal any significant gaps in the Authority's approach to access and inclusion across the seven desired outcomes listed in Schedule 3 of the *Disability Services Regulations 2004*.

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

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

The Authority provides a progress report on the *DAIP* in July each year. Each progress report demonstrates how the Authority's strategies, initiatives and actions have achieved access and inclusion in implementing the Authority's functions. The 2022–23 *DAIP* progress report to the Department of Communities was completed in July 2023.

Language services

The Authority is committed to ensuring that all clients have equitable access to information and services, in accordance with the *Western Australian Language Services Policy 2020*. This commitment ensures effective communication between service providers and clients to deliver high-quality services and programs that meet the needs of Western Australia's diverse population.

The Authority continued to develop resources in various languages to support its community to access services.

Translations of the 2023 NAPLAN information brochures are available for parents and carers who prefer to access information about the online NAPLAN tests in the language or dialect of their choice. If parents or carers require a brochure in a language other than those made available, schools are encouraged to arrange an interpreter to assist the family.



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NAPLAN brochures are translated in 17 languages: Arabic, Bosnian, Dari, Filipino, Hindi, Khmer, Persian, Punjabi, Samoan, Serbian, Simplified Chinese, Sinhalese, Somali, Spanish, Traditional Chinese, Turkish and Vietnamese.

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

Diversity planning and management

As at 30 June 2023, the Board membership comprised one male and six females. One Board member was of Aboriginal or Torres Strait Islander background.

As at 30 June 2023, the Standards Committee comprised five females, and the Curriculum and Assessment Committee comprised nine females and four males.

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

Compliance with Public Sector Standards

The Authority is committed to ongoing compliance with the *Public Sector Standards* and the *Public Sector Commission Code of Ethics*. SCS Division staff support the Authority to fulfil its legislated functions and comply with the Department's policy and procedures in accordance with section 31 (1) of the *Public Sector Management Act 1994*.

The Authority undertook an annual review of its Code of Conduct in October 2022, in accordance with the *Public Sector Commission Code of Ethics*. New and existing SCS Division staff and other individuals who performed the

Authority's functions are provided with a copy of the combined Code of Conduct and Conflict of Interest Statement to read, sign and return the document stating that they understand their obligations and accountabilities on commencement and existing staff complete the process on a yearly basis.

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

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

Staff screening and Working with Children Checks

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

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

Recordkeeping

Recordkeeping plan

In accordance with section 19 of the *State Records Act 2000 (Records Act)*, the Authority must have a Recordkeeping Plan (the Plan) to fulfil the requirements of section 28 of the *Records Act*. The Authority's Recordkeeping Plan (known as the *Joined Department of Education and School Curriculum and Standards Authority Recordkeeping Plan*) is reviewed on a five-yearly basis. A major review of all five principles and standard 6 was completed during 2022–23 and the amended plan was endorsed by the State Records Commission in November 2022.

The review outcome was largely positive with three areas of compliance improvement identified:

1. Audit of the business information systems operated across the Authority. The scope of the audit will include the development and implementation of compliance tools allowing staff to conduct risk assessments and determine whether the business information system has recordkeeping functionality and/or what additional processes or practices may be required to meet recordkeeping requirements.
2. Implementation of a new keyword – 'student management' – into the Authority's business Classification Scheme to adequately classify child-related records based on the recommendations of the *Royal Commission into Institutional Responses to Child Sexual Abuse* (The Royal Commission) report released in 2017.
3. Review of the training materials and procedural documents to reflect enhancements of the electronic document and records management system (EDRMS) new version, Content Manager (CM) 10.1.

The *Functional Retention and Disposal Schedule (FRDS)* (RD2011047/3) review was undertaken in September 2022 as a requirement of *Principle 5: Retention and Disposal* of the Plan. Assessment of the Authority's child-related records and their retention and disposal schedule required by the Royal Commission was included in the *FRDS* review. The endorsement of the revised *FRDS* submitted to the State Records Commission is pending due to the Royal Commission's work in progress.

The Authority continues to develop records management processes to support the development and expansion of the Authority's international education program and review of the Western Australian curriculum, including adopting and adapting the Australian Curriculum version 9 for Western Australian schools.

Recordkeeping efficiency and effectiveness

The Authority continued to innovate its electronic records and information management practices. Staff are encouraged and supported to create and manage their documents within the Authority's EDRMS.

The use of the workflow function in the EDRMS has continued to boost the efficiency of records management by automating several business processes. Adding to the existing workflows, the following processes were changed from paper to electronic in 2022–23:

- Staff exit workflows – aiming to efficiently and effectively manage the exit of staff and mitigate potential security, asset and financial risks
- NAPLAN and OLNA document update and web upload workflow – aiming to provide an accountable and transparent approval process for the NAPLAN and OLNA document updates.

To enhance and improve records management of gifts, two new registers were created in 2022–23, one for the acceptance of gifts and the other for



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the provision of gifts. The gift registers provide for effective compliance monitoring and the registration of gifts received or purchased by the Authority staff in the course of their duties.

In April 2023, the Authority formed a contract for the provision of:

- an upgrade services to migrate the Authority Content Manager (CM) to version 10.1 with 'go-live' scheduled for September 2023. The committed support for the Authority's EDRMS (CM version 9.4) provided by the software vendor, OpenText, ended in 2022
- an assessment report with recommendations on CM hosting options to transition to the cloud taking into consideration the State Government and State Records Office strategies on the adoption of cloud services across the Western Australian public sector.

The Authority is yet to scope and progress the work required to comply with the Western Australian Information Classification Policy implemented in 2020. The policy requires agencies to apply a new classification level to represent the sensitivity of the information. Public sector agencies are required to implement the policy progressively over five years.

Table 32: Records registered in EDRMS in 2022–23

Electronic record type	Total number of electronic files created
Document	83 064
Email	48 448
Electronic file only	568

Recordkeeping induction and training

The Authority continued to ensure all SCS Division staff supporting its statutory functions received training to gain an understanding of the State government recordkeeping requirements. Records staff provided 36 training sessions in records management practices, including how to effectively utilise the Authority's workflow functions in the EDRMS. All 97 attendees provided positive feedback on the quality of training.

Additionally, all SCS Division staff are required to complete the Department's mandatory online *Records Awareness Training* when they join the Division.

In 2022–23, the Authority's records management helpdesk processed 1146 requests, with the majority of issues resolved within a same-day turnaround.

The records management staff attended relevant industry-run training sessions to keep abreast of current trends, issues and practices in records and information management.

Freedom of Information

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

In 2022–23, the Authority received four FOI applications. All four applications for personal information were successfully met.

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

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

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

Audit and Risk Management (ARM) Committee

The Authority's ARM Committee assists the Board to discharge its responsibilities properly and to provide the framework for the conduct of the Authority's audit and risk functions. The membership of the committee was refreshed in 2020 following the release of the Western Australian Auditor General's Report titled '*Western Australian Public Sector Audit Committees – Best Practice Guide*' (Report 26: 2019–20, June 2020) and an audit manager was appointed to assist the Board with audit and risk management statutory requirements. The Board appoints the chair of the ARM committee.

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

A Risk Management Working Group (RMWG) reports to the ARM committee. The RMWG manages the operational aspects of the Authority's risk management matters and captures new and potential risks for the ARM Committee's attention.

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

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

Public Interest Disclosure

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

The Authority received no public information disclosure matters in 2022–23.

Accountability and Integrity

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

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

The Authority's *Complaints Management Policy and Procedures* is publicly available on the Authority website. This document outlines the process for



Disclosures

making a complaint about the Authority's products, functions, services and processes.

Research involving students

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

A pilot was conducted during the 2022–23 reporting period ahead of implementation in the 2023–24 reporting period. Under the pilot, the Authority accepted one request for data which the Authority's Board resolved met the criteria for data sharing for the purposes of research involving students. The data shared included de-identified student achievement data.

Multicultural Policy Framework

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

Advertising, market research, polling and direct mail

In response to our commitment to evaluate the Authority's *DAIP 2017–2021*, and to gather information the development of a replacement *DAIP*, the Authority designed an online survey inviting feedback from the community of the Authority's DAIP performance. To comply with the *Disability Services Act 1993*, a public notice with a link to the online survey was placed in the print format of the *West Australian* on Thursday, 2 February 2022, at a cost of \$654.43.

Financial Management Manual

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

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

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

Appendices



Image: michaeljung via iStock

APPENDIX A Examinations and awards data

2012–2022 ATAR course examination data

Table 33: Examination enrolments (four or more ATAR* course examinations) as at October 2012–2018 and December 2019–2022†

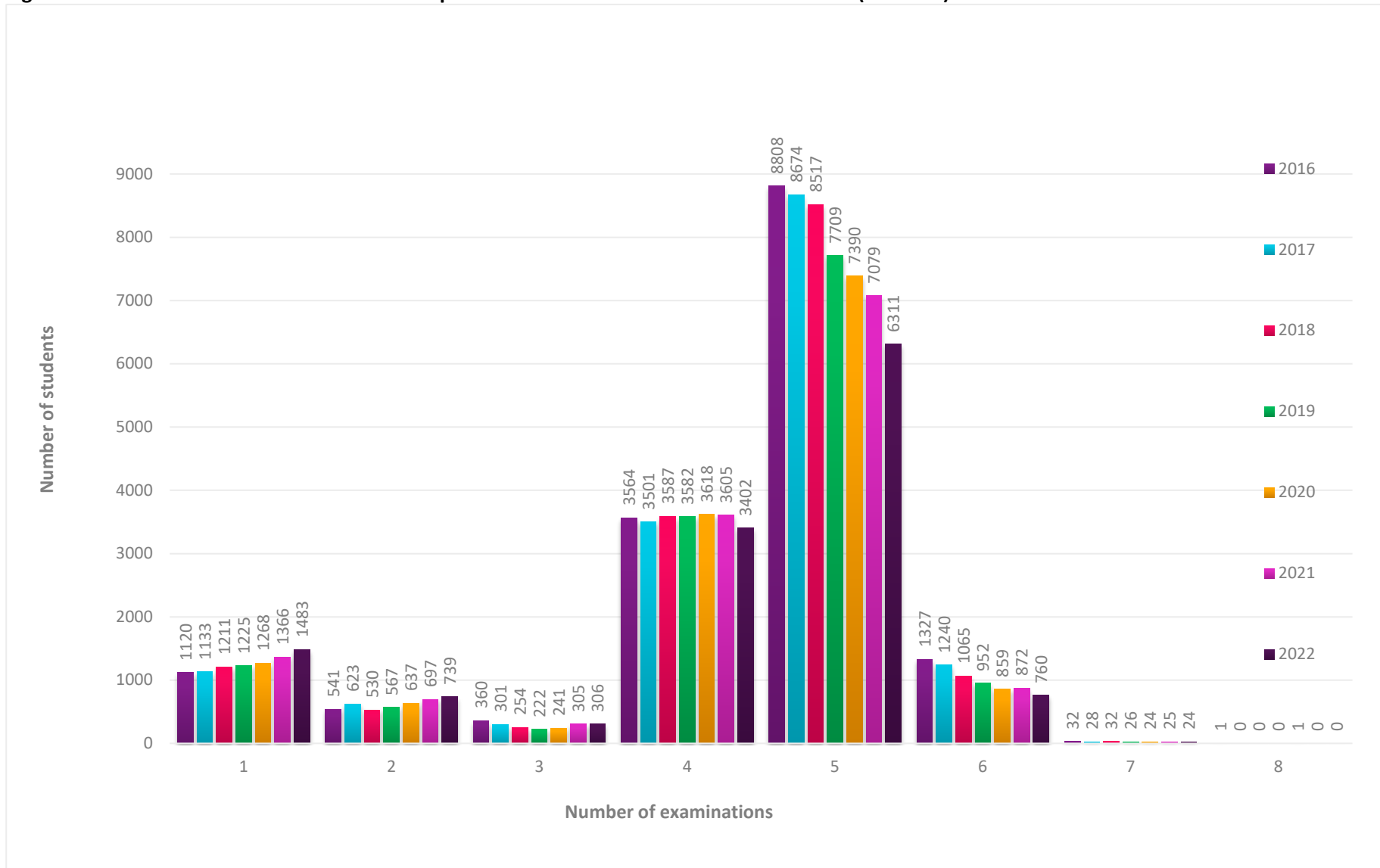
October Enrolments	2012	2013	2014‡	2015	2016	2017	2018	2019	2020	2021	2022
Gender											
Male	6092	6155	4431	6439	6305	6069	6039	5553	5420	5339	4931
Female	7167	7245	4932	7505	7427	7374	7165	6716	6471	6234	5554
Systems/sectors											
Government	5297	5303	3378	5568	5443	5404	5369	4972	4931	4917	4477
Non-government	7187	7232	4982	7322	7126	6859	6631	6253	5817	5734	4261
Offshore international	774	864	999	1050	1163	1180	1203	1044	1141	927	782
Non-school candidates	1	1	4	4	0	0	1	0	3	3	1
Location											
Metropolitan	10867	10891	7280	11214	10888	10644	10427	9748	9482	9324	8589
Country	1617	1644	1080	1676	1681	1619	1574	1477	1269	1330	1126
Offshore international	774	864	999	1050	1163	1180	1203	1044	1141	927	782
Non-school candidates	1	1	4	4	0	0	1	0	3	3	1

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

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

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

Figure 5: Number of candidates enrolled for a specific number of ATAR course examinations (2016–22)



Appendices

Table 34: Aboriginal and Torres Strait Islander students enrolled in ATAR course examinations 2022

	Male	Female	Metro	Country	Government	Non-government
Aboriginal	48	66	72	42	68	46
Torres Strait Islander	0	2	2	0	1	1
Both Aboriginal and Torres Strait Islander	0	2	0	2	2	0
Total	48	70	74	44	71	47

2022 WACE exhibitions and awards

Table 35: Number of exhibition and award winners by category, 2022

Award	Number Awarded
Beazley Medal: WACE	1
Beazley Medal: VET	1
General Exhibition	50
General Exhibition (Aboriginal and Torres Strait Islander)	1
Special General Award	3
Subject Exhibition	38
Special Subject Award	1
Subject Certificate of Excellence	253
Special Subject Certificate of Excellence	12
VET Exhibition	7
Special VET Award	1
VET Certificate of Excellence	32
Special VET Certificate of Excellence	1
Certificate of Distinction	1116
Certificate of Merit	2131
Total	3648

APPENDIX B Annual estimates

Estimate of Statement of Comprehensive Income

For the year ended 30 June 2024

	Note	2023–24 Estimate \$'000
COST OF SERVICES		
Expenses		
Employee benefits expense		36,015
Supplies and services		7,406
Depreciation and amortisation expense		521
Accommodation expenses		2,550
Other expenses		2
Total cost of services	1,2	46,494
Income		
Revenue		
User contributions, charges and fees		3,462
Recoveries for national testing		1,643
Other revenue		16
Total Revenue	1	5,121
Total income other than income from State Government		5,121
NET COST OF SERVICES		41,373

	Note	2023–24 Estimate \$'000
Income from State Government		
Grants from State Government Agencies	2	239
Non-cash service appropriation from Department of Education	3	521
Services received free of charge	1	40,613
Total income from State Government		41,373
SURPLUS/(DEFICIT) FOR THE PERIOD		
OTHER COMPREHENSIVE INCOME		-
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		-

Appendices

Estimate of Statement of Financial Position

For the year ended 30 June 2024

	Note	2023–24 \$'000
ASSETS		
Current Assets		
Cash and cash equivalents		1,804
Receivables		69
Total current assets		1,873
Non-Current Assets		
Amounts receivable for services	3	3,155
Property, plant and equipment		-
Intangible assets		2,082
Total non-current assets		5,237
TOTAL ASSETS		7,110
LIABILITIES		
Current Liabilities		
Payables		-
Total current liabilities		-
Non-Current Liabilities		
Payables		-
Total non-current liabilities		-
TOTAL LIABILITIES		-
NET ASSETS		7,110
EQUITY		
Contributed equity		7,142
Accumulated surplus/(deficit)		(32)
TOTAL EQUITY		7,110

Estimate of Statement of Cash Flows

For the year ended 30 June 2024

	Note	2023–24 Estimate \$'000
CASH FLOWS FROM STATE GOVERNMENT		
Grants from State Government Agencies		239
Net cash provided by State Government		239
Utilised as follows:		
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee benefits		(25)
Supplies and services	4	(5,335)
GST payments on purchases		(2)
GST payments to taxation authority		(211)
Receipts		
User contributions, charges and fees		3,462
Recoveries for National testing		1,643
GST receipts on sales		213
Other receipts		16
Net cash provided by/(used in) operating activities		(239)
Net increase/(decrease) in cash and cash equivalents		
Cash and cash equivalents at the beginning of period		1,804
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		1,804

Notes to the Annual Estimates

For the year ended 30 June 2024

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

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

Note 2 Grants from State Government Agencies

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

Note 3 Non-cash Service Appropriation from Department of Education

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

Note 4 Supplies and Services Payment

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

APPENDIX C Performance targets

Performance Management Framework 2024 Targets

For the year ended 30 June 2024

The Authority's Outcome Based Management framework is summarised in Table 36.

Table 36: Outcome Based Management framework

Government goal	Desired outcome	Service
Safe, strong and fair communities: Supporting our local and regional communities to thrive.	Western Australian schools implement the <i>Western Australian Curriculum and Assessment Outline</i> (Pre-primary to Year 10), Western Australian Certificate of Education (Years 11 and 12), and quality assessment, moderation and certification procedures.	Student assessment, certification, curriculum development, evaluation and support.

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

The Authority's service involves:

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

The extent that the Authority is effective in meeting the desired outcome will be measured by the scale of actual achievement against the targets as shown in Tables 37 and 38.

Table 37: Key effectiveness indicators

Key effectiveness performance indicators ^(a)	2024 Target
Engagement with and acceptance by stakeholders of quality syllabuses and review processes	3.4
Engagement with and acceptance by stakeholders of comprehensive and easily understood assessment policy, guidelines and support	3.4
Engagement with and acceptance by stakeholders of valid and reliable external senior secondary assessments	3.4
Engagement with and acceptance by stakeholders of valid and reliable school-based assessments and moderation processes	3.4

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

Table 38: Key efficiency indicators

Key efficiency indicators	2024 Target
Service: Student assessment, certification, curriculum development, evaluation and support	
1. Average cost per enrolled student for assessment, certification, curriculum development, evaluation and support	\$81
2. Average cost per enrolled student for National Assessment Program Literacy and Numeracy (NAPLAN)	\$29

APPENDIX D Feedback

Annual Report feedback form

We invite your feedback on the School Curriculum and Standards Authority Annual Report 2022–23 (the Report).

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

The Report meets your needs.

- Strongly agree Disagree
- Agree Strongly disagree

Comments (including a description of your needs):

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

- Yes No

What areas did you find most useful/informative?

The Report addresses issues that are in the public interest.

- Strongly agree Disagree
- Agree Strongly disagree

Comments:


How do you rate the overall quality of the Report?

- Excellent Poor
- Good No comment
- Average

Please rate the following elements of the Report.

- Information content**
- Excellent Poor
 - Good No comment
 - Average

- Presentation of information**
- Excellent Poor
 - Good No comment
 - Average



Appendices

Ease of finding information

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

Ease of readability and comprehension

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

Comments

Who are you?

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

General comments

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

Principal Consultant – School Curriculum and Standards

School Curriculum and Standards Authority
PO Box 816
CANNINGTON WA 6987

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School Curriculum and Standards Authority

Street address: 303 Sevenoaks Street CANNINGTON WA 6107

Postal address: PO Box 816 CANNINGTON WA 6987

Telephone: (08) 9273 6300

General email: info@scsa.wa.edu.au

Web: www.scsa.wa.edu.au

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