



Department of
Education and Training

Annual Report in Brief 2007—2008

Department of Education and Training



This is a summary of the full Department of Education and Training Annual Report 2007-2008 which is available at www.det.wa.edu.au/education/annualreport/index.html

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From the Director General

Putting classrooms first, transforming the training system and rethinking recruitment have been key achievements this year.

In September I released the *Classroom First Strategy* to provide a framework for building a strong public school system where every school is a good school, every teacher an effective teacher, and every student a successful student. Changes during the year included easing the assessment and reporting workload of teachers; simplifying requirements for schools to gain funding for students with disabilities; minimising documentation for job applications; using local selection processes for principal appointments; and changing the way we review school performance.

In December we released a comprehensive syllabus and supporting resource materials for teachers from Kindergarten to Year 10. There was also a renewed emphasis on supporting schools to manage student behaviour with a number of new policies and programs in place as well as the trial of behaviour centres.

Major reforms to Western Australia's training system, recommended by the Skills Formation Taskforce, gathered momentum during the year with further initiatives rolled out to increase flexibility and responsiveness to industry skill needs. On the policy front, we opened eligibility for apprenticeship training funding from 2009 to private providers to boost competitiveness; and, on the legislative front, the biggest changes to vocational education and training in 30 years were introduced to Parliament.

The State Training Board's review of Western Australia's industry training advisory arrangements recommended that 10 training councils be set up to enhance industry advice. The new arrangements will be in place



later this year. In addition, a new training institute was established for small businesses.

Support for employers, apprentices and trainees was boosted with the opening of the dedicated ApprentiCentre, and training infrastructure upgrades advanced at TAFEWA colleges around the State. Western Australia's significant growth in apprentice and trainee numbers continued its upward trend. Proof of the quality of graduates came in the form of a gold medal win in the automotive category of the 39th International WorldSkills Competition in Japan in November.

The shortage of skilled professionals in Western Australia continued to have an impact on staffing, particularly in schools. While we started the year with 79 teachers short of requirements, it was well below the 260 we had last year. This was largely due to a major overhaul of our system of recruiting and retaining teachers and leaders.

We streamlined processes and developed new online systems to make it easier and quicker for people to apply for positions; actively recruited internationally and nationally; developed an early offer program for teacher graduates; established a comprehensive

scholarship program; expanded conversion courses for support staff to qualify as teachers; and implemented transition to retirement options.

Many of these changes reflected the recommendations of the report of the Government taskforce headed by Professor Lance Twomey on Education Workforce Initiatives which was released in June.

Considerably more work is needed as our workforce planning and modelling show a continued tight market for a number of years, extending now to primary schools and continuing in certain subject areas in secondary schools. We will continue to monitor strategies and develop new approaches based on current and emerging workforce and demographic trends.

Unfortunately by the end of the year, negotiations for new agreements on salaries and conditions for teachers and administrators in public schools and for TAFE lecturers remained unresolved.

I would like to express my appreciation to the many public sector, industry, business and community partners who have contributed to education and training in Western Australia over the year. I would also like to acknowledge the work of staff in what has once again been a challenging year.

A handwritten signature in black ink that reads "Sharyn O'Neill". The signature is fluid and cursive, written in a professional style.

SHARYN O'NEILL
DIRECTOR GENERAL

Our mission is...

to provide world-class education and training that meets the needs of individuals, the community and the economy of Western Australia.

We deliver public schooling and vocational education and training (VET) services through the operation of 768 public schools and funding to 10 autonomous TAFEWA colleges and other training providers for training delivery.

The education and training portfolio accounted for 26 per cent of the \$16.1 billion State budget for 2007-2008 (compared with 25 per cent for health and 11 per cent for public order and safety). Employing some 30 500 full-time equivalent staff (excluding TAFEWA colleges), we are the largest public sector employer in Western Australia.

Our education programs are intended to ensure that all students have the opportunities to develop the understandings, skills and attitudes relevant to their individual needs. Additional support is offered to cater for the needs of a diverse range of clients including students with disabilities, students from language backgrounds other than English, and gifted and talented students.

We administer publicly-funded VET to provide opportunities for people to access training to develop basic education and work-related knowledge and skills relevant to their needs, while addressing the training and employment needs of industry and the community.

We are the key agency in achieving the Government's strategic outcome:

A world-class education and training system that provides lifelong learning opportunities.

We are funded to achieve the following outcomes:

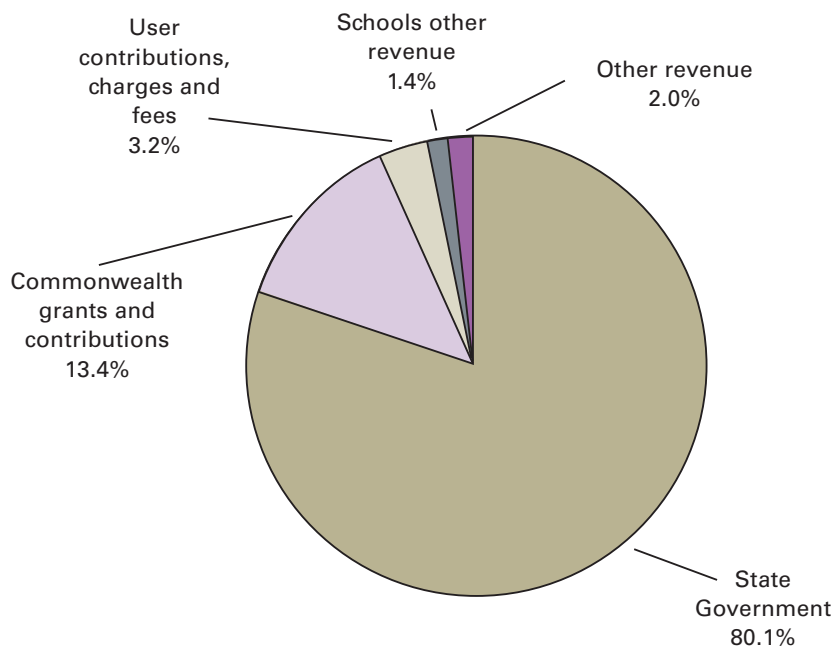
- Quality education for all Western Australians who choose public schooling.
- A responsive vocational education and training sector which meets the needs of Western Australian students and employers.

Our priorities for the year included raising standards in literacy, numeracy and science; providing practical support for teachers; improving student behaviour; developing the workforce; ensuring meaningful school accountability; developing clear pathways for students between school, VET and university to maximise employment opportunities; and continued reform of the apprenticeship and traineeship system to help address the current skill shortages.

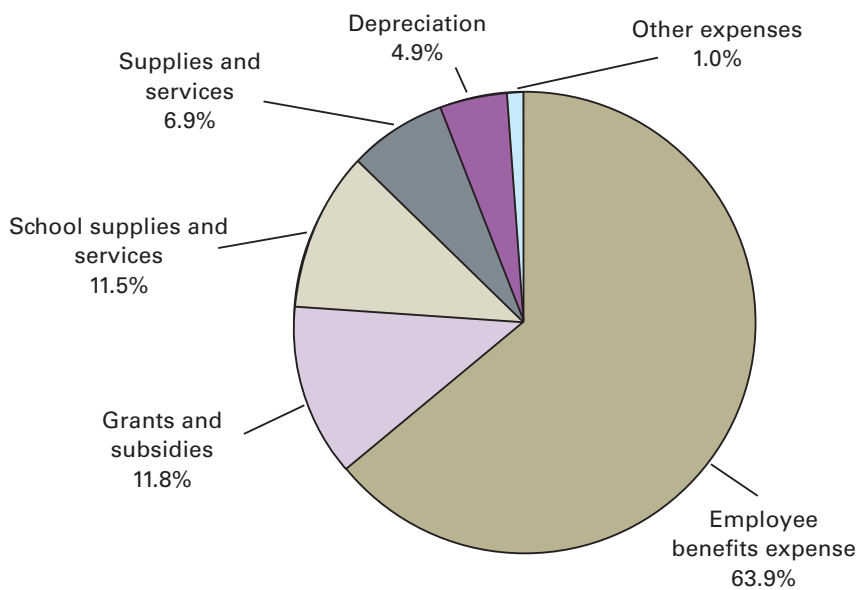




Where our funding came from



What we spent



School education

The primary purpose of school education is to ensure all students have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and contribute to the social and economic development of Western Australia.

We provided high quality education to 252 585 pre-compulsory, primary and secondary students.

Four hundred and fifty-nine of the 768 public schools were located in metropolitan education districts and enrolled 183 335 students, or 72.6 per cent of all public school students.

There were 507 public primary schools with 153 490 students, 26 remote community schools with 1603 students, 86 high and senior high schools with 69 427 students, 61 district high schools with 19 067 students, and 69 education support and language development facilities with 3639 students.

There were eight senior colleges and senior campuses with 4310 students, five campuses of the WA College of Agriculture (WACoA) with 483 students, five Schools of the Air (SOTAs) with 226 students, and the Schools of Isolated and Distance Education (SIDE) with 340 students.

We enrolled 21 171 Aboriginal students accounting for 84 per cent of Aboriginal students undertaking

school education in Western Australia and 8.4 per cent of all enrolments in public schools.

There were 7477 students with identified disabilities enrolled in local primary, secondary or special public schools who attracted supplementary funding through Schools Plus.

In 2007, all young people were required to attend school full-time or undertake a range of other approved education, training or employment options until the end of their 16th year and; in 2008, until the end of their 17th year. In 2007, we processed 4040 Notices of Arrangement logged by students accessing options other than full-time schooling.

Senior secondary school students had high levels of satisfaction with the quality of teaching they received and the quality of facilities available to them.

We completed development of an Early Childhood (K-3) Syllabus, a Middle Childhood (4-7) Syllabus and syllabuses for each learning area in early adolescence (8-10). A comprehensive range of

classroom-ready resources were made available on the K-10 Syllabus website to support teachers in their use of the syllabuses and to provide them with practical support in their planning of learning, teaching and assessment programs.

Implementation of the Community Service Program for Year 10 students began in 2007. Students undertake 20 hours service over Years 10–12 as a requirement of the Western Australian Certificate of Education. Approximately 17 000 students were involved in the program during the year.

All public school teachers were provided with online access to a range of curriculum resources, covering all learning areas and year levels, consisting of over 22 000 items.

WestOne Services distributed digital resources free of cost to all public secondary schools and, in partnership with the Curriculum Council, provided professional learning opportunities to support implementation of resources in schools.





The Teacher Development Centres project continued to play a critical role in supporting secondary schools in implementing the new Curriculum Council senior secondary courses.

The Getting it Right literacy and numeracy strategy cost some \$17 million to operate in 2007. It funded 200 specialist teacher full-time equivalent (FTE) staff to support classroom teachers, enabling 190 literacy and 178 numeracy teachers to work in 381 primary and 34 district high schools. A further 26 FTE was allocated to secondary schools with 11 numeracy and 30 literacy teachers working in 37 schools.

English as a Second Language (ESL) programs operated in 115 schools, supporting some 4500 students. The Indigenous Language Speaking Students (ILSS) program supported 581 students (in the more remote education districts) with a language barrier impeding participation in the classroom in English.

The Aboriginal Literacy Strategy also operated in remote districts: 49 school sites involving approximately 340 teaching staff. The centrepiece of the strategy is focused English language and literacy instruction delivered through a daily two hour literacy session.

The average attendance rate in the primary years for Aboriginal students in 2007 was 81.2 per cent compared with 94.1 per cent for non-Aboriginal students. In the lower secondary years the average attendance rate for Aboriginal students was 69.0 per cent compared with 90.0 per cent for non-Aboriginal students.

The Behaviour Management and Discipline Strategy provided additional staff and funding to reduce class sizes in Years 4-9 and develop strategies for managing student behaviour more effectively. The State Government currently provides \$16.5 million per annum enabling 273 public schools to be involved this year.

The pilot of three secondary behaviour centres, established to deal with the small number of violent and persistently disruptive students, commenced operation late in 2007.

In 2007, Perth Modern School completed its first year as a selective academic school, and John Curtin College of the Arts commenced its transition to a selective arts school.

Commonwealth funding of \$3.6 million was allocated under the Priority Country Areas Program to complement our provision for isolated students.

About 1550 home educators were registered in 2008.

We had 115 schools participate in the Australian Sustainable Schools Initiative WA which uses a whole-school planning framework (consistent with the K-10 Syllabuses) that supports the use of sustainability as a key context for teaching and learning.

We have a dedicated Professional Standards and Conduct Division to manage complaints and misconduct, with an emphasis on prevention. Our Complaints Management Framework was endorsed after comprehensive consultation with key stakeholder groups.

We employed an average of 31 522 full-time equivalent staff: 19 422 (61.6 per cent) were teachers, 7583 (24.1 per cent) were support staff, 2451 (7.8 per cent) were administrative and clerical staff, and 2066 (6.6 per cent) cleaners and gardeners.

A number of teacher recruitment and placement strategies were implemented to address the teacher shortage but, at the beginning of 2008, shortages remained. These were mainly in secondary specialist areas of Design and Technology, Mathematics, English and Science.

Final Year Teaching Scholarships in Mathematics, Science (Chemistry and Physics), Design and Technology, English, Home Economics and some Languages other than English were awarded to 128 people.

In 2007, \$95.7 million was distributed to public schools under the school grant process compared with \$92.8 million in 2006. Special purpose payments of \$188.4 million (\$160.6 million in 2006) were transferred to public schools and included specific funding for Aboriginal education, Commonwealth literacy and numeracy funding, Investing in Our Schools, and utilities.

Capital expenditure on public schools is an estimated \$356 million in 2007-2008, including monies for the completion of 11 new schools, and additions and improvements at others.

Performance: School education

We use a range of performance measures to monitor the degree to which we provide a *Quality education for all Western Australians who choose public schooling*.

Participation Rates (Percentages) of Persons Aged 15 to 17 Years Engaged in Some Form of Education

2003	2004	2005	2006	2007
87.8	88.8	87.9	90.6	88.6

Apparent Retention Rates (Percentages), Public School Students, Year 8 to Year 12

2003	2004	2005	2006	2007
62.9	62.6	63.4	63.1	60.9

Secondary Graduation Rates (Percentages), Public School Year 12 Students

2003	2004	2005	2006	2007
53.4	53.9	55.0	54.3	53.6

Percentages of Public School Year 3 Students Achieving the National Benchmarks

	2003	2004	2005	2006	2007
Reading	93.9	94.1	92.7	92.8	94.3
Writing	83.9	84.5	84.0	87.5	84.5
Numeracy	87.4	86.8	87.7	87.3	88.4

Percentages of Public School Year 5 Students Achieving the National Benchmarks

	2003	2004	2005	2006	2007
Reading	91.7	91.1	89.3	90.5	92.6
Writing	85.1	84.7	84.4	82.1	82.4
Numeracy	87.6	85.7	85.1	83.7	84.7



Percentages of Public School Year 7 Students Achieving the National Benchmarks

	2003	2004	2005	2006	2007
Reading	85.7	86.1	84.6	81.0	81.0
Writing	86.3	85.5	85.1	82.8	82.8
Numeracy	81.2	81.2	80.7	81.4	80.9

Percentages of Public School Year 9 Students Achieving the State Benchmarks

	2004	2005	2006	2007
Reading	84.7	88.7	87.0	87.8
Writing	-	85.0	89.0	89.8
Numeracy	84.2	89.4	86.1	87.8

Cost per Full-time Equivalent Student, by Service, Public School Education

Service	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Primary education	\$ 8 085	\$ 8 939	\$ 9 315	\$ 9 806	\$10 857
Secondary education	\$10 394	\$11 508	\$12 234	\$12 887	\$13 708

Vocational education and training services

The primary purpose of VET is to develop basic education and occupational or work-related knowledge and skills.

We provide the strategic management of the investment of government resources in the State VET system, including the planning, purchasing and monitoring of VET services.

In 2007, we allocated \$322 million to the TAFEWA colleges, Curtin Vocational Training and Education Centre (VTEC), the WA Academy of Performing Arts (WAAPA) and some 165 private registered training organisations (RTOs) to deliver 27,648 million hours of training to 101 169 clients.

More than \$11 million was allocated to key trade reforms designed to support the increase in apprenticeship numbers, to improve training services and the quality of skills acquired.

The capability and capacity of the VET system to provide modern, client-focused training solutions was addressed, with a \$43 million investment in new and upgraded TAFEWA infrastructure and equipment focused on trade training. Projects include a new \$12.44 million trade training centre at West Coast TAFE, a \$5.45 million expansion of trade workshops at Swan TAFE, and a new \$3.67 million workshop at Curtin VTEC in Kalgoorlie.

User Choice arrangements for apprenticeship delivery were expanded to provide increased student choice, with private training providers eligible to deliver publicly funded apprenticeship training throughout the State from 2009.

Apprentices and trainees accounted for 31 187 (approximately 30 per cent) of clients, 55 341 (54.7 per cent) of all clients were male, 55 570 (54.9 per cent) were aged 24 years and under, and 6790 (6.7 per cent) were Aboriginal.

There were 64 725 clients in the metropolitan area which accounted for 6.1 per cent of its population, while there were 35 793 clients in rural and remote areas which accounted for 9.6 per cent of its population.

As at May 2008, there were 37 421 apprentices and trainees 'in training' representing an increase of 44.0 per cent over the past five years.

National figures showed that, in the context of skill shortages, the number of apprentices in 'traditional trades' increased by 86.2 per cent in the five years to December 2007, compared with 40.7 per cent nationally.

Overall student satisfaction with their VET courses remained high at almost 87 per cent with equally high ratings for students in regional areas, and apprentices and trainees.

WestOne Services published resources for teaching, learning and assessment for the WA VET sector, and facilitated design and development of technology-enabled resources for schools and RTOs operating outside the traditional classroom model.

The review of industry training advisory arrangements was completed and recommended an enhanced role for Industry Training Advisory Bodies, supported with an additional \$2.2 million in annual advisory body funding.

We sought better outcomes from training for Aboriginal people by increasing links to employment and improving support services. This included a \$9.7 million Indigenous Trade Training package to support more Aboriginal people to participate in apprenticeships and traineeships.

Learning pathways between schools, VET, higher education and employment are more diverse and flexible than ever before; and they are supported by a range of programs.

There are clear articulation arrangements between the schools, VET and higher education sectors with recognition of experience and advanced standing, and established certification arrangements across the sectors.

As at May 2008, there were 76 school based apprentices and 1040 school based trainees 'in training' in a range of industry areas.

School Apprenticeship Link, which targets students in their transition from school to work, gives students the opportunity to try a range of trades within an industry area and to gain credit toward an apprenticeship. There were 777 students, from both public and private schools, enrolled in February 2008.

About 52 per cent of senior secondary students participated in VET programs that counted toward their secondary graduation. Approximately 45 per cent of Aboriginal students in Years 10-12 participated in a VET program.

The Career Development Centre and ApprentiCentre provided training information to clients using a 'one-stop-shop' approach.

Performance: Vocational education and training

We use a range of performance measures to monitor the degree to which we provide *A responsive vocational education and training sector which meets the needs of Western Australian students and employers.*

Vocational Education and Training (VET) Participation Rate (Percentages)

2003	2004	2005	2006	2007
8.1	7.8	7.9	8.0	8.4

State Module Load Completion Rate (Percentages)

2003	2004	2005	2006	2007
73.4	74.0	74.7	75.4	76.5

Employer Satisfaction with Vocational Education and Training Services (Percentages)

2005	2007
83.8	72.1

Student Overall Satisfaction Levels (Percentages)

2003	2004	2005	2006	2007
85.4	83.6	85.4	86.7	86.8

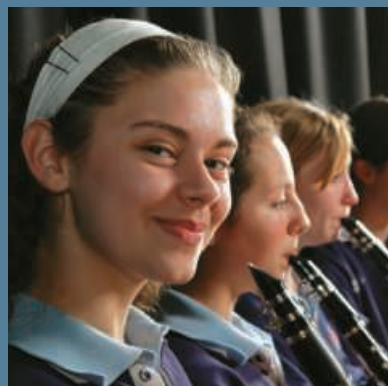
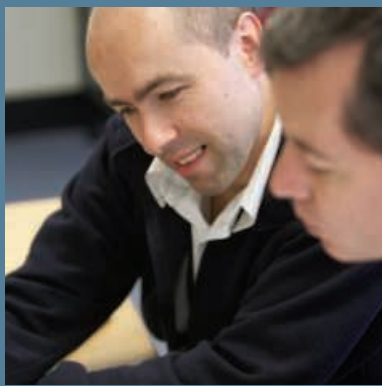
Graduate Achievement of Main Reason for Undertaking their Course (Percentages)

2003	2004	2005	2006	2007
76.9	78.1	84.5	87.6	87.0

Cost per Student Curriculum Hour

2003	2004	2005	2006	2007
\$13.80	\$15.36	\$15.57	\$15.91	\$16.69





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