

## Department performance

**DEPARTMENT OF EDUCATION**  
**Key Performance Indicators**  
**2010–11**

**Certification**

I hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of the Department of Education, and fairly represent the performance of the Department for the year ended 30 June 2011.



SHARYN O'NEILL  
DIRECTOR GENERAL  
(ACCOUNTABLE AUTHORITY)

20 SEPTEMBER 2011

## Key Performance Indicators 2010–11

The Department of Education’s purpose is to ensure that all public school students leave school well prepared for their future; and have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and play an active part in civic and economic life.

After a review of its Outcomes Based Management Structure, a new outcome statement, *A public school system which provides access to a quality education throughout Western Australia*, took effect from the 2010–11 financial year and provides the basis for reporting. This outcome is delivered through Service 1: Primary education and Service 2: Secondary education.

Outcome:	A public school system which provides access to a quality education throughout Western Australia
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Service 1 Primary education

Service 2 Secondary education

The Department has developed key performance indicators (KPIs) to enable its senior management to assess and monitor the extent to which it has achieved this Government desired outcome and to enhance its ability to account to the community for its performance.

The effectiveness KPIs for the school education outcome are presented first followed by the efficiency KPIs for Services 1 and 2, which relate to that outcome.

The KPIs are presented in tables and some supplementary information is shown in the form of graphs.

## A public school system which provides access to a quality education throughout Western Australia

### Effectiveness

#### Effectiveness Indicators

- Rates of participation in education
- Retention in public schooling
- Secondary graduation rates
- Student achievement in literacy
- Student achievement in numeracy

Access to a 'quality education throughout Western Australia' depends on that education being available to everyone aged from four and a half to 17 years, irrespective of location or circumstance. The Department must provide **all** potential students in Western Australia with access to the education provided by the public school system, whether that provision is taken up or not. Although the Department provides access to a public school education for all people of relevant age, a substantial proportion of students attend private schools. This makes it difficult to measure the extent to which access is available. Two approaches are used, with the age participation rate based on the population of a given age, and the apparent retention rate based on the cohort of students who commence a secondary education in public schools in Year 8.

The age participation rate gives an indication of the extent to which everyone is engaged in some form of education during the senior secondary period. Data from all forms of education, including public or private schools, vocational education and training and university, must be included so that those not engaged in some form of education can be quantified.

Another indication of the success of the Department in providing access to a quality education is provided by the public school apparent retention rate which measures the percentage of those in Year 8 who go on to complete Year 12.

Neither of these two indicators is perfect. There are no estimated resident population data that align with those turning 17 years old during the year (i.e. aged 17½ at 30 June) and current data do not allow for an analysis of actual education pathways of individual students. However, both indicators provide comparable year-by-year data.

The main purpose of a 'quality education' is that students achieve high standards of learning. The remaining indicators provide measures of the extent to which students achieve high standards of learning.

Year 12 performance is measured in terms of the criterion for overall success in schooling – Secondary Graduation. To achieve Secondary Graduation, students must meet a set of stringent criteria determined by the Curriculum Council. The Secondary Graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12.

Student achievement is assessed using indicators which measure the extent to which students achieve high standards of learning in literacy and numeracy. Students are tested in Years 3, 5, 7 and 9 in aspects of literacy and numeracy, against predetermined standards of achievement. Student achievement is reported against national minimum standards.

## Rates of participation in education

Age participation rates demonstrate the extent to which potential students receive an education. They are defined as the number of students of a particular age who are engaged in some form of education as a percentage of the estimated resident population of persons of that age.

The population of interest comprises those aged 15, 16 and 17 years at 30 June of the year in question, which in general includes all those expected to be in Years 11 and 12, as well as those turning 15 in the first half of Year 10 and those who turned 17 in the last half of Year 12 the previous year. Participants comprise students of age 15, 16 and 17 years at 1 July of that year who were enrolled in public or private schools at the August census, who attended vocational education and training (VET) during the year, or who attended a university during the year. To ensure that students are only counted once, students attending both school and VET are only counted in the schools data.

The extent to which some form of education in the senior secondary years is taken up by 15 to 17 year olds may be ascertained from the age participation rates presented in Table 9. Further detailed data on the participation of 15 to 17 year-old males and females by single year of age in 2010 are shown in Figure 5 and on the participation of 15 to 17 year-old males and females from 2006 to 2010 in Figure 6.

**Table 9: Participation rates (percentages) of persons aged 15 to 17 years engaged in some form of education<sup>(a)</sup>, 2006–2010**

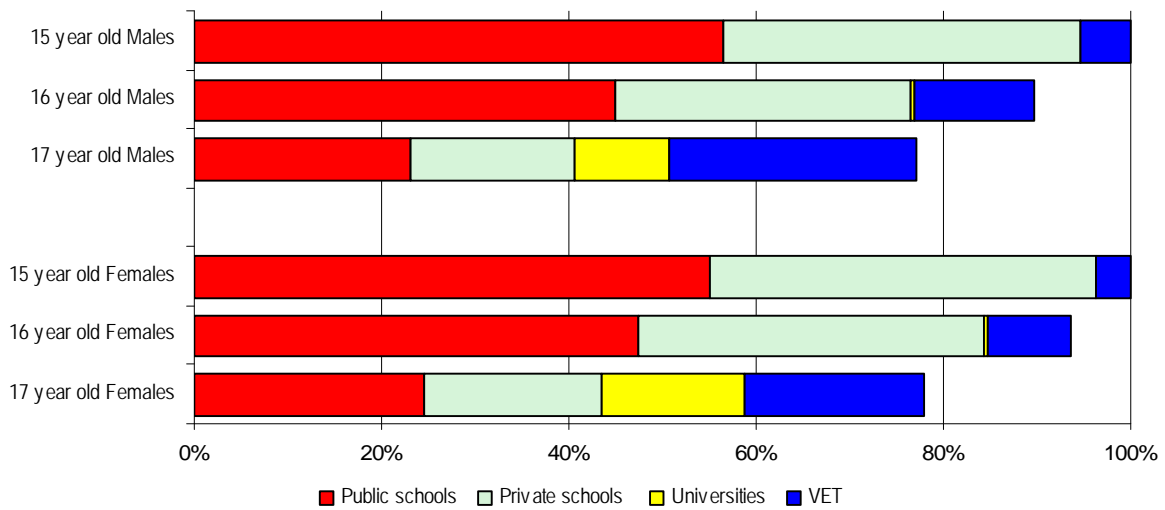
2006	2007	2008	2009	2010	Target in 2010–11 Budget Papers
90.6	88.9	90.3	91.6 <sup>(b)</sup>	90.6	90

(a) The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

(b) Revised figure due to updated data.

Source: *Evaluation and Accountability*

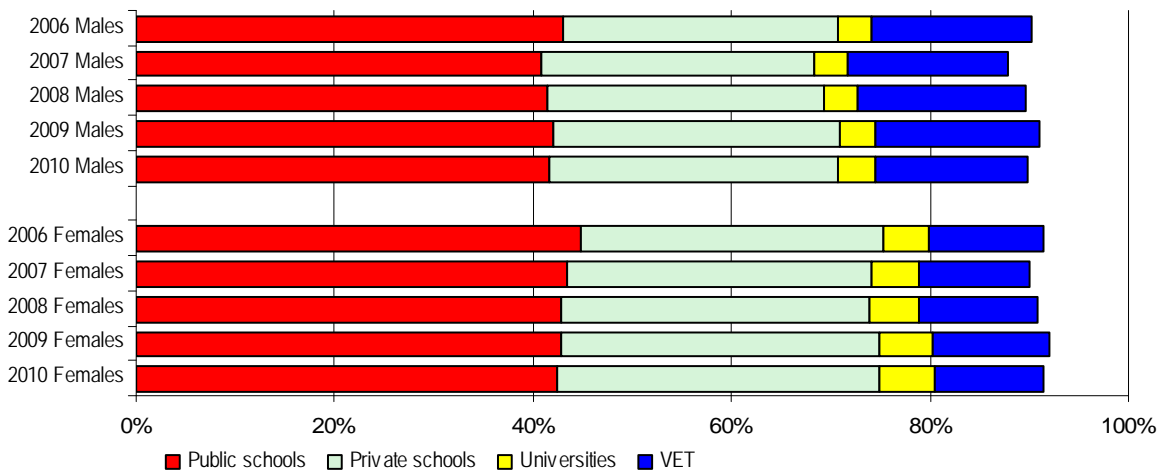
**Figure 5: Participation rates of persons aged 15 to 17 years engaged in some form of education <sup>(a)</sup>, by age, by sex, 2010**



(a) The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

Source: Evaluation and Accountability

**Figure 6: Participation rates of persons aged 15 to 17 years engaged in some form of education <sup>(a)</sup>, by sex, 2006–2010**



(a) The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

Source: Evaluation and Accountability

## Retention in public schooling

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to Year 12 retention rate, which is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. The apparent retention rate does not account for migration between states, countries or school sectors, and other net changes to the school population.

Data for 2006–2010 are presented in Table 10, while Figure 7 shows the rate from 1990 to 2010.

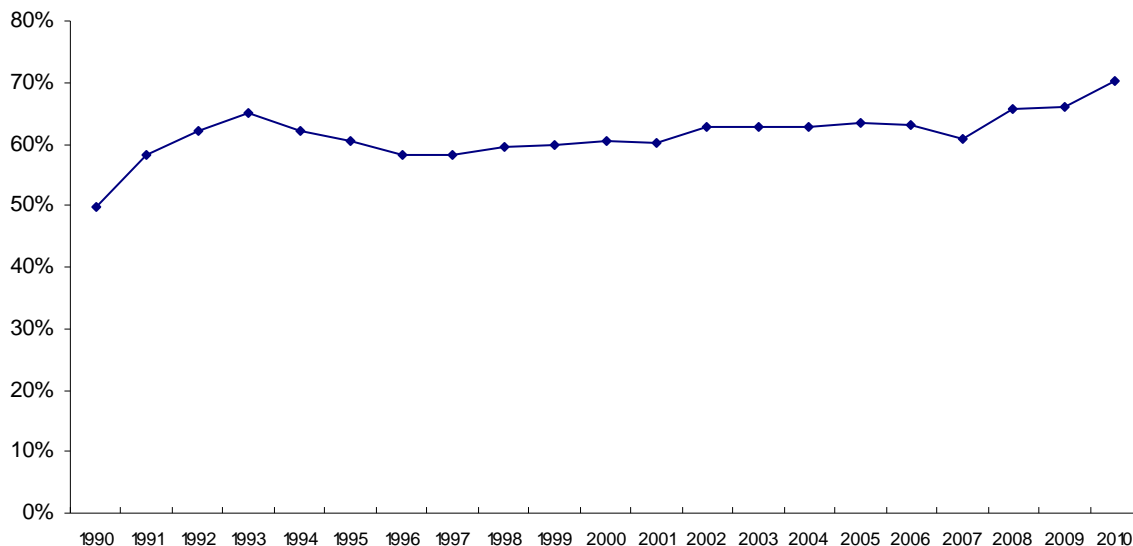
**Table 10: Apparent retention rates (percentages), public school students, Year 8 to Year 12<sup>(a) (b)</sup>, 2006–2010**

2006	2007	2008	2009	2010	Target in 2010–11 Budget Papers
63.1	61.0 <sup>(c)</sup>	65.6	66.0	70.3	66

- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Second semester census.
- (c) Revised figure is different from that reported in previous annual reports.

Source: Evaluation and Accountability

**Figure 7: Apparent retention rates, public school students, Year 8 to Year 12<sup>(a) (b)</sup>, 1990–2010**



- (a) Excludes Canning College and Tuart College students, part-time and international students and, from 1996, mature-aged students at senior campuses.
- (b) Second semester census.

Source: Evaluation and Accountability

## Secondary Graduation rates

To achieve Secondary Graduation, students must meet criteria established by the Curriculum Council. For 2010, students had to complete at least 20 units, of which at least 10 must be from Western Australian Certificate of Education (WACE) courses; achieve an average grade of 'C' or better in at least 10 course units, meet English language competence requirements, and meet breadth of study requirements.

The full set of requirements is described on the Curriculum Council website, which contains details of equivalent subjects and course units ([www.curriculum.wa.edu.au](http://www.curriculum.wa.edu.au)).

Students who complete Year 12 and achieve Secondary Graduation receive the Western Australian Certificate of Education.

The Secondary Graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12 and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education. Data for 2006–2010 are presented in Table 11.

**Table 11: Secondary graduation rates (percentages), public school Year 12 students <sup>(a)</sup>, 2006–2010**

2006	2007	2008	2009	2010	Target in 2010–11 Budget Papers
54.3	53.4	53.7	54.9	61.1	55

(a) Excludes Canning College and Tuart College students, international and private students. Repeating students are included but only new instances of persons meeting the requirements for Secondary Graduation are counted.

Source: *Evaluation and Accountability from Curriculum Council data*

## Student achievement in literacy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across all states and territories and provides valuable information to parents on their child's achievement as well as useful information on a school level and Australia-wide. Full cohorts of Years 3, 5, 7 and 9 school students across the country undertake common tests. The national results for 2008, 2009 and 2010 are reported in [2010 National Assessment Program – Literacy and Numeracy](#), which includes national and state level data presented against national minimum standards.

The indicators for literacy provided by the NAPLAN results are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and writing. As 2008 was the first year of testing, results are only available for three years. The results for Western Australian public school students are presented in the tables below.

Information on subgroup performance for Western Australian public school students from the NAPLAN program is available in the [NAPLAN 2010 Public School Report](#) and also in the [Supplementary performance information](#) section on page 31 of this report.

**Table 12: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
87.6	89.7	90.0	90

Source: Evaluation and Accountability

**Table 13: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
94.2	94.2	93.5	95

Source: Evaluation and Accountability

**Table 14: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
87.2	86.6	86.6	88

Source: Evaluation and Accountability

**Table 15: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
89.5	90.0	89.6	90

Source: Evaluation and Accountability

**Table 16: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
91.0	89.6	92.2	91

Source: Evaluation and Accountability

**Table 17: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
88.2	88.8	89.7	89

Source: Evaluation and Accountability

**Table 18: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
88.4	85.3	84.6	89

Source: Evaluation and Accountability

**Table 19: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
80.8	81.0	80.9	81

Source: Evaluation and Accountability

## Student achievement in numeracy

As described above in 'Student achievement in literacy', the NAPLAN testing was implemented for the first time in May 2008.

The indicators for numeracy provided by the NAPLAN results are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in numeracy. As 2008 was the first year of testing, results are only available for three years. The results for Western Australian public school students are presented in the tables below.

Information on subgroup performance for Western Australian public school students from the NAPLAN program is available in the [NAPLAN 2010 Public School Report](#) and also in the [Supplementary performance information](#) section on page 31 of this report.

**Table 20: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
93.6	91.4	92.4	94

Source: Evaluation and Accountability

**Table 21: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
89.6	91.3	90.5	92

Source: Evaluation and Accountability

**Table 22: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
93.6	91.7	93.2	94

Source: Evaluation and Accountability

**Table 23: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)**

2008	2009	2010	Target in 2010–11 Budget Papers
89.0	90.4	88.6	91

Source: Evaluation and Accountability

## Efficiency

### Service 1: Primary Education

**Service description:** The provision of access to education in public schools for persons aged generally from four years and six months to 12 years and six months.

**Efficiency indicator:** Cost per student FTE

### Service 2: Secondary Education

**Service description:** The provision of access to education in public schools for persons aged generally from 12 years and six months.

**Efficiency indicator:** Cost per student FTE

The 'Cost' is the total cost of services for each service. The 'student FTE' is the full-time equivalent of the full-time and part-time students associated with each service, calculated as the average of the FTE in each of the two semesters in each financial year.

Efficiency is indicated by the total cost per student FTE of each service. Data for 2006–07 to 2010–11 are presented Table 24.

Table 24: Cost per full-time equivalent student, by service, public school education <sup>(a)</sup>, 2006–07 to 2010–11

Service	2006–07 \$	2007–08 \$	2008–09 \$	2009–10 <sup>(b)</sup> \$	2010–11 \$	Target in 2010-11 Budget Papers \$
Primary education	9 806	10 871	12 164	13 444	13 280	13 080
Secondary education	12 887	13 727	15 755	17 213	18 410	17 603

(a) No adjustments for inflation have been incorporated into the above figures.

(b) Revised figures from those reported in the previous annual report.

Source: *Financial Management and Resourcing*

## Performance against financial targets

Results against agreed financial targets (based on Budget Statements and the Resource Agreement) are presented in Table 25.

**Table 25: Budget targets compared to actual results, 2010–11 financial year**

	2010–11 Budget Estimate \$'000	2010–11 Actual \$'000	Variation \$'000
Total Cost of Services	3 613 920	3 672 085	58 165
Net Cost of Services	2 975 102	2 935 423	(39 679)
Total Equity	12 637 112	11 938 682	(698 430)
Net Increase/(Decrease) in Cash Held	(17 197)	80 871	98 068
	<b>FTE</b>	<b>FTE</b>	<b>FTE</b>
Full-time Equivalent (FTE) staff level	32 633	33 061	428

Source: Financial Management and Resourcing

### Notes

#### **Total Cost of Services**

The increase is primarily attributable to additional Commonwealth program expenditure, enterprise bargaining agreement outcomes, increases to employee benefits provisions and workers compensation premiums. These were offset in part by decreased depreciation resulting from a devaluation of buildings.

#### **Net Cost of Services**

The decrease is attributable to additional revenue of \$97.8 million (increased Commonwealth revenue, Education and Training Shared Services Centre revenue and developers' land contributions). The additional revenue was offset in part by increased expenditure of \$58.2 million. Increased expenditure was due to Commonwealth programs expenditure, enterprise bargaining agreement outcomes, employee benefits provisions and workers compensation premiums; these were offset in part by decreased depreciation.

#### **Total Equity**

The reduction in Total Equity of \$698.4 million is attributable to a decrease to the Asset Revaluation Reserve of \$472.8 million, due to a devaluation of buildings; and a decrease in contributed equity of \$410.7 million, attributable to delays in the Department's Asset Investment Program. These were offset in part by an increase to the accumulated surplus of \$185.1 million.

#### **Net Increase/(Decrease) in Cash Held**

The increase of \$98.1 million in Cash Held is attributable to:

- a net decrease in cash flows from Government of \$322.9 million, resulting from a reduction of capital contributions and Royalties for Regions, offset by an increase in service appropriation;
- an increase in operating receipts of \$126.4 million, offset by a decrease in operating payments of \$83.0 million; and
- a decrease in spending on capital items of \$371.7 million and financing activities of \$5.8 million.

#### **Full-Time Equivalent (FTE) staff level**

Increased actual FTE staff level compared to the budget estimate is primarily due to increases in student enrolments for 2011 compared with 2010, for which additional funding was approved as part of the 2011–12 budget process. This growth was not factored into the 2010–11 FTE ceiling established as part of the 2010–11 budget process. There was also additional funding for Commonwealth programs.

## Supplementary performance information

Information in this section supplements the performance information provided in the [Key Performance Indicators](#).

### Achievement in literacy and numeracy

In 2010, the literacy and numeracy performance of full cohorts of Years 3, 5, 7 and 9 students was assessed using common national tests through the National Assessment Program – Literacy and Numeracy (NAPLAN). Students were assessed in Reading, Writing, Language Conventions (Spelling, and Grammar and Punctuation) and Numeracy.

Student achievement in literacy and numeracy is presented in two ways:

- To provide more detail about the literacy and numeracy performance of students in 2010, achievement is described in terms of the percentages of students achieving at or above the national minimum standards, by major subgroup.
- To provide information about trends over time, achievement is described in terms of the mean scale scores for the full cohorts of Years 3, 5, 7 and 9 students.

Within the NAPLAN program, any given score in an assessed area represents the same level of achievement over time. For example, a score of 500 in Reading will have the same meaning in previous and future testing years.

### Results for subgroups of students in 2010

The 2010 NAPLAN results in terms of the percentages of Years 3, 5, 7 and 9 public school students achieving at or above the national minimum standards, by major subgroup, are described in Tables 27, 28, 29 and 30. Students with unstated background information relating to Indigenous and/or language background status are not included in calculations for these subgroups. Results are also described by geolocation and by Indigenous status in Figures 8, 9, 10 and 11.

#### Geolocation

Geolocation is based on the locality of individual schools and is used to group the data according to metropolitan, provincial, remote and very remote locations. Geolocation is assigned according to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Schools Geographic Location Classification System.

Nearly 70% of public school students in primary education (Years K–7) and lower secondary education (Years 8–10) are located in schools in the metropolitan area.

Table 26: Distribution of students by schools' geolocation (percentages), by year level, 2010<sup>(a)</sup>

Geolocation	K–7	3	5	7	9	8–10
Metropolitan	69.0	68.9	68.2	66.5	68.5	68.1
Provincial	21.1	21.3	22.0	23.3	23.0	23.3
Remote	6.3	6.3	6.2	6.5	5.4	5.5
Very remote	3.7	3.5	3.5	3.7	3.1	3.0

(a) Semester 1 census.

Source: Evaluation and Accountability

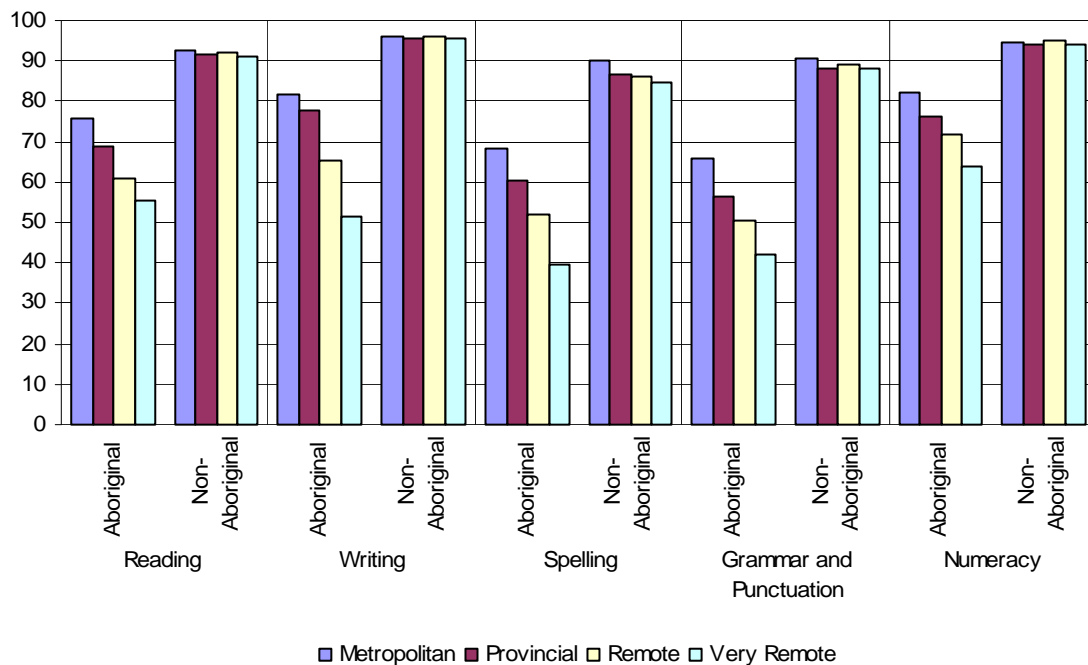
Year 3

Table 27: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	91.9	88.1	87.7	67.2	90.0
Writing	95.6	91.5	91.2	71.6	93.5
Spelling	89.2	82.6	86.9	57.5	85.9
Grammar and Punctuation	89.7	83.7	85.9	55.9	86.6
Numeracy	92.8	92.1	89.5	75.0	92.4

Source: Evaluation and Accountability

Figure 8: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

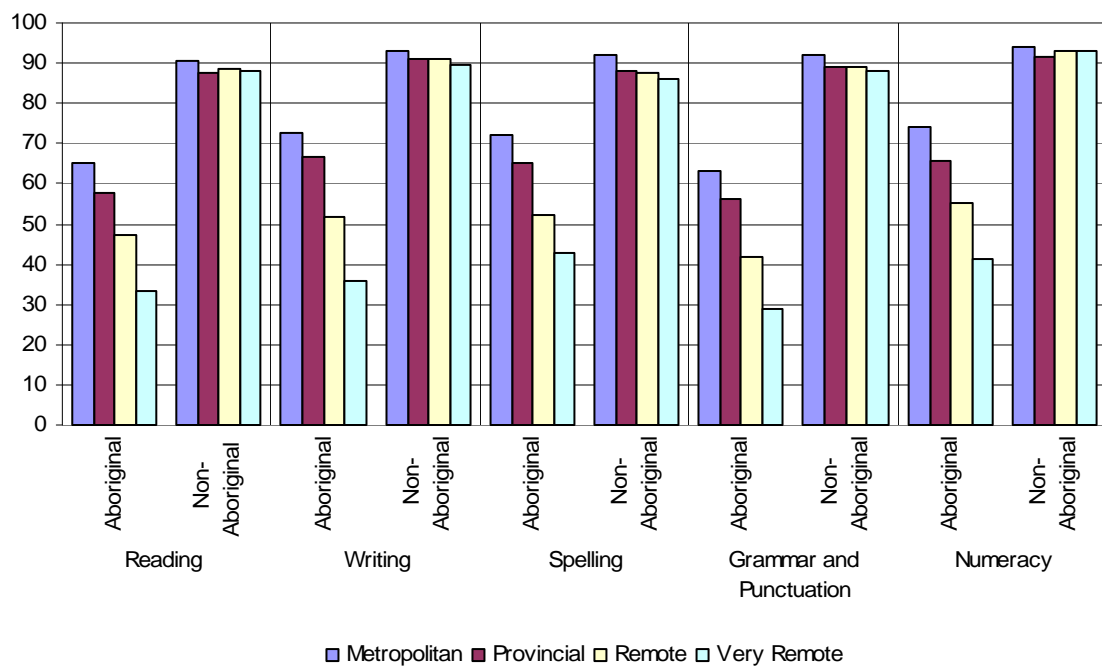
Year 5

Table 28: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	89.6	83.8	84.3	53.5	86.6
Writing	93.6	85.9	87.9	59.6	89.6
Spelling	91.7	84.5	88.2	60.6	88.0
Grammar and Punctuation	91.6	83.9	86.1	50.4	87.6
Numeracy	91.0	90.1	88.4	61.7	90.5

Source: Evaluation and Accountability

Figure 9: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

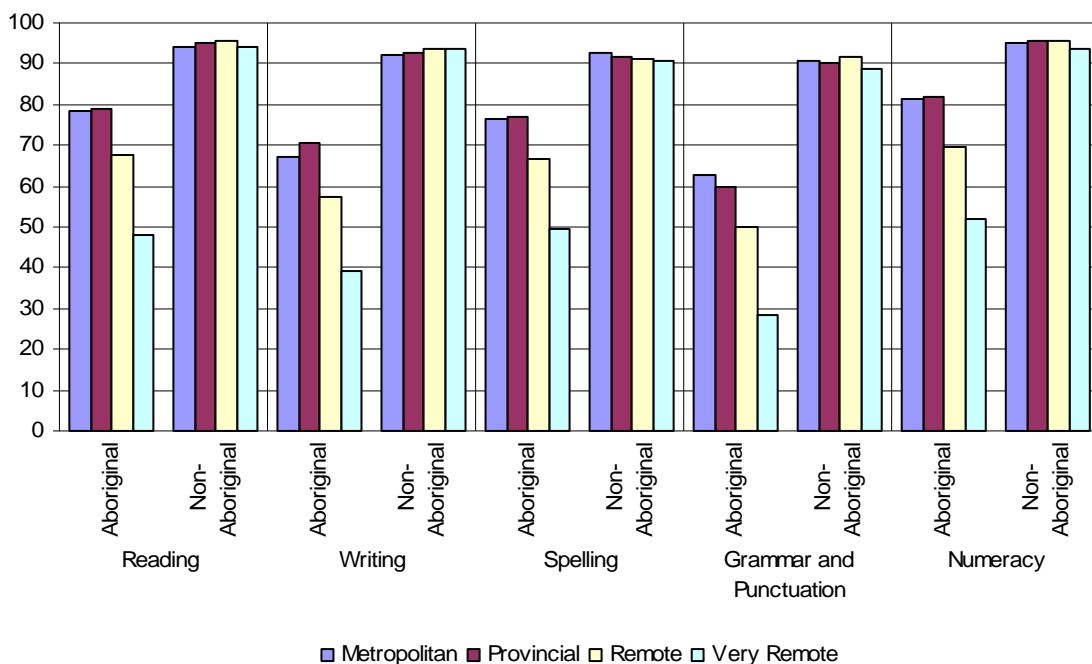
Year 7

Table 29: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	94.1	90.5	87.6	70.1	92.2
Writing	94.0	85.7	87.4	60.4	89.7
Spelling	93.7	87.1	88.2	69.3	90.2
Grammar and Punctuation	91.4	83.4	83.7	52.4	87.2
Numeracy	93.7	92.6	90.1	73.3	93.2

Source: Evaluation and Accountability

Figure 10: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

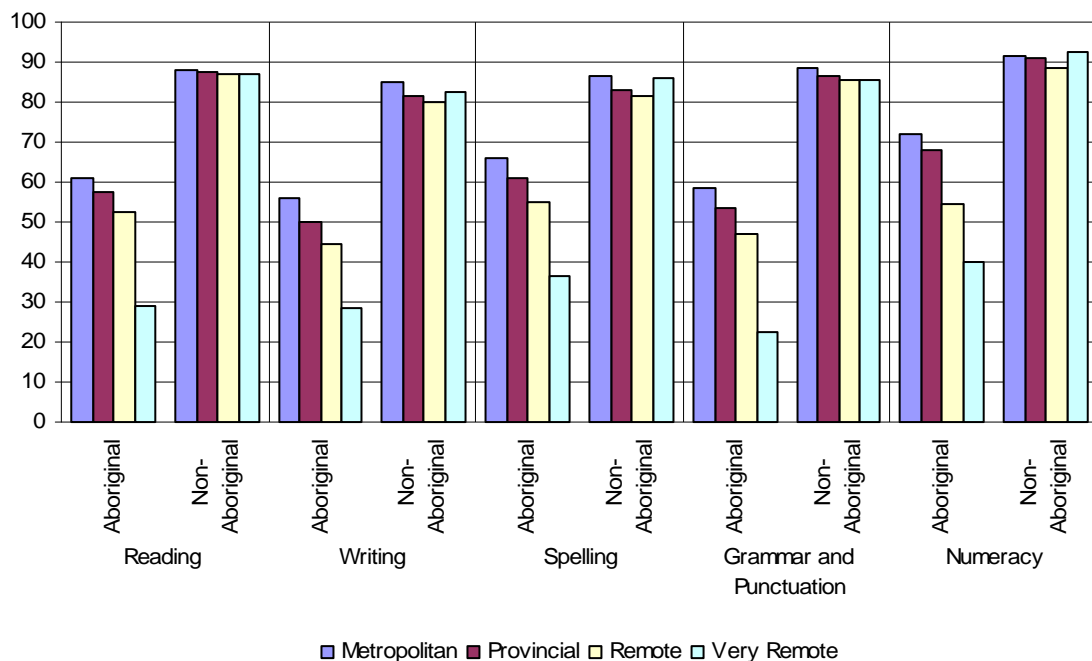
Year 9

Table 30: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	87.9	81.6	77.1	52.3	84.6
Writing	88.0	74.7	76.7	47.2	80.9
Spelling	87.5	79.0	81.8	57.2	83.0
Grammar and Punctuation	89.3	80.3	80.2	48.3	84.5
Numeracy	87.8	89.2	85.1	61.7	88.6

Source: Evaluation and Accountability

Figure 11: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

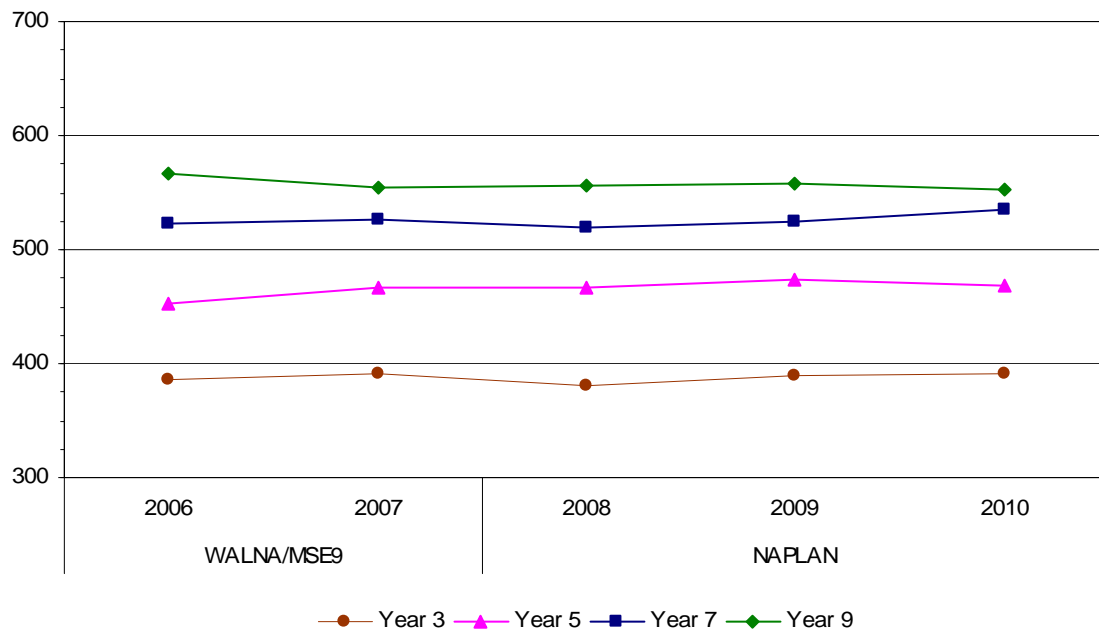
**Trends in Reading and Numeracy 2006–2010**

The historical comparisons, shown in the tables and figures below, link Reading and Numeracy data from the 2006–2007 Western Australian Literacy and Numeracy Assessment (WALNA) and Monitoring Standards in Education Year 9 (MSE9) assessments to the 2008–2010 NAPLAN data. Statistical equating in Reading and Numeracy, carried out at the time of 2008 NAPLAN testing, has made this possible.

**Table 31: Mean reading scores, public school students, by year level, 2006–2010**

Year of testing	Year 3	Year 5	Year 7	Year 9
2006	386	452	523	567
2007	391	467	526	554
2008	380	467	519	556
2009	389	473	524	558
2010	391	469	535	552

**Figure 12: Mean reading scores, public school students, by year level, 2006–2010**

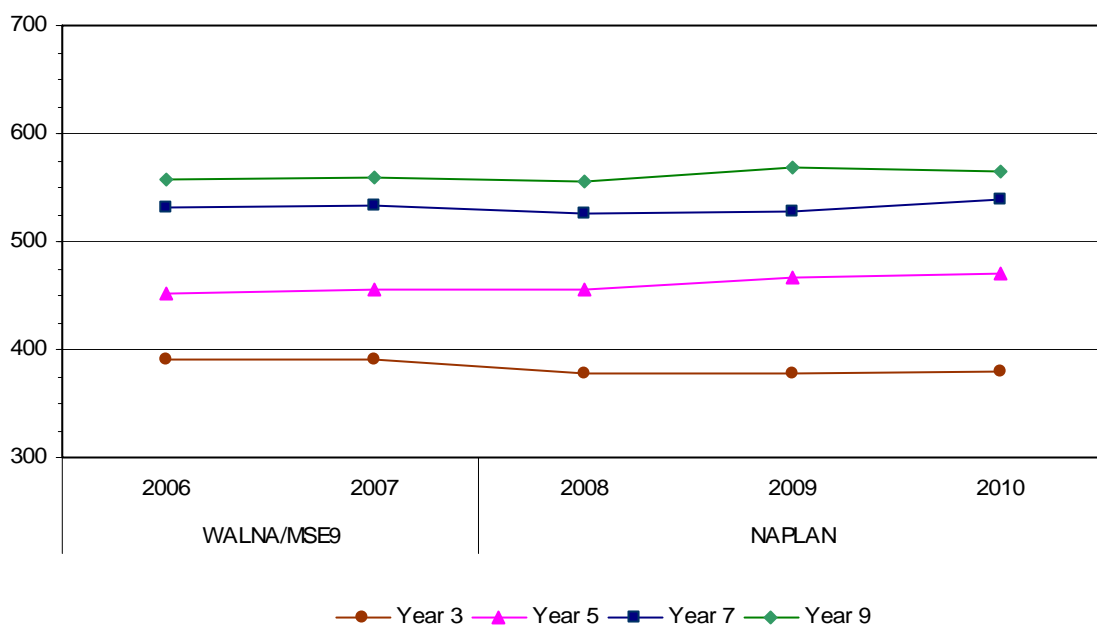


Source: Evaluation and Accountability

Table 32: Mean numeracy scores, public school students, by year level, 2006–2010

Year of testing	Year 3	Year 5	Year 7	Year 9
2006	390	452	532	557
2007	390	455	533	559
2008	378	455	526	556
2009	377	467	528	568
2010	379	471	539	565

Figure 13: Mean numeracy scores, public school students, by year level, 2006–2010



Source: Evaluation and Accountability

**Retention of secondary students to Year 12**

The extent to which students continue to participate in school education is indicated by the ‘apparent’ Year 8 to Year 12 retention rate. This is the number of full-time students in Year 12 in a particular year as a percentage of the number of full-time students enrolled in Year 8 four years earlier. Apparent retention rates are presented in Table 33 and Figure 14.

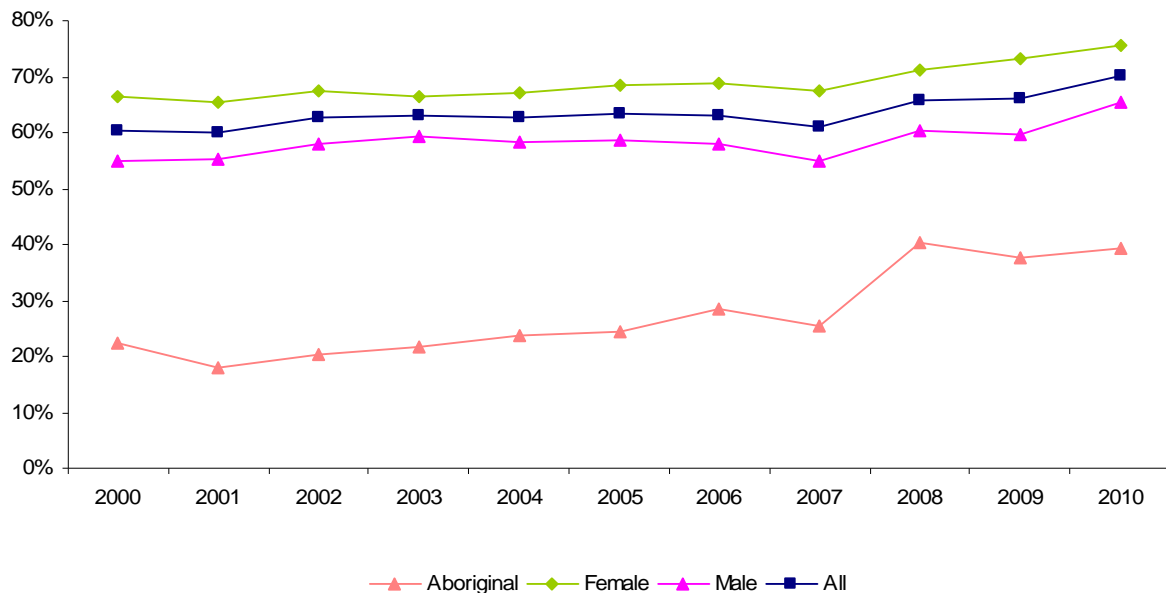
**Table 33: Apparent retention rates, public school students, Year 8 to Year 12 <sup>(a) (b)</sup>, by subgroup, 2006–2010**

Subgroup	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
<b>All</b>	11 084	63.1	10 893	61.0	11 215	65.6	11 294	66.0	12 086	70.3
<b>Male</b>	5 317	57.9	5 094	55.0	5 331	60.3	5 352	59.5	5 928	65.4
<b>Female</b>	5 767	68.8	5 799	67.4	5 884	71.4	5 942	73.2	6 158	75.7
<b>Aboriginal</b>	375	28.5	369	25.5	585	40.2	553	37.5	598	39.3
<b>Male</b>	219	31.6	189	25.0	286	37.9	289	36.5	325	40.0
<b>Female</b>	156	24.9	180	26.0	299	42.7	264	38.6	273	38.5

- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Second semester census.

Source: Evaluation and Accountability

**Figure 14: Apparent retention rates, public school students, Year 8 to Year 12 <sup>(a) (b)</sup>, 2000–2010**



- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Second semester census.

Source: Evaluation and Accountability

## Secondary graduation

The Secondary Graduation rate is the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12. It is an indicator of the extent to which that age cohort reaches a high level of education. Secondary Graduation rates are presented in Table 34.

Table 34: Public school secondary graduation rates (percentages), public school Year 12 students <sup>(a)</sup>, 2006–2010

Subgroup	2006	2007	2008	2009	2010
<b>All</b>	54.3	53.4	53.7	54.9	61.1
<b>Male</b>	47.9	47.0	46.7	47.8	54.8
<b>Female</b>	61.3	60.3	61.3	62.7	68.1
<b>Aboriginal</b>	13.5	14.2	15.6	16.3	19.8

(a) Excludes Canning College and Tuart College students, international and private students. Repeating students are included but only new instances of persons meeting the requirements for Secondary Graduation are counted.

Source: Evaluation and Accountability from Curriculum Council data

The rate of 61.1% indicates the percentage of the Year 8 cohort that achieved Secondary Graduation when in Year 12 four years later — this represents 85.9% of all Year 12 students enrolled in public schools in Semester 2, 2010. Similarly, the Secondary Graduation rate of 19.8% for Indigenous students represents 50.5% of Year 12 Indigenous students.

## Student satisfaction

As part of the School Leaver Program (a program that assists students in their transition to further study, training or employment), all students in their final year of schooling are given the opportunity to complete the Post School Intentions and Student Satisfaction Survey. Two survey questions, in particular, give an indication of the level of student satisfaction with their education. These are:

*Overall, how satisfied are you with the quality of teaching you have received?*

*How satisfied are you with the quality of education facilities that are available to you?*

The survey was completed in Semester 2, 2010 and responses from more than 8700 Year 12 students (some 230 were Aboriginal) are reported in Table 35. Information in the table shows the percentages of students who were either 'satisfied' or 'very satisfied' with the quality of teaching they had received and the quality of facilities available to them. Comparison with data from previous years is presented for major subgroups.

Table 35: Student satisfaction, by subgroup, public school students, Year 12, 2006–2010

Subgroup	Year 12				
	2006	2007	2008	2009 <sup>(a)</sup>	2010
<b>Satisfaction with quality of teaching</b>					
<b>All</b>	93.0	93.0	92.4	89.8	90.3
<b>Male</b>	92.2	92.1	91.0	88.5	89.1
<b>Female</b>	93.7	93.8	93.5	90.9	91.3
<b>Aboriginal</b>	92.6	95.2	96.2	88.1	93.4
<b>Satisfaction with quality of education facilities</b>					
<b>All</b>	87.7	87.0	87.2	83.3	84.3
<b>Male</b>	85.8	84.9	85.8	82.3	82.6
<b>Female</b>	89.4	88.8	88.3	84.1	85.8
<b>Aboriginal</b>	88.1	91.9	92.1	85.0	89.1

(a) Students completed the survey online for the first time. In previous years students completed a hard copy of the survey.

Source: Evaluation and Accountability

## School support services: School resourcing and accountability

### School resourcing

#### School grant

The school grant provides resources to schools to enable them to meet local needs. Schools have the flexibility to direct these funds to their specific programs, projects and needs.

The grant is paid to schools in two instalments: one at the beginning of each semester. The second instalment contains the balance of the schools' annual allocations, adjusted according to actual student enrolments and staff employed.

The school grant is distributed using a model that comprises a base payment according to the classification of the school and a per capita payment reflective of the year level of the students. Other differential factors taken into account include unique site management costs, location, the nature of student enrolments and special programs.

A school development grant is provided to resource the school planning process and provide for the professional development of staff in accordance with school needs and priorities. The allocation is based on the size, classification and geographical location of the school.

Within the school grant, schools received an allocation referred to as the School Support Programs Resource Allocation (SSPRA). This included funding for programs such as the Behaviour Management and Discipline Strategy, the Learning Support Program, the Literacy and Numeracy Program, the Priority Country Areas Program (PCAP), the Aboriginal Literacy Strategy and the WACE Course Scholarship. Prior to 2009, schools received these additional funds and FTE from a variety of State and Commonwealth sources, with varying acquittal, accountability and reporting requirements.

Combining these student support programs into a single funding line affords schools maximum flexibility in implementing strategies and interventions to meet local needs. Accountability for the expenditure of these funds is through the regular school accountability processes.

In 2010, \$139.9 million (including \$46.1 million in SSPRA funding) in school grant funding was distributed, compared with \$145.9 million in 2009 (including \$43.2 million in SSPRA funding).

#### Special purpose payments

In addition to the school grant, special-purpose payments of \$200 million (\$194.7 million in 2009) were transferred to public schools and included, but were not limited to, specific funding for Aboriginal education, student support programs and utilities.

These payments were allocated using various indices that included socioeconomic status, isolation, ethnicity and disability.

Schools have the flexibility to spend the school grant and special purpose grant on contingencies or salaries. The School Salary Pool provides the mechanism for public schools to use school grant and special purpose funds to pay for relief or fixed-term staff in order to achieve specific outcomes or to support learning programs. In 2010, the first intake of Independent Public Schools operated with a one-line budget and used their School Flexible Salary Allocation (SFSA) facility for this purpose.

#### Utilities management

The Department operates a utilities management program in public schools that provides devolved funding (\$50.3 million of the special purpose payments in 2010) to meet the cost of each school's electricity, water, gas and rubbish removal.

The program encourages schools to reduce consumption to achieve financial savings and, more importantly, to develop positive attitudes among students regarding the use of renewable and recyclable resources, and the conservation of the environment.

Consumption is monitored centrally and adjustments are made annually to funding baselines to take account of changes in schools' circumstances. Funding is also adjusted to reflect increases in costs from suppliers.

### **Independent Public Schools one-line budgets**

In 2010, Independent Public Schools operated with a one-line budget, comprising a cash allocation and a notional salaries allocation. The allocative mechanism for resourcing these schools is the same as for all public schools, however the resources are provided with maximum flexibility in a one-line budget.

Independent Public Schools have a salary allocation (School Flexible Salary Allocation) from which the cost of all staff employed by the school is drawn. In 2010, a total of \$116.1 million was spent by Independent Public Schools on salaries through their one-line budgets.

The first intake of Independent Public Schools was provided with a transition grant (\$20 000 to \$40 000) and an administration support grant (\$25 000 to \$50 000) in recognition of the additional decision making and responsibility devolved to the local level. A total of \$0.9 million was provided in transition funding and \$1.1 million in administration support funding.

### **Innovation grants**

In keeping with the Classroom First Strategy, the Director General allocated \$500 000 in grants to schools to support innovative approaches to improving standards of student achievement.

Grants of between \$10 000 and \$50 000 were allocated to projects for 12 months from the start of the 2011 school year. The outcomes of projects will be reported during that time and it is expected that successful innovations will be sustainable and will become embedded in usual school practice.

Twelve applications were selected, including one from a cluster of schools working together. Successful applications represented 29 schools covering a range of school types and socioeconomic backgrounds.

Focus areas for the grants included early intervention, student engagement and behaviour, and expanding curriculum access through information technologies. Information about innovation projects is available at [www.det.wa.edu.au/classroomfirst](http://www.det.wa.edu.au/classroomfirst).

### **Smarter Schools National Partnerships**

The reform directions for schooling, established by the Council of Australian Governments (COAG), are set out in the National Education Agreement. These reforms are being implemented by the Department through a number of National Partnership Agreements with the Commonwealth. Collectively, the National Partnership Agreements aim to reduce educational disadvantage for target groups of students and to improve outcomes for all students.

In 2010–11, a primary focus has been on the three Smarter Schools National Partnership Agreements (Literacy and Numeracy, Low Socio-economic Status School Communities and Improving Teacher Quality) that provide funding to schools to support students, teachers and leaders. This additional support contributes to raising overall educational attainment levels so that all Western Australian school students acquire the knowledge and skills to participate effectively in society. From 2009–10 to 2015, the Smarter Schools National Partnership Agreements will enable 182 public schools to benefit from additional resources of up to \$160 million, \$58 million of which is contingent on the achievement of agreed implementation and performance targets.

The Department's Partnership Schools website provides an overview of the projects and information about the initiatives and innovative reforms being developed and implemented by participating schools ([www.det.wa.edu.au/partnershipschools](http://www.det.wa.edu.au/partnershipschools)).

## Independent Public Schools initiative

The Independent Public Schools initiative, which was launched in 2009, is a key element of the Government's commitment to a more empowered public education system. Selected schools and their communities have more flexibility, local authority and freedom from central policies and procedures, particularly in their staffing and resourcing arrangements.

Independent Public Schools are responsible for the recruitment, selection and management of all staff. They are also responsible for determining their staffing profile and managing utilities, faults and routine maintenance.

To ensure these schools are supported with their financial management, the Department provides induction programs for intake schools; support in the management of the one-line budget and advice on flexible financial practices that meet the legislative and regulatory framework, but can be modified to suit local school needs.

Schools apply to become Independent Public Schools and undergo a selection process. Schools enter into direct agreements with the Director General to deliver specific outcomes. Each Independent Public School is subject to an independent review of its performance, by the Department of Education Services, in the final year of its three-year agreement.

In 2010, 34 schools commenced as Independent Public Schools and a further 64 commenced operation at the start of the 2011 school year. The 98 Independent Public Schools now operating represent almost 13% of all public schools. These schools comprise a mix of primary (60.2%), secondary (24.5%), district high (11.2%) and education support (4.1%) schools. Twenty-five are rural schools representing 25.5% of Independent Public Schools.

In February 2011, expressions of interest were called for the third intake of Independent Public Schools. Applications were received from 196 schools. The total number of schools that have applied for Independent Public Schools status represents 40% of public school communities.

An independent evaluation of the Independent Public Schools initiative will be let for tender in 2011. The evaluation will examine the impact of the initiative on the effectiveness and efficiency of participating schools and on the broader public school system. It will also inform future development of the Independent Public Schools initiative.

## Education networks and regions

The district level delivery of services to schools has been realigned to support the empowerment of schools and their communities.

In 2010 planning was completed for the creation of eight education regions which commenced operation in 2011. These regions, each led by a Regional Executive Director, replaced the existing 14 education districts. The new regions are in Metropolitan North and South, and the South West, Wheatbelt, Kimberley, Pilbara, Goldfields and Midwest.

Within each region, education networks are being established. A network is a group of up to 20 schools in a local area that work together to support each other in areas such as increased curriculum choice, staff development, access to specialist teachers, primary-secondary transition and shared support services and resources.

The new school support model places most student support services within schools or networks of schools rather than in district offices. It is envisaged that giving principals greater control over how these services are used will ensure that support is better aligned to the specific needs of staff and students, and that schools can respond more quickly and in more innovative ways to changes and opportunities in their environment.

## School accountability

Schools are accountable for the performance of students and the effectiveness of school operations. Operational accountability included periodic financial and human resource audits and compliance reporting.

The *School Improvement and Accountability* policy requires that schools undertake a self-assessment process, plan for improvement, report annually on their performance and participate in reviews of school performance. The policy continued to be supported by enhanced online resources and professional development programs offered through the Institute for Professional Learning.

The introduction of Independent Public Schools, and a regions and network structure that commenced in 2011, resulted in some changes to the ways in which school reviews were conducted. Until the end of 2010, all schools other than Independent Public Schools continued to participate in and respond to Standards Reviews, conducted by Directors Schools. These reviews focused on the standards of student achievement. Directors Schools were also responsible for the performance management of principals and the nomination of schools for reviews undertaken by the Expert Review Group.

The Expert Review Group reviews and reports on the performance of public schools. Public reporting of findings, the prescription of improvement strategies, the supported implementation of improvement plans and follow-up reviews by the Expert Review Group are initiatives to support school improvement and demonstrate strong public accountability.

In 2010–11, the Expert Review Group conducted 12 reviews of schools whose performance was of concern and one school whose performance had been of a consistently high standard. In addition, the Expert Review Group completed 18 six-month and nine 24-month follow-up reviews. Schools were reviewed in the metropolitan and regional and remote areas of the State and included primary and secondary schools, district high schools and community colleges. School Performance Enquiries, which concentrate on a specific area of school performance, were undertaken for the first time. Thirteen School Performance Enquiries were undertaken.

From the commencement of the 2011 school year, Regional Executive Directors assumed line management responsibility for all schools other than Independent Public Schools, and initiated an enhanced process of principal performance review. This process was supported by the introduction of an online School Performance Monitoring System which monitors school performance in relation to system standards in the areas of student achievement, financial management and human resource management. The Regional Executive Directors have a flexible budget to enable them to intervene in those schools whose performance is of concern.

[Schools Online](#) continued to provide schools and the community with a comprehensive array of information including school performance information. There continued to be enhancements to the range and quality of information provided.

The online Reporting Requirements of Schools system specified and reminded schools of their compliance reporting obligations across a wide range of legislative and policy requirements.

## School support services: Early childhood development and learning

Early childhood education and care has been identified as a priority for the Western Australian Government.

The Department commissioned Professor Collette Tayler, from The University of Melbourne, to conduct a review of educational practice in Kindergarten, Pre-primary and Year 1 in Western Australia in collaboration with an advisory group of key early childhood and schooling stakeholders. The paper, [Review of Educational Practice in Kindergarten, Pre-primary and Year 1 Provision in Western Australia: Synthesis of Key Findings](#) was released in December 2010.

The National Early Childhood Development Strategy, endorsed by the Council of Australian Governments (COAG), aims to help all levels of government to build a more effective and better coordinated national early childhood development system to support the diverse needs of young children and their families. It builds on the ongoing investment made by the Western Australian Government to ensure all age-eligible children have access to a Kindergarten program free of compulsory charges at a public school or through a non-government school in which pre-school provision is significantly subsidised from State sources.



The State and Commonwealth governments through COAG are working together to progress a range of initiatives to improve and integrate early childhood services and programs.

### **National Partnership on Early Childhood Education (Universal Access)**

Through the National Partnership on Early Childhood Education, all states and territories have agreed to ensure that by 2013, all children will have access to 15 hours per week of quality early childhood education for 40 weeks per year in the year before full-time schooling. In Western Australia, this is the Kindergarten year.

Prior to 2010, all public and most private schools in Western Australia provided 11 hours per week of Kindergarten, taught by degree-qualified teachers, with more than 95% of age-eligible children participating. Implementing Universal Access in Western Australia entails extending this kindergarten provision to 15 hours per week.

From the start of the 2010 school year, schools in the education districts of the Kimberley, Pilbara, Midwest, Goldfields and Swan increased their kindergarten provision to 15 hours per week. These districts were selected first due to their high number of Aboriginal and/or disadvantaged children and made up approximately 27% of Western Australian's Kindergarten programs.

In 2011, the rollout of increased provision continued so that it now covers approximately 50% of all Western Australian schools with Kindergarten programs.

### **National Information Agreement on Early Childhood Education and Care**

This agreement provides a framework for cooperation across Commonwealth, state and territory jurisdictions and information agencies to develop cohesive early childhood education and care data.

In 2010, provisional definitions for hours of provision and teacher qualifications resulted in further Kindergarten information included in the August School Census. In addition, schools participated in the National Early Childhood Workforce Census conducted in July 2010 across Australia.

## **Closing the Gap: National Partnership Agreement on Indigenous Early Childhood Development (Element 1)**

Through this agreement, five Children and Family Centres are being established on or adjacent to public school sites in communities with high numbers of Aboriginal families: Halls Creek, Fitzroy Crossing, Kununurra, Roebourne and the Swan region of Perth. Important elements of the design for the centres in Western Australia are a childcare facility, a family centre and at least one consulting room to health standards for health or other services to use.

In 2010, construction commenced on the centre in Halls Creek and the design of the centre in Fitzroy Crossing was finalised in collaboration with the local community. In addition, community members, local non-government organisations and government agencies were consulted regarding the services to be delivered in Halls Creek and Fitzroy Crossing; and regarding the location, design and services to be delivered in the Roebourne, Kununurra and Swan centres.

## **National Quality Agenda for Early Childhood Education and Care National Partnership Agreement**

This agreement gives effect to COAG's decision in December 2009 to establish a jointly governed unified National Quality Framework for early childhood education and care, and Outside School Hours Care. The framework will initially cover Long Day Care, Family Day Care, Pre-school and Outside School Hours Care.

An issue for the Department is how implementation of the agreement may affect accountability arrangements for Pre-schools (Kindergartens) in public and private schools in Western Australia.

In 2010, Western Australia participated in a trial of the draft assessment and ratings process across 10 public and private Kindergartens, and consulted with stakeholders on the draft national legislation which will form the basis for corresponding State legislation.

## **Australian Early Development Index**

As part of the National Early Childhood Reform Agenda, the Commonwealth Government invested \$24.5 million to the 30 June 2011 to implement the Australian Early Development Index (AEDI) nationally.

In 2009, data from 97.5% of the estimated Australian five-year-old population provided the first national snapshot on the development of children at school entry. These results are summarised in [A Snapshot of Early Childhood Development: AEDI National Report 2009](#).

To ensure student confidentiality, certain criteria regarding student and teacher numbers have to be met for a community's data to be published. In 2010, additional data collection occurred to enable more small communities to have access to their results. More than 200 public and private schools participated. Combining 2009 and 2010 statistics made it possible for more than 90% of Western Australian communities to have access to their results. The information collected by schools is invaluable to government and community organisations working at the local level to inform early childhood policy and planning across education, health and community services. Detailed AEDI Community Profiles are available at <http://maps.aedi.org.au/>.

In 2010, 14 government and non-government organisations were selected, through an expression of interest, to work with the Department to deliver the Local Champions Program in targeted local communities. The Local Champions Program supports communities to respond to their AEDI results.

## **Early Learning and Care Centres**

The Department is the lead agency in Western Australia for the establishment of four Early Learning and Care Centres funded through a 2007 pre-election commitment of the Commonwealth Government. The selected sites are in Karratha (Tambrey Primary School), Port Hedland (Baler Primary School), Darch (Ashdale Primary School) and Balga (Warriapendi Primary School).

The centre in Karratha, with additional sponsorship support from Woodside Energy Ltd, was officially opened in October 2010. It is operated through a lease held by the YMCA which was selected through competitive public tender. Tenders to build and operate the centres at Darch and Balga were advertised in 2010. The fourth centre, proposed for Port Hedland, will be managed and funded directly by the Commonwealth Department of Education, Employment and Workplace Relations.

### On-entry assessment

Implementation of on-entry assessment for Pre-primary students in public schools in Western Australia began on a limited basis in 2010 following the establishment of a licence agreement with the Department of Education and Early Childhood Development in Victoria for use of their Online Interviews for English and Mathematics. Feedback from teachers and principals informed the planning for full implementation.

In Term 1 2011, more than 20 000 public school Pre-primary students were involved in the full implementation of the on-entry assessment program in literacy and numeracy. The assessments were administered by teachers on a one-to-one basis with students.



Guidelines and practical support materials were made available to assist teachers in conducting the assessments and interpreting the results. Teachers were able to produce individual student and class reports and school principals could access a school level report. Following the assessment, teachers were able to select resources from the On-Entry website to assist them in implementing a range of strategies for students identified as requiring intervention, consolidation or extension.

Schools were provided with additional funding to assist in providing the teacher relief and other flexible staffing arrangements required to facilitate the administration and delivery of the assessment program. Systemic analysis of the full data set has recently commenced.

## School support services: Curriculum support

### Curriculum

#### Curriculum, assessment and reporting

In 2010, the Department's simplified *Curriculum, Assessment and Reporting* policy came into effect. The policy provides schools with more autonomy in whole school planning processes to develop curriculum, assessment and reporting schedules appropriate to their particular context.

To support teachers in implementing the policy, the Department revised and finalised the Expected Standards: C Grade Descriptors and continued to build on the bank of graded and annotated student work samples contained in its A–E Exemplars resource.

The Department has provided general public access to the A–E Exemplars in order to provide a small selection of annotated student work to parents, pre-service teachers and teachers in other education sectors.

In December 2010, the Australian Curriculum, Assessment and Reporting Authority (ACARA) released phase one of the Australian Curriculum online with the publication of English, Mathematics, Science and History. The Department continues to work with ACARA throughout the development and consultation processes for the phase two subjects: Languages, Geography and the Arts.

With regard to the Australian Curriculum, 2011 is a year of familiarisation for schools. The Department is supporting public schools to plan for implementation of the Australian Curriculum and is making available a selection of relevant learning and teaching resources to other education systems/sectors. In revising the Expected Standards: C Grade Descriptors, the Department more closely aligned them with the Australian Curriculum Achievement Standards for English, Mathematics, Science and History. In addition, the Department has developed and published documents that compare the Australian Curriculum phase one subjects to the existing K–10 Syllabus and made them available online.

#### Support for improved student achievement

The Department continued to support implementation of the Curriculum Council's Western Australian Certificate of Education (WACE) courses for senior secondary students through the Teacher Development Centre Strategy. Teacher Development Centre coordinators provided curriculum leadership, support and resources, in their areas of expertise, to teachers of senior secondary courses. The strategy was expanded in 2010 to include Years 8–10 learning area specialists who produced teaching programs and resources, strengthened teacher networks and provided support to teachers in the middle years of schooling. Resources developed through the strategy were made available to teachers online and included resources to support teachers of students with special education needs studying WACE units.

Enhancements have continued to be carried out to the Student Achievement Information System website which supports teachers to track and graph individual and group achievement data over time. To further assist staff at all levels of the Department with the analysis of student and school performance, school NAPLAN data and A–E grade data are now able to be shared across those Department websites that report student achievement, allowing more comprehensive views of each school's performance.

The Department developed the Special Education Needs Assessment Tool to support teachers in making professional judgements about the achievements of students with special education needs.

To further support the work of teachers in curriculum, assessment and reporting, significant work has been undertaken to bring together new and existing websites into a consistent form for easier access through the Curriculum Support website ([www.det.wa.edu.au/curriculum-support](http://www.det.wa.edu.au/curriculum-support)).

### Online curriculum services

The Department continued to work towards delivering an integrated, contemporary, secure online learning environment to students, teachers and parents. The vision is to enable all public schools to become networked learning communities where information and communications technologies (ICT) are integrated seamlessly into teaching and learning activities, and into education management.

Once core ICT systems are in place, schools have the flexibility to build upon these systems to ensure they are equipped to meet the diverse needs of their communities.

The Online Curriculum Services Program continued to be rolled out to schools. This is an integrated suite of web-based products and services that includes:

- Reporting to Parents;
- online teaching and learning;
- digital resources for teaching and learning;
- collaboration tools (including video and web conferencing);
- online professional learning; and
- curriculum information management.



### **Reporting to Parents**

Reporting to Parents is a web-based reporting tool for monitoring, evaluating and reporting student achievement in Years K–12. It replaced a number of disparate and outdated tools and provides a consistent, more efficient and user-friendly tool. Implementation to all schools is complete, enabling preparation and printing of accurate student reports for parents each semester for Years 1–12. The tool provides new functionality in a number of areas, including analysis reports that detail grades, student attributes and marks distribution.

### **Online Professional Learning and Enterprise Web Conferencing Services**

The Department has a reliable and usable platform for online professional learning that is integrated into its portal. All Department staff have automatic access to the platform and are enrolled in recommended and mandatory online courses which they can complete in their own time.

In 2010–11, there were more than 60 000 course completions for the 12 available courses, an increase of almost 20 000 from the previous year. The requirement for staff to complete professional learning in child protection meant that there was unprecedented take-up of the online Child Protection Professional Learning Program, with more than 34 000 staff completing the course to date.

A web conferencing service has been licensed for enterprise use. This provides a platform for real time audio and video-based interaction between teacher and students in a virtual classroom situation or between members of staff in online meetings. Web conferencing enables alternative delivery of teaching, professional learning, meetings and other staff communication where logistics and cost make face-to-face attendance difficult.

The online professional learning program Teachers Have Class! continued for its second year, with 4378 teachers registered to use the program and approximately 2000 users accessing the system each month.

### **Improved portal services for parents, teachers and students**

Teachers and parents are currently trialling an improved portal service, enabling online collaboration to support school networks and learning communities as well as improve access to digital resources. Through the portal, parents are able to access information relevant to their own child or children. Teachers are able to access information about their class groups or individual students and communicate with parents. An improved student portal is currently being developed.

### ***Digital Resources and Australian Curriculum implementation support***

The Department participated in national advisory and consultation groups to determine priorities for developing digital resources for teachers to support implementation of the Australian Curriculum. It also provided strategic advice on the development of Australian Curriculum Connect, a technical framework for delivering the Australian Curriculum integrated with links to quality digital resources for students in Mathematics, English, Science and History.

The Department provided quality digital resources to Western Australian public and private schools and, within copyright permissions, for sharing with all Australian teachers. It also developed and published a number of Science resources for use by public school teachers.

In December 2010, a new K–12 Resources website provided public access to the Western Australian K–10 Syllabuses and enabled schools to locate relevant K–12 resources.

### ***Practical support to schools***

To improve curriculum offerings for students, support was provided to school staff to adopt the Department's online services for the delivery of curriculum between school sites. There were 452 schools registered for the Online Curriculum Services project to undertake planning, professional learning and practical implementation of the services.

More than 3500 teachers attended professional learning activities. More than 97% of participants agreed or strongly agreed that the activities were relevant to their needs, the services were easy to use and they felt confident to adopt online services in their school.

Six lighthouse schools of ICT Innovation were supported through the Microsoft Partners in Learning Program. Schools participated online in projects in an international forum with a focus on solving meaningful real world issues. They were involved in a range of activities, including research, co-editing documents and obtaining expert perspectives on issues. Several lighthouse schools are adopting a peer coaching program to help school leaders integrate technology into teaching. Two Department teachers won national and international Partners in Learning Innovative Teacher Awards.

### ***Social networking advice to schools***

In response to the proliferation and uptake of social networking spaces on the Internet, schools requested advice about the appropriateness of their use in the classroom. The Department developed advice papers on the use of blogs and wikis that considered the opportunities they afford against risks and management issues. This advice complements other support provided to staff in the use of Facebook and mobile phone messaging.

## **Literacy and numeracy**

### **Literacy and numeracy funding**

The Department has a strategic, long-term commitment to improving the literacy and numeracy achievement of all students. In 2010, it implemented a range of system programs and initiatives to support effective teaching of literacy and numeracy responsive to the diverse needs of students.

In 2010 funds were used to support systemic initiatives including:

- the development of whole-school literacy and numeracy planning resources and case-management materials to support approaches that cater for the individual needs of learners;
- resources to assist teachers to prepare students for the 2011 national literacy and numeracy assessments, including persuasive text materials in response to the change in Writing test form;
- a Years 4–6 Intensive Reading Pilot in 24 schools using guided reading to improve reading;
- a Years 3–7 Flexible Strategies Numeracy Pilot involving 80 teachers and 2000 students, focused on increasing the teaching of more flexible calculation strategies;
- implementation of the Aboriginal Literacy Strategy;
- learning area-specific literacy and numeracy workshops for secondary school curriculum leaders; and

- comprehensive professional learning for mainstream teachers and education assistants to support teaching of English as a Second Language or English as a Second Dialect students.

In 2010, \$20.9 million was allocated to 657 schools (596 primary and 61 secondary), through the School Support Programs Resource Allocation, to implement improved learning programs with students at or below the national minimum standards for literacy or numeracy. Many schools used these funds to employ specialist literacy and numeracy teachers to build teacher confidence and skills, to work with small groups of students requiring personalised approaches to learning, and to improve the use of performance information to identify where support is required.

### **Initiatives for improved literacy and numeracy**

Long-term investment in the training and support of literacy and numeracy specialists resulted in training delivered to 1000 primary and secondary teacher experts since 2002. Of these, 63 literacy specialist teachers and 58 numeracy specialists received training in 2010. These school-based expert practitioners provide modelling, mentoring and coaching support in regions and networks.

Since 2009, 277 schools from metropolitan and regional districts have been involved in a series of workshops designed to support effective whole-school literacy and numeracy planning processes and strategies. This is part of a three-year collaborative partnership between the Western Australian Primary Principals' Association and the Department. This professional learning program provides a framework and process for schools to design, develop, implement and evaluate whole-school literacy plans and incorporates school and classroom literacy improvement strategies.

A suite of online literacy and numeracy materials continues to be developed to support teachers to improve the literacy and numeracy standards of students. Materials include resources to assist teachers prepare students for the National Assessment Program – Literacy and Numeracy (NAPLAN).

A total of 6215 children participated in the eighth annual Premier's Summer Reading Challenge for Kindergarten to Year 7 children to read during the summer holidays in 2010–11. Parents were also encouraged to join the challenge. Early in 2011 work began with the Multiple Sclerosis Society of WA on merging the MS Readathon with the challenge for 2011–12. The new Premier's Summer Reading Challenge (in support of the Multiple Sclerosis Society of WA) was announced in April 2011.

### ***National Partnership Agreement for Literacy and Numeracy***

Under the Agreement, the Department received \$6.8 million (2008–09) and \$7.8 million (2009–10) to implement evidence-based literacy and numeracy interventions for low performing students, particularly Aboriginal students, in primary schools. In February 2010, a further \$1.5 million was allocated for one year to support an additional 15 schools: five primary schools, nine senior high schools and one community college.

In 2010, the 83 Literacy and Numeracy National Partnership schools used additional funding to improve students' literacy and numeracy skills through a mix of systemic, local area and whole-of-school strategies tailored to identified need.

### ***Literacy and numeracy pilot in low socio-economic status school communities***

The Department participated in a national literacy and numeracy research pilot funded by the Commonwealth Department of Education, Employment and Workplace Relations. The Case Management and Targeted Intervention for the Training and Deployment of Paraprofessionals in Classrooms pilot investigated the extent to which trained paraprofessionals in classrooms improved the literacy and numeracy performance of under-achieving students in low socioeconomic schools.

From Term 2, 2009 until the end of Term 3, 2010, two groups of paraprofessionals participated in the pilot: Education Assistants (which included general Education Assistants, Aboriginal and Islander Education Officers, Ethnic Education Assistants and Special Needs Assistants) in four schools, and pre-service teachers (in their third year of study at Edith Cowan University) in three schools.

Evidence from the pilot evaluation showed that, when schools use paraprofessionals to support classroom teachers in literacy and numeracy case-management programs, student performance improves along with social benefits of self-confidence and working successfully with other students. With targeted training in relevant curriculum content and pedagogical approaches, paraprofessionals are well placed to support classroom teachers and provide intensive and targeted interventions that complement classroom teaching and learning.

### International assessment: reading literacy and mathematical literacy

Results from the Organisation for Economic Cooperation and Development's (OECD's) *Programme for International Student Assessment (PISA) 2009* became available in December 2010. PISA assesses students' knowledge and skills in reading, mathematical and scientific literacy, particularly their ability to apply their knowledge and skills to real-life situations rather than how well they have learned a specific curriculum.

Sixty-five countries or economies took part in PISA 2009. Just over 14 000 15-year-old students in Australia were assessed, including 842 students from 22 public schools in Western Australia. The focus for PISA 2009 was reading literacy and it was also the focus for PISA 2000, allowing for comparisons of reading performance between 2000 and 2009.

In reading literacy, Australia achieved a higher mean score than the OECD average and was ranked ninth compared with participating countries. Western Australia, along with five other states and territories, performed significantly higher than the OECD average. Western Australia was ranked second in Australia, and would rank seventh behind Canada in the ranking of countries.

The OECD average for reading literacy has not changed between 2000 and 2009; however, the performance of five countries, including Australia, has declined. Although Australia had a statistically significant drop in performance, the results for Western Australia were statistically similar.

In mathematical literacy, Australia achieved a higher mean score than the OECD average and was ranked fifteenth compared with participating countries. Western Australia, along with five other states and territories, performed significantly higher than the OECD average. Western Australia was ranked first in Australia, and would rank equal ninth with Japan in the ranking of countries.

## The Arts

Support for the Arts was provided through a range of programs and activities:

- The Musica Viva Australia in Schools Program provided professional development for teachers, educational resources and live performances in schools.
- The Department supported Music Count Us In, a national music advocacy organisation, involving 850 students from 19 Western Australian schools.
- Activities to inform development of the Australian Curriculum for the Arts included the following:
  - The Department prepared a response to the Draft Shape of the Australian Curriculum: The Arts, following consultation with key groups. The response covered the five arts forms of Dance, Drama, Media Arts, Music and Visual Arts and contributed to a combined Western Australian response to the paper.
  - The Department convened a forum for teachers and other stakeholders on the rationale and organisation of the Draft Shape Paper. More than 200 teachers attended.
  - Delegates from Western Australia who attended the AusDance 2011 Roundtable for Dance Education in Australian Schools had the opportunity to consider the implications of the new curriculum for dance education.



- In 2011, the Department provided funding for the Perth International Arts Festival to employ a full-time education officer for two-and-a-half years. The education officer supports teachers to access education resources and professional development, and encourages schools to be part of the festival.
- The Department made a sponsorship donation to support the revival of the Rock Eisteddfod Challenge Foundation 2011.
- The Department was represented at the Kids Witness News state finals of the Australian Media Awards in New South Wales, sponsored by Panasonic.
- The Department provided in-kind support to the Hellenic Community for a school Visual Arts competition and to the Town of Subiaco for the Shaun Tan Visual Arts Award and the Tim Winton Writing Award.

### Health and Physical Education

Health and physical education teaching and learning programs focus on maximum participation and enjoyment, and provide students with the knowledge, skills, attitudes and values required to lead and maintain a healthy, active lifestyle. Further information is available at the Department's Health and Physical Education website ([www.det.wa.edu.au/healthandphysicaleducation](http://www.det.wa.edu.au/healthandphysicaleducation)).

The Department renewed its partnership with the Department of Health to upgrade the existing Growing and Developing Healthy Relationships curriculum support materials into an online resource. This provides teachers with easier access to contemporary information and a broad range of resources to assist in the preparation and delivery of developmentally appropriate relationship/sexual health education.

#### Physical Activity

The Department worked in partnership with the Physical Activity Taskforce, the National Heart Foundation (WA Branch) and the Departments of Transport and Health to produce K–7 curriculum support materials to increase active transport to and from school. The Department also continued to support the Heart Foundation's *make tracks2school* and Walk to School Wednesday programs.



All education regions are supported by locally-based Fundamental Movement Skills facilitators who deliver professional learning designed to provide teachers with skills and support to plan, teach and assess fundamental movement skills for students in Years K–3. Primary schools also have access to professional learning provided by FUNdamental Game Strategies facilitators, and designed to support teachers to deliver high quality physical activity opportunities for students in Years 4–7.

In 2010–11, eight Fundamental Movement Skills courses (Year K–3) and 18 FUNdamental Game Strategies courses (Years 4–7) were conducted, and associated curriculum support materials were made available online.

The Department continued to support the Australian Council for Health, Physical Education and Recreation's School Health and Physical Education and Dance awards which recognise excellence and innovation in programs and practices in Western Australian schools and their communities.

#### School Drug Education and Road Aware

School Drug Education and Road Aware provide support, resources and professional development to teachers and community agencies seeking to embed best practice drug, road safety and resilience education in school communities. Regional consultants provide a consultancy service and professional development for school-based staff, and encourage links between school staff and key local community agencies. In 2010–11, more than 2000 teachers engaged in professional learning activities and 450 schools were supported in implementing drug, resilience and road safety education.

The comprehensive suite of curriculum support materials in drug and road safety education for Years K–12 is currently being revised. These materials complement the Health and Physical Education Scope and Sequence Statements in the K–10 Syllabuses and the Health Studies course for Years 11 and 12. The revision will also incorporate understandings and principles guiding the development of the Australian Curriculum. The resources continue to be supported by professional learning delivered across the State.

In 2010, a model of working with schools that facilitates the adoption of a whole-school approach to student health and wellbeing was developed. The Changing Health Acting Together approach engages schools over a three-year period to address drug and alcohol, resilience and road safety issues that are priorities in their locality. To date, 31 schools are in the first year of their three-year plan aimed at enhancing the health of the student population. A grant scheme supports schools in their efforts.

### **Swimming and water safety**

Interm Swimming and VacSwim programs continued for students aged five years and over. The State Government pays the costs of instruction for Interm classes for all public primary school students in the State and for private primary school students in regional and remote areas.

In 2010, the Interm Swimming Program enrolled 160 607 students from 693 schools, compared with 146 142 students from 647 schools in 2009. In the metropolitan area, Interm classes operated in 379 public schools and a further 88 private schools participated on a user-pays basis. There were 198 public and 28 private schools that participated in regional and remote areas.

In 2010–11, VacSwim operated at 379 centres across the State in the October and December/January school holidays with a total enrolment of 55 252. Enrolments have increased by 19% since the introduction of the low enrolment fee of \$1 per day per enrolment in 2004.

### **School Sport WA**

The Department contracts School Sport WA to provide all students in Western Australian schools with safe, well-managed competitive sporting opportunities that are appropriate to their skill level and physical development.

In 2010–11, School Sport WA managed or coordinated:

- Senior High School Country Week and District High School Country Week;
- thirty-five interstate teams participating in School Sport Australia national events;
- primary and secondary schools State Cross-Country and Triathlon championships;
- secondary and primary school swimming carnivals and track and field carnivals;
- the hosting of School Sport Australia National AFL and Secondary Hockey Championships;
- interschool sport Champion Schools programs for 17 sports in primary schools and 26 sports in secondary schools; and
- a presentation dinner for interstate players, officials and parents.

### **Languages education**

Support for Languages education was provided through the following programs and activities:

- Languages Teacher Development Centre coordinators provided classroom support to teachers of K–12 Languages programs.
- In 2010, there were approximately 6500 public school students learning an Aboriginal language, with 21 Aboriginal languages taught in 58 schools across the State. Two Aboriginal languages curriculum officers provided professional support to teachers.

- In 2010, through the National Asian Languages and Studies in Schools Program, the Department implemented approaches to increase the participation rates and standards of achievement of Languages students, particularly those in Years 10, 11 and 12. Six Asian languages hubs established networks with primary and secondary schools to promote continuous language learning pathways across K–12. A further 18 hubs were identified. In addition to the hubs, language-specific professional learning sessions were conducted for teachers and students of Asian languages.
- Direct grants were provided to nine schools to support the development of European languages hubs to increase the demand for European languages. These schools committed to working with partner primary schools to revitalise and promote learning in Italian, German and French.
- The Community Languages Program provided support for after-hours classes of languages not normally offered in schools and also provided funding for Italian insertion programs in primary schools. Professional support was provided through the School Visit Program.
- Direct grants to secondary schools through the Native Speaker Tuition Program provided the opportunity for senior school students to engage in intensive conversation practice with native speaking tutors.
- The Language Assistants Program sponsored international students of English to live and work in Western Australia for up to one year. Language assistants worked in schools and provided support in language skills and advocacy to teachers of French, German, Indonesian and Japanese.
- Under the Japanese Teacher Exchange Program, a qualified teacher from Hyogo Prefecture supported programs in two senior high schools, while a teacher of Japanese from Western Australia taught English in a number of secondary schools in Hyogo Prefecture.
- Through the Young Ambassadors Project, a team of young professionals visited schools to promote the benefits of learning a language, with the goal of motivating students to continue language studies into senior schooling.

## Science

The Department's Primary Science Project assisted teachers of Years 1–7 in 50 public schools by providing additional resourcing for Science support teachers. The project, which supported teachers to implement the Primary Connections Science resource materials, was finalised in December 2010. Primary Connections is a national project that links Science and literacy. From February 2011, the Institute for Professional Learning (with the assistance of five expert, school-based facilitators) has managed Primary Connections professional development in this State.

The SPICE Program (a partnership with The University of Western Australia) continues to support secondary Science teachers through a broad range of initiatives, including new teaching and learning resources that feature engaging contexts, cutting-edge research and effective pedagogies. Through the professional development program, Science teachers enhance their skills and understandings of advances in Science. There are 59 secondary schools now recognised as SPICE Schools.

In 2011, an enhanced program, Gold SPICE, commenced in a small number of schools. The program offers additional initiatives including the Internet Telescope project and technology-skills workshops for teachers.

All Science teachers are able to access the SPICE Events Program which includes workshops, lectures, laboratory sessions, master classes, opportunistic events and a travelling scientist program.

In 2010, the Department also continued its partnerships with the Scitech Discovery Centre, the Gravity Discovery Centre, Perth Zoo, Ribbons of Blue, the WA Gould League and the Canning River Eco-Education Centre. It actively supported and promoted Science competitions and programs.

Department staff worked with interstate colleagues to inform the development of the Australian Curriculum in Science to ensure a national perspective is reflected.

The Science and Technology Education Leveraging Relevance project is a national project designed in response to secondary students' declining engagement with Science. It uses a hands-on approach to Science education with renewable energy as its theme. In 2010, the project was trialled in 16 public schools in Western Australia. Feedback from the trial informed the development of teacher support materials and equipment.

The national initiative, Science by Doing, uses an inquiry approach to learning for students in Years 8–10. In 2010, the program was trialled in two public schools and a suite of professional learning resources was developed.

The *Animal Welfare Act 2002* and the *Australian Code for the Care and Use of Animals for Scientific Purposes (2004)* require schools to keep detailed animal use records and, in December 2010, teachers reported the use of any live non-human vertebrate for teaching.

### **Western Australian Monitoring Standards in Education in Science**

In 2010, all public school students in Years 5, 7 and 9 were assessed in Science as part of the Western Australian Monitoring Standards in Education (WAMSE) population assessment program.

A WAMSE test standard has been established for each Science assessment. The standards have been set to match a realistic and challenging level of performance on the assessments. The WAMSE test standards are fixed points on the WAMSE scale and can be used as reference points for reporting changes in performance at the system, school and student level.

Performance in relation to the Science WAMSE test standards for 2010 follow:

- The proportion of Year 5 students achieving the Year 5 test standard was 44% compared with 46% in 2009.\*
- The proportion of Year 7 students achieving the Year 7 test standard was not significantly different from the results in 2009.
- The proportion of Year 9 students achieving the Year 9 test standard was 47% compared with 49% in 2009.\*

\* statistically significant

### **International assessment: scientific literacy**

Results from the Organisation for Economic Cooperation and Development's (OECD's) *Programme for International Student Assessment (PISA) 2009* became available in December 2010. PISA assesses students' knowledge and skills in reading, mathematical and scientific literacy. Reading literacy was the focus of PISA 2009.

In scientific literacy, Australia achieved a higher mean score than the OECD average and was ranked tenth compared with participating countries. Western Australia was ranked second in Australia, and would rank equal fifth with Japan in the ranking of countries.

### **Society and Environment**

The Department has revised the Society and Environment website to provide support for teachers in their familiarisation with the Australian Curriculum: History course. Teacher feedback is being used for the development of the Australian Curriculum: Geography course. The Department continued to collaborate with external agencies to support the development of teaching programs and professional learning on specific topics, especially in the contexts of sustainability, politics and law.

### **Western Australian Monitoring Standards in Education in Society and Environment**

In 2010, all public school students in Years 5, 7 and 9 were assessed in Society and Environment as part of the WAMSE population assessment program. Year 5 students were assessed for the first time.

As for Science, a WAMSE test standard has been established for each Society and Environment assessment.

Performance in relation to the Society and Environment WAMSE test standards for 2010 follows:

- The proportion of Year 5 students achieving the Year 5 test standard was 46%.
- The proportion of Year 7 students achieving the Year 7 test standard was 51% compared with 46% in 2009.\*
- The proportion of Year 9 students achieving the Year 9 test standard was 48% compared with 46% in 2009.\*

\* statistically significant

### Studies of Asia

Through the Asia Literacy Program, the Department promotes and supports the studies of Asia across the curriculum. In 2010–11, these activities included the following:

- Advice and practical support was provided to:
  - schools in the implementation of Asia Education Foundation national initiatives;
  - school leaders participating in the Leading 21<sup>st</sup> Century Schools: Engage with Asia project; and
  - principals and teachers within the Midwest and Southwest education regions to audit and develop Asia literacy within their school curriculum.
- Professional learning was provided to:
  - schools to support them in applying for and engaging with the National Asian Languages and Studies in Schools Program; and
  - metropolitan schools to raise the profile of Asia literacy, embed studies of Asia in the school curriculum and begin to implement the Australian Curriculum.
- The annual Asia Literacy Conference provided expert keynote speakers and showcased Asia literacy in Western Australian schools.

### Sustainable Schools Initiative

The Australian Sustainable Schools Initiative in Western Australia continued in 2010 with more than 280 public schools participating. Schools are provided with a planning framework that enables them to develop sustainability action plans addressing issues relating to water and energy consumption, waste reduction, biodiversity, social justice and student wellbeing. Information is available at [www.det.wa.edu.au/sustainableschools](http://www.det.wa.edu.au/sustainableschools).

Under the Solar Schools Program, the Department continued to work with the Office of Energy to install banks of photovoltaic solar cells at public schools to reduce their reliance on electricity generated from non-renewable sources. The program will see more than 350 public schools using some renewable energy.

The Department provided support to Perth Zoo, the Department of Environment and Conservation, Herdsman Lake Wildlife Centre and Canning River Eco Education Centre for officers working with programs that specifically deliver outcomes in education for sustainability.

### ANZAC commemoration

Commitment to the ANZAC heritage saw schools running services to commemorate ANZAC Day. Ten students, eight from public schools, took part in the eighth Premier's ANZAC Student Tour in April 2011. Students travelled to Greece, attending ANZAC Day commemorations in Athens before journeying to Crete to learn more about the role played by Australian forces in defending the island during World War II. On their return, students attended local 70<sup>th</sup> anniversary activities commemorating the 1941 battles of mainland Greece and Crete.

## Technology and Enterprise

The last phase of the Curriculum Council's WACE courses was implemented in 2010. In the Technology and Enterprise area, courses examined for the first time were:

- Accounting and Finance;
- Business Management and Enterprise;
- Children, Family and the Community;
- Food Science and Technology;
- Building and Construction; and
- Automotive Engineering.

Apart from Accounting and Finance, this was the first opportunity for students to use their course results as part of their tertiary entrance score. This was a challenge for teachers of these new courses as they had no previous experience in preparing students in these areas for external examinations.

The professional development opportunities provided prior to 2010 meant that teachers were generally well prepared and appropriately resourced to deliver and assess the new courses. As a result of the work of Teacher Development Centre coordinators, resources are being finalised for access through the Department's portal.

The Department is represented on Curriculum Council Course Advisory Committees which are involved in a process of syllabus review for all Technology and Enterprise WACE courses, with teacher consultation a central part of this process. As a result of the review process to date, changes to the syllabuses of a number of courses have been identified.

## Vocational education and training in schools

Vocational Education and Training (VET) in Schools programs provide students with the opportunity to develop work-related skills while still at school. Successful completion of nationally-recognised VET units and courses contribute to the WACE, provide students with credit when continuing their training and provide a meaningful basis for entrance level employment.

Recent changes to the requirements for the WACE strengthened the role of VET, with VET programs clearly acknowledged as mainstream pathways.

In 2010, VET in Schools delivery was characterised by the following:

- The delivery of VET in Schools in public schools was supported by 14 Enterprise and Vocational Education Coordinators.
- Approximately 55% of Years 11 and 12 students from 153 public schools participated in VET programs that contributed toward achievement of secondary graduation; 17 of these schools delivered training as registered training organisations.
- Approximately 27% of VET in Schools activity took place in regional and remote areas of the State.
- More than 50% of the Aboriginal and Torres Strait Islander students enrolled in Years 10–12 participated in VET programs.
- Approximately 35% of VET delivery occurred in the State's skills priority areas of building and construction, automotive engineering and mining, electrical, process manufacturing, primary industries and community services, health and education. Large numbers of students were also enrolled in VET programs in business and clerical, computing, entertainment and sport and recreation.
- More than 58% of VET in Schools student contact hours was delivered in courses at the Certificate II level and above.

- There was a 49% increase from 2009 in the number of Year 12 students in public schools achieving VET qualifications and a 40% increase in the number of qualifications attained.

\* The data reported here are sourced from the Department's School Information System (SIS) VET module and may differ from other VET in Schools data sources.

## Agricultural education

Agricultural education is provided as either general agricultural education or entry-level vocational training at five residential agricultural campuses, one large farm training centre and 14 smaller sites attached to district and senior high schools throughout Western Australia.

General agricultural education ranges from awareness activities in primary schools to Curriculum Council accredited courses at the senior secondary level.

Entry-level vocational training opportunities for senior secondary students are offered by the residential campuses of the WA College of Agriculture at Cunderdin, Denmark, Harvey, Morawa and Narrogin, and at the Esperance Farm Training Centre. All five residential campuses are registered training organisations and their programs prepare students for a wide range of careers.

The college provides a blend of secondary education and vocational training. Each campus offers programs for Years 11 and 12 students that encompass a general education in an agricultural context. The Harvey, Morawa and Denmark campuses also offer a Year 10 program.

In February 2011, the college enrolled 508 students from around the State.

The two-year program meets the requirements of both the Western Australian Certificate of Education and national VET accreditation. In 2010, 93.7% of college graduates achieved Secondary Graduation.

In 2010, the college was involved in the following activities and achievements:

- Most students chose to board on-site and all campuses were close to or over their designated capacity. Following a review in 2010, residential boarding fees were revised down to \$7500 per year.
- The Department provided \$1.17 million for public schools to support farm operations linked to agricultural education and \$0.85 million for residential operations at college campuses.
- In 2010, boarding fees totalling \$3.26 million were remitted to the Department. \$3.18 million was derived from farm operations and \$1.40 million was paid into the Agricultural Education Farm Provision Trust for distribution among public schools with agricultural programs.
- A student from the Narrogin campus won the Curriculum Council VET Beazley Medal. This is the sixth Beazley Medal winner from the college since 2000. College graduates received a record number of Curriculum Council subject awards and individual Certificates of Excellence.
- The high quality of vocational training provided was acknowledged when both the Cunderdin and Denmark campuses were finalists in the WA Training Awards VET in Schools Excellence Award. A Year 12 graduate from the Denmark campus was also named in the final three of the WA Vocational Student of the Year Award.
- A very high proportion of graduates continue to obtain immediate employment or go on to further education and training. In 2010, 97% of Year 12 students entered directly into employment, traineeships, apprenticeships, universities or TAFE colleges.

In 2009, the State Government announced a budget allocation of \$25 million over three financial years for the rebuild of the Harvey campus at the Wokalup farm site. A further \$18 million was announced for the upgrade of student residential accommodation and medical room facilities at the Narrogin, Cunderdin, Morawa and Denmark campuses. Many of these capital works projects will be ready for occupancy in July 2011. Three college campuses were also federally funded for Trade Training Centres, which brings the total value of current State and Commonwealth capital works funding to \$58 million.

## School support services: Student support

### Student allowances

#### Secondary Assistance Scheme

The Secondary Assistance Scheme assists low-income families to pay school contributions and charges, and purchase school uniforms. It is available to parents holding an appropriate Centrelink Family Health Care Card, Centrelink Pensioner Concession Card or Veterans' Affairs Pensioner Concession Card, current at some time during the first school term. Students are eligible from Year 8, up to and including the year in which they turn 18 years of age.

The Scheme provides a clothing allowance of \$115 and an education program allowance of \$235 which is paid directly to public schools, and is used to offset the costs of voluntary contributions in Years 8–10 and charges in Years 11 and 12.

In 2010, 20 478 applications were processed. Payments amounting to \$4.81 million were made under the education program allowance and \$2.36 million under the clothing allowance.

#### Boarding Away From Home Allowance for Isolated Children

The Boarding Away From Home Allowance for Isolated Children supplements the Centrelink Allowance for Isolated Children (AIC) and assists parents in remote areas whose children do not have access to local primary or secondary schools. In 2010, the allowance was \$2050 and 1792 applications were processed amounting to a total of \$3.56 million.

A Boarding Away From Home Allowance Special Subsidy is paid to eligible parents of students boarding at the Western Australian College of Agriculture campuses. Parents cannot claim this allowance if receiving the AIC or the Youth Allowance at the away rate. In 2010, the subsidy was \$2050 and 324 applications amounting to \$0.61 million were processed.

### Students with disability and learning difficulties

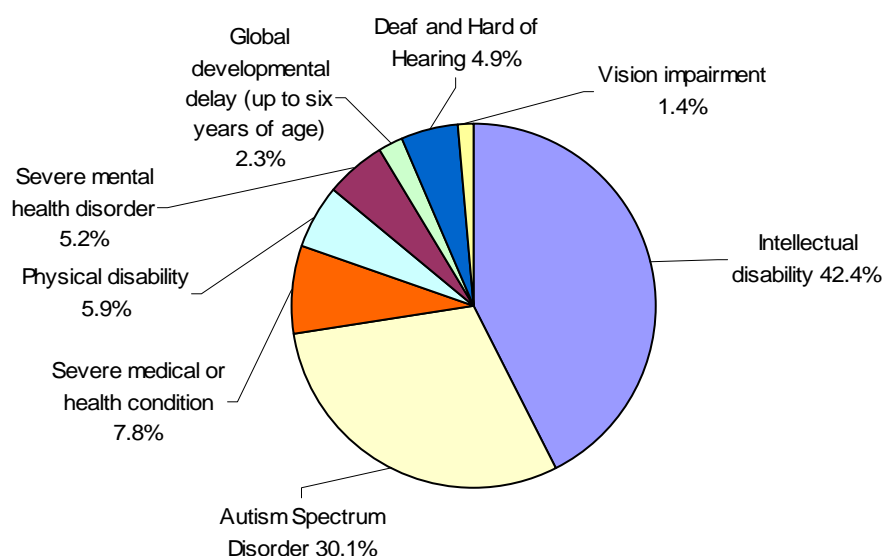
Students with special educational needs, due to identified disability, language impairments or other learning difficulties, may experience difficulty at school or have reduced levels of attainment. Challenges at school range from the ability to access the academic program to social, behavioural or emotional difficulties. The Department provided programs, resources, and services for students with disability or learning difficulties to enable equitable participation in schooling. Further information is available at [www.det.wa.edu.au/inclusiveeducation/detcms/portal/](http://www.det.wa.edu.au/inclusiveeducation/detcms/portal/).

Parents of eligible students with disability and of young students with language impairments may apply to enrol their child in a specialist program. Specialist programs are available in metropolitan or larger regional centres. These programs are available in schools with specialist facilities for students with disability, education support schools or centres, language development centres, schools and centres for the Deaf and Hard of Hearing.

The Department recognised that approximately three per cent of its student population met the eligibility criteria for schools to apply for targeted supplementary resource allocations. This resourcing, provided through the Schools Plus Program, assisted schools to provide equitable access and participation for eligible students with disability and facilitate their academic attainments. As at 30 June 2011, 7561 students received Schools Plus supplementary funding.

Figure 15 shows the distribution of students across eligible disability groups and Table 36 gives the breakdown by level of schooling.

**Figure 15: Eligible students with a disability, by disability group, June 2011** <sup>(a) (b)</sup>



- (a) Students with more than one identified disability are counted only once and are included in the category representing their primary disability.
- (b) Excludes the small number of students for whom schools received an interim resource allocation but whose diagnosis of disability is yet to be confirmed.

Source: Schools Plus Information Management System

**Table 36: Eligible students with a disability, by level of schooling, June 2011**

Level	Number	%
Pre-compulsory	972	12.9
Primary	4 172	55.2
Secondary	2 417	32.0
<b>Total</b>	<b>7 561</b>	

Source: Schools Plus Information Management System

In 2010–11, a range of programs, services and resources supported schools to provide educational programs for students with special educational needs:

- All schools had access to consultancy services in relation to curriculum adaptations, professional learning, specialist resources or equipment, interagency support and referrals through school psychologists and Statewide Specialist Services.
- Statewide Specialist Services (the Centre for Inclusive Schooling, Hospital School Services, Vision Education Service and the Western Australian Institute of Deaf Education) provided support to students, teachers and school communities to ensure students with disability, learning difficulty or health-related needs are able to access the curriculum and are supported to reach their potential.
- Direct support was provided to 1073 eligible students (Years K–3) through early intensive intervention programs at the four metropolitan language development centres and the language development school.

- The ASDAN (Award Scheme Development and Accreditation Network) Further Education Pathway Pilot 2009–2010 provided the opportunity for participating schools to examine flexible and relevant post-school pathways for individual students with disability.
- In 2010, 27 education support schools and centres and local secondary schools enrolled more than 470 students in ASDAN Programs. Of these students, 150 received endorsed program points toward their Western Australian Certificate of Education (WACE) and 259 received international certification from ASDAN UK.

In 2010–11, achievements that focused particularly on the education of students with special educational needs included the following:

- The development and implementation of the Schools Plus Online Checklist has reduced the workload for schools and improved the efficiency of allocating supplementary human resources to all schools for eligible students with disability.
- The evaluation of the Seamless Transition to Post School Options Program commenced in November 2010. The evaluation incorporated the views of families, schools and program providers. Recommendations are being considered to determine how best to support schools as they assist students in their transition from school.
- The Memorandum of Understanding 2010–2013 between the Department and the Disability Services Commission was ratified. The memorandum sets out the intentions of both agencies in relation to their shared client group — children and young people with disability enrolled in public schools.

### Support for the management of student behaviour

Effective teaching and learning processes play a key role in the effective management of student behaviour. Public schools are encouraged to maintain school environments that allow students to be supported while learning how to accept responsibility for their own behaviour.

All public schools are required to create safe and positive learning environments. Principals use behaviour management approaches which are preventative in nature, focus on early intervention and outline the procedures for the management of ongoing serious behaviour.

A range of programs and strategies continued to support schools to manage student behaviour:

- The Better Behaviour and Stronger Pastoral Care Strategy provided funding for programs, training and additional staff to support schools to manage students who display challenging behaviour. The total allocation of funds for the four-year strategy is \$47.7 million and, in 2010, it continued to support the implementation and expansion of behaviour centres, the Positive Parenting Program, School Psychology Services and the School Chaplaincy Program.
- The Behaviour Management and Discipline Strategy provided annual funding of \$16.4 million to schools and education regions to support the training of teachers to develop strategies for managing student behaviour more effectively.
- The Classroom Management Strategies Program provides skill-based professional learning in classroom management, instructional strategies and instructional skills. Practical support is provided for teachers to effectively reduce unproductive behaviour in classrooms and to increase student engagement. Since the program commenced in 2005, 6637 participants have completed the Foundation Program (Level 1), 1009 of these in 2010. Also 373 participants completed Level 2 training and 358 completed the Instructional Strategies Program this year. In addition, 65 participants commenced intensive observation and conferencing training.
- The Police Schools Safety Liaison Officer provided an important strategic link between schools and their local police. This enhances security and facilitates effective responses to violent and/or criminal incidents on school grounds.
- The Keeping Our Workplace Safe resource provided practical strategies for the management of violent incidents against staff members. The collaboration between the Department, WA Police and the State School Teachers' Union of Western Australia in the development and implementation of this resource has ensured wide implementation across public schools.

## Suspensions and exclusions

The Department's *Behaviour Management in Schools* policy allows principals to suspend students from school for any act or omission that impairs the good order and proper management of the school. A suspension period of up to five school days may be applied to a student who breaches school discipline, up to 10 school days for a serious breach of school discipline. A principal may also recommend to the Director General that an exclusion order be made as a consequence of student behaviour that breaches school discipline.

In 2010, there were 26 802 suspensions involving 12 198 students. The number of students suspended represented 4.8% of the total student population in public schools, with physical assault or intimidation of other students the most common reason for suspension. Fifty-six per cent of students suspended were suspended only once. The average period of suspension was 2.2 days. The data indicate that suspension remains an effective strategy in addressing student behaviour.

## Student attendance

Consistent attendance and participation at school are essential to achieving social and academic learning outcomes.

The statewide attendance rate for 2010 was 91.1% — 77.6% for Aboriginal students and 92.2% for non-Aboriginal students. Given that the Department defines regular attendance as a rate of 90% or more, the data indicate that 71.4% of students attend school regularly — 37.7% for Aboriginal students and 74.5% for non-Aboriginal students.

The following strategies support school communities to improve student attendance during the year:

- The *Better attendance: Brighter futures* strategy continued to support schools, families and students to develop comprehensive, integrated community approaches to improve student attendance. The strategy focuses on the mutual obligation of schools, communities and parents to improve student attendance, with direct support provided for the development of strategies linked to the local causes of irregular attendance. Early childhood and Aboriginal students were primary target groups for an extensive public information campaign.
- Through the Attendance Improvement Measure (AIM) Program, 40 primary and secondary schools with significant attendance concerns were provided with additional resources to improve attendance. In 2010–11, more than \$2.4 million was allocated for AIM school initiatives.
- In response to the WA Auditor General's 2009 report into student attendance, the Department conducted a public awareness campaign on the importance of students regularly attending school. The statewide campaign ran in May and June 2011, and was supported by a reward and recognition program for students in 10 AIM schools in Perth.
- Public schools participated in an annual Student Attendance Audit which provides information to help identify students considered to be 'at risk' due to irregular attendance. Schools use the attendance data to plan for improvement and direct resources to areas of greatest need. This data is also used by the Department to identify schools with the most 'at risk' students and provide them with additional support and supplementary financial resources.
- Schools consulted with appropriate network or regional officers where additional support is required to manage persistent non-attendance.
- Standardised Leave Passes continued to be issued to students who are away from school for legitimate reasons but not under direct supervision of teachers or a responsible adult. Keeping Kids in School, a joint initiative with WA Police, has been implemented in a number of local shopping centre precincts across the State. Retailers work with the school community to reduce absenteeism by redirecting young people without a Standardised Leave Pass back to school.
- An SMS messaging program has been installed in 198 schools. Parents can notify the school of their child's absence or reply to the notification from the school, via an SMS text message. The Watchlists application complements the SMS messaging program and generates student absence reports for nominated persons. The Watchlists function is currently used in 90 schools to identify students who may need support.

## Advisory panels

Under the *School Education Act 1999* advisory panels are convened to provide independent perspectives and make recommendations to the Director General on how particular issues can be addressed. Advisory panels require community representation and, to date, most panels have dealt with issues of school discipline and attendance.

Schools may recommend exclusion for students who commit serious or persistent breaches of the school's code of conduct. In each case a School Discipline Advisory Panel is convened to investigate the situation and make recommendations to the Director General. In 2010, there were 62 recommendations for exclusion, with 54 accepted by the Director General.

Cases of persistent non-attendance may be referred to a School Attendance Advisory Panel, which provides advice and recommends assistance to parents (and/or students) who are not fulfilling the legal requirements of attendance. In 2010, nine attendance panels were convened.

**Table 37: Advisory panels convened by district education offices, 2008–2010<sup>(a)</sup>**

	School Discipline Advisory Panel			School Attendance Advisory Panel		
	2008	2009	2010	2008	2009	2010
Metropolitan	35	38	49	17	8	6
Regional and remote	10	12	13	1	7	3
<b>Totals</b>	<b>45</b>	<b>50</b>	<b>62</b>	<b>18</b>	<b>15</b>	<b>9</b>

(a) Data are reported on a calendar year basis.

Source: *Behaviour Standards and Wellbeing*

## Student mobility

The Department manages all enquiries relating to children whose whereabouts are unknown, as they may not be attending school or taking part in an educational program. The Student Tracking System database is used to record information and search for new enrolment details in available databases. A list of children whose whereabouts are unknown is distributed each term to all private schools, regional education offices and some agencies by agreement. The Department is informed if children on the list are located.

As at June 2011, the number of children missing from schools and educational programs was 1461. The Department works with the private school sector and other agencies to reduce this number.

The Department is managing the development of the Tri-Border Attendance Strategy on behalf of Western Australia, Northern Territory and South Australia. This strategy is improving the ability of schools to locate students as they move across the borders and facilitates the sharing of relevant educational information. Four hundred and four schools from the public and private sectors are participating. The strategy will promote better understanding of the movements of transient students to enable resources to be more effectively distributed.

## School Psychology Services

The School Psychology Service continued to provide specialist support for all public schools in the areas of student behaviour, learning, and mental health and wellbeing. School psychologists provide schools with support for individual students, group interventions and consultation at the whole-school level. Their support is both responsive to school needs and proactive in addressing emerging needs and preventing problems.

The Department has increased the number of school psychologists, with 45 FTE of the Government's commitment of an additional 50 school psychologist FTE allocation available for the start of the 2011 school year. As at June 2011, there were 248.3 FTE school psychologists working in public schools, including those working in specialist psychologist roles and in professional leadership roles.

The model of service delivery to schools has been adjusted to provide schools with greater flexibility and access. Each school is allocated a school psychologist FTE while retaining the right to purchase additional school psychologist time from their own funds. To improve access, school psychologists have been, or are in the process of being, located in schools. School leaders negotiate with their school psychologist a plan for service delivery to address their school needs.

In December 2010, the Competency Framework for School Psychologists was officially launched by the Minister for Education, the Director General and the President of the State School Teachers' Union of Western Australia. The framework clearly defines standards of professional practice in terms of the knowledge, skills and attributes that are essential for school psychologists at progressive phases of development.

To ensure schools receive customised and contemporary services, the professional standards of the School Psychology Service are being maintained and strengthened through the creation of professional leadership roles in school psychology and the provision of a targeted professional development program. Formal supervision for registration with the Psychology Board of Australia is provided to new school psychologists.

The service continued its commitment to specialist programs, including Promoting Alternative Thinking Strategies, the Positive Parenting Program, Youth Mental Health First Aid and Specialist Behaviour Psychology Services.

### ***Specialist Behaviour Psychology Services***

The Specialist Behaviour Psychologist Team provides schools and regions with high level consultancy and support in the management of students with extreme and complex behaviours, and in the implementation of systemic school-wide approaches to student behaviour. The work of the team builds on strong evidence that links effective school-wide structures and practices with reductions in anti-social behaviour, including more extreme behaviours such as physical violence.

The team works with schools to develop and strengthen the capacity of staff to use behaviour management practices that have been shown to be effective. Specialist psychologists work collaboratively with local student support personnel to develop effective systems and practices. This helps to ensure that the school community can continue to implement these strategies without the need for ongoing support from specialist psychologists.

## **Support for health and wellbeing**

### **Pastoral care**

Public schools respond to local needs and implement a range of pastoral care strategies and programs designed to support students and enhance their educational outcomes. The School Chaplaincy Program and the School Volunteer Program help strengthen pastoral care in schools by supporting students' social and emotional development and learning.

From 2009, the State Government committed an additional \$2.5 million annually for four years to ensure all public schools are able to access the services provided by school chaplains. The implementation of innovative programs by YouthCARE, the main provider of chaplains in public schools, has led to an increase in the number of schools receiving chaplaincy services and the types of services available to them.

Currently 316 schools have in-school chaplains, 37% of which are in rural areas. Access to chaplaincy services has been extended in both metropolitan and rural schools through the introduction of the Support Chaplain Program and the training of chaplains in Pastoral Critical Incident Response. One hundred and fifty-five additional schools now have access to chaplaincy services through Support Chaplains, who service clusters of schools on a visitation basis. One third of schools accessing the Support Chaplain Program are in rural areas. Of the 291 chaplains currently working in schools, 83 have Pastoral Critical Incident Response training and are available to support schools throughout the State experiencing critical incidents.

The School Volunteer Program is a volunteer group that aims to improve the life skills and self concept of selected primary and secondary students through literacy support and mentoring. In 2010–11, the Department provided \$280 000 to assist the program to place community members as volunteer mentors to public school students. There are currently 1256 volunteers working in 242 public schools.

### Child protection

The Department continued to provide support, advice and professional learning to staff on identifying, responding to and protecting children from child abuse.

In 2010–11 the Department:

- achieved an 84% completion rate by teachers of the child protection professional learning program;
- co-facilitated 46 mandatory reporting information sessions in rural and remote areas in partnership with the Department for Child Protection, the Department of Health and WA Police;
- supported 144 school psychologists with specialist professional learning in child abuse and the impact of trauma in children;
- facilitated mandatory reporting workshops to 750 pre-service teachers at public universities;
- developed professional resources to support school psychologists, principals and teachers;
- updated Memoranda of Understanding with the Department for Child Protection in the areas of children in care and reporting of child abuse, and strengthened relationships with other stakeholder agencies, including WA Police and the Department of Health;
- monitored and reported on statewide trends and the quality of mandatory reporting by teachers;
- developed protective behaviours material and resources for inclusion in the Health and Physical Education curriculum; and
- developed and launched the Protective Behaviours Online Professional Learning Program for teachers.

The Department collaborates with the Department for Child Protection in the development of a Documented Education Plan for each child in care to address his or her educational needs. Central systems to monitor and report on the educational outcomes for children in care are under development. As at June 2011, there were 1846 children in care enrolled in 441 public schools.

### School health services

A Memorandum of Understanding with the Department of Health provides a framework for the delivery of statewide school health services by school/community nurses. A new Memorandum of Understanding 2010–2013 commenced in July 2010. It established parameters for developing school level agreements for the implementation of the statewide memorandum. The process of developing the school level agreements has proved to be an effective tool for promoting discussion between school/community health nurses and individual principals regarding the school's priorities for the delivery of school health services.

The revised *Student Health Care* policy was released early in 2011. Key elements include, standardised health care planning templates to assist schools with providing a consistent approach to managing student health care, procedures for managing student health care in the context of resources available to schools, and the requirement for principals to implement whole-school planning to prevent and manage anaphylaxis.

The Department's response to the management of anaphylaxis was also strengthened by:

- training by school nurses in the prevention and management of anaphylaxis (schools that completed the training were provided with adrenaline auto-injectors at a ratio of one per 300 students); and
- amendments to the *Poisons Regulations 1965* to allow the supply of adrenaline auto-injectors in school first aid kits for use in emergencies.

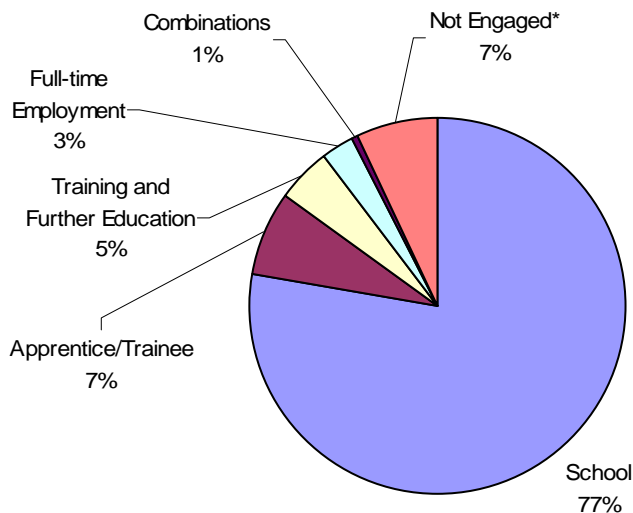
## Participation of senior secondary students

All young people in Western Australia must either attend school full time or participate in other approved education, training and/or employment options until the end of the year in which they turn 17 years of age. Information about approved Years 11 and 12 options available to young people is available on the Department's website ([www.det.wa.edu.au/participation](http://www.det.wa.edu.au/participation)).

Key achievements and activities to support participation in 2010 included the following:

- 95.2% (Semester 2, 2010) of people turning 16 or 17 years of age were actively participating in education, training and/or employment (up from 87% prior to 2006).
- There were 12 983 Notices of Arrangements issued for students accessing options other than full-time schooling.
- The apparent retention rates for senior schooling students (combined public and private schools) were 95.4% for Year 11 students (95.5% in 2009) and 75.7% for Year 12 students (72.5 % in 2009).
- Increases in apparent retention rates (combined public and private schools) for Aboriginal students have been significant. In 2010, the rate for Year 11 students was 77.3%. This is an increase of between 16% and 26% compared with rates in the five years prior to 2006, the year the school leaving age took effect for people turning 16 years of age. For Year 12 students, the rate was 42.5%. This is an increase of between 11% and 16% compared with rates in the five years prior to 2008, the year the school leaving age took effect for people turning 17 years of age.
- Forty-nine Participation Coordinators, employed statewide in 2010, provided support to 13 067 people turning 16 or 17 years of age.

Figure 16: Education, training and employment participation, 17 year olds, 2010



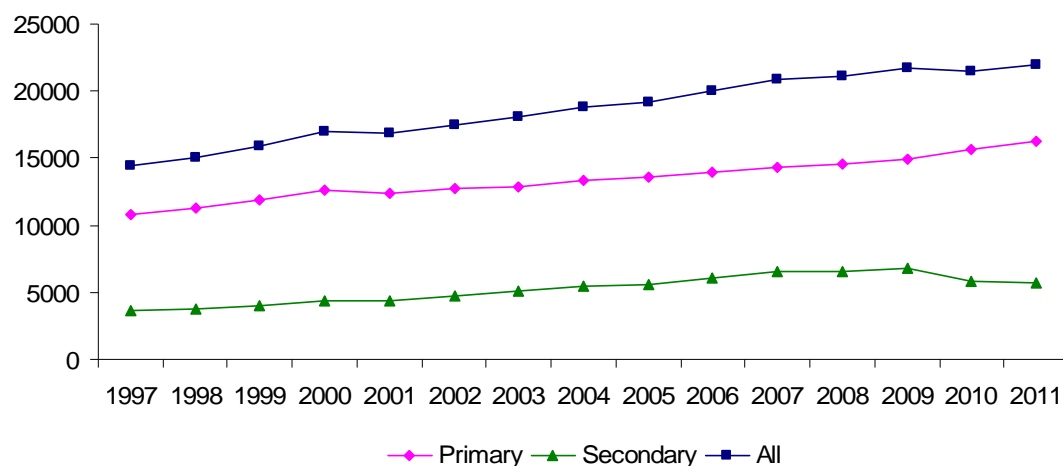
\* Not Engaged = In Transition, Refusal, Whereabouts Unknown, Deceased, Left WA

Source: Participation and Curriculum Council data

## Education of Aboriginal students

Public schools account for approximately 84% of the 26 105 Aboriginal students undertaking school education in Western Australia. Figure 17 shows the trends in Aboriginal enrolments in public schools in recent years.

Figure 17: Aboriginal enrolments at Western Australian public schools, by level of education, 1997–2011 <sup>(a)</sup>



(a) Half cohort in secondary education (Year 9) in 2011.

Aboriginal enrolments account for 8.5% of all enrolments in public schools: 4.7% of enrolments in metropolitan regions and 19.0% of enrolments in regional and remote regions.

Table 38: Aboriginal enrolments at Western Australian public schools, by education region, 2011 <sup>(a)</sup>

Education region	Aboriginal students in public schools	Total students in public schools	Aboriginal students as % of all public school students
<b>Metropolitan</b>			
North Metropolitan	3 776	92 214	4.1
South Metropolitan	5 145	99 011	5.2
<b>Sub-totals</b>	<b>8 921</b>	<b>191 225</b>	<b>4.7</b>
<b>Regional and remote</b>			
Goldfields	1 891	9 037	20.9
Kimberley	3 316	5 268	62.9
Midwest	2 302	8 463	27.2
Pilbara	2 363	8 011	29.5
Southwest	1 779	27 563	6.5
Wheatbelt	1 396	10 373	13.5
<b>Sub-totals</b>	<b>13 047</b>	<b>68 715</b>	<b>19.0</b>
<b>Grand totals</b>	<b>21 968</b>	<b>259 940</b>	<b>8.5</b>

(a) First Semester census.

Source: Evaluation and Accountability

Table 39: Aboriginal enrolments at Western Australian public schools, by year level, 2008–2011 <sup>(a)</sup>

Year Level	2008		2009		2010		2011	
	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments
<b>K</b>	1 443	8.2	1 533	8.2	1 713	8.7	1 805	8.4
<b>P</b>	1 698	8.6	1 702	8.3	1 793	8.6	1 935	8.8
<b>1</b>	1 847	9.2	1 813	9.0	1 735	8.5	1 900	9.0
<b>2</b>	1 730	8.7	1 869	9.2	1 769	8.8	1 757	8.5
<b>3</b>	1 792	8.9	1 771	8.7	1 826	9.0	1 776	8.8
<b>4</b>	1 831	8.8	1 804	8.8	1 736	8.7	1 815	9.0
<b>5</b>	1 658	8.4	1 836	8.8	1 744	8.7	1 749	8.7
<b>6</b>	960 <sup>(b)</sup>	8.5	1 683	8.4	1 790	8.7	1 765	8.8
<b>7</b>	1 610	8.2	971 <sup>(b)</sup>	8.9	1 606	9.0	1 785	9.7
<b>Primary Sub-totals <sup>(c)</sup></b>	<b>14 569</b>	<b>8.6</b>	<b>14 982</b>	<b>8.7</b>	<b>15 712</b>	<b>8.7</b>	<b>16 288</b>	<b>8.8</b>
<b>8</b>	1 467	8.7	1 464	8.8	817 <sup>(b)</sup>	8.9	1 427	8.9
<b>9</b>	1 514	8.8	1 530	8.9	1 456	8.6	831 <sup>(b)</sup>	8.7
<b>10</b>	1 483	8.4	1 478	8.4	1 403	8.1	1 393	8.1
<b>11</b>	1 371	7.6	1 474	7.8	1 333	7.2	1 274	6.9
<b>12</b>	767	5.7	794	5.8	805	5.6	745	5.4
<b>Secondary Sub-totals <sup>(c)</sup></b>	<b>6 602</b>	<b>7.9</b>	<b>6 755</b>	<b>8.0</b>	<b>5 824</b>	<b>7.6</b>	<b>5 680</b>	<b>7.5</b>
<b>Grand totals</b>	<b>21 171</b>	<b>8.4</b>	<b>21 737</b>	<b>8.5</b>	<b>21 536</b>	<b>8.4</b>	<b>21 968</b>	<b>8.5</b>

(a) First semester census.

(b) Half cohort.

(c) Includes ungraded students.

Source: *Evaluation and Accountability*

While there is continuing focus on closing the performance gap between Aboriginal and non-Aboriginal students, measures of participation in schooling, retention and achievement reflect the continuing relative disadvantage of Aboriginal students.

In 2010, the average attendance rate in the primary years (Years 1–7) for Aboriginal students was 82.6% compared with 93.9% for non-Aboriginal students. In the secondary years (Years 8–12) the average attendance rate for Aboriginal students was 65.8% compared with 88.9% for non-Aboriginal students.

The retention rates for Aboriginal students continue to be low, although retention to senior school has improved since the change to the school leaving age. In 2010, 86.7% of Year 8 Aboriginal students stayed at school until the end of Year 10 (compared with 90.6% in 2009), 72.4% to Year 11 (compared with 81.3% in 2009) and 39.3% stayed to Year 12 (compared with 37.5% in 2009).

In Semester 2 2010, of the 598 Aboriginal students in Year 12, 302 met the requirements for a Year 12 certificate, up from 241 in 2009.

## Support for the transition to school

### **Aboriginal Kindergartens**

To be eligible for Kindergarten enrolment in a given school year, children must turn four on or before 30 June in that year. All age-eligible children are guaranteed placement in a Kindergarten program at a public school at minimal cost. In 2010, 28 designated Aboriginal Kindergartens located in public schools offered programs with a focus on Aboriginal culture, language and learning styles. Of the 28 Aboriginal Kindergartens, 15 were in districts that implemented an increase in the Kindergarten program from 11 to 15 hours through the Universal Access initiative.

Parents/carers of Aboriginal children may choose a Kindergarten program at a public school or in an Aboriginal Kindergarten. In 2010, of the 1885 Aboriginal students enrolled in Kindergartens in public schools (Semester 2 census), 639 were enrolled in Aboriginal Kindergartens. Aboriginal children turning four before the end of the year may participate in Kindergarten programs at Aboriginal Kindergartens or remote community schools where places are available within existing resources. These children complete two years of Kindergarten. In 2010, 194 Aboriginal children who turned four by the end of the year participated in a Kindergarten program at a designated Aboriginal Kindergarten or remote community school.

### ***Indigenous Early Childhood Initiative***

In 2010, support for increased participation and readiness of Aboriginal children for formal education was provided through the following:

- A range of Western Australian online teaching resources was developed for use with Aboriginal early childhood students to explicitly teach Standard Australian English and to better prepare them for school (13 integrated programs of work and 85 individual teaching and learning programs were trialled in schools with a high Aboriginal population across 13 districts and were subsequently made available online for all teachers).
- Speech and language leaders were appointed to 28 schools (21 schools were allocated 0.2 FTE each, six were allocated 0.1 FTE each and one was allocated 0.4 FTE), identified as having the highest need, to support the national Language Guarantee that all Aboriginal students have access to speech and language services. An additional two support officers for speech and language were placed across four Language Development Centres. Also, additional speech and language support officers (6.8 FTE) provided professional learning and advice to teachers of Aboriginal students across districts.

### **Support for literacy and numeracy**

#### ***Aboriginal Literacy Strategy***

Thirty-seven schools in the Kimberley, Pilbara, Midwest and Goldfields education regions received Aboriginal Literacy Strategy funding. The strategy focuses on consistency and sustainability to counteract negative effects of student absenteeism, mobility and changes to staff. The implementation of a structured daily literacy session is a central aspect of the strategy. Resource allocations are paid directly to schools, giving them the flexibility to address local needs.

The strategy takes account of the unique linguistic and cultural backgrounds of Aboriginal students. In particular, the strategy encourages:

- strong school leadership of a whole-school approach;
- monitoring of student performance using the English as a Second Language/English as a Second Dialect (ESL/ESD) Progress Map;
- the implementation of a structured, two-hour literacy block using evidence-based strategies; and
- teachers and Aboriginal and Islander Education Officers working in a bicultural partnership to improve literacy standards.

#### ***English as a Second Language/Indigenous Language Speaking Students***

In 2010, the Aboriginal Language Speaking Students Program (formerly the Indigenous Literacy Language Speaking Students Program) delivered intensive Standard Australian English tuition to 507 students in 58 schools, with 303 students having their English language skills assessed at the completion of their tuition.

The ESL/ESD Progress Map is used as a monitoring, assessment and reporting tool for students in the program and provides useful student progress data.

### **Aboriginal Tutorial Assistance Scheme**

The Aboriginal Tutorial Assistance Scheme provides supplementary tutorial assistance for Aboriginal students in public schools. In the primary and lower secondary years, the Scheme targets students identified as performing below national minimum standards in NAPLAN testing. Individual and/or small group tuition in literacy and/or numeracy is provided for students in Years 4 and 6, Years 8 to 10 and also for those senior secondary students engaged in non-tertiary-bound courses. For senior secondary students undertaking studies for tertiary entrance, tuition can be accessed in subject-specific areas.

In 2010, a total of 2204 students and 113.9 FTE staff at 162 schools participated in the program in the primary and lower secondary years. There were approximately 82 000 hours of tuition allocated to senior secondary students across 48 schools which was available to be accessed over a 33-week period.

In 2010, feedback obtained during professional learning, school visits and performance reporting periods indicated that the program is valued by participating schools. In addition, analysis of 2009 literacy and numeracy data using pre-test and post-test information indicated that, in general, the performance of Years 4 and 6 students showed improvements in the areas assessed.

### **Support for participation and achievement**

#### ***Follow the Dream: Partnerships for Success***

Follow the Dream: Partnerships for Success is a voluntary program that provides additional individualised case management, support and tuition to high achieving Aboriginal secondary school students to help them maintain their excellent school results and achieve university entry. The program is well supported by private industry sponsors, providing a rich array of leadership development and post-school opportunities for the students in the program. The program was the 2006 winner of the Premier's Awards for Excellence in Public Sector Management in the Regional Development category. An independent evaluation of the program by Edith Cowan University in 2009 endorsed its effectiveness.

In 2010, activities and achievements associated with the program included the following:

- The program operated at 24 public schools throughout the State, providing assistance to almost 700 students in Years 7–12.
- Students in the program accounted for 50% of Aboriginal students in Western Australian public schools who achieved an Australian Tertiary Admission Rank.
- An outreach program continued to operate, in partnership with the University of Western Australia, providing support for metropolitan students who would not otherwise have been able to access the program.
- Follow the Dream students were selected for various programs and awards, including the male and female winners of the 2010 Year 12 Outstanding Aboriginal Student of the Year awards.

#### ***Aboriginal Education Awards of Achievement***

The Aboriginal Education Awards of Achievement promote a positive image of Aboriginal education, both within the school and broader communities, and acknowledges the achievements of teachers, schools and community groups in improving the educational outcomes for Aboriginal students. In 2010, 58 nominations were received.

In 2011, work began on revising the awards to reflect priorities of national and Western Australian education plans and to align the Western Australian awards with new national education awards.

#### ***Aboriginal Perspectives Across the Curriculum***

The Aboriginal Perspectives Across the Curriculum Online Resource Project aims to broaden and deepen students' and teachers' understanding of Aboriginal cultures and ways of being. The project has enabled approximately 300 lessons to be written and made available online. Lessons are currently being reviewed to align with the Australian Curriculum.

### **Support for school leadership**

#### ***Dare to Lead***

Dare to Lead is a shared initiative between the Department and Principals Australia (formerly the Australian Principals Association Professional Development Council) with a focus on improving educational outcomes for Aboriginal students. It offers school leaders a variety of professional development opportunities and a range of specifically designed resources.

The project is based upon networks of schools (action areas) led by local principals. There are 20 action areas covering the entire State, with 18 of these coordinated by public school principals. Sixty-eight per cent of public schools currently participate in Dare to Lead. Professional development was delivered to 530 staff in action areas, including Aboriginal and Islander Education Officers and staff from other professional associations.

The Remote Schools Executive Support Program continued operation. The purpose of the program is to support schools in reviewing their performance with a view to improving educational provision for Aboriginal students. To assist with this, a principal from another school independently assesses the performance of the school and develops a profile of the school. In 2010, 20 collegial snapshots of schools were completed.

#### ***Leading from the Front***

Leading from the Front is a shared initiative between the Department and the Western Australian Primary Principals' Association. It is accredited training that builds the capacity of principals to provide leadership in improving the outcomes of Aboriginal students.

Forums focused on current educational thinking and practice in relation to Aboriginal education and ways of improving outcomes for Aboriginal students. Action research was an important aspect of the professional development where principals developed, implemented and monitored approaches to Aboriginal education in their schools. Principals also had the opportunity to hear participants from previous years report on the progress of their research.

The program was redesigned in 2010 to enable easier access for participants and focused on early childhood and whole-of-school planning within an Aboriginal context.

### **Support for parent and community involvement**

The Department continued to actively promote and support the development of formal partnership agreements between schools and their local Aboriginal communities. School-community partnership agreements have been finalised in 19 public schools, and negotiations have commenced in an additional 79 public schools. The agreements are designed to enhance the school readiness, attendance and achievement of Aboriginal students by enabling Aboriginal parents and caregivers to have greater involvement in school decision making and the education of their children.

### **Students for whom English is a Second Language or Second Dialect**

The Department provides specialist English as a Second Language/English as a Second Dialect (ESL/ESD) programs for students newly arrived in the country, or those born in Australia who speak a language or dialect other than Standard Australian English. In Semester 2 2010, 629 newly-arrived, non-humanitarian migrant students and 694 newly arrived humanitarian migrant students were enrolled in intensive English programs.

In 2010, ESL/ESD programs operated in 118 schools to develop Standard Australian English and enable students to access the mainstream curriculum. Programs included 14 Intensive English Centres, visiting teachers, 104 support and cell programs at local primary and secondary schools, the Country Float and the ESL/ESD Resource Centre. Specialist programs supported 7729 students through local schools.

The Department employed Ethnic Education Assistants to provide first language and cultural support for newly-arrived ESL students in ESL/ESD programs.

The students' level of English language competence and the time spent in Australia determines the nature of ESL/ESD support provided. Eligible new arrivals with intensive English language needs, living in the metropolitan area, were assisted through Intensive English Centres in the Canning, Swan, Fremantle-Peel and West Coast education districts. The centres cater for primary and secondary students including humanitarian and migrant entrants. Newly arrived students in regional schools are supported through the Country Float, which provides for specialist staff and/or resource allocations.

In 2010, 5532 ESL/ESD students on temporary Visa Subclass 457 were enrolled in public schools, with many identified as having ESL/ESD needs. In Term 4 2010, they were able to participate in Intensive English Centre programs as additional capacity was created.

The ESL Resource Centre provided ESL/ESD specialist teaching resources and professional learning opportunities across the State. To promote the development of Standard Australian English language competency, 535 teachers borrowed 24 000 resources over 3646 visits.

### **Education of gifted and talented students**

The Department is committed to the special learning needs of gifted and talented students, through the identification of students with exceptional abilities, the provision of quality learning experiences for students, and the monitoring of student attainments.

The identification of students for participation in Gifted and Talented Primary Extension and Challenge (PEAC) programs took place in the second half of 2010 through centrally coordinated statewide assessment of Year 4 students. PEAC provides part-time withdrawal programs through regions, enabling like-minded students of similar ability from different primary schools to develop their inquiry and thinking skills. Parents across Western Australia show strong support for PEAC.

Selection of students to Gifted and Talented secondary Academic, Arts and Languages programs is attracting increasing interest from parents and growing numbers of applicants.

In 2010, more than 3500 applicants sought secondary placement in one of the 22 programs or schools and, by the end of the selective entrance process, more than 1100 students had gained places.

During 2011, Perth Modern School celebrates its centenary and becomes Western Australia's only fully selective academic school, with students in Years 8–12 chosen on their academic capabilities.

The first students have applied to the new Gifted and Talented program at Bunbury Senior High School and will sit the selection tests in 2011 for placement to Year 8 in 2013. Bunbury Senior High School is the first secondary school outside the metropolitan area to host a Gifted and Talented selective academic program in Mathematics/Science and Humanities.

### **Low socioeconomic status school communities**

A total of 103 public schools with 23 400 students (8800 Aboriginal students) will receive funding through the Low Socio-Economic Status School Communities National Partnership from 2010–2015.

Public schools are allocated funds over four years to explore innovative practices aimed at improving outcomes for students. Since January 2010, 62 schools have participated.

The agreement aims to address the complex and interconnected challenges facing students in disadvantaged communities and to improve student engagement, educational attainment and wellbeing in participating schools. Schools have been encouraged to focus on improving external partnerships with parents, other schools, businesses and communities and the provision of access to extended services.

Participating schools are undertaking activities that focus on the implementation of strategies in the early years (0–4 years), innovation and flexibility of school operational arrangements, the establishment of extended services with community groups, improved engagement of parents and the community with the school, and improved literacy and numeracy outcomes for students.

The Extended Service Schools Pathfinders Project Strategy, specific to Western Australia, will monitor schools that have chosen to establish or enhance provision of extended services. A forum in October 2010 assisted the formation of a network to share successful practice and to foster links, within the Department and between external groups, to support extended service school programs.

### Geographically isolated students

#### National Collaboration Projects

In April 2009, the then Ministerial Council for Education, Employment, Training and Youth Affairs (now the Ministerial Council for Education, Early Childhood Development and Youth Affairs) agreed to national collaboration across jurisdictions to design, develop and implement reform strategies in six major reform areas identified through the Smarter Schools National Partnership process. These included strategies to support education delivery in small and remote schools.

Western Australia has been the lead jurisdiction for the Extended Service School Models Project and shares leadership for the Innovative Strategies for Small and Remote Schools Project with South Australia. The investment from the Commonwealth Government aimed to assist jurisdictions to identify strategies that address the challenges in implementing extended service school models and the particular complexities that small and remote schools face. Literature reviews for both projects are available at the Department's Partnership Schools website (<http://det.wa.edu.au/partnershipschools>).

#### Schools of Isolated and Distance Education

The [Schools of Isolated and Distance Education](#) (SIDE) is the centre for distance learning for the Department. SIDE provides a high quality education to students who, for various reasons, are unable to attend regular schools or access a sufficiently broad curriculum. SIDE consists of a Primary (K–7) school and a Secondary (8–12) school, both of which operate from the Leederville campus.

Distance education for K–7 students is also provided by the Schools of the Air (SOTAs) located in Kalgoorlie, Port Hedland, Geraldton, Carnarvon and Derby.

SIDE offers the same educational opportunities as most primary and secondary schools, including support for students with disabilities, students with learning difficulties, and gifted and talented students.

In Semester 1 2011, there were 446 full-time and 50 part-time students enrolled in Years K–12 at the Leederville campus. In 2010, in addition to those students who enrolled at SIDE as their home school, some 3000 other students accessed SIDE services. The SOTAs provided distance education to a further 210 pre-compulsory and primary students.

Increasingly SIDE makes use of information communication technologies and is continually improving its communication facilities to deliver educational programs that focus strongly on supporting student learning. Two core platforms for curriculum delivery (Moodle and Centra) were used to enable online delivery of curriculum. A greater proportion of SIDE students now receive and return their learning materials in electronic form, and new WestOne materials for SIDE are developed in a format for use either electronically or in print.

Online, real time lessons, accessed via the Department's portal, were provided using the Centra web-conferencing software. Centra allowed teachers and students to interact in a similar manner to regular face to face classrooms. All SIDE teachers were trained or undertook further professional development in the use of web conferencing using Centra software. On average, 2000 lessons were delivered each month.

In 2010, SIDE teachers facilitated the English as an Additional Language/Dialect Stage 2 and 3 oral examinations for 1500 students in eight South-East Asian schools for the Curriculum Council. Centra was used to connect examiners in Perth with the overseas students. These teachers also collaborated with several new local school clusters to share expertise and provide training.

SIDE used the new learning management system Moodle, which is an open source product that allows teachers to build online courses anywhere at any time. By the end of 2010, 2500 students and teachers were enrolled across 375 different courses. The online content used by teachers was primarily developed by WestOne Services, supplemented by resources developed or sourced by SIDE teachers. As part of SIDE's drive to greater online curriculum delivery, an increasing number of curriculum materials were developed in-house.

Full-time, school-aged, geographically isolated students were eligible to receive a satellite-based Internet service and computer from the Department, enabling them to join other students in online activities.

An extensive professional learning program continued to ensure that teachers were well prepared to teach and manage students in an online environment. The Online Teaching Capabilities Framework, a revision of the Online Instructor Competencies, was published. The framework takes into account the improvements in technology that have changed the nature of the role of teachers of distance education.

### Instrumental Music School Service

The service contributes to the delivery of the total music curriculum to students in Years 3–12 by working with regions, school clusters and individual schools.

During the year the service achieved the following:

- An instrumental music program was provided for more than 14 300 students, enrolled in more than 470 public schools across the State. Students were also given the opportunity for extension work through 330 ensembles.
- A series of specific instrumental workshops were held for primary students which included band and orchestra workshops.
- Several thousand, mostly secondary, students were involved in the instrumental festivals held for bands, orchestras, guitar ensembles, choirs and jazz groups.
- The service was engaged by the Department of State Development to select and prepare a combined schools jazz band to perform at the Shanghai World Expo 2010. Students from both public and private schools were auditioned. The band, made up of nine musicians, and their director were well received wherever they performed.
- The service continued to provide instrumental lessons online (using Centra software). Schools in the South West continued with online instruction and the flexibility of the program allowed for simultaneous instruction at more than one site.
- The service has expanded to incorporate beginner classes in some schools at Year 5 level for wind, brass and classical guitar.
- Two coordinators, one in the Bunbury/Busselton area and one in the Albany area have assisted in the delivery of the service to their areas.

Table 40: Student enrolments, Instrumental Music School Service, by level of education, 2007–2011

Level of education	2007	2008	2009	2010	2011
Primary (Years 3–7)	8 047	6 968	7 375	8 247	8 017
Lower secondary (Years 8–10)	5 813	5 874	5 842	5 046	4 889
Senior secondary (Years 11 and 12)	1 260	1 251	1 346	1 436	1 464
<b>Total</b>	<b>15 120</b>	<b>14 093</b>	<b>14 554</b>	<b>14 729</b>	<b>14 370</b>

Source: Instrumental Music School Service

## System support services

### Quality assurance

The Department maintains a wide range of quality assurance measures. These include an internal audit function, procedures for measuring and reporting student performance, system-level quality assurance processes and controls, a school improvement and accountability framework, and an internal evaluation unit.

### Audit and risk management

The Department has systemic strategies for dealing with the various forms of risk that face a complex organisation, ranging from physical risks associated with storms, fires, floods and terrorist activities; to financial risks associated with theft, forgery and fraud; to information risks associated with data security and computer failures. In addition, schools' risk management strategies relate primarily to the care of students.

In 2010–11, the Department conducted a series of risk management information sessions and workshops for principals and deputies throughout the State.

The Department's audit function provides a systematic, disciplined approach by which risk management, control and governance processes are evaluated and improved. The Department manages three core audit programs: schools, business systems and information systems audits.

The school audit program provides independent assurance on the efficacy of compliance with internal control requirements within the financial and administration systems of schools, and contributes to system improvements. The program also assists in identifying efficiencies, enabling resources to be used more effectively in the delivery of education. During the year staff audited 166 schools, of which two were Independent Public Schools. Eighteen schools underwent follow-up audits and 568 schools submitted Control Self Assessment Surveys.

Ten business systems audits were completed during the year, encompassing assurance, compliance and management requests. Business systems audits are targeted at a strategic level and contribute to improved governance.

Information system audits provide assurance that the Department's information systems are safeguarding assets, maintaining data integrity, and operating effectively. Ten information systems audits were completed.

### Policy frameworks

The Department is responsible for ensuring that procedures for decision making are transparent, that policies are aligned with its operational and legal needs and that these policies and procedures are presented in a consistent format.

The Department's Policies website is the definitive online repository for all Department policies. All policies relating to school education, school staff, school communities and VET in Schools are accessible through this website ([www.det.wa.edu.au/policies](http://www.det.wa.edu.au/policies)).

### Research

All external parties wanting to conduct research on Department sites are required to submit a detailed application for approval before contacting schools to be involved. In 2010–11, 128 applications were received.

Researchers are required to provide the Department with a copy of their completed research report. These reports are disseminated to relevant sections of the Department to enable information to be used in strategic planning and decision making.

## Ministerial services

During 2010–11, the Department provided support and liaison services for the Office of the Minister for Education.

The Department ensured that responses to ministerial correspondence, briefing requests, parliamentary questions and Cabinet requests were accurate and provided in a timely manner. It also identified issues and trends from correspondence, updated current issues and provided relevant training to Department staff.

**Table 41: Ministerial requests processed by the Department of Education, 2008–09 to 2010–11** <sup>(a)</sup>

Type	2008–09 <sup>(b)</sup>	2009–10	2010–11
Letters	2 423	2 448	2 089
Briefing notes/advice	959	1 036	989
Answers to parliamentary questions	439	317	412
Cabinet comments	88	77	61
Current issues reports	14	8	8 <sup>(c)</sup>
<b>Totals</b>	<b>3 923</b>	<b>3 886</b>	<b>3 559</b>
Percentages processed on time	62	76	85

(a) Figures include requests to the former Department of Education and Training in relation to the both the Education and Training portfolios, prior to the establishment of the Department of Training and Workforce Development on 30 October 2009.

(b) The caretaker period and change of government in 2008 impacted on the number and type of requests and the percentage of requests processed on time.

(c) Current issues reports for 2010–11 each contain, on average, 60 individual briefings.

*Source: Ministerial Services*

## Corporate communications and marketing

During the year work continued with school leaders and staff to build the brand and reputation of their schools, and contribute to building the brand of public education.

This was achieved through presentations at conferences and workshops for staff completing the Certificate IV in Business, Diploma of Management and Licence to Leadership programs; for principals of Independent Public Schools; for clusters of schools and collegiate groups; and individual schools. Schools were supported in developing marketing plans, updating school logos and developing publications.

Campaigns for pre-compulsory schooling, attendance, Specialist Programs and Gifted and Talented Programs; publications to help parents support their children at school; publications and communications to staff; and awards for staff and schools were implemented throughout the year.

A news website went live in July 2010 with details of school, student and staff achievements, as well as critical issues such as school closures due to floods and fires. Over the 12 months, there were nearly 38 000 unique visits to the site.

School and regional staff were supported to respond to media queries and requests for information. The Department recorded 1670 enquiries, compared with 1865 last year. The higher number last year was related directly to the March 2010 storm and other natural disasters. Student behaviour, critical incidents and capital works continued to dominate enquiries.

## Financial services and support

The Department provides advice, support and training to schools in the areas of financial governance accountability, financial and asset management, tax administration, accounting operations and compliance requirements.

In collaboration with relevant stakeholders, the Department assists implementation of the Independent Public Schools initiative by identifying flexible financial practices, providing support in the management of the one-line budget, conducting induction programs, and reviewing support provided to intake schools.

To enable all schools to gain greater financial autonomy, the Department started updating financial policy, procedures and processes to suit local school needs. Financial professional development and training modules are also being updated. In Semester 1 2011, 83 professional development sessions were offered across the State compared with 36 in Semester 2 2010.

## Information and communication technologies

The Department's investment in computers, communication networks and software is accompanied by initiatives to improve teachers' ICT skills and their ability to use ICT to enhance students' learning

### Information and communication technologies in public schools



The National Secondary Schools Computer Fund (NSSCF), established under the Commonwealth Government's Digital Education Revolution, has provided students in Years 9–12 with improved access to new computers and upgraded ICT. The first stage of the project has been completed, with the 187 participating schools reaching the target of one computer for every two students. A further 41 schools have been added to the program, with all 228 schools required to achieve a target of one computer for every student by 31 December 2011.

A significantly upgraded Standard Operating Environment (SOE) is being rolled out to schools participating in the NSSCF and to Learning with ICT schools to provide greater operability and independence at the school level. In 2010, the upgraded SOE was deployed to 75 schools with rollout extended to remaining NSSCF schools in 2011.

The Online Curriculum Services Project provides services and tools to support teachers to use ICT as an integral part of teaching and learning. Services include the Online Teaching and Learning System (OTLS) and the Online Professional Learning (OPL) system. In 2010–11, OTLS and OPL supported the use of ICT in schools through:

- enhanced functionality to ensure services continue to meet the needs of teachers and students, including sharing information with other Department systems;
- system and process enhancements for improved service availability and support to teachers and students;
- technical support for the 346 schools, 4393 teachers and 16 607 students who used OTLS;
- preparation work in 80 additional schools to support the ongoing rollout of OTLS, including site-specific technical audits and network status reports; and
- technical support for online professional development courses.

Reporting to Parents software has been released to all public schools for use in the Semester 1 2011 reporting period. This software replaces the School Information System (SIS) Curriculum Manager module and the SIS Remote Reporting software.

Other ICT projects in schools included the following:

- Approximately 13 700 computers are currently leased under the Notebooks for Teachers Program. Under lease arrangements, 5159 notebooks were replaced in 2010–11.
- Support was provided to implement the Central Schools system which became operational in Semester 1 of 2011. The system supports the Tri-Border Attendance Strategy which tracks the attendance, enrolments and academic achievement of students in the border regions of Western Australia, Northern Territory and South Australia. In addition, the Schools' Interoperability Framework was trialled which allows data from different systems to be uploaded to a central server.
- The Schools of Isolated and Distance Education (SIDE) Online Enrolments system was released to schools in Semester 1 2011. This system allows schools to view SIDE subject offerings and enrol students online, providing a significant reduction in administrative effort within schools and in SIDE.
- To support the implementation of on-entry assessment for Pre-primary students, an on-entry assessment system was re-written for use in Western Australian public schools and released in Semester 2 2010.
- Work began on the automation of the Department's student census process which will reduce the workload for schools to supply student enrolment data and provide a more up-to-date view of student enrolments. The automated system is scheduled for release in Semester 2 2011.
- The Learning with ICT Project schools continued to receive ongoing technical support and funding for scheduled computer fleet replacement every four years, with critical school infrastructure replacement every five years.
- The 2010 Computer Census used a custom-designed web application to collect data from public schools and reported that 71 773 computers were used for learning and teaching: approximately one for every 2.2 students. Of these, 16 835 are due for replacement as they are more than four years old. There were 12 771 computers used for administrative purposes in central office, regional education offices and public schools.

### Technical support

Central technical support is provided for more than 65 000 workstations and file servers, and approximately 13 700 notebook computers supplied under the Notebooks for Teachers Program.

Two hundred and twenty-one (221) schools receive central technical support for centrally managed network devices and computers. In all other public schools, central technical support is provided to devices attached to the administration networks in schools.

During 2010–11, the ICT Customer Service Centre received more than 180 000 calls from staff in schools, colleges, district offices and central office. Almost 70% of calls were resolved at the first point of contact.

Ninety per cent of survey item responses from both of the Customer Satisfaction Surveys undertaken in the life of the contract have rated the service as satisfactory or better. The ICT Customer Service Centre was selected as a finalist in the Service Delivery and Training category of the prestigious 2010 WA Information Technology and Telecommunication Awards.

### ICT contracts and contract management

The Department currently manages 76 ICT contracts with a combined contract value of almost \$813 million. In 2010–11, 16 contracts were established with a combined contract value of \$35.9 million.

Overview and individual training was provided to contract managers on the new features and enhancements made to the Contract Management System. The system includes sections addressing Issues and Risks.

Major purchases in 2010–11 included:

- 10 967 desktops at a cost of more than \$10 million;
- 1892 notebooks (Intel or equivalent) at a cost of more than \$2.1 million; and
- 168 servers at a cost of \$0.9 million.

### Human resources and financial management systems

In 2010–11, the Department provided system administration, maintenance, user support and development of the Human Resource and Financial Management Information Systems which provides services to agencies in the education and training cluster. This included substantial work to accommodate the requirements of the new regional structure, effective from 1 January 2011.

Electronic advices for commencements, movements, variations and terminations with the Human Resource and Management Information System were implemented in November 2010.

### Training-related business systems

Work continued on the separation of the systems associated with the Department of Training and Workforce Development (DTWD) from the ICT network of the Department of Education. A separate Data Centre facility for DTWD is being developed within the Department of Education's Data Centre.

### WestOne Services

WestOne Services ([www.westone.wa.gov.au](http://www.westone.wa.gov.au)), through a service-level agreement with the Department of Education, delivers high quality online and print resources to support teachers of Years K–12. These include:

- curriculum resource content development;
- curriculum resource multi-media development;
- specific services to the Schools of Isolated and Distance Education (SIDE), including warehousing, product development and supply;
- cataloguing and evaluation of curriculum materials; and
- intellectual property management, including copyright and statutory licences.

### Products and Services

WestOne Services provides quality assured, innovative learning and teaching resources to enable staff to deliver exceptional learning experiences. A key feature of the online resources is their ability to be edited to allow teachers to customise the content and learning activities to suit their audience.

The delivery of products and services in 2010–11 included the following:

- Online lower secondary resources were mapped to the Australian Curriculum in English, History and Visual Arts. Twenty-five senior secondary learning and teaching resources were completed across six learning areas.
- Five online and 14 print resources were produced to support middle primary teachers.
- Efficiency gains in the development of online and print resources increased productivity and resulted in the timely delivery of resources to SIDE.
- Mathematics print resources, mapped to the Australian Curriculum for Middle and Early Childhood Education teachers, were developed.
- Ongoing liaison took place with the Curriculum Council and Department of Education staff for feedback to ensure the high quality of curriculum resources.

Schools were supported in the selection, purchase, organisation and access to curriculum resources for students in Years K–12.

In 2010–11, reviews for 2233 physical resources were completed and published in the Resource Bank and integrated into the Department's online resources database. These resources were also disseminated through the print publications of Fiction Focus and Primary Focus.

Catalogue records for use in school libraries were created for 16 137 curriculum resources and metadata for 499 online curriculum resources were assigned and the resources integrated into the Department's Resources Online. Four hundred and seventy (470) learning resources have been replaced with corrected or revised content. The integration of resources from The Learning Federation and the Curriculum Materials Information Services Resource Bank into the Department's Resources Online was also facilitated. There were 101 learning resources uploaded into the shared national database. Maintenance and development of national standards for cataloguing and metadata were ongoing.

### Intellectual property

WestOne manages intellectual property on behalf of the Department to ensure the intellectual property of third parties is used responsibly.

Teachers and support staff generate intellectual property for the Department while also using a wide range of copyrighted works such as text from books, music, software, vision and artworks. WestOne manages professional development relating to the use of intellectual property to limit the costs related to copying under the Statutory Licence Agreements and to foster best practice.

In 2010, WestOne provided support and advice in relation to intellectual property contractual arrangements and policy positions. Practical assistance was also provided to school staff through a range of activities including the presentation of 16 intellectual property and copyright workshops statewide.

Seven public schools were involved in an electronic use copyright survey to determine what resources were being copied electronically for educational purposes and how much was copied. This included the copying of material from websites. All teachers in these schools were legally bound to participate in the survey, which lasted for four weeks. The Copyright Agency Limited received the survey data and used this to remunerate the creators and owners of websites for the use of their work in schools.

In 2010, the Department paid \$5.33 million in copyright costs on behalf of public schools. Of this amount, \$5.22 million was paid to collecting agencies under statutory licences, to reproduce copyright material for educational purposes. The Roadshow Non-Theatrical ('Roadshow') licence was purchased for the first time in 2010 to enable schools to legally screen films on bus excursions, camps and for rainy-day activities at lunchtime.

**Table 42: Payments made by the Department for copying materials under statutory and voluntary licences, 2010**

Agency	\$
CAL	3 743 050
APRA	59 643
AMCOS	167 268
AMCOS/ARIA	131 267
Screenrights	1 115 897
Minter Ellison	15 191
Survey costs	6 179
Roadshow	91 817
<b>Total</b>	<b>5 330 312</b>

Source: WestOne Services

## Asset services

### Strategic school site planning

The planning and development of new residential subdivisions in the Perth metropolitan area and major country centres has been steady over the past 12 months with a slight drop off in activity towards the end of the financial year. The long term strategic planning for new major urban areas has continued in line with the Department of Planning's strategic framework *Directions 2031 and Beyond: Metropolitan planning beyond the horizon*, which forecasts the population of the Perth metropolitan area to grow to at least 2.2 million by 2031. This significant population growth of more than half a million people will require the planning and development of a number of public school sites. The Department is working closely with local governments in the growth corridors and the Department of Planning on the planning for these school sites.

The Department worked closely with local governments, the Western Australian Local Government Authority and the Department of Sport and Recreation to maximise the shared use of educational facilities with the community in new residential developments. The Department has liaised with the City of Wanneroo and the City of Swan to set up coordination groups to plan the provision of shared facilities, and to provide a forum for the resolution of any issues regarding the operation of shared use agreements.

The Department is further developing its due diligence processes to ensure that school sites identified in the structure planning process meet the Department's site planning and environmental criteria. These processes have enabled the Department to identify and address site problems early in the planning process and therefore avoid potentially costly site issues at the school construction stage.

### Building maintenance

The Department has one of the largest asset portfolios within the government sector and currently operates 771 schools across the State. The value of the Department's asset portfolio is \$8.9 billion comprising a land value of \$3.2 billion and a depreciated replacement value for buildings of \$5.7 billion.

Given the size of the portfolio, maintenance costs are significant and, with an ageing building stock, costs continue to rise. The implementation of the Commonwealth Government's Building the Education Revolution – National School Pride Program has afforded all schools the opportunity to address priority maintenance items.

### School cleaning

Government policy requires that public schools use day labour cleaning with staff employed directly by the schools. In the metropolitan area, contract cleaners are only used on a short-term or emergency basis where schools experience difficulties recruiting their own cleaners.

However, in some regional areas, labour costs for unskilled and semi-skilled workers are well above award rates. As the Department is unable to match the wages and employment benefits being paid in these areas, schools have difficulty in recruiting and retaining cleaners. In these circumstances, cleaning contracts of between 12 months and five years duration, including options to extend, have been put in place to ensure that hygiene standards are maintained and the health and safety of staff and students is not compromised.

### School gardening

Government policy requires that school gardening is undertaken by gardeners employed directly by schools. Until the beginning of 2011, the recruitment and retention of school gardeners was not a major problem.

However, in the Pilbara and Kimberley, problems faced by schools with respect to cleaning are now being experienced with gardening, and it has been necessary to employ contractors to maintain the grounds in some schools. The situation will be monitored, but there is a possibility that long-term gardening contracts will be required to ensure that school grounds are maintained to required standards.

### Asset security

Protection of some 800 worksites and their contents against theft, wilful damage and arson is a major concern for the Department. Continuous attention is given to improving the effectiveness of warning and detection systems and the patrols of contracted security services. Some local government security services also cooperate in monitoring the Department's sites.

In June 2011, 691 sites (including TAFE colleges) were protected by electronic security systems, compared with 687 in June 2010. Although TAFE colleges manage their own security, alarm systems at 51 TAFE sites were monitored by the Department's security services.

During 2010–11, there were 1883 break-ins reported to the Department, 4267 instances of wilful damage and 11 acts of arson.

A total of 186 people (141 in 2009–10) were apprehended while committing various offences against Department sites, after detection by intruder alarms or security staff. Total offences decreased by 41% and the cost of repairs and replacements decreased by 52% to \$5.6 million.

Intruder detection systems were upgraded at 17 public schools.

In addition to numerous day-to-day security improvements, major security audits were undertaken at three schools, bringing the number of such audits since 2000 to 47. Post-audit security improvements are customised to deal with site-specific risks. Improvements included fencing, electronic security, landscape management, lighting, procedural changes and education programs. In addition, the installation of closed circuit television systems at 10 schools and work on five pre-existing systems were funded as part of the risk management program.

School Watch encourages community awareness of threats to the security of local public schools and involves the use of a free-call number to report suspicious after-hours activity. During 2010–11, 2774 calls were received (3076 in 2009–10) and 1840 people were removed from Department sites (1918 in 2009–10).

### Sustainability

Sustainability is a focus of the design of new schools and the ongoing operation of facilities, with research into new technologies, methods and behaviours that promote more sustainable school communities. Advice is provided to schools on the viability of sustainability initiatives and their cost effectiveness.

In 2010–11, the Department continued to investigate and evaluate initiatives that promote efficiency in water and energy management and conservation:

- After the success of a trial of using wetting agents with fertilisers, this practice has been incorporated into the mowing contracts for schools.
- After an initial trial of using waterless urinals in schools, the Department concluded that costs exceeded the savings that may be realised. Schools with waterless urinals also found them to be difficult to keep clean in such a high use environment, and have asked to revert to flushing urinals as these are easier and cheaper to maintain.
- Use of high frequency generators to alleviate salinity problems with bore water was trialled at Safety Bay Senior High School and Bletchley Park Primary School. Despite some initial success with iron bacteria, problems with high salinity have not been addressed and the trials will be discontinued.
- Water moisture sensors for oval management, including the Intelliweb monitoring system were trialled in 12 schools. The major advantage of this web-based system is that it allows for diagnostic monitoring, reporting and control, but the costs associated with constant monitoring meant they are impractical in schools.
- The Department continued its commitment to the Cityswitch Green Office Program which supports the Perth Lord Mayor's drive to make offices in the central business district more sustainable.

- Pesticide, herbicide and fertiliser usage in schools is monitored to help reduce their potential impact on the environment, particularly in sensitive areas such as the coastal plains, river catchments, and potable water catchment areas.

### **Education and Training Shared Services Centre**

The Education and Training Shared Services Centre (ETSSC) provides strategic and transactional services in the areas of finance and human resources to the Department, the Department of Training and Workforce Development (DTWD), State Training Providers (formerly TAFE colleges), the Curriculum Council, Country High School Hostels Authority and the Department of Education Services. From 1 January 2011, the ETSSC provided services to the Vocational Training Education Centre now under the governance of DTWD.

On 1 October 2010, ETSSC operations were realigned along the two client streams, Education Agencies and Training Agencies, to better meet the needs of current and future client agencies.

Other key achievements in 2010–11 were:

- increased client and staff satisfaction as indicated by the results of surveys undertaken by ORIMA Research;
- the delivery of training to Independent Public Schools sites; and
- the implementation of electronic advices in the Department's human resource and management information system for vacancy management.