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Department of Education Annual Report 2010–11



Department of
Education





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Department of Education

Annual Report

2010–11



Statement of compliance

Hon Dr Elizabeth Constable MLA
Minister for Education
19th Floor, Governor Stirling Tower
197 St Georges Terrace
PERTH WA 6000

In accordance with Section 63 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the annual report of the Department of Education for the financial year ended 30 June 2011.

The report has been prepared in accordance with the provisions of the *Financial Management Act 2006*.



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

20 SEPTEMBER 2011

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Public school education in context

School education in this State is delivered primarily through the public school system and private schools (Catholic and independent schools). A very small proportion of children are home educated.

The compulsory education period for children in Western Australia is from the beginning of the year in which they turn six and a half years until the end of the year in which they turn 17 years; or until they satisfy the minimum requirements for graduation from secondary school.

Through the provision of alternative arrangements, students in Years 11 and 12 are required to participate full time in meaningful and flexible programs that suit their particular learning needs and interests. These include full-time or part-time schooling, vocational education and training, apprenticeships or traineeships, employment, full-time home education or combinations of these.

Under the *Curriculum Council Act 1997*, all schools and all home educators in Western Australia must deliver curriculum that is directed toward achievement of the learning outcomes described in the Curriculum Framework. These include outcomes that apply across all learning areas as well as the learning outcomes for the eight learning areas: The Arts, English, Health and Physical Education, Languages other than English, Mathematics, Science, Society and Environment, and Technology and Enterprise. The Curriculum Framework specifies what all students should know, understand, value and be able to do over the course of their schooling from Kindergarten to Year 12.

Years 11 and 12 students study newly developed and accredited Curriculum Council courses (www.curriculum.wa.edu.au) which have been implemented progressively since 2005. These courses prepare students for a range of alternatives beyond school, including university, vocational education and training, and employment. Students choose courses and programs that meet their post-schooling goals and contribute to their achievement of the Western Australian Certificate of Education (WACE).

Changes to the school starting age took effect in 2001 when only students whose fourth birthday fell on or before 30 June were eligible to enter Kindergarten programs. This created a half cohort of students that would move through primary schools from 2001 to 2009 and through secondary schools from 2010 to 2014.

The Department of Education has responsibility for providing public school education on behalf of the State Government. It also provides staff for community kindergartens and supports their operations through an annual operating grant.

Under the *School Education Act 1999*, the Department is also responsible for registering providers of home education and for evaluating the educational program and educational progress of each home-educated child. Information about home education, including access to government support, is available on the Department's website (www.det.wa.edu.au/education/homeeducation). In mid-Semester 1 2011, there were 1806 students registered to receive home education.

Tables 1, 2 and 3 provide information on enrolments in all Western Australian schools. In 2011, there were 1111 schools enrolling 398 385 students compared with 1110 schools enrolling 392 450 students in 2010.

Enrolments in public school education (public school and community kindergarten enrolments) represented 65.5% of all enrolments in school education; enrolments in private school education (private school and independent pre-school enrolments) represented 34.5% of all enrolments.

Table 1: Enrolments at Western Australian schools, 1997–2011 ^{(a) (b)}

Year	Public schools	Private schools	Community kindergartens	Independent pre-schools	Total
1997	255 085	93 701	3 848	515	353 149
1998	259 690	97 548	3 083	391	360 712
1999	266 046	100 586	2 952	370	369 954
2000	266 171	103 713	2 537	394	372 815
2001	258 170	105 306	1 219	488	365 183
2002	255 461	108 146	1 486	478	365 571
2003	251 636	110 652	1 563	528	364 379
2004	251 182	113 547	1 411	397	366 537
2005	250 712	116 647	1 328	321	369 008
2006	250 789	119 536	1 272	360	371 957
2007	252 029	122 887	1 180	329	376 425
2008	252 585	126 908	1 253	340	381 086
2009	256 900	130 907	1 232	333	389 372
2010	256 912	134 069	1 203	266	392 450
2011	259 940	137 170	1 073	202	398 385

(a) First semester census.

(b) From 2001, includes the half cohort.

Table 2: Western Australian schools and students, 2011 ^(a)

School type	Schools	Students			
		K and P	Years 1–7	Years 8–12	Total
Public					
Primary	540	40 074	128 134	446	168 654
District high	61	2 430	9 461	7 098	18 989
Secondary	102	244	1 210	66 546	68 000
Education support	67	703	1 804	1 344	3 851
Schools of Isolated and Distance Education	1	25	196	225	446
Totals	771	43 476	140 805	75 659	259 940
Private					
Primary	152	10 993	29 414	0	40 407
Primary-secondary ^(b)	134	6 799	33 938	51 844	92 581
Secondary ^(c)	19	0	0	4 182	4 182
Totals	305	17 792	63 352	56 026	137 170
Community kindergarten	30	1 073	0	0	1 073
Independent pre-school	5	202	0	0	202
Grand totals	1 111	62 543	204 157	131 685	398 385

(a) First semester census.

(b) Includes schools that classified Year 7 students as secondary students.

(c) Includes only those schools with Year 8 as the youngest cohort.

Table 3: Enrolments at Western Australian schools by gender and Indigenous status, 2011 ^(a)

Sector	All	Female	Male	Aboriginal
Public	259 940	125 240	134 700	21 968
Private	137 170	68 561	68 609	4 052
Community kindergarten	1 073	522	551	68
Independent pre-school	202	99	103	17
Totals	398 385	194 422	203 963	26 105

(a) First semester census.

Source: Evaluation and Accountability



Overview of the Department

Executive summary

From the Director General

I am once again pleased to introduce the annual report for the Department of Education.

During the year we took the next steps in implementing the WA Government's major reform agenda for public education and the empowerment of school communities. This was seen through the establishment of more Independent Public Schools, the creation of education regions and networks of schools, and the transfer of more resources and services to schools or closer to schools.



Strong support for Independent Public Schools

Independent Public Schools are already giving school communities an increased role in decisions about their schools. The strong and growing interest in this initiative means that more of our schools are harnessing the commitment, creativity and energy that exist within school communities.

In July 2010, 64 schools were announced as Independent Public Schools. Following a comprehensive transition program, they started the 2011 school year with increased autonomy and responsibility to make decisions best suited to the unique needs of their students. They joined 34 schools which had been operating as Independent Public Schools since the beginning of 2010.

Expressions of interest were called in February for a third intake and 196 schools put up their hands for consideration. An independent selection panel will make recommendations to me in the new financial year.

All schools get more flexibilities

As Independent Public Schools led the way in developing flexibilities, these flexibilities were rolled out to all schools. In May 2011, I announced a range of improvements and flexibilities in staffing processes, taking us away from a centralised approach. The changes gave all principals much greater capacity to select and appoint staff to meet the distinctive needs of their schools.

Network support for schools

To align with the focus on local decision making and empowerment of school communities, during the year we started implementing new ways of supporting schools.

Announced in September 2010, eight education regions across Western Australia replaced 14 education districts at the beginning of 2011. Regional Executive Directors were appointed as members of the Department's Corporate Executive. This provided more direct linkage between schools and the Director General through a flatter management structure. For country regions, it strengthened representation at the most senior decision making level of the Department.

To further support schools, networks were established to help schools collaborate and share ideas. They ensured our most accomplished principals and teachers had the capacity to extend their influence and knowledge. We are continuing to develop these vital support structures.

Essential support closer to schools

From the beginning of 2011, we progressively moved the majority of support services essential to schools – such as school psychologists, participation officers and curriculum support – from district offices to schools or networks of schools.

This gave principals and school staff greater capacity and flexibility to make decisions about how best to use these services and resources, and respond to local issues in ways that were relevant to their communities.

Expertise more accessible for schools

We also started work in 2011 to give schools easier access to expert advice and support in early childhood education; literacy and numeracy; English as a Second Language or Second Dialect; behaviour management; student disability including Deaf and Hard of Hearing; speech and language development; curriculum; and vocational education.

From 2012, we will bring these specialist services and resources together at the Padbury Senior High School site. These services currently operate from a number of different locations across the metropolitan area including central office. The move will enable professionals from different fields to work closely together to support schools and their students.

Australian Curriculum

Our highly successful model of Teacher Development Centres was extended during the year to help teachers implement the Australian Curriculum from 2012.

We began setting up Teacher Development Schools across the State, knowing that teachers benefit most from working with other expert and experienced teachers in classrooms rather than through centralised programs. They will provide support to teachers as they become familiar with the Australian Curriculum.

Successes of school students and staff

Virtually every week during the year we saw outstanding achievements of students, staff and schools. From our top Year 12 students winning both the Beazley Medals to our staff and schools being recognised in the WA Education Awards and other awards at State, national and international levels, they confirmed the strength and success of the public education system.

These – together with the achievements which happened each day for each student in each classroom – helped us build the strong public school system we committed to in Classroom First.

We moved on many fronts this year and I am aware that change is never easy. I would like to acknowledge the contribution of all staff, and pay tribute to our many volunteers and partners who worked with us. Thank you all for your commitment.

Sharyn O'Neill

The public school system in 2010–11

Purpose

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.

The *Plan for Public Schools 2008–2011* is a statement of the Department's commitment to ensuring that Western Australia has a high quality public school system, dedicated to improving learning outcomes. The Department is committed to achieving this purpose by pursuing the six objectives of the plan:

1. To make every student a successful student.
2. To have sound teaching in every classroom.
3. To ensure every public school is a good school.
4. To provide practical support for our teachers and support staff.
5. To deliver meaningful accountability.
6. To build public confidence in our schools.

Scope of public school education

The Department is responsible for the education of students in public schools across the State.

It employed more than 33 000 full-time equivalent (FTE) staff and delivered public schooling to some 260 000 students through the operation of 771 schools.

Public schools provide access to a comprehensive general education comprising pre-compulsory, primary and secondary schooling.

Education programs delivered by the Department are intended to ensure that all students have opportunities to develop the understandings, skills and attitudes relevant to their needs.

Public schools in Western Australia are largely non-selective. However, if there is a shortage of accommodation at a particular school, preference for enrolment is usually given to those students who live closest to it. Some schools offer specialised programs for which students must meet certain criteria for entry; for example, secondary schools that offer Gifted and Talented programs.

There are also additional specialised services, including the campuses of the Western Australian College of Agriculture, the Schools of Isolated and Distance Education, senior colleges and campuses, education support schools and centres, and language development centres.

Public schools play a major role in the education of Aboriginal students, students with disability, and students in regional and remote areas where it can be costly to provide services. Public schools enrolled 21 968 Aboriginal students, accounting for approximately 84% of all Aboriginal students enrolled in school education. They also enrolled approximately 75% of all students in regional and remote areas of Western Australia.

Implementation of the Independent Public Schools initiative continued with 98 Independent Public Schools now operating. These schools, while still part of the public school system and operating within relevant legislation and industrial agreements, have more autonomy and more control over their resources.

Planning for a strong public school system

The Director General's [Classroom First Strategy](#), with its goal of a strong public school system, has a clear focus on learning in classrooms and the job of teaching students. It directly targets improved instructional practice and acknowledges that schools are unique and may benefit from a more flexible approach to resourcing that better reflects local circumstances and needs. Plans and planning processes at school, regional and central levels support the achievement of a strong public school system.

The *Plan for Public Schools 2008–2011*, with objectives linked to Classroom First, sets out strategies for ensuring that all students achieve the highest possible standards of learning. Schools are expected, through their planning, to establish their own priorities to address the plan as well as the specific needs of their students and communities.

Focus 2010 and *Focus 2011* clarify for school staff the priorities for each year and the expectations of central and regional staff to support them. Raising standards in literacy and numeracy, strengthening early childhood education, improving student behaviour and attendance, supporting teachers and school leaders, and greater flexibility and autonomy for schools to address local needs were identified as priorities for both years.

To support greater flexibility and autonomy for schools, district-level service delivery has been realigned. From 2011, the 14 existing education districts have been replaced with eight education regions. Networks of schools within each region are being established to more directly support schools and to encourage schools to work together.

Public school enrolments

The following tables provide detailed information about the level and type of public school enrolments:

- Pre-compulsory students represented 16.7% of all enrolments; primary students, 54.2% and secondary students, 29.1%. Enrolments in public pre-compulsory programs represented about 70% of all pre-compulsory enrolments.
- Public schools were distributed across eight education regions with 73.6% of all public school students enrolled in schools in the two metropolitan education regions.
- Enrolments in pre-compulsory education were up by more than 1000 students for both Kindergarten (K) and Pre-primary (P).
- Student enrolments in the primary years were generally comparable to previous years.
- Student enrolments in the lower secondary years were generally comparable to previous years, with the exception of the half cohort in Year 9.

Table 4: Western Australian public schools and students by school type, by level of education, 2011 ^(a)

School type	Schools	Students			
		K and P	Primary	Secondary	Total
Primary	509	39 713	126 979	175	166 867
Remote community	26	309	997	271	1 577
District high	61	2 430	9 461	7 098	18 989
High and senior high	88	244	1 210	61 540	62 994
Senior colleges/campuses	9	0	0	4 498	4 498
Education support	67	703	1 804	1 344	3 851
WA College of Agriculture	5	0	0	508	508
Schools of Isolated and Distance Education	1	25	196	225	446
Schools of the Air	5	52	158	0	210
Totals	771	43 476	140 805	75 659	259 940

(a) First semester census.

Source: *Evaluation and Accountability*

Table 5: Western Australian public schools and students by education region, by level of education, 2011 ^(a)

Education region	Schools	Students			
		K and P	Primary	Secondary	Total
Metropolitan					
North Metropolitan	224	15 928	49 663	26 623	92 214
South Metropolitan	237	16 310	53 228	29 473	99 011
Totals	461	32 238	102 891	56 096	191 225
Regional and remote					
Goldfields	41	1 595	5 041	2 401	9 037
Kimberley	23	883	3 053	1 332	5 268
Midwest	51	1 410	4 823	2 230	8 463
Pilbara	29	1 566	4 664	1 781	8 011
Southwest	93	4 154	14 568	8 841	27 563
Wheatbelt	73	1 630	5 765	2 978	10 373
Totals	310	11 238	37 914	19 563	68 715
Grand totals	771	43 476	140 805	75 659	259 940

(a) First semester census.

Source: Evaluation and Accountability

 Table 6: Full-time enrolments at Western Australian public schools by year level, 2007–2011 ^(a)

Year level	2007	2008	2009	2010	2011
K ^(b)	17 062	17 548	18 626	19 656	21 390
P	19 825	19 739	20 459	20 874	22 086
1	19 730	20 070	20 249	20 479	21 212
2	20 008	19 936	20 361	20 143	20 633
3	20 602	20 182	20 269	20 288	20 264
4	19 755	20 767	20 439	20 052	20 262
5	11 268 ^(c)	19 702	20 892	19 999	19 994
6	20 025	11 330 ^(c)	20 019	20 658	20 105
7	20 201	19 698	10 931 ^(c)	17 840	18 334
Totals	168 476	168 972	172 245	179 989	184 281 ^(d)
8	16 974	16 783	16 666	9 188 ^(c)	16 115
9	17 624	17 201	17 155	16 860	9 567 ^(c)
10	17 706	17 636	17 633	17 281	17 140
11	17 548	17 986	18 878	18 532	18 371
12	13 189	13 494	13 703	14 446	13 867
Totals ^(d)	83 553	83 613	84 655	76 923	75 659
Grand totals	252 029	252 585	256 900	256 912	259 940

(a) First semester census.

(b) Represents number of kindergarten students (not full-time).

(c) Half cohort.

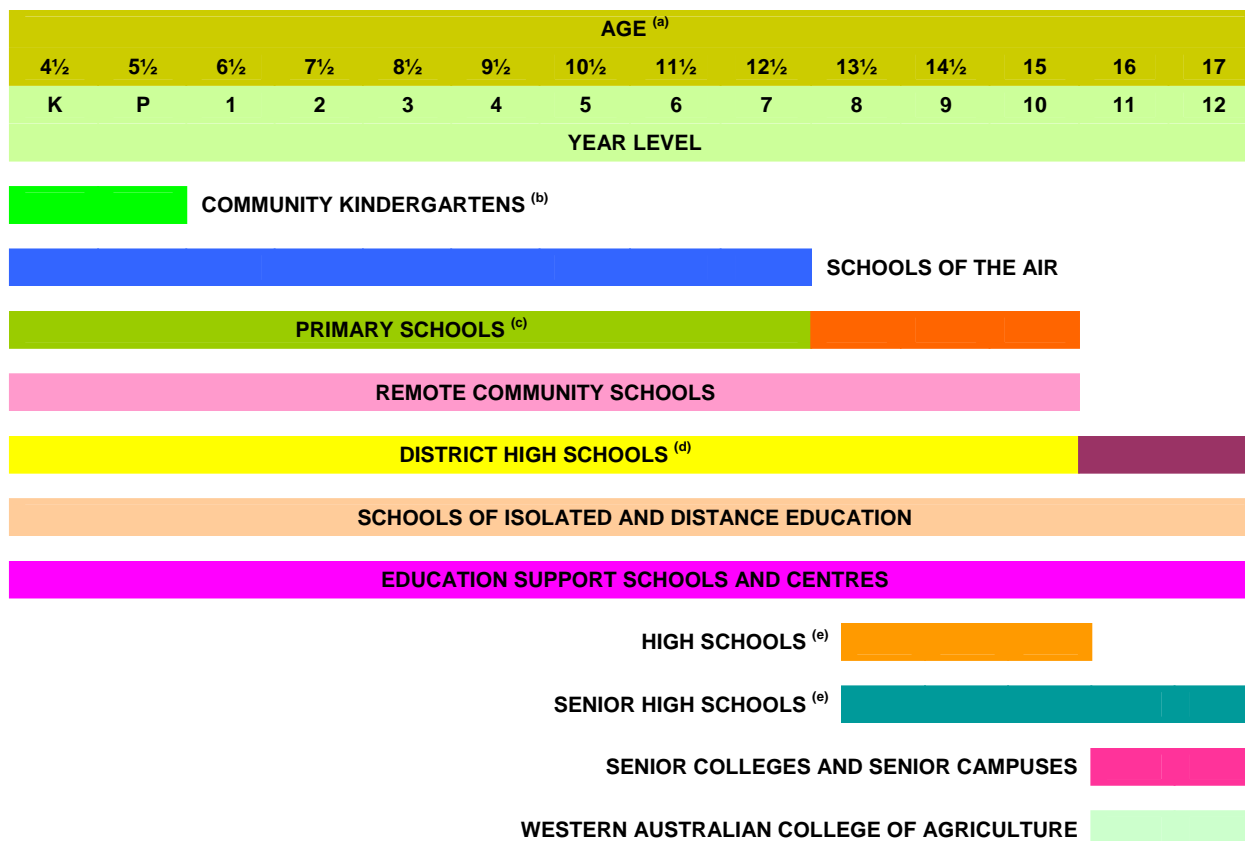
(d) Includes ungraded students.

Source: Evaluation and Accountability

Types of public schools

There are numerous public school configurations, as Figure 1 shows. The coincidence of age and year level is approximate because of the changes to the age of entry to schooling in 2001.

Figure 1: Western Australian public schools by type, 2011



At 30 June 2011

(a) Half cohort is in Year 9 in 2011.

(b) Staffed by the Department of Education.

(c) Some regional and remote primary schools enrol students in Years 8–10.

(d) Some regional and remote district high schools enrol students in Years 11 and 12.

(e) Variations include schools with non-traditional structures such as Years 6–10, Years 7–10 and Years 7–12.

Summary of operations 2010–11

- The Department provided high quality education to approximately 260 000 public school students across Western Australia.
- To support greater flexibility and autonomy for schools, district-level service delivery has been realigned with the establishment of eight education regions. Networks within each region are being established to provide effective support systems. As part of the move towards more localised services, school psychologists have been, or are in the process of being, located in schools.
- In 2011, 98 schools are now operating as [Independent Public Schools](#), with greater independence and flexibility to meet the particular needs of their school communities. Following an invitation in February 2011, 196 schools applied to join the third intake of Independent Public Schools.
- 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. Asset investment program expenditure on public schools for 2010–11 is an estimated \$601 million.

- In 2010, \$139.9 million was distributed to schools under the school grant process, including \$46.1 million in funding for a range of school support programs.
- 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. School Performance Enquiries, which concentrate on a specific area of school performance, were undertaken for the first time. Thirteen School Performance Enquiries were undertaken.
- Through the Closing the Gap: National Partnership Agreement on Indigenous Early Childhood Development (Element 1), 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.
- In line with commitments through the National Partnership on Early Childhood Education, from the start of the 2011 school year, approximately 50% of all Western Australian schools with Kindergarten programs provided 15 hours of Kindergarten instruction per week, with the remainder to be phased in by the start of the 2013 school year.
- In 2010, additional data collected for the Australian Early Development Index enabled more than 90% of Western Australian communities to access information about the development of children at school entry level in their communities.
- In Term 1 2011, more than 20 000 Pre-primary students were involved in the full implementation of the on-entry assessment program in literacy and numeracy.
- In December 2010, a new K–12 Resources website provided public access to Western Australian K–10 Syllabuses and enabled schools to locate relevant K–12 resources.
- 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.
- Eighty-three Literacy and Numeracy National Partnership schools used additional resources to implement reforms to deliver measurable and sustained improvements in literacy and numeracy for all students, especially those identified as falling behind.
- Since January 2010, 62 schools have received funds through the Low Socio-Economic Status School Communities National Partnership to explore innovative practices to improve outcomes for students.
- Approximately 55% of Years 11 and 12 students participated in Vocational Education and Training programs that contributed toward achievement of secondary graduation.
- As at 30 June 2011, 7561 students with disability received targeted supplementary resource allocations through the Schools Plus Program. These resources supplement schools' capacity to meet the educational needs of students with disability.
- During 2011, Perth Modern School celebrates its centenary and becomes Western Australia's only fully selective academic school, with students in Years 8–12 selected on their academic capabilities.
- The National Secondary Schools Computer Fund, established under the Commonwealth Government's Digital Education Revolution, enabled the 187 schools participating in the first stage of the project to provide one computer for every two students.
- In 2010–11, 989 graduates were appointed to public schools as teachers or as school psychologists.
- From 2011, all schools were given greater flexibility in teacher staffing, with principals able to approve all long service leave for their staff, all salary conversions to their school staffing pool and all mobility transfers for their staff. Principals will also be able to fill all permanent and fixed-term teaching vacancies as they arise.
- To assist in dealing with the complex issues that impact on student behaviour, wellbeing and learning, 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.
- In December 2010, the Competency Framework for School Psychologists was released.

Summary of performance

Summary information about the Department's performance in 2010–11, including Key Performance Indicator information, is provided below. For more detailed information about the Department's performance, see the [Key Performance Indicators](#) and the section on supplementary performance information in Department Performance. Definitions of the indicators are also contained in the Key Performance Indicator section.

Table 7: Key Performance Indicators, summary of performance against the 2010–11 budget targets

Outcome and Key Effectiveness Indicators	Target 2010–11	Actual 2010–11
Outcome: A public school system which provides access to a quality education throughout Western Australia		
Participation rate (proportion of persons aged 15 to 17 years in some form of education)	90	90.6
Apparent retention rate (proportion of Year 8 cohort studying in Year 12)	66	70.3
Secondary graduation rate (proportion of Year 8 cohort achieving Secondary Graduation in Year 12)	55	61.1
Literacy and numeracy performance in population assessments at Years 3, 5, 7 and 9		
National Assessment Program - Literacy and Numeracy (NAPLAN)		
Year 3 students at or above national minimum standards:		
Reading	90	90.0
Writing	95	93.5
Numeracy	94	92.4
Year 5 students at or above national minimum standards:		
Reading	88	86.6
Writing	90	89.6
Numeracy	92	90.5
Year 7 students at or above national minimum standards:		
Reading	91	92.2
Writing	89	89.7
Numeracy	94	93.2
Year 9 students at or above national minimum standards:		
Reading	89	84.6
Writing	81	80.9
Numeracy	91	88.6
Services and Key Efficiency Indicators	Target 2010–11	Actual 2010–11
1. Primary education — Cost per student Full-time equivalent (FTE)	\$13 080	\$13 280
2. Secondary education — Cost per student Full-time equivalent (FTE)	\$17 603	\$18 410

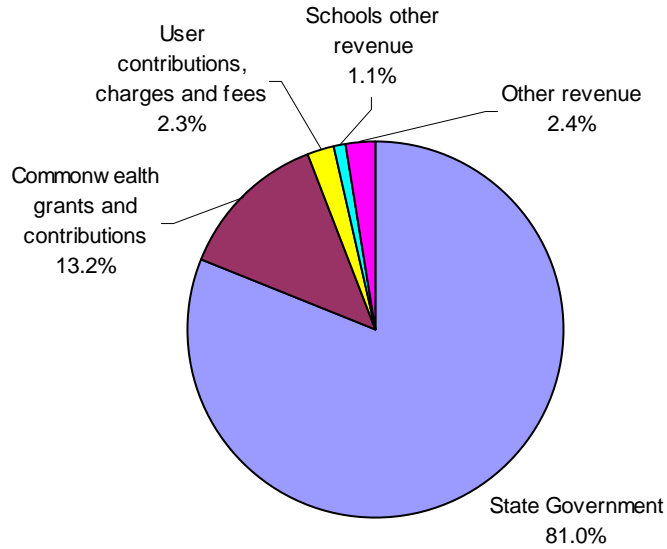
- In general, the performance of students in the 2010 NAPLAN assessments (in relation to the 'percentages of students achieving at or above national minimum standards' and also in relation to 'mean scale scores') was similar to the performance of students in 2009 for all year cohorts assessed and for all assessment areas.
- In 2010, the apparent retention rate to Year 12 increased by more than four percentage points to 70.3%, continuing an upward trend. The rate for Aboriginal students increased by almost two percentage points to 39.3%.
- 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 rate for Aboriginal students was 65.8% compared with 88.9% for non-Aboriginal students.

Financial summary

Figures 2 and 3 summarise the various sources of Department revenue and the cost of services. For full details of the Department’s financial performance during 2010–11, see the [Financial Statements](#).

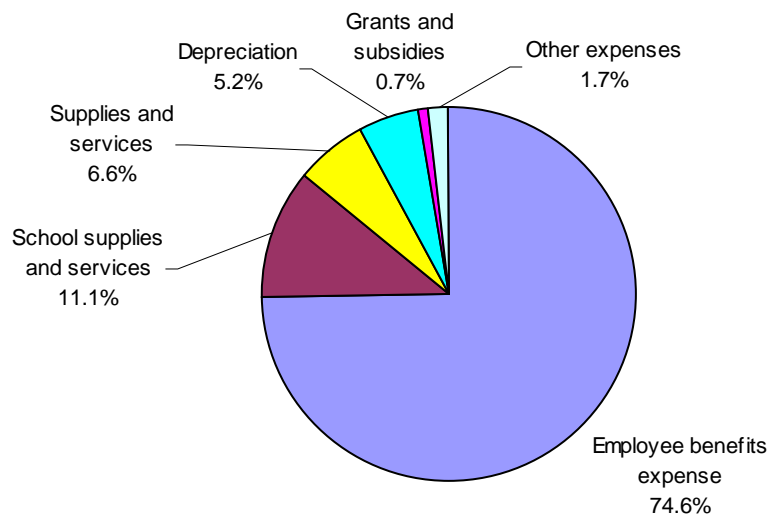
The total cost of the Department’s provision of education services in 2010–11 was \$3.7 billion.

Figure 2: Department of Education Revenue Sources, 2010–11



Source: Department of Education, Financial Statements, 2010–11

Figure 3: Department of Education Costs, 2010–11



Source: Department of Education, Financial Statements, 2010–11

Operational Structure

Responsible minister

The Department of Education is responsible to the Minister for Education, the Hon Dr Elizabeth Constable MLA.

Accountable authority

The accountable authority of the Department of Education is the Director General, Sharyn O'Neill.

Relevant legislation

The Department of Education is established under section 35 of the *Public Sector Management Act 1994*.

The following legislation is administered by the Department and by the Minister with the assistance of the Department:

- *School Education Act 1999* (except Pt. 4 and other provisions as far as they apply to non-government schools).

Organisational structure

Director General	Sharyn O'Neill
Deputy Director General, Schools	David Axworthy
Deputy Director General, Finance and Administration	John Leaf
Executive Director, Statewide Services	Juanita Healy (Acting)
Executive Director, Innovation, Performance and Research	Peter Hamilton (Acting)
Executive Director, Office of Early Childhood Development and Learning	Geoffrey Metcalf (Acting)
Executive Director, Statewide Planning and Delivery	Lindsay Hale (Acting)
Executive Director, Workforce	Cliff Gillam
Executive Director, Professional Standards and Conduct	Eamon Ryan (Acting)
Chief Information Officer	Bevan Doyle
Executive Director, Infrastructure	John Fischer (Acting)
Regional Executive Director, Goldfields	Larry Hamilton
Regional Executive Director, Kimberley	Bill Mann
Regional Executive Director, Midwest	Laurie Andrew
Regional Executive Director, North Metropolitan	Jim Webb (Acting)
Regional Executive Director, Pilbara	Sue Cuneo
Regional Executive Director, South Metropolitan	Margaret Collins
Regional Executive Director, Southwest	Neil Milligan
Regional Executive Director, Wheatbelt	Kim Guelfi
General Manager, Education and Training Shared Services Centre	Kevin Smith

As at June 2011

Areas of responsibility

Statewide Services

The Statewide Services Division is responsible for the central portfolios that deliver support services to students and schools across the State to improve educational outcomes for all students. This includes close collaboration with regions to ensure statewide integration of support to schools and students delivered through regional networks, provision of policy advice, allocation of resources, and the monitoring of programs and services to ensure high standards of support are provided.

Schools

Regional Executive Directors have a key role in ensuring that public schools provide high quality teaching and learning that is relevant and responsive to school community needs.

Regional Executive Directors are responsible for leading and managing the operations in their region within an environment of increasing autonomy for schools. They have responsibility for monitoring school performance and effectiveness, and for directing and overseeing the delivery of support services in response to school needs.

Innovation, Performance and Research

The Innovation, Performance and Research Division is responsible for the design and delivery of major school reform programs. It is also responsible for the Department's school improvement and accountability framework, including the conduct of reviews of schools' performance, assessment of the standards of student achievement and for providing performance and statistical information to enhance corporate decision making and meet reporting requirements.

Office of Early Childhood Development and Learning

The Office of Early Childhood Development and Learning is responsible for the development and implementation of systemic policy and strategic planning in early childhood education for Western Australian public schools.

The Office has responsibility for implementing State and National early childhood education reforms, including a number of National Partnerships and Agreements.

Statewide Planning and Delivery

The Statewide Planning and Delivery Division is responsible for planning the future delivery of public schooling throughout the State, with a particular focus on regional and remote development.

The Division has responsibility for developing strategic options for the design, location and delivery of future schooling needs incorporating online learning and other effective contemporary teaching and learning technologies and systems.

The Division also has responsibility for developing strategies to coordinate the effective provision and implementation of high level quality professional learning for public school leaders, teachers and support staff.

Workforce

The Workforce Division is the area in which the Department's human capital needs are addressed. The Division's core business is management of Department staff, both teaching and non-teaching; human capital strategic policy and planning, and associated program development; industrial relations; and employee support services.

Professional Standards and Conduct

The role of the Professional Standards and Conduct Division is to ensure that the highest standards of professional conduct and integrity are demonstrated by all Department staff and that strong governance processes, including audit and risk mitigation strategies, are in place. The Division determines employee suitability through criminal record checking and monitors compliance with Working with Children legislation. It manages allegations of misconduct by staff, with an emphasis on examining behaviour that places students 'at risk', and investigates other forms of misconduct and complaint. The Division ensures that risk management, control and governance processes are effective, and provides legal advice and coordinates the responses to requests for documentation under freedom of information legislation.

Finance and Administration

The Finance and Administration area is responsible for the strategic and operational management of the Department's financial affairs, including the coordination and monitoring of budget processes, the development and delivery of financial services support and training, and the acquisition and management of resources.

Information and Communication Technologies

The Information and Communication Technologies Division is responsible for the planning and provision of information and communication technologies (ICT) services across the Department, including ICT services and support to schools. It provides the infrastructure and technical advice to support schools in their use of ICT, including access to online curriculum resources, tools and services to support the implementation of teaching programs.

Infrastructure

The Infrastructure Division is responsible for the planning, development and acquisition of infrastructure. It manages the capital works program and is responsible for the Department's asset acquisition and maintenance program.

Education and Training Shared Services Centre

Education and Training Shared Services Centre provides financial and human resource services along key client lines – Education Agencies Directorate and Training Agencies Directorate. The Education Agencies Directorate provides strategic and transactional services to the Department of Education, the Curriculum Council and the Country High School Hostels Authority. The Training Agencies Directorate provides the aforementioned services to the Department of Training and Workforce Development, including the Vocational Training Education Centre, and 10 State Training Providers (formerly TAFE Colleges).

Performance management framework

The Department of Education contributes primarily to the Government goal of Outcomes Based Service Delivery:

Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.

The Department reviewed its outcomes based management structure and recommended a change to its outcome statement. The new outcomes based management structure was approved by the then Department of Treasury and Finance and took effect from the 2010–11 financial year. The new outcome statement is:

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

The Department operates through two services: Primary education and Secondary education.

The table below shows the relationship between the agency-level desired outcome, its services and the Government goal they support.

Government goal	Desired outcome	Services
Outcomes Based Service Delivery: Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.	A public school system which provides access to a quality education throughout Western Australia.	1. Primary education (K–7) 2. Secondary education (8–12)

Service 1: Primary education

Primary education (K–7) provides access to education in public schools for persons aged generally from four years and six months to 12 years and six months.

Primary education includes pre-compulsory (Kindergarten and Pre-primary) education and is delivered mainly through primary schools, district high schools, education support schools and centres, language development centres, remote community schools, Schools of the Air and the Schools of Isolated and Distance Education primary school.



Two years of publicly-funded pre-compulsory education is available to all eligible children and lays the foundation for compulsory education. The Kindergarten program is 11 hours per week (extended to 15 hours from 2010 with the rollout of provision to be completed by the start of the 2013 school year) and the Pre-primary program is five full school days per week.

Activities in Years 1–7 are integrated across eight learning areas in relevant, comprehensive and challenging learning programs. Students' intellectual, moral, social and physical development is encouraged in inclusive, safe and stimulating environments with an emphasis on the achievement of high standards in literacy and numeracy.

In February 2011, there were 184 281 students in primary education in public schools, 43 476 of whom were pre-compulsory students.

Service 2: Secondary education

This service provides access to Years 8–12 education in public schools for persons aged generally from 12 years and six months. It is compulsory for a child to either attend school full time or undertake one of a range of other approved education, training and/or employment options until the end of the year in which they turn 17 years of age.

Secondary education includes lower secondary (Years 8–10) and senior secondary (Years 11 and 12) education and is delivered primarily through senior high schools, high schools, district high schools, education support schools and centres, senior colleges and senior campuses, the Western Australian College of Agriculture and the Schools of Isolated and Distance Education secondary school.

Lower secondary education maintains continuity of learning with primary education, and the breadth of curriculum expands to encompass skills and understandings across all learning areas.

In senior secondary education, a wide range of programs ensures that students are well placed to continue full-time schooling to the end of Year 12 and to gain technical and further education (TAFE) or university entry, traineeships, apprenticeships or full-time employment. Students have the opportunity to pursue courses and subjects of their choice in greater depth.



There are also programs for senior secondary students wishing to pursue avenues other than full-time schooling, such as part-time schooling in combination with other approved education, training or employment options.

Opportunities also exist for students to continue with or re-enter senior secondary studies in learning environments that are more flexible than those of many traditional secondary schools.

In February 2011, there were 75 659 students in secondary education in public schools.

Table 8: Enrolments at Western Australian public schools by service, by gender and Indigenous status, 2011 ^(a)

Service	All	Female	Male	Aboriginal
Service 1 (K–7)	184 281	88 976	95 305	16 288
Service 2 (8–12)	75 659	36 264	39 395	5 680
Totals	259 940	125 240	134 700	21 968

(a) First semester census.

Source: *Evaluation and Accountability*