



**Government of Western Australia
Curriculum Council**

Curriculum Council Strategic Plan

2007–2010

**This strategic plan has been developed to guide the Curriculum Council's work
2007–2010**

Mission

- Provide for the development and implementation of a curriculum framework for schooling.
- Provide for the review, development and accreditation of courses and programs for senior secondary schooling.
- Provide for the assessment, examination and certification of student achievement in senior secondary schooling.

Values

Pursuit of excellence: by taking pride in our work, striving for excellence and being receptive to new ideas for improving our everyday procedures and quality services.

Honesty and integrity: by behaving honestly and with loyalty to the Curriculum Council and being accountable and responsible for our actions and behaviour, recognising the need for ethical discernment and truthfulness.

Respect: by acting professionally, courteously and with sensitivity and concern for the well-being of our colleagues and stakeholders. Consistently treating others fairly and impartially, respecting privacy and observing appropriate confidentiality and valuing the cultural diversity of others.

Teamwork: by encouraging, motivating and supporting each other to meet our potential, and being mindful of the impact our decisions and our behaviour have on others. Recognising and appreciating the contribution of our colleagues in building a harmonious working environment.

Efficiency and effectiveness: by using Curriculum Council resources efficiently, responsibly, sustainably and delivering services in an effective, professional and timely manner.

Goals

1. Develop, implement, monitor and review Kindergarten to Year 12 curriculum for schools.
2. Provide for the assessment, comparability and certification of student achievement in senior secondary schooling.
3. Collaborate with all stakeholders and develop teachers and school administrators in the process.
4. Promote the continuous improvement of staff, service to customers and high professional standards.
5. Implement effective governance and management processes.

Stakeholders

- students and their parents
- teachers and school administrators
- universities and training organisations, including TAFEWA
- broader community, industry and commerce.

Drivers

Students

- changing nature of the way students learn
- learning in the early years (0 to 4 year old)
- students optimising their achievement through diverse opportunities
- learning needs of students with intellectual disability
- learning needs of students with social disadvantage
- raising of school leaving age.

Community

- balance between education for the future and maintaining quality elements from current practices
- community pressures and expectations
- community confidence and engagement in education
- community profile, including changes in cultural and demographic characteristics.

National and international trends

- national curriculum and assessment
- national and international education comparisons
- increasing globalisation and links with Asia
- advances in information and communication technologies
- skills shortages, changing labour market expectations and requirements of school-leavers, including employability skills
- growth in vocational education and training in schools, including apprenticeship and traineeship programs
- accountability requirements
- social, economic and environmental sustainability
- strategic alliances.

Teachers and schools

- perspectives of and pressures faced by teachers, schools and their communities
- curriculum diversity and open pathways for post-school choices
- increase in number of students in education support and engagement programs
- transition programs to link further education, training and/or employment
- introduction of community service and other community-based learning in programs
- international recognition of equivalence for certification of student achievement
- teachers' and school administrators' contribution in leading school curriculum reform
- policy, support, advice and training about curriculum, assessment and standards which provide clarity and guidance
- changing teacher profile, including their diverse experiences and background
- diverse needs of different learning areas and disciplines
- access to web-based online information, resources and training.

Goals and success indicators

Goal 1 Develop, implement, monitor and review Kindergarten to Year 12 curriculum for schools

| Key area | Success indicators | Timeline |
|--|--|---|
| Policy | 1.1 Maintain curriculum frameworks. | Ongoing |
| | 1.2 Maintain quality senior school course accreditation and recognition policy and procedures. | Ongoing |
| Kindergarten to Year 10 curriculum | 1.3 Integrate national statements of learning into K-10 curriculum documents. | December 2007 |
| | 1.4 Collaborate with school sector/systems to ensure transition of K-10 syllabus to Curriculum Council. | Ongoing to June 2008 |
| | 1.5 Publish curriculum guides with national statements of learning on CD ROM and Council website. | March 2008 |
| Senior school course development, accreditation and review | 1.6 Revise and accredit courses in response to jury feedback. | December 2007 |
| | 1.7 Revise and accredit courses in response to other feedback. | Ongoing |
| | 1.8 Develop associated support materials for use in ongoing professional development, including: sample programs, assessment outlines, student tasks and work samples, sample exams and marking keys and annotated assessment exemplars collected and published on-line and in hard copy. | October 2007 April 2008 October 2008 December 2009 |
| | 1.9 Work with writers and publishers of book and curriculum resources to support production of resources. | Ongoing |
| | 1.10 Ensure availability of existing TEE/WSA syllabuses and associated support material. | Ongoing to June 2009 |
| | 1.11 Publish implementation versions of courses on website. | February 2008 |
| | 1.12 Revise accredited course syllabus | Ongoing |
| | 1.13 Maintain and review course reference groups and strategies to collaborate with stakeholders. | Two courses December 2007 Nine courses June 2008 |
| | 1.14 Implement course advisory committees | July 2009 |
| | 1.15 Continue focus on registration of endorsed programs through schools. | Ongoing |
| | 1.16 Develop, implement and review processes to monitor implementation of endorsed programs. | February 2008 May 2009 |
| 1.17 Develop, implement and monitor Preliminary Stage units to ensure that the needs of all secondary students are met. | Ongoing | |
| 1.18 Identify additional resource requirements associated with the implementation of new courses. | March 2008 July 2009 | |

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| Vocational education and training in senior school | 1.19 Review VET competencies in courses where appropriate and encourage their uptake in schools. | Ongoing |
| | 1.20 Develop in collaboration with schools, the training sector and industry VET industry courses in 12 industry areas. | Ongoing to December 2010 |
| | 1.21 Contextualise course support material using vocational examples, where appropriate. | Ongoing |
| | 1.22 Disseminate VET delivery models to schools. | Ongoing |
| National curriculum | 1.23 Provide leadership and collaborate with school sector/systems and other jurisdictions to inform and plan for implementation of national curriculum. | Ongoing |
| Monitoring implementation of senior school | 1.24 Establish and maintain mechanisms for collecting and responding to feedback for refinement of courses. | December 2007 Ongoing |
| | 1.25 Monitor and publish enrolment and performance data to identify changes in enrolment and achievement patterns for senior schooling. | Ongoing |
| Curriculum Framework review | 1.26 Support and respond to Curriculum Framework review | October 2009 |

Goal 2 Provide for the assessment, comparability and certification of student achievement in senior secondary schooling

| Key area | Success indicators | Timeline |
|---|--|--------------------------------|
| Policy | 2.1 Establish senior school assessment policy and procedures. | December 2007 |
| | 2.2 Establish policy and procedures to establish in-school and state-wide comparability. | December 2007 |
| | 2.3 Establish policy for external assessments that are guided by equity principles and that include assessment of practical and performance skills. | December 2007 |
| | 2.4 Establish policy for the awarding of exhibitions and awards. | December 2008 |
| | 2.5 Establish WACE policy in collaboration with key stakeholders. | September 2007 |
| Moderation | 2.6 Maintain and conduct current moderation procedures including assessment seminars, school visits, consensus moderation and statistical moderation. | Ongoing |
| | 2.7 Establish networks of school-based moderation officers to conduct consensus meetings and facilitate small group moderation. | June 2007 June 2008 |
| | 2.8 Develop a plan for online moderation and develop the capacity to provide additional quality feedback to schools on assessment. | June 2008 |
| | 2.9 Use results from the general achievement test (GAT) to provide feedback to schools relating to comparability of new courses. | September 2007 |
| | 2.10 Review GAT to determine its usefulness in developing common understanding of standards. | February 2007 February 2008 |
| Assessment support and standards | 2.11 Produce and distribute quality assessment support material in all courses. | Ongoing |
| | 2.12 Produce and distribute annotated work samples in new courses. | Ongoing |
| | 2.13 Develop grade descriptors based on student work samples for all courses. | December 2009 |
| | 2.14 Establish a framework for the 'standards' packages for all courses. | June 2008 |
| | 2.15 Refine English language competence requirement for WACE and develop associated support materials. | December 2007 December 2009 |
| Examinations | 2.16 Set, administer and mark tertiary entrance and new WACE examinations and plan for examinations in all courses. | Ongoing |
| | 2.17 Develop and distribute sample examinations and associated materials. | Ongoing |
| | 2.18 Provide diagnostic feedback to schools at the individual student/question/course, school and state level to enable analysis. | June 2008 |
| | 2.19 Develop alternative formats for performance and practical examinations in skills-based courses. | Ongoing |
| | 2.20 Trial and implement online marking and online marks collection for examinations in selected courses and implement on-line marks collection. | Ongoing |
| | 2.21 Develop standards package and distribute to schools | Ongoing |

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| Examinations (cont.) | 2.21 Develop, trial and implement online examinations in some courses | Ongoing |
| | 2.22 Work collaboratively with other states to develop nationally consistent arrangements for plagiarism and cheating, conduct of practical examinations and special provisions for exam candidates with a disability. | December 2007 |
| | 2.23 Gain teacher and community acceptance of more inclusive examinations, including practical exams. | Ongoing |
| Certification | 2.24 Distribute WACE certificates course reports and statements of results, accurately and on time. | Ongoing |
| | 2.25 Provide stakeholders with timely and accurate statistical information in electronic format. | Ongoing |
| | 2.26 Audit of VET data and endorsed programs data | Ongoing |
| Expert advice | 2.27 Establish and maintain expert educational assessment and measurement advisory mechanisms. | Ongoing |
| Research and development | 2.28 Participate in research program to advance the use of modern test theory and practice and to position the Council as a centre for excellence in assessment, measurement and evaluation. | Ongoing |
| | 2.29 Research and trial the use of online assessment in both school and external assessment. | November 2007, 2008 and 2009 |
| | 2.30 Publish annual Curriculum Council statistics containing Year 11 and Year 12 participation and achievement data. | Ongoing |
| Exhibitions and awards | 2.31 Conduct exhibitions and awards in accordance with published policies and procedures. | Ongoing |
| | 2.32 Provide awards to recognise the top Aboriginal and English as a Second Language candidates and outstanding achievement in VET. | Ongoing |
| University and TAFE entry | 2.33 Provide TISC and TAFE Admissions with timely and accurate statistical information. | Ongoing |

Goal 3 Collaborate with all stakeholders and develop teachers and school administrators in the process

| Key area | Success indicators | Timeline |
|--|---|-----------------|
| Collaboration | 3.1 Conduct teacher juries, respond to advice and communicate back to teachers. | July 2008 |
| | 3.2 Use course assessment, review and moderation panels and broader reference groups to seek teacher feedback and be accountable for inclusion of the feedback. | Ongoing |
| | 3.3 Collaborate with principals' forum and university forum for review and contribution to future initiatives. | Ongoing |
| | 3.4 Conduct school and district/network visits. | Ongoing |
| Professional development and training in new courses | 3.5 Provide teachers with training and support to implement new courses. | Ongoing |
| | 3.6 Collaborate with system/sectors and external providers to enhance the professional development delivery skills of identified expert teachers. | Ongoing |
| | 3.7 Establish and support collaborative networks between schools and professional associations to support schools in understanding and implementing new courses. | Ongoing |
| | 3.8 Develop assessment understanding and expertise of school administrators and teachers. | Ongoing |
| | 3.9 Develop online, self paced professional learning modules for teachers of new courses. | Ongoing |
| Professional development and training in data collection and transfer | 3.10 Provide school administrators and school officers with training and support concerning submission of enrolment and achievement data, validation of the data and extracting related reports. | Ongoing |
| Quality feedback to facilitate self-reflection and improvement | 3.11 Establish and maintain systems to provide quality performance and value-added feedback to schools. | Ongoing |
| | 3.12 Collaborate with schools and school authorities on nature and use of performance data to improve student learning and school performance by increasing understanding of examination results and their diagnostic value. | Ongoing |

Goal 4 Promote the continuous improvement of staff, service to customers and high professional standards

| Key area | Success Indicators | Timeline |
|--|---|---------------------------|
| Staff organisation and modes of working | 4.1 Establish team-based work groups to facilitate sharing of knowledge and expertise. | January 2007 |
| | 4.2 Establish collaborative relationships with outside agencies and develop research networks to promote public debate and inform evidence-based policy development and decision-making. | Ongoing |
| Staff culture | 4.3 Develop and maintain a highly customer-focused staff with a commitment to continuous improvement and high professional standards. | Ongoing |
| Communication | 4.4 Improve internal communications through regular team, directorate and organisation-wide meetings, email, intranet and news bulletins. | Ongoing |
| | 4.5 Provide communication forums to promote a shared understanding of Council business. | Ongoing |
| Staff development | 4.6 Provide leadership development strategies to support the management team. | Ongoing from 2008 |
| | 4.7 Establish and implement performance management processes. | Ongoing |
| | 4.8 Develop staff in professional learning programs in the area of measurement and assessment. | Ongoing |
| Staff involvement | 4.9 Involve staff in organisational initiatives. | Ongoing |
| | 4.10 Establish and maintain client-focused business processes with alignment between these and information and communications processes. | September 2008 Ongoing |
| | 4.11 Engage and involve all staff in the establishment of the strategic and business plan for the Council and future legislative directions. | Ongoing |
| | 4.12 Align secretariat teams to deliver Council strategic directions and projects with increased use of risk assessment and business continuity planning to ensure efficient and effective management. | Ongoing |
| | 4.13 Monitor occupational safety and health through the occupational safety and health committee. | Ongoing |
| | 4.14 Implement and maintain the TRIM document management system. | February 2009 Ongoing |
| Specialised skills | 4.15 Establish a dedicated psychometrics team to provide measurement and assessment advice and expertise to the Council. | June 2008 |
| | 4.16 Ensure the skills of ICT team are aligned with current and future agency needs. | Ongoing |
| | 4.17 Develop expertise of the examination and assessment team. | Ongoing |

Goal 5 Implement effective management processes and governance

| Key area | Success indicators | Timeline |
|---|--|---------------------------|
| Financial | 5.1 Conduct budget workshop to establish budgets including human resource costs and contingencies. | September 2007 Ongoing |
| | 5.2 Allocate annual budget. | June Annually |
| | 5.3 Monitor divisional budgets. | Monthly |
| | 5.4 Prepare and deliver regular reports to Council. | Monthly |
| | 5.5 Monitor progress of meeting the financial targets set out in the resource agreement. | Monthly |
| | 5.6 Continue to monitor shared services functions. | Ongoing |
| | 5.7 Establish processes for training of specialist staff and others. | December 2007 |
| | 5.8 Review schedule of fees and charges. | Annually |
| | 5.9 Review schedule for overseas programs to be offered. | Annually |
| | 5.10 Establish audit committee. | February 2008 |
| Accommodation | 5.11 Identify short and long-term accommodation requirements. | Ongoing |
| Business processes and alignment to information and communication technologies | 5.12 Map business processes across organisation. | Ongoing |
| | 5.13 Align business processes to information and communications technology and adjust where needed. | Ongoing |
| | 5.14 Implement, maintain and enhance Student Information Records System (SIRS). | Ongoing |
| | 5.15 Liaise with schools and sector/systems to ensure compatibility with SIRS. | Ongoing |
| | 5.16 Maintain student records of all students from Year 8 to Year 12 to enable the monitoring of the impact of raising of the school leaving age, and the community service requirement. | Ongoing |
| | 5.17 Interface SIRS with school databases coordinated and phased-in delivery of data using web-services. | Ongoing |
| | 5.18 Implement and maintain electronic document records management system (TRIM). | March 2008 |

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| | 5.19 Foster innovation in Information and communication technology services, including the use of online examinations and marking. | Ongoing |
| Information and communications systems | 5.20 Redevelop Curriculum Council website including introduction of a Learning Management System to ensure effective communication of and access to information and support materials. | Ongoing |
| | 5.21 Develop publications and distribution policy and style guidelines to enhance consistency and timeliness of information to stakeholders. | January 2007 January 2008 |
| | 5.22 Implement style guidelines and communication distribution protocols | Ongoing |
| Governance of Council | 5.23 Promote the Curriculum Council's responsibility for establishing and monitoring strategic direction and governance of curriculum and assessment in Western Australia. | Ongoing |
| Legislation and transition to the Education Standards Authority | 5.24 Provide input into legislative amendments where required and monitor legislative changes. | Ongoing |
| | 5.25 Develop organisational structure to reflect any changes to current legislation | Ongoing |

Note: In developing this plan it is recognised that the following Acts are integral to ensuring a high standard of public administration and in particular the administration of the Curriculum Council and as such everything we do is underpinned by our adherence to the legislation which enforces strong accountability and drives good management practice. These Acts include: Auditor General Act 2006; Disability Services Act 1993; Financial Management Act 2006; Industrial Relations Act 1979; Occupational Safety and Health Act 1984; Salaries and Allowances Act 1975; State Supply Commission Act 1991; Equal Opportunity Act 1984; Freedom of Information Act 1992; Minimum Conditions of Employment Act 1993; Public Sector Management Act 1994; and the State Records Act 2000.

In implementing this strategic plan, management recognises its responsibilities to commitments made in the following plans: Disability Access and Inclusion Plan 2007-11; Equal Employment Opportunity Diversity Plan 2007-2010; Sustainability Action Plan and Risk Management Plan