

Review of Education, Employment and Training

Western Australia. Ministry of Education, 1993 (Chair: Robert Vickery)

Overview of the document

Report of the Education, Employment and Training Review, which was commissioned by the Minister for Education in April 1993. The purpose of the Review was to examine the effectiveness of the delivery of support to education, employment and training in Western Australia. 54 key recommendations are made which aim to creating a more effective portfolio structure that will secure a better quality of service for students, parents, industry and the community. The bulk of the document is organised via the three key sectors of the Education, Employment and Training portfolio: 'School Education'; 'Vocational Education and Training'; and 'Higher Education'. Each section provides key recommendations for changes to be made to the portfolio agencies within these sectors.

Keywords

The Education, Employment and Training portfolio; portfolios agencies; Ministry of Education; Secondary Education Authority (SEA); Country High School Hostels Authority; the proposed Western Australian Schools Council; cost effectiveness; reform; responsiveness to change; structural change; innovation; devolution of managerial responsibility; quality of service for students, parents, industry and the community; productivity; rights and responsibilities; national control over education and training; strategic planning and management of scarce resources; streamlining.

Terms of Reference

To review and advise the Minister on:

- The outcomes of the chief executive officers' workshop.
- Implementing a portfolio structure to secure a better quality service for students, parents, industry and the community by improving the delivery of support to education, employment and training in Western Australia and which:
 - provides a strong and cost-effective focus on the quality of teaching and learning;
 - eliminates unnecessary duplication and inappropriate competition;
 - ensures that decisions are made as close as possible to where they are carried out;
 - enables the decision makers to have control over the resources required to implement a decision and to be accountable for what they implement and achieve;
 - ensures that Western Australia's interests, rights and responsibilities for schools, TAFE and higher education are properly protected and represented in the merging trends of national control over education and training;
 - ensures that activities and structures are open to scrutiny and reviewed on an ongoing basis;
 - simplifies the existing system and makes it more cost effective and productive; and
 - is implemented in a manner which minimises disruption and uncertainty for schools, TAFE colleges, students, teachers, parents, industry and the community.

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SECTION ONE: THE REVIEW PROCESS

- Notes that in March 1993, the Minister for Education, Employment and Training convened a weekend workshop for chief executive officers, which was to examine the

effectiveness of the delivery of support to education, employment and training in Western Australia and on 5 April 1993, “the Government announced that it would commission a review of the Education, Employment and Training Portfolio with the aim of securing a better service for its clients.” (p. 2)

- Outlines the terms of reference and the membership of the review committee and briefly explains the procedures/processes involved in the compilation of the Review.

SECTION TWO: PORTFOLIO OVERVIEW

- Notes that at the outset of its examination of the portfolio agencies, the Review Committee decided to consider the functions of each agency in relation to the State’s three broadly distinct areas of education and training: School Education; Vocational Education and Training; and Higher Education.
- Provides brief statistics on the numbers of students participating in these three areas.
- Breaks each of the three areas of education into its key agencies and provides a short summary of the role/mission of each portfolio agency, as well as information about its annual budget for the 1992-93 financial year and its number of full time employees.
- In terms of School Education discusses three portfolio agencies:
 1. Ministry of Education (1992-93 Budget: \$1,045.8m, FTEs: 23,286)
 - “The Ministry’s mission is to ensure that Western Australian school students develop the understanding, skills and attitudes relevant to individual needs, thereby enabling them to fulfil their potential and contribute to the development of our society. The Ministry acts under the authority of the Education Act 1928.” (pp. 6-7)
 2. Secondary Education Authority (1992-93 Budget: \$5.411m, FTEs: 55)
 - “The Secondary Education Authority’s mission is to develop and accredit courses and assess and certify student achievement to ensure public confidence is maintained in Western Australian secondary education. The Authority acts under the authority of the Secondary Education Authority Act 1984.” (p. 7)
 3. Country High School Hostels Authority (1992-93 Budget: \$2.797m, FTEs: 4)
 - “The Country High School Hostels Authority’s mission is to provide accommodation for students attending secondary schools in Western Australia, in accordance with the provisions of the Country High School Hostels Authority Act 1960.” (p. 7)
- In terms of Portfolio Coordination discusses the Office of Education and Training (1992-93 Budget: \$0.725m, FTEs: 10) and notes that: “The mission of the Office of Education and Training is to assess and advise on priority issues and directions across the education, employment and training portfolio from an independent, non-operational perspective.” (p. 9)

SECTION THREE: SCHOOL EDUCATION

Introduction

- Discusses the need for coordination and notes that “over the past decade schools have had to function within a context of rapid social, economic and technological change” (p. 12) and that this trend is likely to continue. Because of this, “school systems will need enhanced capacity for strategic planning to respond to the changing needs of the society they serve, as well as enhanced capacity to manage these changes at school level.” (p. 12)

- Notes the diversity of the school system with “over a thousand schools widely differing in size, governance, geographic location, fee structure, student profile and resource level”. (p. 12)
- Argues that in the context of a move towards devolution for school education, the three crucial issues facing the school system will be “growth”, “funding” and “responsiveness to change”. (p. 12)
- In terms of Growth notes that:
 - During the 1990s there will continue to be significant growth in the school system, due to an increase in the school age population, increased Year 12 retention rates and increased student demand to meet the requirements of admission for higher education and vocational training.
 - “Western Australian schools will face at least a 15 per cent increase in student numbers between 1991 and 2001.” (p. 12)
 - There has been a “rapid increase in retention rates beyond the compulsory school leaving age, which has been a major influence on secondary schools and the social changes that have driven increased participation appear irreversible.” (p. 12)
 - The increased retention into Years 11 and 12 has been unevenly distributed across school systems and schools, with some government schools experiencing the situation where more than 90 percent of their Year 12 population are not proceeding to university. In 1993, the number of school leavers proceeding directly to TAFE has, for the first time, exceeded the number entering university.
 - These trends collectively call for better planning, more appropriate curriculum and more flexible TAFE and university selection procedures and resources.
- In terms of Funding notes that:
 - The past decade has been a period of considerable budget stringency across the government sector (throughout Western Australia and other Australian states).
 - “In terms of expenditure on education as a percentage of the Gross Domestic Product (GDP), Australia has lost ground in comparison with the OECD group of countries.” (p. 13)
 - The Commonwealth Grants Commission assessed Western Australia as spending below the ‘all-States standard expenditure’ in government education by \$112.5 in 1991-92. An early estimate for 1992-93 indicates the funding gap has become significantly wider. (p. 13)
 - “Education has not enjoyed the same priority in the State Budget as it had in previous years.” (p. 13)
 - There has been a scaling back of expenditure in the government system and an above average government expenditure on non-government schools. Such shifts in funding have occurred (in isolation) without any system-wide analysis or debate about the longer-term impacts of a reduction in funding for government schools.
- In terms of Responsiveness to Change notes that
 - Doubts expressed by educationalists on the educational basis of some recent policies suggest there is a major responsibility for the local system to ensure it protects the interests of Western Australia’s students and to maintain the quality of teaching and learning.
 - “The Minister and Government need access to objective advice with respect to the impact of emerging national policies on all schools, government and non-government, within the State.” (p. 15)

- “The reduction of the Ministry of Education’s central office curriculum function and the disbanding of the subject superintendency has greatly reduced the Ministry’s capacity to initiate and carry through ongoing curriculum review.” Even though this has been taken up by the SEA, professional subject associations and national initiatives (in areas such as the development of core curricula and student outcome statements), “neither individually nor collectively, are these groups or organisations able to provide a sufficient response to current needs.” (p. 15)
- There is a need for State-wide curriculum development:
 - “The Committee believes the need for curriculum leadership and the evident lack of capacity to respond to this need, require the Committee to give priority to this function in its recommendations.” (p. 15)
 - “The Committee considers that the capacity to respond to changing needs through curriculum development is equally important across government and non-government schools and that it is no longer appropriate for one sector to take decisions which impact on all schools in the State.” (p. 15)
 - “The Committee accepts the view that major curriculum development which aims for system-wide improvement will be more efficient and effective if undertaken and resourced collaboratively by both school sectors.” (p. 15)
- States that the education system requires the capacity to provide the Minister with expert advice on major policy and resource priorities which affect the operation of the system as a whole, and the capacity to implement the changes necessary to improve the quality of education. Argues that for this to occur, agencies need “to work collaboratively and constructively together, particularly in regard to vocationally-oriented pathways that bridge schools, TAFE and employment.” (p. 16)
- Proposes a modification to the portfolio structure to establish an overarching forum, the Western Australian Schools Council, which: “has educational expertise; is representative of the key education stakeholders; is not directly responsible for day-to-day operations and is able to take a longer-term view; and has responsibility for providing coordinated, expert and objective advice to the Minister on major strategic issues.” (p. 16)
- Lists some recommended changes to bring the system in line with the new structure.
- Notes that the recommended changes do not significantly alter the structure of the various agencies, however, “they do provide expert improved linkages between agencies throughout joint membership of councils and opportunities for greater efficiencies through resource sharing.” (p. 16)

The Western Australian Schools Council

- Notes that this section is comprised largely of key recommendations which pertain to the proposed Western Australian Schools Council.
- In regards to the Functions of the Council, makes the following recommendations:
 - Recommendation 1: “That the Western Australian Schools Council, supported by an Office of the Western Australian Schools Council, be established by Statute under a new Education Act to replace the existing Education Act 1928. The Council will:
 - provide expert and objective advice to the Minister for Education, Employment and Training on major State-wide resource allocation and strategic policy issues relating to school education; and

- Outlines four key issues which will require the attention of the proposed Council as follows:
 1. Teachers as a Key Resource:
 - Teaching has been losing ground to other professions in attracting top applicants into pre-service training and morale within the teaching profession within government schools is low.
 - More needs to be done to address four major issues: professional development; the extent to which teachers should assume pastoral care responsibilities; the provision of training and support for pastoral care; and uncertainty for teachers, caused by the rapid rate of structural change. To resolve such issues there will need to be strong leadership and an appropriate allocation of resources.
 - A gender bias currently exists and women are being under-utilised in the teaching workforce: “Ministry staffing figures for 1992 show that fewer than ten per cent of its employees earning more than \$50,000 a year were women, although women comprised 72 per cent of staff”, and “female teachers are likely to be more competent than male teachers.” (p. 22)
 2. Equity and Access: “In Western Australia the gap in levels of resourcing between advantaged and disadvantaged schools has grown over the last decade” and the Committee is concerned there is a differential quality of education emerging “between government schools in favoured and less favoured localities, and between low-resource non-government and government schools on the one hand and high resourced non-government schools on the other” (p. 22).
 3. Social Dysfunction: The Committee believes that insufficient priority has been given to ‘at risk’ students, “in some government secondary schools up to 40 percent of students are considered to be ‘at risk’” (p. 22) and there is an urgent need to provide adequate pathways and design appropriate curriculum for children from disadvantaged backgrounds.
 4. Full-time Pre-Primary Education.
- Makes the following recommendation:
 - Recommendation 4: “That the Western Australian Schools Council give priority attention to the following matters: the status and development of the teaching profession; equity and access issues across the system; the need to address the specific problems of students who are considered to be ‘at risk’; and the impact of resource requirements for full-time pre-primary education.” (p. 23)

Ministry of Education

- Notes that the government school system has to be comprehensive and must reflect the State’s unique needs.
- Notes that “The Committee accepts the view that it is inappropriate for the Ministry of Education to have a broader role in regard to non-government schools and other private providers.” (p. 23)
- Notes that concern was expressed by a range of groups over the title ‘Ministry of Education’, which was seen to imply responsibility for all areas of education under the Minister’s portfolio: “The Committee considers this confusion could be removed, as has occurred in some other States, by changing the title to the ‘Department of School Education’.” (pp. 23-24)

- Makes the following recommendation:
 - Recommendation 5: “That the Ministry of Education’s role continue to be to develop a comprehensive and high quality government school system; that its title be changed to the ‘Department of School Education’ to reflect this role; and that the functions it currently undertakes associated with non-government schools and other private education providers, which detract from this purpose, be transferred to a more appropriate agency.” (p. 24)
- Notes that the Review Committee believes that there will be advantages in continuing to move towards a devolved system of self-managed schools and colleges but that even in a devolved system there is a need for strong central leadership. Notes that the Review Committee also believes that it is critical that the roles, responsibilities and accountabilities of each level of management are clearly identified and understood.
- Supports continuing the development of the current three-tier structure of central office, district offices and schools.
- Discusses the Role of Central Office and notes the nine key roles that the central office of the government schools system should continue to serve. Only one role makes specific reference to curriculum, noting that the office should: “Prepare curriculum frameworks and undertake curriculum development for government schools.” (p. 25)
- Discusses the Role of District Officers and notes two distinct emerging functions:
 1. The provision of student support services (e.g. school psychologists); and
 2. The provision of curriculum support for teachers.
- Endorses “a proposal to provide support staff in each of the seven major curriculum areas at central and district levels, particularly for the benefit of secondary specialist teachers.” (p. 25)
- Argues that more effective use can be made of District Superintendents’ expertise in the establishment, communication and implementation of system-wide policies and initiatives by allowing them to act as a conduit between schools and central office.
- Makes the following recommendation:
 - Recommendation 6: “That the three-tiered management structure of a central office, district offices and schools be retained, though possibly with a smaller central office and re-configuring the district offices, and with the roles, responsibilities and accountabilities of each tier further clarified and communicated.” (p. 26)
- Discusses Devolution and notes that schools are responsible for the delivery of education at the classroom level and the management of resources devolved to the school lies with the school and the school community. States that “The devolution to schools of increased responsibility for their own management carries the concomitant responsibility of accountability for that management... The Committee supports the continuing development of the current structure which allows for the progressive devolution of management to local schools and school decision-making groups/school councils, while also providing a vehicle through which the Chief Executive Officer’s accountability to the Minister for quality assurance for the work of government schools can be exercised.” (p. 26)
- Makes the following recommendations:
 - Recommendation 7: “That further removal of central or district office functions not occur without thorough analysis to ensure that their removal will not adversely affect the quality of educational support to schools.” (p. 27)
 - Recommendation 8: “That progressive devolution of management responsibilities to districts and schools continue, but that in the devolution

process special consideration be given to the additional resource needs of disadvantaged schools, particularly in curriculum support.” (p. 28)

- Notes that to maintain the quality of education throughout the State, the Review Committee believes the additional resource needs of schools in disadvantaged locations or circumstances must be given special consideration in the devolution process and that over the last decade budget reductions have been made without also considering policy issues (such as class size, teacher workload, etc) and as a result, most of the central resources that have been severely curtailed or discontinued have not been replaced by comparable support at the school or district level.
- Discusses Legislation and notes that the Review Committee considers that urgent priority should be given to the completion of the new Education Act, which will replace the existing Education Act 1928 and associated Regulations and Administrative Instructions.
- Identifies three other issues that require further emphasis and should continue to be given high priority within the Ministry of Education: Leadership, Communication and Consultation, and Budgets and Resource Utilisation.
- Makes the following recommendation:
 - Recommendation 9: “That the Ministry of Education give priority attention to the following matters: the development of educational and administrative leadership; more effective avenues for communication and consultation; and a closer examination in times of budget restraint to maintaining existing policies (such as free buses, grants and services to non-government schools, and class sizes) in preference to less visible support services.” (p. 30)

Secondary Education Authority

- Notes that the Tertiary Entrance Examination (TEE) dominance of upper school curriculum has become increasingly inappropriate with the dramatic increase in retention into Years 11 and 12 over the last ten years. Notes that although the majority of Year 12 students will proceed to destinations other than a university, there is evidence that the allocation of resources to the Secondary Education Authority (SEA) has been skewed substantially towards the needs of TEE students.
- Notes that there will be difficulties developing a system that satisfies all certification and tertiary entrance needs because of the difference between parental and student aspirations and students’ eventual destinations. Notes that each year only 30 per cent of Year 12s will gain admission to the universities but predictions indicate that almost double that percentage will continue to seek university admission and that “There are also four times as many Year 12 students aspiring to enter university as want to go to TAFE, although many will eventually go to TAFE.” (p. 31)
- Argues that maintaining the SEA is essential to provide a forum, which is independent of direct control by any of the stakeholders and on which the difficult issues of certification and university admission can be debated and determined, but notes that the current size of SEA (28 members) is too large and unwieldy.
- Makes the following recommendations:
 - Recommendation 10: “That the *Secondary Education Authority* continue as an independent statutory authority with responsibility for course accreditation and student certificates.” (p. 32)
 - Recommendation 11: “That the *Secondary Education Authority Act 1984* be amended to reduce the membership of the Authority to 13 members and to adjust the representation accordingly.” (p. 33)

- Discusses SEA's scope of responsibilities notes that it succeeded the Board of Secondary Education (BSE) and assumed the responsibility for moderation, accreditation and certification of Year 8-10. Argues that "The need for an externally moderated certificate at the end of Year 10 has been overtaken by events. The retention rate beyond Year 10 is now in excess of 85 per cent, and Year 10 has little more significance than Years 9 or 11 as a year of academic closure." (p. 34)
- Makes the following recommendations:
 - Recommendation 12: "That the *Secondary Education Authority Act 1984* be amended to delete the Authority's responsibility for course accreditation and student certification for Years 8 to 10." (p. 34)
 - Recommendation 13: "That the *Secondary Education Authority Act 1984* be amended to bring the membership of the Tertiary Entrance Subject Committee in line with the changed membership of the Authority." (p. 35)
 - Recommendation 14: "That the *Secondary Education Authority Act 1984* be amended, as recommended by the Tannock Helm Report, to enable all functions of the Secondary Education Authority to be properly empowered and to remove minor inconsistencies in the original drafting." (p. 35)
- Notes that the following four issues were raised in discussions or submissions, which are referred to the SEA for its consideration and action:
 1. Focus on TEE:
 - The allocation of resources to the SEA has been skewed substantially towards the needs of TEE students.
 - Given the increasing retention rate into Year 12 and the increasing importance of TAFE as a destination for Year 12 graduates, the Committee believes it is imperative that the Authority give full attention to the syllabus and certification needs of the entire age group.
 - "Currently there is progress towards national collaboration and coordination in curriculum, assessment and credentialing in senior secondary education being undertaken by the Australian Curriculum, Assessment and Certification Authorities. Together with the trend elsewhere in Australia to substantially liberalise university admission requirements, this suggests that in the not too distant future Western Australia will need to review its requirements to bring them more into line with other States. Following the example of universities in these other States, the Committee considers it is likely that a local university will 'break rank' in recognising the value of study in non-TEE subjects relevant to the area of further study." (p. 36)
 2. Coordination with the Training Sector: There is an urgent need to address post-compulsory issues to ensure articulation between the education and training sectors.
 3. Moderation and Course Approval Procedures: Lighter moderation is required as there is a widely expressed view, particularly from schools with a high proportion of non-university bound students, that the SEA moderation procedures are too time consuming, too cumbersome and too heavy handed. As such, it is difficult for schools to fulfil the need to be responsive and innovative.
 4. Curriculum Development:
 - "The Committee considered the desirability of including a significant curriculum development resource within the Authority." (p. 37)

- The Authority currently has the responsibility to assess syllabus development and to undertake syllabus accreditation at TEE level and should retain this function.
 - “The role of the Authority in facilitating the work of voluntary syllabus committees appears to work well in terms of modifying existing syllabuses or preparing new draft syllabuses. Despite this, the Authority has no resources to prepare complete curriculum packages, teaching materials, teachers’ guides or organise teacher in-service, etc.” (p. 37)
 - “The Committee recommends that the accreditation and certification process should remain at arm’s length from curriculum development or delivery. As a consequence, it recommends that a significant State-wide curriculum resource be placed within the Western Australian Schools Council.” (p. 37)
- Makes the following recommendation:
 - Recommendation 15: “That the Secondary Education Authority give priority to:
 - addressing the need to focus on accreditation and certification for students not seeking university entrance;
 - developing strong collaborative links with the training sector to ensure articulation between education and training;
 - taking deliberate steps to amalgamate with the Training Accreditation Council (which is to be established to advise the State Training Board) over the next three years; and
 - providing an appropriate balance in moderation and course approval procedures between the demands of a centralised TEE approach and the need for more innovative and locally responsive assessment procedures for school-based programs.” (p. 38)
- States that “The Review Committee’s recommendations reduce the size of the Authority, remove its responsibility for lower secondary course accreditation and student certification and lessen its moderation and assessment procedure responsibilities.” (p. 38)

Non-Government Education

- Notes that one-quarter of Western Australian school students currently attend a non-government school and there are indications that numbers are likely to increase to the current national average of 28 per cent before the end of the decade. There are also a number of private institutions that provide education for overseas students.
- Notes that the State currently contributes significant financial assistance to non-government schools in the form of per-capita grants, low interest loans for capital works and other grants for specific purposes such as to schools that cater for students with special needs.
- States that “The feasibility of establishing a single council covering non-government schools and other private education providers should be explored. As a first step the Committee suggests that consultations be held with the Catholic Education Commission, the education commissions of other religious bodies, the Association of Independent Schools of Western Australia and the Western Australian Private Education and Training Industry Association.” (p. 39)

- Notes that there is a need to manage the interests of non-government schools and overseas education providers separately from the government school system to avoid conflicts of interest and to provide these systems with direct access to Government.
- Makes the following recommendation:
 - Recommendation 15: “That an office of Non-Government Education be established to take on the functions relating to non-government education that are currently handled by the Office of Education and Training and the Ministry of Education.” (p. 40)

Country High Schools Hostels Authority

- Notes that the Country High Schools Hostels Authority was established in 1960 “to provide an opportunity for students in remote areas to attend school by providing affordable, supervised student accommodation in strategic locations.” (p. 41)
- Notes that an ongoing issue for the Country High Schools Hostels Authority is the viability of residential colleges, due to many factors beyond the Authority’s control, such as the state of the rural economy.
- Notes that there is strong evidence to suggest that there will be a continuing need to maintain residential colleges in country areas of the State and that the number of colleges could even expand if facilities are developed in the Perth metropolitan area to serve country students who want to attend a metropolitan senior high school that has a specialist program such as music or art.
- Notes that there are a number of recommendations for changes to the Country High Schools Hostels Authority Act 1960-72 arising from the Standing Committee on Government Agencies (SCGA) Report and supported by the Country High Schools Hostels Working Party, but which have not been progressed.
- Makes the following recommendations:
 - Recommendation 17: “That the Country High Schools Hostels Authority continue as an independent statutory authority responsible for the management of residential colleges.” (p. 42)
 - Recommendation 18: “That outstanding recommendations from the previous reviews of the Country High Schools Hostels Authority concerning the Authorities legislation be progressed.” (p. 44)
- Suggests that the Authority review its location and corporate services to save in terms of rent and resources.

SECTION FOUR: VOCATIONAL EDUCATION AND TRAINING

- Makes the following recommendations relating to the State Training System:
 - Recommendation 19: “That the Minister for Education, employment and Training be designated as the State Training Agency for Western Australia as required by the Australian National Authority Training Act 1992.” (p. 48)
 - Recommendation 20: “That the central functions of the State Employment and Skills Development Authority and the Department of Employment, Vocational Education and Training be amalgamated into a single training system.” (p. 49)
 - Recommendation 21: “That an expert board, to be known as the State Training Board, be established under statute to advise the Minister about the State Training Profile, training policy and strategic issues, the budget for the training system, individual college profiles, and the overall performance of the State training systems.” (p. 49)

- Recommendation 22: “That the State Training Board have executive powers under statute for course accreditation, registration of training providers and recognition of skills and qualifications.” (p. 49)
- Recommendation 23: “That a government department, to be known as the Department of State Training, be established to be responsible for managing the State Government’s interest and investment in the training system and to be accountable for the achievement of Government policy objectives and system performance.” (p. 49)
- Recommendation 24: “That the Department of State Training comprise three Offices, to be divisions of the department:
 - The Office of State Training Councils to address ‘What needs to be done’
 - The Office of Training providers to address ‘How to make it happen’
 - The Office of Accreditation and Review to address ‘How to be sure that the system and its parts are performing well’.” (p. 49)
- Recommendation 25: “That the new training system be supported by new legislation and the State Employment and Skills Development Authority Act 1990 be repealed.” (p. 49)
- Discusses the role of the Minister.
- Makes the following recommendations in regards to the State Training Board:
 - Recommendation 26: “That members of the State Training Board be required to sign a confidentiality agreement so that matters placed before the Board which are of a highly confidential nature remain confidential.” (p. 53)
 - Recommendation 27: “That the legislation to establish the State Training Board require that the Chief Executive Officer of the Department of State Training provide such information and assistance as is necessary for the Board to fulfil its functions.” (p. 53)
 - Recommendation 28: “That an Executive Management Committee be established to ensure close coordination and collaboration between the State Training Board and the Department of State Training. This Committee will comprise the Chair of the Board and the Chief Executive Officer and the three Executive Directors of the Department.” (p. 54)
- Makes the following recommendations regarding the Training Accreditation Council:
 - Recommendation 29: “That an expert and technically competent Training Accreditation Council be established to assist the State Training Board to develop an efficient and effective accreditation system.” (p. 54)
 - Recommendation 30: “That the State Training Board coordinate the Training Accreditation Council’s activities with the Secondary Education Authority and assess the desirability of amalgamating the Training Accreditation Council with the Secondary Education Authority over the next three years.” (p. 55)
- Makes the following recommendations regarding Training Councils:
 - Recommendation 31: “That the State Training Board be assisted by a network of Training Councils.” (p. 55)
 - Recommendation 32: “That the purpose of the Training Councils be to identify the training requirements and develop a training plan for the areas they cover, establish training standards and negotiate with training providers on the development of appropriate curriculum to meet those needs and standards.” (p. 56)
 - Recommendation 33: That the Training Councils registered by the State Training Board should be limited to 13 covering the following areas:

Agriculture, Forestry and Fishing; Cultural and Recreational Services; Communications, Information Technology and Printing; Community and Adult Education; Construction and Electrical Service; Equity and Access; Health, Education and Community Services; Hospitality and Tourism; Management, Administration and Finance; Manufacturing and Production; Mining, Metals and Automotive Engineering; Retail and Wholesale and Associated Services; and Transport. (p. 56-57)

- Discusses the Department of State Training.
- Makes the following recommendations in regards to Autonomous Colleges:
 - Recommendation 34: “That the existing Department of Employment, Vocational Education and Training metropolitan colleges (i.e. South-East Metropolitan, South Metropolitan, Central Metropolitan and North Metropolitan Colleges of TAFE) and regional colleges (i.e. Geraldton, Great Southern, South-West and Midlands) be established as autonomous colleges under the *Colleges Act 1978*. These colleges, together with Headland, Karratha, Kalgoorlie, Pundulmurra and the College of Customised Training, will form a network of autonomous colleges operating as an integral part of the training system.” (p. 62)
 - Recommendation 35: “That to promote equity of access, standards of service and performance across the state, all Consolidated Revenue Fund and other moneys assigned in accordance with the Australian National Training Authority agreement be appropriated to the Department of State Training which will allocate the funds on the basis of the State Training Profile and college profiles approved by the Minister.” (p. 63)
 - Recommendation 36: “That the College of Customised Training continue as an autonomous college under the *Colleges Act 1978* but that this situation be reviewed after three years.” (p. 64)
- Makes the following recommendations regarding Multi-sector Institutions:
 - Recommendation 37: “That the Western Australian Academy of Performing Arts be regarded as a multi-sector institution and be eligible to receive funding from the Department of State Training.” (p. 65)
 - Recommendation 38: “That the State negotiates with the Commonwealth to establish funding arrangements which reflect the Academy’s status as a Western Australian institution of national standing which attracts students from all States.” (p. 65)
- Makes the following recommendation regarding Private Training Providers:
 - Recommendation 39: “That the Department of State Training be encouraged to contract the delivery of training programs and services to other institutions, industry organisations, professional associations and other private providers where there are benefits in doing so.” (p. 66)
- Makes the following recommendation regarding relationships with Providers and Clients:
 - Recommendation 40: “That the agreement between the Department of State Training and autonomous colleges and private providers who are contracted to deliver training be in the form of a Resource and Performance Agreement.” (p. 68)
- Makes the following recommendation regarding System-wide Initiatives:
 - Recommendation 41: “That the Department of State Training:
 - develop in consultation with colleges, State-wide initiatives where there are clear advantages in a planned and coordinated approach, such

- as in the provision of information to school leavers and other potential students, counselling on course selection and admission procedures;
 - act as host agency for bureau services where there are advantages to be gained by training providers using common services, provided that colleges have choice in the selection of these services.” (p. 70)
- Makes the following recommendations regarding Regional Issues:
 - Recommendation 42: “That as a general rule the performance agreements negotiated for regional colleges provide for local community and industry input to the training system before the agreements are submitted to the State Training Board or relevant Training Council.” (p. 71)
 - Recommendation 43: “That the State Training Board consult with the Regional Development Authorities and the regional colleges on the training needs specific to regional development and coordination requirements across all providers within a region.” (p. 71)
- Makes the following recommendation regarding Quality Assurance:
 - Recommendation 44: “That a Quality Assurance Unit be established within the Department of State Training’s Office of Accreditation and Review.” (p. 72)
- Discusses Curriculum Development and Review, the Curriculum Process and the Role of the Office of State Training Councils.
- Discusses Accreditation and Registration and notes that “it is essential that the Council coordinate its activities with those of the Secondary Education Authority, with a view to the amalgamation of the two bodies within three years.” (p. 76)
- Makes the following recommendations regarding Employment:
 - Recommendation 45: “That the employment related functions currently undertaken through the Department of Employment, Vocational Education and Training continue to be administered as a part of the proposed Department of State Training.” (p. 76)
 - Recommendation 46: “That the employment programs outside the scope of the Australian National Training Authority agreement be subject to the direct approval of the Minister and not be a matter for consideration by the State Training Board unless the Minister so directs.” (p. 76)
 - Recommendation 47: “That the Minister for Education, Employment and Training meet with the Ministers for Commerce and Trade and for resources Development to initiate the development of an employment strategy which builds on the expertise and the resources of the three portfolios.” (p. 76)

SECTION FIVE: HIGHER EDUCATION

- Discusses the Western Australian Higher Education Council and the Western Australian Office of Higher Education and makes the following recommendation:
 - Recommendation 48: “That the Western Australian Higher Education Council and the Western Australian Office of Higher Education be maintained with their current functions, but that the membership of the Council be adjusted to reflect the changes in the portfolio and the staffing of the Office be reduced.” (p. 81)

SECTION SIX: PORTFOLIO COORDINATION

- Discusses the Office of Education and Training and argues that there are substantial gains to be made through a coordinated approach to education and training issues that impact on all sectors such as post-compulsory schooling, school leaver employment,

changes to enrolment procedures, opportunities for resource and policy cooperation, joint planning and quality assurance matters. Makes the following recommendation:

- Recommendation 49: “That the Minister for Education, Employment and Training meet regularly with Chief Executive Officers of the portfolio as a group, to discuss coordination issues, opportunities for resource and policy cooperation, joint planning and quality assurance matters.” (p. 85)
- Discusses the Proposed Portfolio Structure. (p. 86)

SECTION SEVEN: IMPLEMENTING THE RECOMMENDATIONS

- Notes that unless responsibility for assisting the Minister with implementation is clearly assigned at the outset, experience suggests that the reform process is likely to be unnecessarily protracted. Recommends that the implementation process be managed initially by a small Implementation Task Force and be progressively transferred to the agencies concerned and monitored by the major overarching bodies in training and school education respectively. Lists the major responsibilities of the Implementation Task Force.
- Makes the following recommendations:
 - Recommendation 50: “That an Implementation Task Force be established to advise the Minister on the establishment and appointment of the Western Australian Schools Council and the State Training Board.” (p. 89)
 - Recommendation 51: “That once established, the Schools Council and the State Training Board be assigned responsibility for advising the Minister on the implementation of the Review Committee recommendations and for guiding the implementation of the Review Committee recommendations and for guiding the implementation process in collaboration with the chief executive officers of the relevant agencies.” (p. 89)
 - Recommendation 52: “That the Office of Education and Training remain in place to the end of 1993 as the agency with responsibility for assisting the Minister for Education, Employment and Training with implementation, particularly in relation to:
 - acting as the Secretariat for both the new State Training Board and the Western Australian Schools Council until those bodies are in a position to function independently;
 - establishing and housing the new Office of Non-Government Education until it is in a position to function independently; and
 - facilitating shared corporate service arrangements for the Secondary Education Authority, the Western Australian Office of Higher Education, the Western Australian Schools Council, the Country High Schools Hostels Authority and the Office of Non-Government Education.” (pp. 89-90)
- Notes that the main thrust of the Review Committee’s recommendations is for a smaller and more focussed central office, with managerial responsibility being devolved from the centre to the delivery system.
- States “The Review Committee’s major recommendations for the school education sector are for the establishment of an overarching council, the Western Australian Schools Council and the streamlining of the Secondary Education Authority.” (p. 90)
- Notes that the implementation of these recommendations “will provide greatly increased capacity for strategic planning and management of scarce resources” (p. 90) and recommends that the Implementation Taskforce advise the Minister on specific recommendations to be referred to appropriate agencies for implementation.

- Outlines the specific matters which have been referred to each of the following agencies: The Western Australian Schools Council; the Ministry of Education; Secondary Education Office; the Office of Non-Government Education; and the Country High Schools Hostel Authority.
- Discusses implementation in regards to the Training Sector.
- Makes the following recommendations regarding Investing in Change:
 - Recommendation 53: “As a pre-condition to progressing devolution, a major priority be given to professional development and training for district superintendents, school principals and their staff, TAFE college directors and their staff, and governing council members.” (p. 95)
 - Recommendation 54: “A TAFE college should not be granted autonomous status unless the senior staff of the college and the chair and members of the college’s proposed governing council have satisfied the State Training Board of their capacity to manage an autonomous college.” (p. 96)
- Overviews the Budgetary Impact.