

BOARD OF STUDIES, TEACHING & EDUCATIONAL STANDARDS NSW

ANNUAL REPORT

2015–16



HSC EXHIBITIONS AND EVENTS

ARTEXPRESS



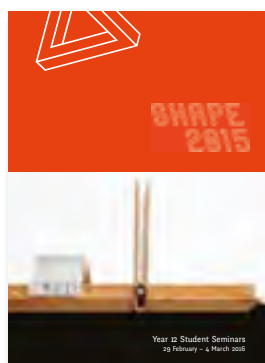
ARTEXPRESS is an annual exhibition of exemplary bodies of work by Higher School Certificate Visual Arts students.

In 2015, bodies of work of 241 students from both government and non-government schools were selected for exhibition from more than 453 submissions for the artmaking component of the 2015 HSC examination.

ARTEXPRESS 2016 was held from February to June at Margaret Whitlam Galleries, University of Western Sydney, Hazelhurst Regional Gallery and Arts Centre, the Art Gallery of NSW, the Armory Gallery, Sydney Olympic Park and Wollongong Regional Art Gallery. Further exhibitions are scheduled for Wagga Wagga Art Gallery, McGlade Art Gallery, Australian Catholic University, Glasshouse Port Macquarie, Maitland Regional Gallery and Blue Mountains Cultural Centre in the second half of 2016.

The Academy, University of Western Sydney was the major sponsor of ARTEXPRESS in 2016, while S&S Creativity Unlimited was associate sponsor. Grace Fine Art was the official carrier.

SHAPE 2015



Shape 2015 is a new exhibition showcasing exemplary projects for the three Higher School Certificate Technology courses with a practical component – Design and Technology, Textiles and Design, and Industrial Technology. Shape opened at the Powerhouse Museum on 26 February 2016 and continued to 8 March 2016.

The exhibition provided a valuable resource for teachers and students, and gave the community an opportunity to view the talent, creativity and innovation emerging from Design and Technology, Industrial Technology, Textiles and Design curriculum in NSW. Seminars focused specifically on Design and Technology were held in conjunction with the exhibition in March. The seminars attracted over 2000 students and teachers. There are plans to include seminars on Industrial Technology and Textiles and Design in coming years.

Shape also toured the Hunter, exhibiting at the Wallsend District Library from 18 July to 13 August 2016.

Its sponsors in 2016 were the Powerhouse Museum, Shelston IP, the Alan Broady Memorial Trust, and University of NSW Built Environment.

ENCORE



The annual ENCORE concert of exemplary performances and compositions from Higher School Certificate Music students was presented to full houses at both matinee and evening performances in the Concert Hall, Sydney Opera House on 22 February 2016. The concerts featured a diverse program representing all the HSC Music courses and comprising 17 performances and five compositions.

OnSTAGE

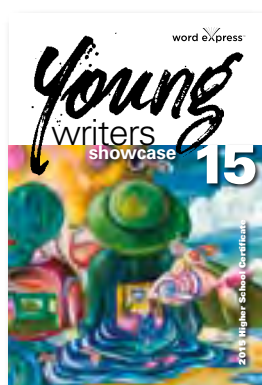


The 2016 OnSTAGE season at the Seymour Centre, Sydney, ran from 6 to 12 February and featured 46 performers and an exhibition of 26 exemplary projects that represented the different syllabus categories for study in the Higher School Certificate Drama course.

Also on show was Writers OnSTAGE/OnSCREEN in the Everest Theatre, Seymour

Centre, from 10 to 12 February. The event featured three video drama screenings and two rehearsed readings of exemplary scripts.

WordeXpress



In collaboration with the State Library of NSW, WordExpress saw the launch of *Young Writers Showcase 15* in July 2016. The anthology published short stories, poems, critical responses and scripts by 18 English Extension 2 students from the 2015 Higher School Certificate. The library also hosted study days for students and teachers in October 2015.

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The Hon Adrian Piccoli MP
Minister for Education
Parliament House
Macquarie Street
Sydney NSW 2000

Dear Minister

I am pleased to present the annual report of the Board of Studies, Teaching and Educational Standards NSW for the year ending 30 June 2016, for your presentation to the NSW Parliament.

The report highlights the activities and achievements of the Board of Studies, Teaching and Educational Standards NSW over the reporting year and has been prepared in accordance with the *Annual Reports (Statutory Bodies) Act 1984* and the *Public Finance and Audit Act 1983*.



Tom Alegounarias
President
Board of Studies, Teaching and Educational Standards NSW

30 October 2016

President's message

It is a pleasure to present to you the Board of Studies Teaching and Educational Standards NSW (BOSTES) Annual Report 2015–16.

This report highlights a further year of significant achievements in bringing together the key education pillars of curriculum, student assessment, school regulation and quality teaching to improve education outcomes for NSW students.

As I reflect on the year's achievements, it is clear that the accomplishments recounted here are the result of significant collaboration across the entire education community.

We have consulted closely with teachers, students, parents, school systems, universities and many other important stakeholder groups to ensure our work provides for the current and future education, social and economic needs of our students. I would like to thank the education community for its continued valuable contribution to these endeavours.

BOSTES has had a successful year delivering education reform and continued improvements to the key annual business-as-usual programs. Of particular significance, we have focused on developing the wide-reaching reforms to the Higher School Certificate that will see implementation of minimum HSC standards and modernised curriculum, assessment and examinations with the aim of promoting stronger HSC standards. These important changes were announced by the Minister for Education, the Hon. Adrian Piccoli MP, in July 2016.

As part of these reforms, from 2020 students will need to demonstrate they have met a minimum standard of literacy and numeracy to receive the award of the HSC. This new requirement will be complemented by the provision of extra support and resources for teachers and students from Kindergarten to Year 12 to assist students in attaining the essential literacy and numeracy skills needed after school for further education and training, work and life.

Other HSC reforms announced by the Minister that will come into effect from 2019 include:

- ensuring the currency of HSC syllabuses through regular streamlined syllabus review processes
- the introduction of new English, Mathematics, Science and History HSC courses
- new rigorous guidelines for effective school-based assessment
- redesigned HSC examinations to assess depth of knowledge and application of skills
- a new Science Extension course; and
- a fairer scaling process to encourage the study of high-level Mathematics courses.

These changes will further enhance the international standing of the NSW HSC and better prepare individual students for their chosen pathways in life, further study and work after school.

BOSTES has also undertaken significant work in supporting the introduction of the accreditation of early childhood teachers from this year and the pre-2004 teacher workforce from 2018. Our work in supporting a high-quality teaching profession in NSW will continue with further important initiatives planned in relation to strengthening support for initial teacher education, professional learning and teacher accreditation.

The year ahead is shaping up to be another busy and exciting one. A recent independent review of BOSTES considered the effectiveness of the amalgamation in January 2014 of the NSW Board of Studies and the NSW Institute of Teachers to ensure that NSW's education architecture is best placed to drive continued education reforms.



The review found significant support for BOSTES and made 13 recommendations to improve the organisation's governance and streamlined regulatory arrangements. The Government accepted all 13 recommendations and in August 2016 announced that BOSTES would be reconstituted as the NSW Education Standards Authority (the Authority) from 1 January 2017. The Authority will remain a single independent statutory authority, will retain all the current functions of BOSTES, and will have enhanced powers to improve student learning through standards and evidence.

This will involve an even stronger focus on:

- the application of evidence-based approaches to the development of policy
- monitoring standards for teaching and learning and providing advice on their implementation, impact and effectiveness; and
- identifying areas and making recommendations to schools, systems and government for improving the standards of school education.

I extend my sincere thanks to BOSTES staff for their remarkable efforts delivering the policies and products detailed in this report. These achievements are a reflection of their hard work and dedication.

Finally I wish to thank my colleagues on the Board and its committees for their policy oversight, support and considered and sage advice. The Authority will start operations from 1 January next year with a new Board and committee structure, and many longstanding members will bid us farewell. Some have served for many years, volunteering their expertise and time and making an invaluable contribution to the high quality of education in NSW. It has been a pleasure and privilege to work with them.



Tom Alegounarias

President

Board of Studies, Teaching and Educational Standards NSW

SECTION 1

Our organisation
and governance



1.1 About BOSTES

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) was established on 1 January 2014 following the passage of the *Board of Studies, Teaching and Educational Standards Act 2013* (the BOSTES Act). As well as establishing BOSTES, the Act made requisite changes to the *Education Act 1990* and the *Institute of Teachers Act 2004* (renamed the *Teacher Accreditation Act 2004*).

Under the BOSTES Act, BOSTES assumed the previous functions of the Board of Studies NSW and the NSW Institute of Teachers. BOSTES is the first authority of its kind within Australia and is unique by national and international standards.

Our purpose

BOSTES works collaboratively and in consultation with the school sectors. The key purpose of BOSTES is to support the already high standards of schooling in NSW and to help lead the continuing improvement of educational standards in NSW schools. To achieve this, BOSTES seeks to cultivate and leverage the interrelationships between the four educational pillars of curriculum, teaching, assessment and educational regulation in order to promote higher-quality teaching and improve the educational standards of NSW students.

BOSTES also works collaboratively and transparently with key education stakeholders and the broader community to place the collective goal of improving student achievement at the very heart of its activities. It draws together expertise from within the school sectors, universities, teacher educators and other professional groups and promotes evidence-based analysis, judgement and policy within and on behalf of the profession.

In fulfilling our purpose, we:

- keep the advancement of student achievement at the heart of our activities
- are aware of and responsive to the perceptions and expectations of parents
- work proactively and collaboratively with a wide range of stakeholder organisations and the broader community, including school sectors, early childhood providers, non-government organisations, higher education providers and employers
- are open and responsive to the perceptions and expectations of other professionals and individuals who come into contact with us
- are a source of authority on curriculum, assessment, quality teaching, and regulatory and accreditation compliance
- recognise, cultivate and leverage the interrelationships between curriculum, teaching, assessment and registration in a way that promotes high-quality teaching and improves the educational standards of students
- draw together expertise from within the school sectors, universities, teacher education and other professional groups
- cultivate and support evidence-based analysis, judgement and presentation within and on behalf of the profession.

Our responsibilities

BOSTES' responsibilities fall into five key areas – curriculum and assessment; examinations and credentials; teaching quality; school registration and accreditation; and support to the NSW Aboriginal Education Consultative Group – which are summarised below.

Curriculum and assessment

- Develop curriculum and curriculum support materials that articulate NSW educational standards at each stage of learning from Kindergarten to Year 12
- Develop high-quality resources and provide expert guidance and support for teachers undertaking assessment of the educational standards of NSW students from Kindergarten to Year 12

Examinations and credentials

- Develop and deliver Higher School Certificate examinations and award the Higher School Certificate to eligible students
- Award the Record of School Achievement to eligible students who leave school prior to completing the Higher School Certificate
- Implement and administer the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in NSW
- Administer the Australian Music Examinations Board (NSW)

Teaching quality

- Implement and oversee teacher accreditation processes against whole-of-career Australian Professional Standards for Teachers and accredit NSW teachers against those standards (including for Early Childhood Teachers)
- Ensure the quality of initial teacher education programs offered by providers against the Australian Professional Standards for Teachers
- Support professional learning for beginning, returning and continuing teachers based on rigorous professional standards
- Coordinate implementation of the NSW Government's *Great Teaching, Inspired Learning: A Blueprint for Action* (GTIL Blueprint) across all NSW schools as well as related strategic initiatives arising from its implementation

School registration and accreditation

- Develop and implement school registration standards
- Register non-government schools seeking to operate in NSW and accredit non-government schools to present candidates for the Record of School Achievement and Higher School Certificate
- Provide advice to the Minister on the compliance by NSW government schools with requirements similar to those required for the registration of non-government schools
- Approve schools to deliver courses to overseas students
- Administer the home schooling program under delegation from the Minister

NSW Aboriginal Education Consultative Group

- Provide corporate services support to the NSW Aboriginal Education Consultative Group

Our values and principles

BOSTES' work is underpinned by the values and principles outlined below. These values complement the core values and guiding principles prescribed by section 7 of the *Government Sector Employment Act 2013*.

Educational authority and leadership

- We will exercise a leading role in ongoing monitoring, research and development in school curriculum, assessment, teaching, registration and accreditation.

Focus on stakeholders

- We will provide optimal service to our stakeholders with professional competence and commitment.

Accountability and transparency

- We will actively promote community confidence in NSW education through activities that are ethical, sustainable, transparent and in the public interest.

Productive relationships and partnerships

- We will foster rich and valuable relationships and partnerships across the community.

Equity and inclusiveness

- Our policies and programs will be underpinned by the principles of equity and inclusiveness and will be designed and delivered with fairness and consistency.

Quality and effectiveness

- We will implement best practices to provide high-quality services that are effective and respond to the needs of the community.

Innovation

- We will encourage and promote innovation and creativity to encourage new ideas, products and processes.

Continuous improvement

- We will secure our own continuous improvement through active self-evaluation and independent external evaluation of our work and services.

In addition, BOSTES officers will provide:

- exemplary representation of BOSTES to education stakeholders and the broader community
- high-quality professional advice and administrative support and services to the Board in order for it to fulfil its purpose and achieve its strategic goals.

1.2 The Board and its committees

Membership of the Board

Under the BOSTES Act, the Board of Studies, Teaching and Educational Standards NSW comprises a president, three ex officio members and 19 members appointed by the Minister for Education.

The 19 appointed members comprise 11 nominees of prescribed stakeholder organisations, two ministerial nominees representing Aboriginal education and early childhood education respectively, together with six other ministerial nominees having, in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in NSW.

Nominees proposed to the Minister and those selected directly by the Minister are submitted for Cabinet approval. These Board members are appointed for terms not exceeding three years and are eligible for reappointment. Ex officio members are nominees of the Secretary of the NSW Department of Education.

Membership of the Board during 2015–16 is outlined below. Biographical information on board members is provided in Section 1.3. Appendix A gives details of board meetings and members' attendance during 2015–16.

Appointed members

Mr Tom Alegounarias – President

Dr Brian Croke – Deputy President, nominee of the Catholic Education Commission NSW

Mr John Azarias (until 31 March 2016) – Partner, Tax Services, Deloitte Touche Tohmatsu

Ms Cindy Berwick – Aboriginal person with knowledge and expertise in the education of Aboriginal people

Dr Michael Bezzina – Director, Teaching and Learning, Catholic Education Office, Sydney

Mr Philip Cooke – nominee of the NSW Teachers Federation, representing government primary school teachers

Professor Sue Dockett – expert in early childhood education

Mr Denis Fitzgerald – nominee of the NSW Teachers Federation, representing government secondary school teachers

The Hon Patricia Forsythe – Executive Director, Sydney Business Chamber

Mr Larry Grumley – nominee of the Independent Education Union NSW/ACT, representing non-government school teachers

Mr Gary Johnson – nominee of the NSW Secondary Principals' Council

Dr Meredith Martin – consultant in special education

Mr John Mularczyk – nominee of the NSW Primary Principals' Association

Ms Jennifer Neary – business consultant and chair of the Public Education Foundation

Professor John Pegg – founder and director of the Science, ICT and Mathematics Education for Rural and Regional Australia (SiMERR) National Research Centre at the University of New England

Dr Angela Schulz – nominee of the Council of Catholic School Parents and the NSW Parents' Council, representing parents of children attending non-government schools

Dr Michael Spence – nominee of the NSW Vice-Chancellors' Committee

Dr Timothy Wright – nominee of the Association of Independent Schools of NSW, the Headmasters' Conference of Independent Schools of Australia, and the Association of Heads of Independent Girls' Schools

Ms Natalie Walker (from 1 February 2016) – nominee of the Council of the Federation of Parents and Citizens Associations of NSW (representing parents of primary school children)

Mr Timothy Spencer (from 1 February 2016) – nominee of the Council of the Federation of Parents and Citizens Associations of NSW (representing parents of secondary school children)

Ex officio members

Ms Janet Davy – Deputy Secretary, Strategy and Evaluation, NSW Department of Education

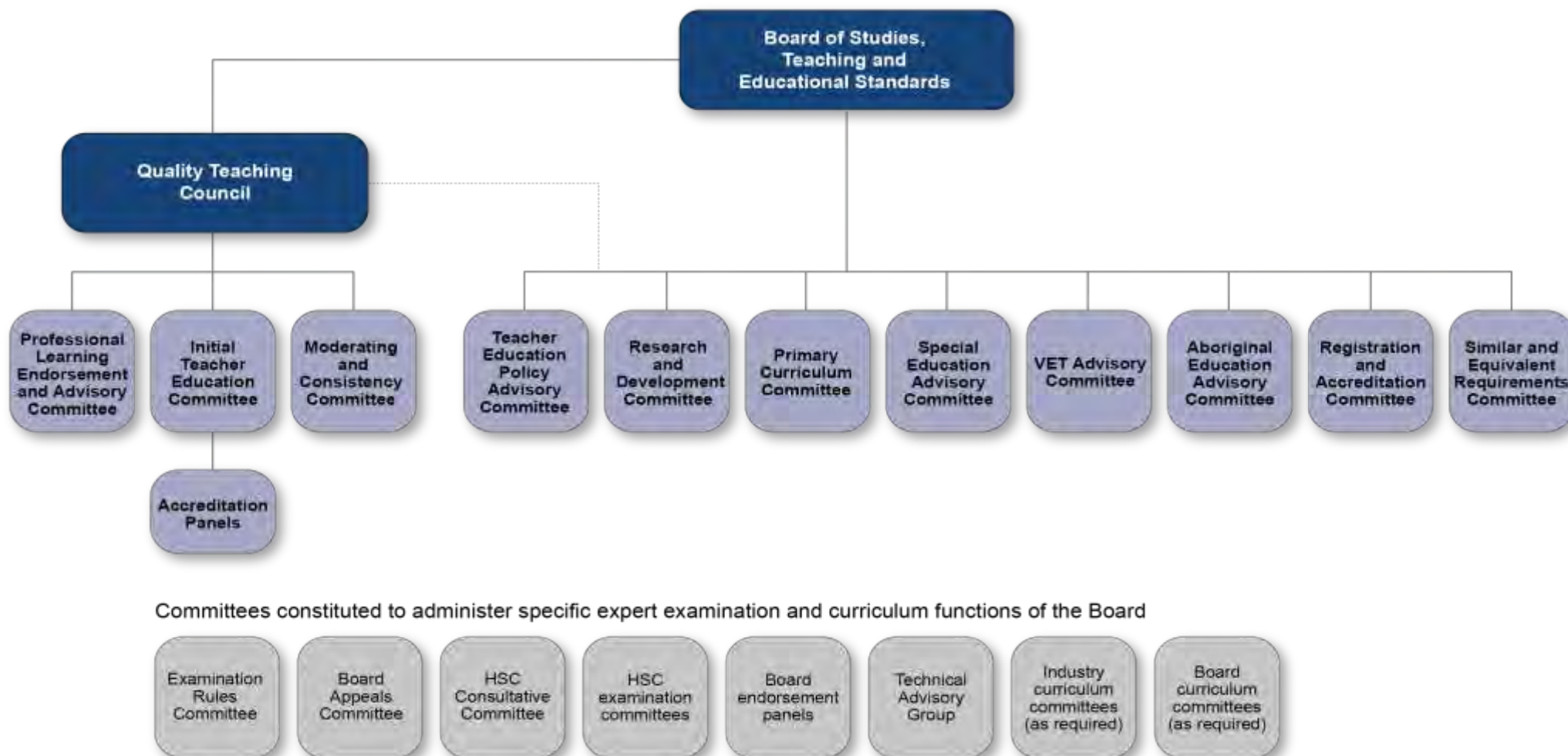
Ms Leslie Loble – Deputy Secretary, External Affairs and Regulation, NSW Department of Education

Mr Gregory Prior – Deputy Secretary, School Operations and Performance, NSW Department of Education

Committees and panels of the Board and Quality Teaching Council

Figure 1.1 shows the standing committees and panels of both the Board of Studies, Teaching and Educational Standards NSW and the Quality Teaching Council. Appendix B provides a detailed overview of the standing committees and panels of the Board. Appendix C provides an overview of the Quality Teaching Council and its committees, and gives details of members' attendance at council meetings during 2015–16.

Figure 1.1: Committees and panels of the Board and Quality Teaching Council at 30 June 2016



1.3 Members of the Board



Mr Tom Alegounarias

BEd, DipEd

President

Tom Alegounarias was appointed President of the Board of Studies, Teaching and Educational Standards NSW (BOSTES) in January 2014. He was previously the President of the Board of Studies NSW and founding Chief Executive of the NSW Institute of Teachers.

As the former Director of Equity and General Manager of Strategic Policy for the NSW Department of Education and Training, Tom was responsible for national, cross-sectoral and cross-agency policy and liaison.

He has been Chair and Executive Officer to a number of national policy committees, including the Schools Resourcing Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs. Tom was co-founder and inaugural chair of the Australian Centre for Equity through Education.

Tom is currently on a number of Advisory Boards and Adjunct Professor in the Faculty of Education and Social Work at the University of Sydney



Dr Brian Croke

BA(Hons), DipEd, DPhil, Hon DLitt

Deputy President

Brian Croke is Executive Director of the Catholic Education Commission NSW. He is also a director of the Australian Council for Educational Research and Education Services Australia, a member and chair of the NSW Schools Advisory Council, and a member of the National Catholic Education Commission. Brian is Adjunct Professor of History at Macquarie University, Honorary Associate at the University of Sydney and Visiting Fellow, Institute of Education, University of London.



Mr John Azarias

LLM

(until 31/03/2016)

John Azarias is a senior partner at Deloitte Touche Tohmatsu and has been a member of the Board of Governance of the NSW Institute of Teachers since its establishment in 2005. John is also Federal Secretary of the French-Australian Chamber of Commerce and Industry and a past President of Australian Business in Europe. He has made a significant contribution to a range of corporate and charitable boards.

John is an Associate Member of the Institute of Chartered Accountants.



Ms Cindy Berwick
BEd

Cindy Berwick is President of the NSW Aboriginal Education Consultative Group and chairs the Board's Aboriginal Education Advisory Committee. She is a secondary mathematics teacher and has spent considerable time teaching in schools as well as lecturing at the University of Western Sydney and the University of Sydney.

Cindy is a member of the Secretary's Aboriginal Education and Training Reference Group for the NSW Department of Education. She represents Aboriginal people on a number of national committees. Cindy has considerable knowledge and expertise in Aboriginal education and training, including policy development, and understands the cultural, social and economic factors that affect Aboriginal communities.



Dr Michael Bezzina
BA(Hons), DipEd, MEdStuds(Religious Education), PhD, FACEL, FACE

Michael Bezzina is the Director of Teaching and Learning at the Catholic Education Office in the Archdiocese of Sydney. He has spent his career as an educator and leader in Catholic schools, systems and tertiary institutions. Prior to his present appointment, Michael was a member of the Faculty of Education and Arts at the Australian Catholic University (ACU) from 2007 to 2012, as Associate Professor in Educational Leadership, Director of the Centre for Creative and Authentic Leadership (2008 to 2012), and then Head of the School of Educational Leadership (2008 to 2010).

In a rich and varied career, Michael has been a secondary school teacher, school leader, teacher educator, consultant, system administrator, process facilitator and researcher. He has extensive experience in Catholic education systems, having worked in a variety of roles within the Catholic Education Office, Parramatta Diocese, from 1991 to 2006.

Michael is a Fellow of the Australian Council of Educational Leaders, and holds (or has held) adjunct professorships at ACU, the University of Western Sydney and the University of Fiji. He is currently a member of the Catholic Education Commission NSW Education Policy Committee, the Broken Bay Diocesan Schools Board, the Board of the Edmund Rice Centre and the NSW Executive of the Australian Council for Educational Leaders.



Mr Philip Cooke
BEd(Primary)

Philip Cooke is a full-time classroom teacher at Cessnock Public School. He has been a teacher in the NSW public education system since 1990 and has taught in rural, regional and metropolitan schools.

Philip is currently the President of the Cessnock Teachers Association and a member of the State Executive of the NSW Teachers Federation, and has conducted a variety of research activities on behalf of the federation. This research has included a comparative study of teaching and learning conditions in schools across Australian states and territories.

In recent years, Philip has worked closely with the University of Newcastle on the Making Educational Goals Sustainable (now Aim High) project. The project aims to address the education and career aspirations of students from low socioeconomic status backgrounds by providing access to, and knowledge of, higher education, particularly in the areas of science, mathematics and technology.

Philip has a deep interest in Aboriginal Education. In recent years, he has worked closely with his school's Aboriginal (Wonnarua) community to enhance students' knowledge and understanding of local and broader Aboriginal culture.



Ms Janet Davy
BEd, MEd

Janet Davy is Deputy Secretary, Strategy and Evaluation in the NSW Department of Education. Her key responsibilities include corporate governance, planning, reporting and enterprise risk management; communication, engagement and media; education statistics, evaluation and research; social and school policy coordination; support for parliamentary, Cabinet and executive services; and the department's Program Management Office.

Janet has held a number of senior positions within the NSW Department of Education, the federal Department of Education, Employment and Workplace Relations, and as Deputy Chief Executive and Chief Executive of the ACT Department of Education. She has worked for many years in various curriculum development and policy roles and has also led donor aid capacity-building projects in Papua New Guinea and Solomon Islands. Janet returned to NSW as Executive Director, Office of the Secretary in July 2012 and was appointed Deputy Secretary, Strategy and Evaluation in 2015.



Professor Sue Dockett
BEd(Hons), MEd(Hons), PhD

Sue Dockett is Professor of Early Childhood Education at Charles Sturt University. She has been actively involved in early childhood education as a teacher, academic and researcher for over 30 years. Much of her current research agenda is focused on educational transitions, particularly transitions to school and the expectations, experiences and perceptions of all involved. Other educational transitions, including from primary to secondary school, and from school to work, are components of her ongoing research. Sue's research is widely published both nationally and internationally.



Mr Denis Fitzgerald
BA, DipEd

Denis Fitzgerald has taught in a range of public schools across NSW as a classroom teacher and in a variety of promotion positions. He was a founder member of the NSW Board of Secondary Education and of the Board of Studies NSW and a member of the Curriculum Corporation. Denis has also been President of the NSW Teachers Federation, the Federal President of the Australian Education Union, and a writer and speaker on educational and social issues. More recently, he was Director of Equity and Aboriginal Education in the NSW Department of Education, a position he left in order to return to schools.

Recently, UNSW Press published Denis's history of education, *Teachers and Their Times*. He continues research work along with casual teaching and is the editor of the *Journal of Professional Learning*.



The Hon Patricia Forsythe
BA, DipEd, GAIC

Patricia Forsythe is the Executive Director of the Sydney Business Chamber. She represents the chamber on a number of NSW Government committees and serves on various boards in the government and not-for-profit sector, including the Council of Macquarie University, Destination NSW, Business Events Sydney, Cricket NSW, and the Port Authority NSW.

Patricia served as a member of the NSW Legislative Council from 1991 to 2006, including over 10 years on the opposition frontbench. Her first career was as a high school teacher in the NSW government and independent systems.



Mr Larry Grumley
BSE, DipEd, MA(Hons Eq)

Larry Grumley has 35 years' teaching experience in secondary (government, independent, Catholic and TAFE) and tertiary sectors in both NSW and overseas. He has taught in coeducational, all-boys and all-girls schools over the course of his career. Larry has also been involved in Higher School Certificate and School Certificate marking as a Supervisor of Marking, a Senior Marker and a Marker, and has participated in examination committees and syllabus development.

Larry is currently Head Teacher of English at Catherine McAuley High School, Westmead. He works with current HSC students through libraries in NSW, and the SPARK program in primary schools for newly arrived children and families of refugee backgrounds, in an effort to give all students equal access to education and to promote independent learning for life after formal schooling.

Larry is a passionate advocate for equality and the rights of all to access education and learning, and the system's need to facilitate that access.



Mr Gary Johnson
BA, DipEd

Gary Johnson is currently Principal at Cherrybrook Technology High School and was formerly Principal of Jamison High School. He is an active member of the NSW Secondary Principals' Council, being a member of the Assessment and Reporting Reference Group and previously serving on the council's executive. Gary has worked in public education for over 30 years in a variety of teaching and executive positions.

Gary has held leadership roles in Higher School Certificate and School Certificate marking, examination committees and syllabus development. He is an occasional writer and speaker on educational issues. His interests include pedagogy, curriculum development, and assessment and reporting. Gary is committed to the preservation of strong, local comprehensive high schools.



Ms Leslie Loble
BSc, MPubAdmin

Leslie Loble is Deputy Secretary, External Affairs and Regulation, at the NSW Department of Education where she leads cross-sectoral and national education policy spanning early childhood education, schooling and higher education.



Dr Meredith Martin

BA(Hons), DipEd, MEd(Special Ed), PhD

Meredith Martin is a consultant in special education. She was previously lecturer in Special Education, Macquarie University and Principal Education Officer in Special Education in the NSW Department of Education and Training.

Meredith is currently a part-time lecturer at the University of Sydney in the Faculty of Education and Social Work. She is a senior member of the Guardianship Division of the NSW Civil and Administrative Tribunal, the Mental Health Review Tribunal and, until June 2008, was a member of the Administrative Decisions Tribunal.

Meredith has worked for more than 35 years in training and evaluation for government and non-government sectors that have programs for people with disabilities.



Mr John Mularczyk

BEd, DipEd

John Mularczyk, in his role as principal in several schools, has created a sustainable culture of improvement by developing strategic targets, using data to drive improvement and action plans that emphasise student learning.

John was seconded to the Professional Learning and Leadership Development Directorate of the NSW Department of Education to deliver the Team Leadership for School Improvement K–12 Program statewide.

John has addressed national conferences on integrating internet technologies and critical thinking into Kindergarten to Year 12 education, sustaining student success and expanding teachers' pedagogical knowledge. He is focused on building school capacity in leadership, and developing talents to foster learning and growth for new and experienced principals. In 2010, John was a member of the Institute of Senior Educational Administrators tour to Hong Kong and Singapore that studied school and university systems.

Since 2010, John has been a member of the former Board of Studies NSW, the NSW Primary Principals' Association Primary Curriculum Reference Group, and the Australian Curriculum Working Party.



Ms Jennifer Neary AM
BA, DipEd

Jennifer Neary began her career as a secondary mathematics teacher in NSW. She then worked for the Australian Government Department of Education, the Schools Commission, the Victorian Ministry of Education, and TAFE in both Victoria and NSW. She has had a long history in the development and implementation of public policy in employment, education and training at both state and federal levels, and internationally with the Manpower and Social Affairs Committee of the Organisation for Economic Co-operation and Development.

Jennifer has also been a senior executive in the financial services sector. She was the Managing Director of Horwath Chartered Accountants, a Director in Financial Risk Management at PricewaterhouseCoopers, and the Head of Knowledge and Data Management at Insurance Australia Group Limited. Jennifer is the Chair of the Public Education Foundation in NSW and was a member of the board of the former NSW Institute of Teachers.



Professor John Pegg
BSc, DipEd, MMath, PhD

John Pegg began his career as a secondary mathematics teacher. Currently, he is Professor and Foundation Director of the Science, ICT and Mathematics Education for Rural and Regional Australia (SiMERR) National Research Centre at the University of New England. John's work is known nationally and internationally for its contribution to theory-based cognition research in mathematics education and assessment. He advocates equality of educational learning outcomes for students and teachers, regardless of their geographic circumstance. As a consultant and evaluator in a diverse range of educational contexts, John has strong links with schools, professional teaching associations and educational authorities in Australia and overseas.

In the past few years, John has been a team leader on many large-scale nationally and internationally significant projects linked to underachieving learners in basic mathematics and literacy; statewide diagnostic testing in science; developmental-based assessment and instruction; the validation of the Australian Professional Standards for Teachers; investigating faculties achieving outstanding student-learning outcomes in the An Exceptional Schooling Outcomes Project (ÆSOP); evaluations of the effectiveness of programs in education jurisdictions; and the creation of the National Research Center for Teacher Quality in the Philippines.



Mr Gregory Prior

DipTeach, BEd, MEd, FACE, MACEL

Greg Prior has held a number of senior positions within the NSW Department of Education. He was appointed Deputy Director-General, Schools in November 2010. His current responsibilities as Deputy Secretary, School Operations and Performance include strategic direction and policy across public schools in NSW. He leads the implementation of significant initiatives in NSW, including four major transformational and cultural reform agendas: Local Schools, Local Decisions; Wellbeing; Rural and Remote; and School Excellence.

Greg has a strong commitment to evidence-based practice and the importance of a culture of continuous improvement. In all of his leadership positions, he has maintained a focus on the importance of strengthening teacher and leadership capability in order to meet the educational challenges of the future.

Greg is an Adjunct Professor, School of Education, University of Western Sydney; Chair of the Board at the NSW Department of Education Confucius Institute; and a Trustee of the ANZAC Memorial, Hyde Park, Sydney. He is also a member of the Centre for Educational Research External Advisory Committee at the University of Western Sydney; the State Emergency Management Committee; and the Teacher Education Expert Standing Committee at the Australian Institute for Teaching and School Leadership.



Dr Angela Schulz

BSc(Hons), PhD

Angela Schulz joined the former Board of Studies NSW in 2010 as the joint representative for the Council of Catholic School Parents and the NSW Parents' Council. She comes from a background of tertiary education and biomedical research at the University of Sydney and the Save Sight Institute at the Sydney Eye Hospital.

As a mother of two primary school-aged children, Angela has a keen interest in ensuring high-quality and engaging educational experiences for all children. She believes that all children are entitled to an education that will help them reach their full potential, and that parents have the right to exercise choice to achieve this. Angela also believes that providing quality educational experiences and resources to all children is fundamental to successfully encouraging children to develop inquiring minds and become lifelong learners.

Angela is an advocate for ensuring appropriate professional development for the teachers in our various educational systems to enable them to stay abreast of best educational practices.



Dr Michael Spence
BA, LLB, DPhil, PGDipTheol

Michael Spence was appointed the 25th Vice-Chancellor of the University of Sydney in 2008. Under his leadership, the university has forged its distinctive strategy. The first University of Sydney Strategic Plan 2011–15 championed the development of multidisciplinary centres, including the Charles Perkins Centre, the China Studies Centre, the Sydney Southeast Asia Centre, the Australian Institute of Nanoscience and the Brain and Mind Centre.

An alumnus of the University of Sydney, Michael graduated with first-class honours in English, Italian and law. His many languages also include Chinese and Korean. Michael lectured in law at the University and worked for the Australian Copyright Council prior to departing from Australia and establishing himself at the University of Oxford in order to undertake doctoral studies.

At Oxford, Michael obtained a Doctor of Philosophy and a Postgraduate Diploma in Theology. He became a Fellow of St Catherine's College at Oxford, and during his 20 years at the college, he headed Oxford's law faculty and Social Sciences division, one of the four divisions that make up the University of Oxford.

Michael is recognised internationally as a leader in the field of intellectual property theory. His work includes articles and books on both intellectual property law and the law of obligations, with a critical focus on suggested ethical and economic justifications of the existing regimes.



Mr Timothy Spencer
BE (Elec)

(from 01/02/2016)

Tim Spencer is the secondary parent representative for the Federation of Parents and Citizens Association of NSW. He comes from a strong engineering background having worked for various leading biomedical companies in both engineering and management roles where a large part of his career was focused on developing systems to help support tertiary learning and medical research.

Tim is a father of two secondary school-aged children, and has been an active member of several school communities serving in senior roles with the P&C Federation. He was elected as a State Councillor for the P&C Federation in 2014 and is currently a member of the P&C Federation Executive. He has been actively involved in advocating for high quality, equitable and properly funded public education and is a strong believer in parent involvement in the education process at all levels. He sits on a number of NSW Department of Education steering committees as a parent representative.



Ms Natalie Walker
BEd (ECE)

(from 01/02/2016)

Natalie Walker is the Far West Councillor for the Federation of Parents and Citizens Associations of NSW and appointed as the primary parent representative to the Board for public schools. She has over 20 years' experience working in children's services, and has also worked for local government as a youth officer, as well as TAFE NSW. With two young children in primary school and residing in Central West NSW Natalie is passionate about supporting families in their child's education and ensuring that regional, rural and remote students are given equal opportunity and access to resources to support their educational journey and become successful and confident young people in their communities.

Natalie is also currently appointed to the BOSTES' Primary Curriculum Committee and BOSTES' Vocational and Educational Advisory Committee (VETAC).



Dr Timothy Wright
BSc(Hons), DipEd, PhD, FACE, MRACI, CChem

Timothy Wright is Headmaster of Sydney Church of England Grammar School (SHORE). Prior to this appointment, he was Headmaster of All Saints' College, Bathurst.

Timothy has served as the Chairman of the Great Public Schools (GPS) Headmasters' Standing Committee, and as Secretary of the same committee, as well as Secretary of the Heads of Independent Co-Educational Schools NSW & ACT. He has been a member of the Association of Heads of Independent Schools of Australia since 1993. Timothy became chair of the Association of Independent Schools Leadership Centre in August 2013.

Timothy's educational interests include pedagogy, staff development and professional learning, and he has a lifelong interest in effective pastoral care for young people. Personally he enjoys walking, swimming and sports of all kinds. He is an active member of the Anglican Church of Australia and a member of the Crusader Council, a Christian organisation that works with independent schools.

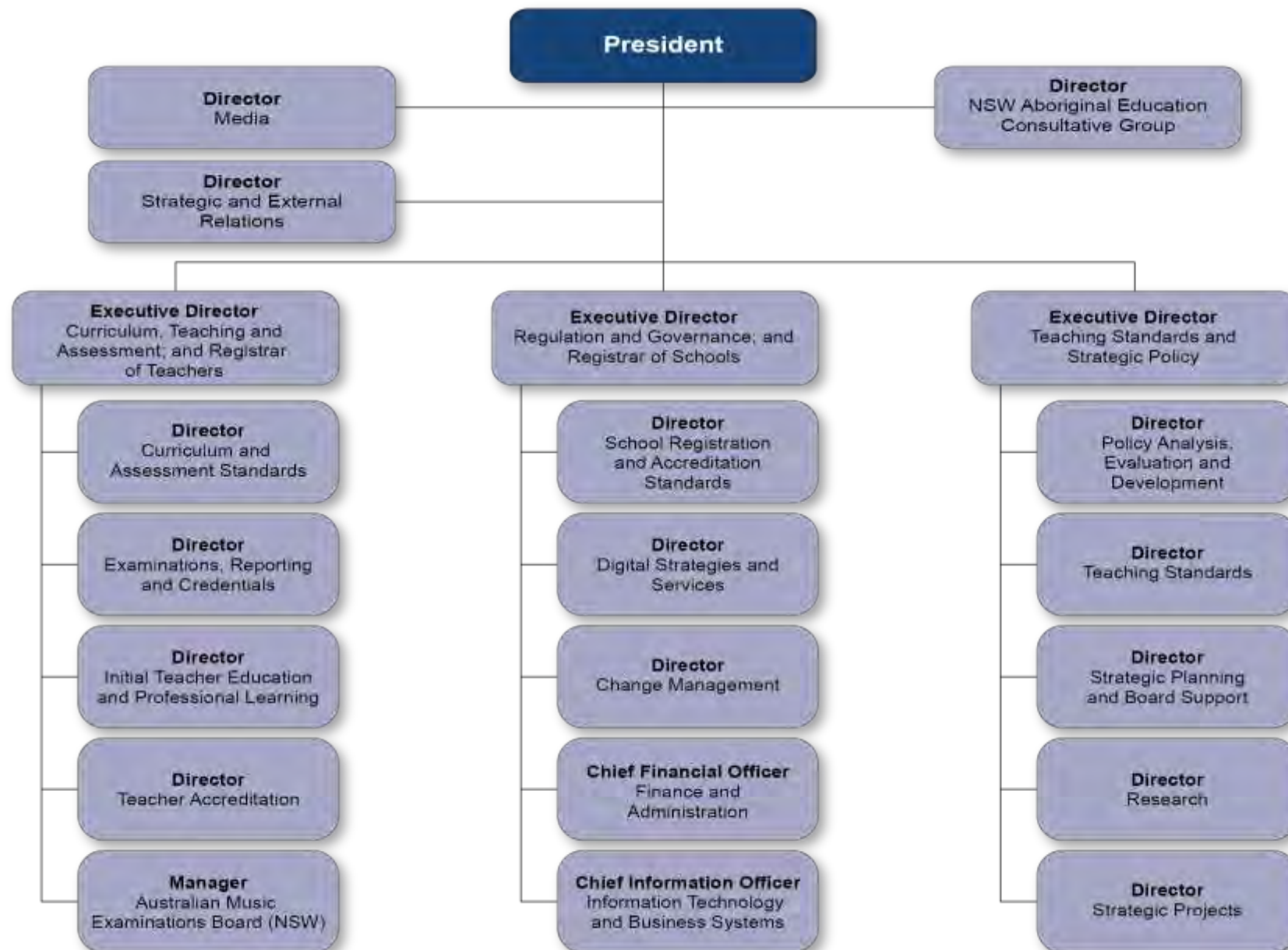
1.4 Structure and staff of BOSTES

The BOSTES is supported by the BOSTES Staff Agency which is established under Schedule 1 Part 3 of the *Government Sector Employment Act 2013*.

The BOSTES' organisational structure during the reporting period is outlined at Figure 1.2.

The detailed functions of BOSTES' divisions, directorates and branches are described at Appendix D.

Figure 1.2: Board of Studies, Teaching and Educational Standards NSW organisational structure at 30 June 2016



1.5 Strategic planning and goals

The NSW Government's strategic blueprint for further improving education and learning outcomes for NSW students provides the key focus for the future directions and initiatives of BOSTES. The NSW State Plan *NSW: Making it Happen* outlines a range of key priorities and targets designed to strengthen the skill base and improve education and learning outcomes for all NSW students including for Aboriginal and Torres Strait Islander students.

Additionally, the NSW Government's *Great Teaching, Inspired Learning: A Blueprint for Action* is designed to promote and foster world-class teacher quality as the central driver of maintaining and improving the educational standards of NSW students. BOSTES has been tasked with coordinating the implementation of Great Teaching, Inspired Learning, and is also implementing and overseeing teacher accreditation processes against the Australian Professional Standards for Teachers across the four whole-of-career teacher accreditation levels (see Section 2.3). BOSTES also has a responsibility to analyse data and consult experts, principals, teachers and parents to continuously improve policy settings for all NSW schools.

BOSTES strategic and operational plans

The BOSTES Strategic Plan 2014–2019 provides a direct response to the NSW State Plan, the Great Teaching, Inspired Learning blueprint, and other government initiatives. The strategic plan sets broad future strategic directions for BOSTES in an ever-changing context of significant global and national developments. The plan takes account of a comprehensive scan of the strategic environment which identifies new and emerging policies, trends, research and strategic variables that are likely to impact on NSW education over the next few years. It plays an essential role in guiding the focus and work of BOSTES towards fulfilling its core purpose and supporting the achievement of the NSW Government's education-related targets.

The BOSTES Operational Plan 2015–2016 provides a detailed framework for implementing the BOSTES Strategic Plan 2014–2019 over the 18-month period from July 2015 to December 2016.

The operational plan promotes a direct alignment between the priorities in the BOSTES Strategic Plan 2014–2019, the ongoing strategic focus of BOSTES staff and the responsibilities and priorities of each officer. For each strategic priority identified in the strategic plan, strategic activities, key milestones and timeframes, accountabilities and targeted deliverables (by December 2016) have been incorporated into the operational plan. During 2015–16, BOSTES executive staff formally reviewed progress towards achieving these priorities each month.

The operational plan also provides the basis for the individual performance agreements for BOSTES Senior Executive Service officers and individual Performance and Development Plans for BOSTES staff, corporate development plans, the management plans for each division, directorate and branch, the BOSTES annual report to parliament and a range of other reporting requirements.

Key priority areas

The following seven key priority areas from the BOSTES Strategic Plan 2014–2019 provided a focus for the work of BOSTES during 2015–16:

- Leadership and support for improved educational standards in NSW schools
- Curriculum and assessment
- Examining and credentialling
- Quality teaching and regulatory compliance
- Quality schooling and regulatory compliance
- Development and promotion of educational innovation
- Collaboration, consultation and engagement

Sections 2 and 3 report on the activities and achievements of BOSTES in these key priority areas during the year. A summary of strategic activities in each area is provided in tables 1.1 to 1.7.

Table 1.1: Key priority area 1 – Leadership and support for improved educational standards in NSW schools

Key priorities	Strategic activities
Position BOSTES as a leading national and international source of authority on the improvement of educational standards	▪ Maintain and improve the educational standards of NSW students (including low-SES, regional, isolated and Aboriginal students) by recognising, cultivating and leveraging the inter-relationships between curriculum, teaching, assessment and regulation ▪ Develop and implement an evidence-based STEM education strategy from Kindergarten to Year 12 (K–12) to encourage and increase enrolments and strengthen the capacities and future career opportunities of NSW students in relation to science, technology, engineering and mathematics-based industries ▪ Lead a review of languages education in NSW in consultation with school education sectors and other key stakeholders and provide advice and recommendations to the Minister for Education regarding the development of more effective K–12 languages curriculum and implementation for NSW students ▪ Lead a project to increase the capacity of universities to recognise the breadth of achievement of NSW school students and the achievements of low-SES, regional, isolated and Aboriginal students through formal collaboration with the higher education sector and school education sectors ▪ Lead a review of aspects of the NSW Higher School Certificate Program, including patterns of study and assessment requirements, and develop and deliver enhanced HSC curriculum and credentialling initiatives that better serve the 21st Century educational needs of NSW senior secondary students ▪ Monitor and report on curriculum, assessment, teaching and regulatory standards for all NSW schools, having regard to international benchmarks of performance and social, cultural and economic contexts ▪ Provide strategic educational leadership through BOSTES-initiated research and evaluation and by drawing together expertise from within the school sectors, universities, teacher education and other professional groups to drive high-quality teaching and improve the educational standards of students ▪ Explore the features of exceptionally high-performing school education systems and identify appropriate policy initiatives for further building on the already high standards of schooling in NSW ▪ Contribute to and help steer the development of policy advice on state, national and international developments and at significant policy forums ▪ Deliver regular and strategically focused research reports to schools, school sectors and other key stakeholders in cooperation with sectors, agencies and higher education ▪ Explore opportunities to promote NSW curriculum, assessment, examining, credentialling and regulatory programs and services nationally and internationally

Table 1.2: Key priority area 2 – Curriculum and assessment

Key priorities	Strategic activities
Develop and promote high-quality courses, syllabuses and support materials that clearly articulate NSW educational standards at each stage of learning from Kindergarten to Year 12	- Strategically review and update the NSW curriculum and associated pathways, including vocational education and training pathways and credentialling, to promote the continuing improvement of educational standards in NSW schools - Ensure the development and provision of a high-quality Australian curriculum for NSW students and lead the successful implementation of the Australian curriculum in NSW schools - Promote high standards and improved retention rates for students from all communities throughout NSW, including Aboriginal students, low-SES students and students in regional and remote areas
Develop high-quality resources and provide expert guidance and support for teachers undertaking assessment of the educational standards of NSW students from Kindergarten to Year 12	- Value and help develop teacher professional judgement in monitoring and identifying students' progress against the NSW education standards, including with regard to students' strengths and areas requiring further remediation and support - Support the strengthened capacity of the NSW teaching profession in the valid and reliable analysis and use of student assessment data - Monitor and report on the consistency and accuracy of teacher professional judgements across all schools with respect to students' achievement of standards

Table 1.3: Key priority area 3 – Examining and credentialling

Key priorities	Strategic activities
Develop and administer high-quality examination and testing programs and deliver highly regarded, comprehensive and inclusive credentials that meet the needs of students, key education stakeholders and the NSW community	- Lead the effective implementation of the NSW Higher School Certificate (HSC) and promote the credential's continued national and international high standing - Lead the effective implementation of the new Record of School Achievement that records a broad range of curricular and extra-curricular achievements for eligible students who leave school prior to the HSC - Implement and administer the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in NSW - Establish BOSTES as a national leader in research, evaluation and development in the area of technology in examinations and assessment

Table 1.4: Key priority area 4 – Quality teaching and regulatory compliance

Key priorities	Strategic activities
Coordinate implementation of the NSW Government's <i>Great Teaching, Inspired Learning: A Blueprint for Action</i> and other related policies across the government and non-government school sectors to improve teaching quality and the educational outcomes of NSW students	▪ Develop and implement policies that strengthen the quality and suitability of graduates from teacher education programs ▪ Develop and implement policies that ensure that beginning teachers, overseas-trained teachers and teachers returning to the profession receive high-quality support ▪ Implement and oversee the process of accreditation of all NSW teachers employed prior to 2004 and accredit these teachers at the 'Proficient' teacher level ▪ Promote and support the process of accreditation of teachers at the 'Highly Accomplished' and 'Lead' teacher levels ▪ Implement and oversee the process of accreditation of early childhood teachers
Promote and support the continuing development of a high-quality NSW teaching profession through assuring the quality of initial teacher education programs and continuing professional learning and accrediting NSW teachers against the Australian Professional Standards for Teachers	▪ Ensure the quality of initial teacher education programs offered by providers against the Australian Professional Standards for Teachers ▪ Support professional learning for beginning and continuing teachers based on rigorous professional standards ▪ Implement and oversee the accreditation of NSW teachers against the Australian Professional Standards for Teachers across the four whole-of-career accreditation levels

Table 1.5: Key priority area 5 – Quality schooling and regulatory compliance

Key priorities	Strategic activities
Develop and implement school registration standards and accredit schools to deliver the NSW Higher School Certificate and Record of School Achievement	▪ Promote and regulate the delivery of high-quality educational programs in schools and apply data and expertise to build capacity across all schools ▪ Promote and regulate the delivery of high-quality educational programs to NSW home-schooled children ▪ Promote and regulate the delivery of high-quality education programs by school providers delivering courses to overseas students
Promote and regulate delivery of high-quality educational programs by home schooling families and school providers to overseas students	▪ Develop and apply expertise, and research and analyse data in close collaboration with universities, research organisations, teacher education and other professional groups to report on and promote best practice schooling across NSW ▪ Work with all school sectors to support the consistent application of and compliance with registration and accreditation standards across schools

Table 1.6: Key priority area 6 – Development and promotion of educational innovation

Key priorities	Strategic activities
Develop and promote educational innovation (including technological innovation) with a central focus on improving teacher quality and the educational standards of students	▪ Develop, promote and market NSW educational innovation to national and international education systems ▪ Utilise technology to forge stronger connections between teacher practice and the assessment and development of educational standards of students ▪ Develop and promote innovation to deliver an improved and expanded range of services to students, parents, teachers, schools and school sectors ▪ Develop and implement technology and best practice in the examination and assessment of student achievement

Table 1.7: Key priority area 7 – Collaboration, consultation and engagement

Key priorities	Strategic activities
Actively promote a high level of community confidence in the NSW education system through conduct and stakeholder engagement that is ethical, transparent and in the public interest	▪ Strengthen partnerships with key education stakeholders and the broader community and effectively advocate their views, needs and interests in the development of NSW policy settings with regard to state, national and international educational developments ▪ Develop and deliver effective, efficient, economic and equitable services and support to education stakeholders and the broader NSW community that are ethical, transparent and in the public interest

SECTION 2

Our achievements



2.1 Curriculum and assessment

During 2015–16, BOSTES developed and promoted high-quality courses, syllabuses and support materials for NSW schools. It continued to:

- implement the Australian curriculum for NSW students
- develop courses of study and support materials as part of the NSW curriculum
- deliver flexible curriculum pathways for NSW students
- promote best practice assessment and reporting
- support Aboriginal education
- support students with special education needs
- support rural and remote education in NSW.

Implementing the Australian curriculum for NSW students

Development of the Australian curriculum

In 2015–16, BOSTES continued to work with the Australian Curriculum, Assessment and Reporting Authority (ACARA), all states and territories, and the education sectors in NSW towards achieving a high-quality Australian curriculum.

In NSW, BOSTES is working with the NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW, principals and teachers to ensure the Australian curriculum enhances the already high standard of curriculum in NSW and that its implementation is well supported.

Implementation of English, Mathematics, Science, History and Geography K–10 syllabuses

In 2015, Kindergarten to Year 6 schools implemented the new Mathematics and Science and Technology syllabuses. The optional early implementation of the History syllabus was available. In Years 8 and 10, English, Mathematics, Science and History syllabuses were implemented.

The new Geography K–10 syllabus was published in July 2015. An implementation schedule for the Geography K–10 syllabus was developed in consultation with the NSW education sectors and other key stakeholders. Implementation in K–6 and Years 7 and 9 is scheduled for 2017, followed by implementation in Years 8 and 10 in 2018.

Advice was prepared for K–6 schools regarding optional implementation of the Geography syllabus in conjunction with the mandatory implementation of the History syllabus in 2016. Except for the K–6 schools that elected optional implementation of the new Geography syllabus, 2016 is a year of familiarisation and planning for NSW schools for the implementation of the Geography syllabus.

Materials to support initial implementation of Geography K–10 have been developed to illustrate teaching, learning and assessment, including sample scope and sequences, teaching units and assessment activities. Specific advice for Geography Years 7–10 Life Skills outcomes and content has been developed with sample units providing examples of adjustments that can be made for students with special education needs.

The New NSW Syllabuses website hosts a range of sample assessment activities and student work samples aligned with the outcomes of the English, Mathematics, Science, History and Geography K–10 syllabuses.

The BOSTES website provides additional advice for schools regarding how implementation requirements are to be interpreted in a range of school situations.

Online syllabuses

The [New NSW Syllabuses website](#) provides access to the new K–10 syllabuses, a range of support materials and advice on programming and assessment. The website is accessible on a variety of devices.

Assessment activities and work samples for new K–10 syllabuses were relocated from the [Assessment Resource Centre website](#) and are now available on the New NSW Syllabuses website. This website provides enhanced access to assessment information and resources linked to the new K–10 syllabuses.

Program Builder

[Program Builder](#) is a programming tool designed and developed by BOSTES to support primary and secondary teachers in NSW to implement the new NSW K–10 syllabuses.

During 2015–16, the number of teachers using Program Builder increased by over 15 per cent. More than 74 000 teachers have created over 75 000 programs and 614 000 teaching units in Program Builder.

Senior secondary Australian curriculum

English, Mathematics, Science and History

In December 2013, BOSTES agreed to undertake a review of senior secondary courses in English, Mathematics, Science and History and to develop syllabuses to incorporate Australian curriculum senior secondary content.

Development of new NSW senior secondary syllabuses follows the established BOSTES syllabus development process.

In 2014, a review of the current NSW senior secondary syllabuses for English, Mathematics, Science and History commenced with consultation on the proposed broad directions for each learning area. The Broad Directions were endorsed by BOSTES in December 2014.

Draft writing briefs for each syllabus were developed based on the Broad Directions. Consultation on the draft writing briefs took place in October and November 2015. Rather than a single approach, the draft writing briefs for English, Mathematics, Science and History proposed the nature and number of courses within each learning area, and options for possible course structures.

The consultation process for the draft writing briefs included an online survey, face-to-face meetings in metropolitan and regional centres and the opportunity to provide written submissions. The meetings attracted over 760 attendees, and over 1590 survey responses and 77 written submissions were received. The writing briefs were endorsed by BOSTES and have informed the directions for development of draft syllabuses.

Development of the draft syllabuses has taken place during 2016. The draft syllabuses for English, Mathematics, Science and History will be available for consultation during Term 3 2016.

Analysis of consultation feedback on the draft syllabuses will take place before the syllabuses are amended and considered by the Board Curriculum Committees, comprising representatives of the key NSW education stakeholders. The Board Curriculum Committees will then provide advice to BOSTES about the quality of the syllabuses and their suitability for implementation in NSW schools.

It is anticipated that implementation of new senior secondary syllabuses for English, Mathematics, Science and History learning areas will occur for Year 11 in 2018 after a 12 month period of familiarisation and preparation for teachers and schools.

Other phases of the Australian curriculum

During 2016, BOSTES commenced the review and development of new K–10 syllabuses in PDHPE, Technology Education and Languages, beginning with Chinese and Japanese, to include Australian curriculum content. The Kindergarten to Year 6 Science and Technology curriculum will also be reviewed to strengthen content relating to coding and algorithmic and computational thinking, and to present a more integrated approach to science and technology.

Consultation on the draft directions for syllabus development for each learning area will take place during Term 3 2016. Feedback from consultation will inform the development of the draft syllabuses.

Communication

The BOSTES website, the *BOSTES Bulletin* and Twitter are the main sources of information about the Australian curriculum in NSW.

The '[Australian curriculum in New South Wales](#)' section of the [BOSTES website](#) is updated with memorandums, news items and information about the latest developments relating to the Australian curriculum in NSW, including NSW responses to consultation opportunities.

NSW curriculum

Curriculum overview

BOSTES is responsible, under the *Education Act 1990*, for developing courses of study for primary and secondary schools. A course of study, or syllabus, is that part of the curriculum that describes – in terms of aims, objectives, content and outcomes – what students are expected to learn.

NSW students from Kindergarten to Year 12 (K–12) are taught according to a detailed common curriculum, which clearly describes what students should learn and be taught. The NSW syllabuses contain explicit descriptions of the subject content to be taught and the knowledge and skills that students should develop.

The syllabuses and related support materials also describe clear standards of achievement expected of students at each of the stages of learning, allowing for student achievement to be assessed and reported against these standards. The stages of learning are shown in Table 2.1.

Table 2.1: Stages of learning in NSW schools – Kindergarten to Year 12

Stage	Year level
Early Stage 1	Kindergarten
Stage 1	Years 1–2
Stage 2	Years 3–4
Stage 3	Years 5–6
Stage 4	Years 7–8
Stage 5	Years 9–10
Stage 6	Years 11–12

The NSW syllabuses have been developed after extensive consultation with subject experts, academics, teachers and the community, and ensure that common material is taught in both government and non-government schools, irrespective of where a student lives or attends school. Table 2.2 shows the organisation of the NSW curriculum by school-year level, learning area and credential.

Table 2.2: Organisation of the NSW curriculum – Kindergarten to Year 12

Year level	Learning areas	Credential
K–6	English Mathematics Science and Technology Human Society and Its Environment Personal Development, Health and Physical Education Creative and Practical Arts	
7–10	English Mathematics Science Human Society and Its Environment Languages Technological and Applied Studies Personal Development, Health and Physical Education Creative Arts	Record of School Achievement (available from the end of Year 10, accumulating to the point of leaving school prior to completion of the Higher School Certificate)
11–12	English (compulsory), plus a choice from more than 150 Board developed courses, Board endorsed courses, vocational education and training courses, and Life Skills courses	Higher School Certificate

Curriculum development

The *Syllabus Development Handbook* (2014) guides an inclusive approach to curriculum development in NSW and details the policies that all BOSTES syllabuses and support materials are required to meet. These include:

- the K–10 Curriculum Framework (2002)
- the Statement of Values (revised statement published in July 2010)
- the Statement of Equity Principles (revised statement published in February 2011).

The K–10 Curriculum Framework guides the evaluation and revision of syllabuses. It ensures that the curriculum is coherent, challenging and allows for developmental continuity.

The BOSTES syllabus development process

BOSTES is committed to a syllabus development process that provides opportunities for consultation, establishes achievable timelines and ensures quality syllabuses.

The process uses a project management approach involving four phases:

- Syllabus review
- Writing brief development
- Syllabus development
- Implementation

The ongoing strategic review and updating of the NSW curriculum provides syllabuses and support materials that meet the needs of the full range of students and operates within the context of national and international developments in curriculum, assessment, teaching and learning.

Full details about the process are available on the BOSTES website.

Syllabus evaluation

BOSTES undertakes a regular cycle of syllabus evaluation as part of the syllabus development process. In 2015, a review of current syllabus provisions was conducted and priorities for curriculum development in 2016 were identified. These priorities were endorsed by BOSTES in October 2015.

Support for students with special education needs

In 2015, BOSTES advice about the collaborative curriculum planning process for students from Kindergarten to Year 12 was revised. Three models were developed to illustrate the adjustments process and to promote collaborative curriculum planning for Early Stage 1 to Stage 3; Stages 4 and 5; and Stage 6. They provide guidance for schools to make decisions about the most inclusive curriculum options for students.

These models are available on the BOSTES website.

Advice about coding in the NSW curriculum

In May 2016, BOSTES published *A Guide to Coding and Computational Thinking Across the Curriculum* for NSW teachers. This advice includes suggested activities and links to resources for teachers to use in the classroom. The advice highlights how computer coding can be used to engage students in, and build students' understanding of, algorithmic and computational thinking, and promote cross-curricular activities.

Agriculture in the NSW curriculum

In response to the review into agricultural education and training in NSW, BOSTES commenced development of a resource for students with an interest in agriculture. The resource will provide advice about study options to better target vocational and professional career opportunities in the field. It is anticipated that this advice will be published later in 2016.

Supporting the primary (Early Stage 1 to Stage 3) curriculum

Support materials for primary teachers

The development of support materials for primary teachers has continued to focus on supporting implementation of the new NSW English and Mathematics K–10 syllabuses. The English Teaching Resource K–6 series comprises eight books that include classroom activities for each stage of learning, providing additional support to teachers as they plan, program, teach and assess using the new syllabuses. The Mathematics Teaching Resource K–6 covers the

strands and stages in the mathematics syllabus. Both books are mapped to the syllabus outcomes and content and are designed to support teachers and stimulate student learning.

BOSTES has developed *Phonics: A guide for teachers* to support early literacy learning. The guide includes various approaches used to teach phonics, developing a phonics program and provides examples of activities and games to support teachers in their classrooms.

BOSTES has also released *Grammar: A guide for teachers* to support teachers in delivering the English K–6 syllabus. The guide provides every teacher with the essential tools and skills to prepare lessons, support student learning and further develop their own understanding of teaching grammar.

During 2015–2016, BOSTES developed advice on programming integrated STEM activities in NSW schools. This advice included seven sample integrated STEM units for Early Stage 1 to Stage 6. Prior to publication the units were reviewed and trialled in a range of schools. A further 14 STEM units are currently being developed for trialling later in 2016. It is anticipated that they will be published by the end of 2016.

Sample Geography scope and sequences, units and assessment activities for Kindergarten to Year 6 have been published on the New NSW Syllabuses website to support implementation of the Geography K–6 curriculum.

The K–6 writing competition WriteOn continues to attract high-quality entries from across the state. An anthology of the best entries is published each year and provides for schools a compilation of outstanding work samples. The anthology is considered to be an excellent resource for schools as they work to improve the quality of students' writing from Year 1 to Year 6. In 2015, the WriteOn competition was conducted in association with the State Library of NSW which provided the stimulus image and hosted the presentation event.

Support materials for parents

The *Parents Guide to the NSW Primary Syllabuses* was updated to include information about implementation for the new English, Mathematics, Science and Technology, History and Geography syllabuses for K–6. Examples of what students learn in each stage, from Early Stage 1 to Stage 3, have also been reviewed to align with the content of the new syllabuses.

This guide assists parents to understand and follow their child's progress through primary school. Copies of the guide are distributed to all NSW schools in September each year, and are also available for commercial sale from the BOSTES website.

K–6 support materials for students with special education needs

Online resources to support students in K–6 who are experiencing difficulties in the English and Mathematics learning areas are available on the BOSTES K–6 website. The materials provide advice and strategies for teachers to assist students who are experiencing difficulty with aspects of literacy and numeracy.

The Collaborative Planning Process for Early Stage 1 to Stage 3 diagram has been designed to provide a suggested process for making decisions about the most inclusive curriculum options for a student with special education needs according to their stage of schooling.

Assessment activities and work samples, available on the BOSTES website, have been developed to illustrate how teachers can meet the needs of the diversity of learners through strategies such as adjustments and extensions.

Supporting the Years 7–10 (Stages 4 and 5) curriculum

Mathematics Consolidation Pathways Years 9 and 10

BOSTES has commenced development of two Mathematics consolidation pathways for Stage 5. One pathway is designed for students wishing to concentrate on mathematics content specifically required for trade and vocational options. The other pathway is designed for students, who may have had interrupted learning, to reintroduce key concepts and content to build an appropriate Stage 5 background for progression to calculus-based HSC mathematics pathways and future engagement in STEM based higher education. These pathways will contextualise topic areas for trade and vocational options, and introduce, consolidate and revise concepts and topics for progression to Stage 6.

Sample units for History K–10 syllabus exemplifying Aboriginal histories and cultures

BOSTES has developed sample units that highlight the Aboriginal and Torres Strait Islander histories and cultures learning across the curriculum content in the new History K–10 syllabus. New units for Stage 4 and Stage 5 History referencing the outcomes and content have been published.

Geography elective Years 7–10 syllabus

Following development of the new Geography K–10 syllabus, BOSTES reviewed the Geography elective Years 7–10 syllabus to ensure that there was no significant duplication or overlap with the new Geography K–10 syllabus. The review provided an opportunity to align the syllabuses in relation to the representation of geographical concepts, tools and skills, and to ensure that the elective course continues to provide a contemporary, relevant and engaging curriculum for NSW students. The course includes life skills outcomes and content. This gives students with special education needs the opportunity to undertake additional study in Geography. The Geography elective syllabus was published in May 2016 for implementation from 2017.

PDHPE Years 7–10 syllabus updated to strengthen content relating to domestic violence

BOSTES has taken a range of actions to strengthen education on the prevention of domestic violence. This includes education to recognise the signs of domestic violence and how to respond and prevent domestic violence. Following a review of the PDHPE Years 7–10 syllabus in July 2015, content relating to respectful relationships and family violence in particular, has been strengthened to explicitly reference domestic violence. The amendments provide opportunities for students to learn about positive relationships and leading safe and healthy lives.

To support teachers in the delivery of content relating to domestic violence, BOSTES coordinated a working party which included representatives from the NSW Department of Education, the Association of Independent Schools of NSW, the Catholic Education Commission NSW, the National Association for Prevention of Child Abuse and Neglect (NAPCAN), Youth Action, and Domestic Violence NSW to develop a new resource *PDHPE Teacher Toolkit: Prevention of Domestic Violence*.

The resource provides teachers with answers to frequently asked questions, definitions of terms to promote a consistent understanding, information about the signs and symptoms of abuse, suggested resources, information about the support available for students and their families, sample activities for teaching and learning programs and information about research and references.

BOSTES has worked in partnership with the educational sectors and professional associations to deliver professional development for teachers to equip them with the knowledge and skills needed to deliver the amended curriculum. The amendments came into effect in January 2016.

Supporting the Years 11–12 (Stage 6) curriculum

Stage 6 English prescriptions

Electives and texts from the English Stage 6 Prescriptions: Area of Study, Electives and Texts 2015–2020 have been studied by Higher School Certificate (HSC) students and examined for the first time in 2015. The new prescriptions document was refreshed by adding some new electives and texts and relocating some existing texts.

Support material for teachers in the form of annotations on selected texts was developed for texts prescribed for the first time, and revised annotations were developed for texts that were realigned to new electives.

In determining the new HSC English prescriptions for 2015–2020, BOSTES applied its established process of text selection in line with general community values and expectations. Schools determine which texts from the list their students will study, and no text is compulsory. Teachers are advised that they should consider the ethos of the school and its local community when selecting texts.

English Studies

Schools were advised in July 2015 that BOSTES had approved the ongoing availability of the English Studies course. The English Studies course is now well established and meets the needs of a specific group of students. It is a Content Endorsed Course without HSC examination. Satisfactory completion of the course fulfils the mandatory study of English requirements for the HSC and counts towards the required 6 units of Board Developed Courses. Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission Rank (ATAR).

Mathematics Reference Sheet

In 2015, BOSTES in collaboration with The Mathematical Association of NSW developed a new Reference Sheet for Mathematics, Mathematics Extension 1 and Mathematics Extension 2 for use in the HSC examinations from 2016. The Reference Sheet replaces the 'Standard Integrals' sheet. It contains a range of formulae from the Mathematics and Mathematics Extension 1 courses.

Science Performance Band Descriptions

In 2016 minor amendments were made to the Stage 6 Science Performance Band Descriptions for Biology and Earth and Environmental Science to provide consistency across the suite of science courses. Implementation of the new course performance descriptions will commence with the 2016 HSC.

Stage 6 languages

A total of 63 HSC languages courses are currently examined for the NSW Higher School Certificate.

Since the early 1990s, a national framework of interagency collaboration between state and territory senior secondary curriculum and assessment authorities has supported small-candidature community languages. This national program is known as the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The CCAFL program allows states to collaborate in developing syllabuses and conducting examinations for senior secondary students in languages where there are small numbers of students. Under the program, NSW offers 23 courses at a number of levels: 2 courses at Background Speakers level, 17 at Continuers level and 4 at Heritage level.

States host the CCAFL program on a rotational basis. NSW will complete its two-year hosting of the program in December 2016, and hosted a successful annual conference in Sydney in March 2016.

The new Russian Continuers syllabus which replaced the Russian Background Speakers course was examined for the first time in 2015 HSC. The Punjabi Continuers course, published in 2014 will be examined for the first time in the 2016 HSC. In 2015, development of a Korean Beginners syllabus commenced. This syllabus is being implemented from 2016, and will be examined for the first time in the 2017 HSC.

Prescribed texts are an integral part of the study of languages in both Extension and Background Speakers courses. New course prescriptions for Latin Continuers (HSC 2018–2023) and Latin Extension (HSC 2017–2018) were selected in 2015. The development of new prescriptions for Extension courses in Arabic, Chinese, French, German, Indonesian, Japanese, Modern Greek and Spanish, and Background Speakers courses in Chinese, Indonesian, Japanese and Korean, is underway. The new prescriptions will be examined from the 2019 HSC.

Replacement of Persian Background Speakers course with the Persian Continuers course

The Persian Background Speakers course and the Persian Continuers course are developed under the national CCAFL agreement. In response to falling candidatures and changing demographics, NSW will replace the Persian Background Speakers course with the Persian Continuers course from the 2019 HSC. The Continuers course attracts students from both South Australia and Victoria, and this decision will ensure the viability of the Persian language as an HSC subject into the future.

Stage 6 Korean Beginners additional support materials

Following the release of the new Stage 6 Korean Beginners Syllabus in May 2015, sample HSC items for the Listening, Reading and Writing components of the Korean Beginners examination were developed and published on the BOSTES website. The Listening and Reading items demonstrate how the syllabus outcomes can be assessed in a variety of ways using objective response and short answer questions. The Writing items demonstrate a range of tasks for some of the prescribed text types.

Revised Stage 6 Languages Beginners Syllabuses: Advice on Programming and Assessment

In 2015, BOSTES revised the *Stage 6 Languages Beginners Syllabuses: Advice on Programming and Assessment* to accompany the release of the new Korean Beginners syllabus. The document provides the latest advice on assessment and programming, including templates for scope and sequences and teaching units.

K–10 Languages Curriculum Framework

Work has commenced on the development of a NSW Languages K–10 Framework to guide the development of the new NSW language-specific syllabuses. A Draft Framework was released for consultation in February 2016. The Consultation Report and the final Languages K–10 Framework were released in July 2016. There are 15 K–10 Languages syllabuses to be developed: Arabic, Chinese, French, German, Hindi, Modern Hebrew, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Turkish and Vietnamese.

Stage 6 Work and the Community Life Skills

In October 2015, the revised Work and the Community Life Skills Stage 6 syllabus was published with implementation for Year 11 from 2016. The revised syllabus presents a more contemporary and relevant course for students with special education needs. The revisions include opportunities for students to undertake work and community based learning, more explicit representation of employability skills, and strengthening of opportunities to learn about information and communication technology and financial literacy. The syllabus continues to offer students with special education needs meaningful learning experiences to support successful transition into post-school contexts. There are currently 28 Life Skills Stage 6 course options for students with special education needs.

Visual Arts Stage 6 Syllabus Draft Amendments

During 2015–16 the Visual Arts Stage 6 syllabus amendments project continued. The scope of the project includes minor amendments to content to enhance clarity and guidance, with no change to the design and conduct of the HSC examination in Visual Arts.

Consultation in 2015 informed the development of the writing brief for syllabus amendments. Feedback has indicated widespread support for the scope of the Visual Arts Stage 6 syllabus which continues to provide flexibility to meet the needs of the diversity of learners, including opportunities for depth of learning.

Consultation on the proposed amendments to the Visual Arts Stage 6 syllabus commenced for six school weeks in May 2016. It is anticipated that the amended syllabus will be released in Term 4 for implementation with Year 11 in 2017 and Year 12 in 2018.

Further advice for teachers and students

The Frequently Asked Questions for Dance, Drama, Music and Visual Arts Stage 6 courses have been revised and are now presented as *Further advice for teachers and students*. The information provides teachers with website links to BOSTES syllabuses, policies and support documents in response to specific areas of inquiry.

Flexible curriculum pathways

In addition to the extensive suite of Board developed courses, there are four categories of Board endorsed courses:

- content endorsed courses
- school developed Board endorsed courses
- Board endorsed alternative education programs
- university developed Board endorsed courses.

Content endorsed courses

BOSTES develops content endorsed courses to cater for a wide candidature in areas of specific need not served by Board developed courses. A list of content endorsed courses is available at www.boardofstudies.nsw.edu.au/syllabus_hsc/.

School developed Board endorsed courses

School developed Board endorsed courses are designed by an individual school or group of schools to meet the local needs of a group of students.

Schools may submit school developed Board endorsed courses to BOSTES for endorsement in Stage 5 (for the Record of School Achievement) or in Stage 6 (as Preliminary or HSC units). In Stage 6, completed courses are included in a student's HSC pattern of study but do not contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). School developed Board endorsed courses may be endorsed for a maximum of four years.

In 2015, BOSTES considered 97 course proposals and endorsed 91 for implementation in 2016. In Stage 5, 71 proposals were considered and 65 courses were approved. In Stage 6, all 26 course proposals were approved.

Board endorsed alternative education programs

Board endorsed alternative education programs are provided for a very small number of at-risk young people who are unable to participate in formal education for social, cultural or other reasons. The programs aim to support young people to return to school, other education or training, or to enter into employment.

Since 2011, BOSTES has delegated responsibility for the endorsement of alternative education programs. It established a board endorsement panel to approve alternative education programs based on criteria in the *Guidelines for Equivalent and Alternative Courses of Study*. The panel consists of representatives from the office of the Advocate for Children and Young People, the NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW, TAFE NSW and a registered training organisation with expertise in supporting at-risk young people.

In 2015, seven Board endorsed alternative education programs were delivered across NSW.

University developed Board endorsed courses

University developed Board endorsed courses supplement and extend the HSC curriculum for high-achieving students in Stage 6, and are developed by universities in conjunction with a school, a group of schools or a school system. The courses may be included in a student's HSC pattern of study but, as with all other Board endorsed courses, the results in these courses are not eligible for inclusion in the calculation of the ATAR. These courses often include university credit.

The criteria for endorsement of university developed Board endorsed courses are consistent with those used for any new courses developed or endorsed by the Board. Requirements are set out in the *University Developed Board Endorsed Courses in the Higher School Certificate: Guidelines for Course Proposals*, which is available on the BOSTES website.

In 2015, BOSTES considered seven courses. Of these applications, six were endorsed and one was declined. A total of 255 students in Years 11 and 12 were enrolled in 25 university developed Board endorsed courses.

HSC–University Pathways for talented students

The HSC–University Pathways program recognises and provides for the learning needs of talented students. The program gives highly able students an opportunity to apply for entry to challenging first-year university subjects and fast-track their first university degree. Students undertake the study of a university subject through a variety of delivery modes concurrently with the HSC.

On completion of their university subjects, students receive relevant university credentials and appropriate cross-university credit. The program is independent of the HSC and does not contribute to the ATAR.

Now in its fifth year, the program offers courses across a range of disciplines. The University of New England and Macquarie University have participated in HSC–University Pathways since its inception.

Up2now website

BOSTES continued development of the [up2now – my ongoing learning portfolio website](#) which enables students to record, organise and describe their other-curricular results, awards and achievements and share this information with prospective employers or use it to access other education or training pathways.

In 2016, up2now continues to be offered to all secondary students in NSW with approximately 60 000 registered students from 352 schools across NSW. Students have uploaded over 15 524 portfolio items.

up2now will continue to undergo active development and marketing to schools to improve its effectiveness for students and schools.

Vocational education and training courses

BOSTES continues to expand the range of vocational education and training (VET) courses available for students in Years 9 to 12, providing students with access to more industry areas and to higher-level qualifications.

The BOSTES VET courses allow students to study and achieve vocational qualifications that are recognised nationally by employers and industry, and to receive credit as part of the Record of School Achievement and HSC.

The majority of VET courses studied in the HSC are available through industry curriculum frameworks developed by BOSTES. In addition to the nationally recognised Australian Qualifications Framework (AQF) VET qualifications available through the industry curriculum frameworks, students can also count the results from the HSC VET examination available in each framework towards their ATAR.

There are currently 13 industry curriculum frameworks covering the major areas of work and employment in NSW:

- | | |
|--------------------------|--------------------------------------|
| ▪ Automotive | ▪ Human Services |
| ▪ Business Services | ▪ Information and Digital Technology |
| ▪ Construction | ▪ Metal and Engineering |
| ▪ Electrotechnology | ▪ Primary Industries |
| ▪ Entertainment Industry | ▪ Retail Services |
| ▪ Financial Services | ▪ Tourism, Travel and Events |
| ▪ Hospitality | |

Mandatory work placement requirements are a significant feature of framework courses. The work placement that students undertake as part of their HSC underpins the quality of the outcomes they achieve in these courses, providing positive outcomes for students, their host employers and industry.

As the national industry training packages on which the frameworks are based are revised, the corresponding HSC courses are also revised. This provides students with access to the latest VET qualifications and industry competency standards.

BOSTES has endorsed the redeveloped Business Services Curriculum Framework for implementation from 2016.

An industry advisory group was convened to oversee the revision of the Human Services Curriculum Framework and facilitate consultation on the draft syllabus. Amendments were also made to the Entertainment Industry, Financial Services and Information and Digital Technology Curriculum Frameworks. All revised/updated syllabuses were endorsed for implementation from 2016.

Board endorsed VET courses

Board endorsed VET courses allow schools the opportunity to offer vocational courses in industry areas not available through industry curriculum frameworks. Curriculum pathways provided through these courses cater for a range of student needs and interests within the HSC and Record of School Achievement, including those undertaking school-based apprenticeships or traineeships.

The suite of Stage 6 (HSC) and Stage 5 (Years 9 and 10) Board endorsed VET courses were updated to align with the most recent version of their associated training package.

In 2015, 122 VET courses were endorsed by BOSTES for 2016, comprising 110 Stage 6 VET courses and 12 Stage 5 VET courses. Qualification pathways new to the suite of courses included Automotive and Marine Trimming Technology, Aquatics and Community Recreation, Automotive Tyre Servicing Technology, Business Administration (Medical) and Surveying and Spatial Information Services.

Provisions to enable pathways for Years 11 and 12 students to higher-level VET qualifications

BOSTES continues to enhance curriculum provisions, enabling schools and school systems to offer VET pathways leading to Certificate III and Certificate IV AQF VET qualifications for students in Years 11 and 12.

Students undertaking HSC VET courses in Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Human Services, Information and Digital Technology, Metal and Engineering, Primary Industries, Retail Services, and Tourism, Travel and Events have the opportunity to work towards, or obtain, a Certificate III AQF VET qualification.

Approximately 53 Board endorsed VET courses allow students to work towards, or obtain, a Certificate III AQF VET qualification. These include Agricultural Mechanical Technology, Animal Studies, Assistant Dance Teaching, Cabinet Making, Design Fundamentals, Individual Support (Disability), Media, Sport Coaching, Sports Turf Management and Wool Clip Preparation. The number of students that study a VET course is cyclical and can vary from year to year.

There are also two Board endorsed VET courses that enable students to work towards Certificate IV AQF VET qualifications in Beauty Therapy and School Age Education and Care.

Table 2.3 shows the number of VET Certificate II or higher qualifications and statements of attainment achieved as part of the HSC program over the past five years.

Table 2.3: VET Certificate II or higher qualifications and statements of attainment achieved as part of the HSC program, 2011–12 to 2015–16

2011 12	2012 13	2013 14	2014 15	2015 16
58 627	67 684	67 522	67 893	60 935

VET pathways for Years 9 and 10 students

Since 2009, undertaking a VET course in Years 9 and 10 (Stage 5) has been an option available to all students in NSW schools as part of a broad general education leading to recognised schooling and VET qualifications.

Access to VET courses for students in Years 9 and 10 can be a valuable strategy for schools seeking to improve student engagement, retention and participation in education and training. It provides options for developing training pathways from Stage 5 to Stage 6 and post-school. This is of particular benefit in planning pathways for students who stay on at school as a result of the school leaving age in NSW, which requires students to participate in education, training or employment until the age of 17.

Students in Years 9 and 10 can access VET courses through two curriculum pathways:

- Stage 5 Board endorsed VET courses
- early commencement of Stage 6 VET courses.

Table 2.4 shows the number of Years 9 and 10 students entering Stage 5 Board endorsed VET courses between 2011 and 2015.

Table 2.4: Number of entries in Stage 5 (School Certificate/Record of School Achievement) VET courses by training package industry area, 2011 to 2015

Training package industry area	2011	2012	2013	2014	2015
Hospitality	0	0	0	50	284
Business Services	100	109	147	96	274
Manufacturing	160	259	354	221	254
Primary Industries	69	184	175	181	217
Information and Communications Technology	178	327	230	162	216
Construction	31	48	103	106	134
Retail Services	0	0	1	25	89
Screen and Media	0	0	5	31	46
Automotive	0	0	0	7	35
Animal Care	9	0	6	9	9
Community Services	0	0	0	0	3
Accredited course (Access to Work and Training)	0	0	0	0	4
Total	547	927	1 021	888	1565

Note: The School Certificate was replaced by the Record of School Achievement from 2012.

In 2015, there were:

- 1784 students across Years 9 and 10 who undertook early commencement of one or more HSC VET courses, totalling 1838 course enrolments
- 66 students across Years 9 and 10 who sat for an HSC VET examination
- 9 students across Years 9 and 10 who undertook the Industry-based Learning course.

Table 2.5 shows the number of Years 9 and 10 students undertaking early commencement of Stage 6 VET courses, by industry area, between 2011 and 2015.

Table 2.5: Top 20 early commencement enrolments, by industry area, in Stage 6 Board endorsed VET courses, 2011 to 2015

HSC course industry area	2011	2012	2013	2014	2015
Hospitality	448	593	674	582	404
Automotive	148	160	208	195	194
Construction	217	303	257	234	184
Metal and Engineering	177	320	217	225	145
Information and Communications Technology	96	146	111	174	133
Primary Industries	118	123	60	69	118
Sport, Fitness and Recreation	125	164	149	193	113
Retail Services	49	197	132	161	105
Beauty	80	56	88	107	87
Hairdressing	93	106	84	92	63
Community Services and Health	60	109	84	67	62
Business Services	61	89	83	124	50
Skills for Work and Training	0	0	28	34	36
Animal Care	55	51	49	48	28
Plumbing	16	15	23	23	17
Aviation	2	1	19	10	17
Electrotechnology	21	30	22	8	14
Visual Arts and Contemporary Craft	14	9	17	11	11
Design Fundamentals	28	6	15	14	10
Retail Baking	2	3	5	3	10

Promoting best practice assessment and reporting

During 2015–16, BOSTES continued to provide a range of resources to promote and support best practice assessment and reporting of student achievement in NSW schools.

Assessment Resource Centre

The Assessment Resource Centre (ARC) website – arc.boardofstudies.nsw.edu.au – supports teachers in the assessment and reporting of students from Kindergarten to Year 12. While primarily developed for teachers, the ARC is also used by parents, students and other stakeholders.

The ARC contains resources to support quality assessment and reporting practices in Kindergarten to Year 6, Years 7 to 10, and Years 11 and 12.

The ARC provides support for teachers in using assessment to enhance learning. Student work samples in response to assessment activities demonstrate student achievement (graded A–E) against the BOSTES common grade scale. Grade commentaries and annotations provide descriptions of how the work samples represent a particular standard or grade.

Activities and work samples on the ARC website were revised to align with the outcomes of new NSW syllabuses for English, Mathematics, Science and History. These revised resources are available on BOSTES' [New NSW Syllabuses website](#). Additional activities and samples will be sourced following completion of this revision process.

The Year 11 and Year 12 section of the ARC hosts HSC standards materials for use by schools, teachers and students. Syllabus web pages are now designed to accommodate new materials including updated syllabuses and changes to examination specifications. BOSTES continues to produce materials to illustrate the performance standards in HSC courses. These materials include sample responses and student work samples across a range of courses. Samples of responses from previous HSC examinations continue to be available on the ARC website.

All revised assessment resources and advice will be migrated from the current ARC website to the New NSW Syllabuses website, which will provide enhanced access to assessment information and resources.

Grading workshops

To strengthen consistency in awarding A–E grades, BOSTES Liaison Officers conducted teacher judgement workshops across the state during the reporting period to consolidate best practice in the allocation of grades for Kindergarten to Year 11 students. Approximately 1260 teachers, representing all systems and sectors, attended these workshops.

The workshops, conducted in metropolitan and regional venues in NSW, provided opportunities for teachers to re-familiarise themselves with best practice in school-based assessment and awarding grades.

Support for schools in allocating grades – work samples

To support the allocation of grades during the implementation of the new Kindergarten to Year 10 syllabuses for English, Mathematics, Science and History, a range of graded assessment materials aligned with new syllabus outcomes have been made available on the New NSW Syllabuses website. BOSTES will continue to work with schools during 2016–17 to collect and publish work samples.

Revised Stage 5 course performance descriptors for the new English, Mathematics, Science and History syllabuses were developed and published in 2015 and will be used for the first time in awarding Stage 5 grades for the Record of School Achievement (RoSA). The course

performance descriptors for Stage 5 and the Year 11 preliminary common grade scale are used by schools to allocate grades to students for their RoSA credential.

Supporting Aboriginal education

BOSTES has an ongoing commitment to Aboriginal education and, during the reporting period, has advanced a range of related projects as outlined below. For information about the NSW Aboriginal Education Consultative Group see Appendix E.

Aboriginal Studies syllabuses and digital exhibition

The Aboriginal Studies Stage 6 syllabus was revised in 2010. The revised syllabus was first examined at the HSC in 2012. The subject Aboriginal Studies has been featured each year since 2013 as part of the *Sydney Morning Herald HSC Study Guide* in print initially and later in online publication. In 2016 for the first time the advice of an Aboriginal Elder, who is also an Aboriginal Studies teacher, was included in print and online articles as well as in related media interviews.

In 2015–16, BOSTES continued its work to support the development of resources to assist teachers to implement the Years 7–10 and the Stage 6 Aboriginal Studies syllabuses.

BOSTES also continued to collaborate with the State Library of NSW and schools to collect and digitise a range of exemplary major projects by HSC Aboriginal Studies students. The selected projects have been placed in the State Library's digital collection and can be accessed through the [library's website](#).

BOSTES also collaborated with the Aboriginal Studies Association to recognise, at the annual Aboriginal Studies Association Conference, those students whose major projects were included in the digital exhibition.

Aboriginal Languages Kindergarten to Year 10 syllabus

The Aboriginal Languages K–10 syllabus has been available for implementation since 2005. Since that time, BOSTES has provided support to several local communities and schools to develop Stage 4 and Stage 5 units of work in the NSW Aboriginal languages of Bundjalung, Gamilaraay/Yuwaalaraay/Yuwaalayaay, Gumbaynggirr, Paakantji and Wiradjuri.

During 2015–16, in response to the NSW Government's OCHRE plan for Aboriginal affairs, the BOSTES Aboriginal Curriculum Unit, in partnership with the NSW Aboriginal Education Consultative Group and the NSW Department of Education, made significant progress in several initiatives to provide support for Aboriginal languages education in NSW schools. The initiatives involved the development of:

- one generic and five language-specific Aboriginal Languages Scope and Sequences of Learning K–10 for the languages of the five NSW Aboriginal language and culture nests: Bundjalung, Gamilaraay/Yuwaalaraay/Yuwaalayaay, Gumbaynggirr, Paakantji and Wiradjuri.

During the same period the following initiatives were progressed:

- an online compendium to support the teaching of Aboriginal Languages in, initially, the five NSW Aboriginal language and culture nests for Bundjalung, Gamilaraay/Yuwaalaraay/Yuwaalayaay, Gumbaynggirr, Paakantji and Wiradjuri
- in partnership with the NSW Aboriginal Education Consultative Group and the NSW Department of Education, the development of Aboriginal Language apps for the languages in the five Aboriginal language and culture nests. In 2016 agreements between BOSTES and several Aboriginal organisations have been formalised prior to the development of the apps.

Cross-curriculum representation of Aboriginal and Torres Strait Islander histories and cultures

In 2016 BOSTES introduced new measures to ensure that Aboriginal and Torres Strait Islander histories and cultures learning across the curriculum content in syllabus development is represented in accurate, authentic and engaging ways. These new measures commenced with the draft senior secondary curriculum in English, Mathematics, Science and History and continue with curriculum development for Technology Education, Languages and PDHPE in K–10.

Aboriginal Languages Stage 6 Content Endorsed Course syllabus

In 2015 BOSTES developed an Aboriginal Languages Stage 6 Content Endorsed Course (CEC) syllabus. The course was released in December 2015 for implementation in NSW schools from 2016 in partnership with local Aboriginal communities. The syllabus provides opportunities for students to develop productive language skills in an Aboriginal language and to gain knowledge and understanding that will contribute to the maintenance and revival of local Aboriginal languages in their communities.

The Aboriginal Languages Stage 6 Content Endorsed Course syllabus contributes towards attainment of a student's Higher School Certificate (HSC) and appears on the Record of School Achievement but does not contribute towards an Australian Tertiary Admission Rank. The syllabus can be studied as a 1 or 2 unit course in the Preliminary and/or HSC years. There is no external examination and assessment is school-based.

The first Aboriginal languages to be taught in NSW in 2016 through the Aboriginal Languages Stage 6 Content Endorsed Course syllabus are Gumbaynggirr and Paakantji.

Recommendations from the Royal Commission into Aboriginal Deaths in Custody

BOSTES has partial responsibility, in conjunction with the NSW Department of Education, for implementing recommendations 289, 290, 291, 292 and 298 of the 1991 report of the Royal Commission into Aboriginal Deaths in Custody. The implementation of each recommendation is an ongoing process as BOSTES develops and revises syllabuses, support materials and digital resources.

Through its work with local communities, teachers and other stakeholders, BOSTES seeks to develop and showcase exemplary and innovative curriculum opportunities that contribute to positive learning conditions and enhanced educational outcomes for Aboriginal and Torres Strait Islander students. All NSW students continue to benefit from the Aboriginal and Torres Strait Islander histories and cultures learning across the curriculum content within existing NSW syllabuses, and opportunities to study these histories and cultures have been retained or enhanced in the development of the new NSW syllabuses that incorporate the Australian curriculum. Through these measures, BOSTES contributes to meeting the aspirations of Aboriginal communities for social justice and cultural security.

During 2015–16, BOSTES continued to work on the following initiatives to improve the learning outcomes of Aboriginal students:

- supporting the implementation of the mandatory cross-curriculum content within Years 7–10 syllabuses
- assisting teachers in the implementation of Aboriginal Studies syllabuses for Years 7–10 and Stage 6
- assisting teachers in the implementation of Aboriginal Languages syllabuses for Years K–10 and Stage 6
- collaborating with other agencies on joint initiatives to further support Aboriginal Languages K–10 and Stage 6 programs
- facilitating school and Aboriginal community partnerships.

Recommendations 289 to 292

Recommendations 289 to 292 of the royal commission broadly relate to the activities of BOSTES. In response, BOSTES syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups, as well as the importance of equity and inclusiveness. Curriculum writing is informed by BOSTES' equity principles. These principles recognise the importance of consultation with, and the direct involvement of, Aboriginal people in the process of curriculum development, along with the proper and appropriate inclusion of Aboriginal Learning across the curriculum content. This Learning across the curriculum content provides all students with the opportunity to develop knowledge and understanding about Aboriginal and Torres Strait Islander histories and cultures.

The Aboriginal Curriculum Unit works closely with key stakeholder bodies such as the NSW Aboriginal Education Consultative Group (AECG) and other regional and local bodies. The unit attends, participates in and facilitates meetings and workshops in support of its own projects as well as joint initiatives with other government and regional agencies. The unit provides opportunities for Aboriginal teachers, Aboriginal education officers and community members to take up roles in Aboriginal Curriculum Unit projects.

The BOSTES Aboriginal Education Advisory Committee meets approximately once each school term to advise the Board on Aboriginal Education, including in relation to curriculum issues.

During 2015–16, the Aboriginal Education Advisory Committee provided advice to the Board in relation to:

- the implementation of several of the recommendations of the review of languages education in NSW, including aspects of the development of the Stage 6 Aboriginal Languages content endorsed course
- the process for selection of HSC Aboriginal Studies major projects for digital exhibition
- the Aboriginal language and culture nest projects, such as the Aboriginal languages scopes and sequences, language apps and an Aboriginal languages and cultures online compendium
- initial teacher education initiatives relating to the Great Teaching, Inspired Learning blueprint for action
- advice to ACARA on various aspects of the Australian curriculum.

The president of the AECG is chair of the Aboriginal Education Advisory Committee and is also a member of the Board.

All BOSTES curriculum committees include a member representing the AECG, the peak NSW body for advising the government on Aboriginal education. The HSC Aboriginal Studies Examination Committee also has an Aboriginal representative.

Recommendation 298

Recommendation 298 of the royal commission calls for the participation of Aboriginal parents and community members in decisions regarding the planning, delivery and evaluation of preschool, primary and secondary education services.

BOSTES promotes the participation of Aboriginal people in its core functions through:

- inclusion, as a member of the Board, of an Aboriginal person with knowledge and expertise in the education of Aboriginal people
- ongoing consultation with the AECG and other relevant Aboriginal organisations
- inclusion of positions within the BOSTES Aboriginal Curriculum Unit for which Aboriginality is an essential criterion
- employment of other Aboriginal people as project officers, curriculum writers, consultants and administrative staff
- representation of Aboriginal people on advisory, planning and writing groups
- active engagement with parents and Aboriginal community members in Aboriginal curriculum projects.

Supporting rural and remote education

The NSW Government is committed to improving educational outcomes for students in rural and remote areas. BOSTES has developed a number of initiatives targeted at improving outcomes for all students, including those in rural and remote areas of NSW.

BOSTES senior officers met with the Isolated Children's Parents' Association in October 2015. This annual forum provides an opportunity for BOSTES to hear and consider the views and concerns of parents of rurally and remotely located students.

Rural and Regional Policies and Initiatives

BOSTES has conducted extensive analysis of the relative performance of rural and regional students in NAPLAN and the HSC. In addition, the patterns of Teacher Accreditation data and course offerings in rural and regional schools have been examined. These findings are regularly reported to the Board.

HSC marking opportunities

A range of opportunities during the marking of the 2015 Higher School Certificate provided experience for teachers from rural and regional schools in NSW.

- Regional marking centres were established in Wollongong, Gosford, Bathurst, Tamworth, Wagga Wagga, Coffs Harbour and Newcastle.
- HSC marking simulation workshops continued in 2015. Marking simulation workshops provided an onscreen marking experience for teachers across NSW.
- Priority placement as HSC markers in the Rural and Remote Marking program was given to country teachers who had little or no experience marking HSC examinations. The program is a joint initiative between BOSTES and the NSW Department of Education and the Catholic Education Office.

Annual HSC showcases and exhibitions

During the first part of 2016, BOSTES presented and supported the following suite of showcases and exhibitions that displayed outstanding student performances, bodies of work and projects from the 2015 Higher School Certificate:

- ARTEXPRESS (Visual Arts)
- Callback (Dance)
- ENCORE (Music)
- OnSTAGE (Drama)
- SHAPE 2015 (Design and Technology, Industrial Technology and Textiles and Design)
- WordExpress, including the Young Writers Showcase (English Extension 2).

Each of these exhibitions and showcases provided a rich educational experience and resource for the many students and teachers across NSW who have attended from metropolitan and regional centres. A number of exhibitions were held at regional venues, providing easier access for teachers and students in those areas. (See inside cover for details).

Professional learning

The Professional Learning Endorsement and Advisory Committee makes recommendations to the Quality Teaching Council about the endorsement of professional development providers. The committee also provides strategic advice about professional learning for all teachers, paying particular attention to the unique challenges rural and remote teachers face in maintaining their accreditation.

The committee is aware of the difficulties teachers in rural and remote areas face in accessing high-quality professional development. It has been analysing course availability, participation and evaluation data to provide strategic advice regarding professional development for accreditation purposes.

The provision of online courses has continued to grow with a number of new professional development providers hosting highly flexible and sophisticated courses via purpose-built Learning Management Systems. The growth of online providers means rural and remote teachers are better catered for than ever before.

Professional development providers

During 2015–16, BOSTES officers developed and conducted information sessions for professional development providers seeking endorsement and newly endorsed providers. Officers made providers aware of the unique needs of rural and remote teachers in the sessions. Potential providers were actively encouraged to attend sessions and in a number of cases, officers utilised video conferencing technologies and face to face meeting opportunities to offer specific one-on-one support for rural and remote potential professional development providers. Primary industries, local health organisations, higher education providers and unions were targeted and supported as they were able to service the learning needs of teachers in rural and remote areas of the state. Resources were also allocated to supporting small, agile potential providers who were capable of delivering core curriculum professional development to a wide range of rural and remote schools over relatively short periods of time.

Rural independent schools received targeted and systematic support in not only seeking endorsement as professional development providers but also in broadening their current scope of endorsement. In particular, these schools were supported to broaden their scopes of endorsement in order to gain either a Category 2 or Category 3 endorsement. Both endorsement categories allow rural schools to develop and operationalise a range of contextually relevant programs at a fraction of the cost of using external providers of professional development.

Teachers

BOSTES officers also developed and delivered several online information sessions during 2015–16 using Adobe Connect to reach out to teachers in rural and regional areas specifically. These sessions informed teachers in various remote locations about processes for gaining and maintaining accreditation at the Proficient, Highly Accomplished and Lead teacher levels.

In addition, BOSTES officers held several face-to-face professional development sessions with primary and secondary teachers across rural and regional NSW throughout the year. The sessions covered topics such as HSC marking, consistent teacher judgement and syllabus consultations.

Increased availability of online materials

BOSTES is continually increasing the availability of online resources, materials and tools, giving teachers across rural and remote areas of NSW equitable access opportunities. The [Program Builder](#) facility is an extremely valuable and popular tool that assists teachers in planning and constructing their teaching programs with electronic cross-referencing of syllabus outcomes.

The addition of the Scootle resource integrator means that teachers can search for resources within the national resource repository.

2.2 Examinations and credentials

BOSTES is responsible for issuing the Higher School Certificate (HSC) at the completion of Year 12 and the Record of School Achievement for eligible students who leave school prior to completion of the HSC. The eligibility criteria for these certificates are specified in the *Education Act 1990*. The criteria require that students be assessed via internal school-based assessment and, for the HSC, via statewide public examinations.

The credentials provide students with a comprehensive and meaningful report of what they have accomplished during their schooling. These credentials are important documents for students seeking employment, further education and university entrance.

Higher School Certificate

The Higher School Certificate credentials package

Students who meet all of the requirements for the Higher School Certificate receive an electronic credentials package consisting of:

- a testamur;
- a Record of Achievement listing all Stage 6 (Preliminary and HSC) and Stage 5 (Year 10) courses completed and, where appropriate, the results achieved;
- a course report.

Vocational Education and Training (VET)

Students entitled to a VET qualification or Statement of Attainment for school-based VET study under the Australian Qualifications Framework are issued credentials by BOSTES (separately to the HSC credentials) on behalf of the school sector Registered Training Organisations (RTOs), or by TAFE NSW.

2015 HSC candidature

In 2015, the Higher School Certificate candidature was 76 477. Of this total, 68 064 students received the Higher School Certificate award. Students selected from 116 externally examined courses, one non-examined English course, a range of courses from 13 VET industry curriculum frameworks, and 27 Life Skills courses. In all, these courses covered 83 subject areas. An additional 115 Board endorsed courses (including VET courses delivered through TAFE and university developed and delivered courses) that do not include an external examination were also available for selection.

The examinable Board developed HSC courses available in 2015 included 13 VET industry curriculum frameworks and 62 languages courses (including six Classical languages).

In 54 courses, the examination consisted only of a written paper or papers, while in 9 courses the examination also included a major project or performance. In 51 of the 62 languages courses, the examination included a speaking examination. In two courses – English Extension 2 and Music Extension – the examination consisted solely of a major project or performance.

A total of 1 833 students completed one or more Board developed HSC Life Skills courses and were issued a Profile of Student Achievement.

There were 1 537 students receiving the Higher School Certificate who identified as having an Aboriginal or Torres Strait Islander background, representing two per cent of the total HSC candidature.

In 2015, 86 642 students successfully completed Preliminary courses (typically studied during Year 11).

2015 HSC examinations

Examination setting

Examination papers and marking guidelines were produced by committees of practising secondary teachers and tertiary educators working under the leadership of a chief examiner, with the support of examination development project officers, in accordance with BOSTES principles.

BOSTES inspectors and supervisors of marking also had a role in ensuring the quality of the examinations and marking guidelines. Each examination was assessed by at least one independent practising teacher with recent experience of teaching the HSC course.

The preparation of the 2015 HSC examinations involved:

- 85 examination committees developing 124 examination papers in 102 courses
- 300 examination committee members and 140 assessors
- more than 1 000 committee meetings
- printing more than 700 000 examination papers.

HSC administration and conduct

The administration and conduct of the 2015 HSC examinations involved:

- 18 days of written examinations
- practical examinations and projects in Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design, and Visual Arts
- speaking skills examinations in more than 50 languages courses
- more than 5 000 examination supervisors
- 13 marking sites for written examinations
- more than 5 000 markers assessing students' written scripts, practical examinations and submitted works
- more than 500 casual clerical staff
- 12 NSW students who sat their examinations under special arrangements outside of NSW – two were interstate and 10 students were overseas (Dubai, Hungary, Iran, Korea, Qatar, Spain, United States of America).

2015 HSC marking

HSC metropolitan and regional day marking

For teachers who would not normally be able to participate in evening marking sessions, the metropolitan and regional day marking programs continue to provide an opportunity to gain insight and experience into the standards being achieved by students presenting for the Higher School Certificate. Each year, BOSTES rotates day-marked subjects to give this opportunity to teachers in as many courses as possible.

In 2015, day marking made up approximately nine per cent of the total marking hours in six marking centres in both metropolitan and regional areas: Sydney Showground, Bathurst, Wagga Wagga, Coffs Harbour and Tamworth (see Table 2.6).

Table 2.6: HSC day marking by subject and location, 2015

Metropolitan day marking		Regional day marking	
Subject	Venue	Subject	Venue
Aboriginal Studies	Sydney Showground	Agriculture (part)	Wagga Wagga
Primary Industries		English (Advanced)	Tamworth
		English (Advanced)	Coffs Harbour
		English (Standard)	Bathurst
		English (Standard)	Wagga Wagga

BOSTES meets the cost of employing casual teachers to replace teachers appointed to day-marked subjects.

Rural and remote marking program

In a joint initiative with the NSW Department of Education and the Catholic Education Office, BOSTES conducted the rural and remote marking program.

The program provided opportunities for marking to country teachers who have limited marking experience.

A limited number of positions were available for country teachers from targeted districts who were interested in teaching in a Sydney metropolitan school by day, while marking at a designated metropolitan marking centre at night.

In 2015, 15 teachers were appointed to participate in this program across a variety of subjects.

New examination technologies

During 2015–16, BOSTES continued to develop and implement technologies in testing procedures and marking to enhance the effectiveness and efficiency of the Higher School Certificate program.

Onscreen marking involves students' examination responses being presented to markers as electronic files on a computer. The files can be a scanned image of a handwritten response, or a sound file from a language oral examination. Onscreen marking allows markers to mark securely at home via the internet (external marking) or at a corporate marking centre. BOSTES' onscreen marking software allows for the efficient real-time electronic recording of marks into the examination system and enables senior markers to monitor the marking and advise their teams through the continuous provision of immediate data while the marking is taking place.

In 2015, 42 HSC subjects were marked totally or partially using secure onscreen marking technology developed by BOSTES, representing over 61.9 per cent of the total number of HSC marks awarded. Of these marks, almost 87 per cent (53.4 per cent of the total) were captured by markers working externally.

The HSC examination program saw an increase in the use of technology in 2015. Senior markers in most pen-and-paper marking operations had access to iPads to capture marks and analyse statistics. Language oral examinations and practical and performance examinations were recorded and transmitted via the internet to markers, who then captured their marks online.

Standards-setting operation

BOSTES reports student achievement in the HSC using a standards-referenced approach. This means that, in addition to reporting student achievement in terms of marks, achievement is reported in relation to performance bands that describe different levels of achievement.

The procedure used by BOSTES for setting standards has a strong theoretical foundation and is based on the use of professional judgement informed by statistical reports and student responses. This standards-referenced approach was introduced with the previous School Certificate testing program in 1998 and with the HSC program in 2001. The procedure involves using teams of highly experienced markers (referred to as judges) to determine the examination mark that corresponds to the borderline between each performance band. The procedure is conducted over several stages, depending on which standards-setting model applies to the course. This multistage process allows judges the opportunity to refine initial recommendations.

The HSC Consultative Committee is a group of educational measurement experts who have the responsibility to approve the final cut-off marks.

Once the band cut-off marks for each course have been finalised, they are used to produce the marks for each student as reported on their Record of Achievement.

Briefings for supervisors of marking

Briefings for 80 supervisors of marking, who manage the marking operation for an allocated subject or part subject, were held across the Sydney metropolitan area in 2015. These briefing sessions covered a range of topics encompassed in the administration, organisation and quality assurance of marking.

A series of briefing sessions were held for new supervisors of marking, as well as for practical, language, written and onscreen supervisors.

Student support services for the HSC

Disability provisions

Disability provisions are practical arrangements designed to assist candidates with a disability (verified by functional evidence) so that they can:

- access the questions in the HSC examinations
- communicate their responses.

The program's aim is to offer practical help to students by providing support, including (but not limited to) a writer, a reader, extra time to write, breaks, and examination papers in large print and braille. BOSTES policy on disability provisions complies with the *Disability Discrimination Act 1992* (Cth) and its prescribed disability standards, and requires that a student is neither advantaged nor disadvantaged through the allocation of provisions.

Comprehensive statistics on disability provisions application and approval rates for the period 2012 to 2015 are available on the BOSTES website. A breakdown of data for each school in the same period is also available. Tables 2.7 and 2.8 provide a snapshot of HSC disability provisions over the past four years.

The guidelines used to determine disability provisions are reviewed and updated annually. The disability provisions program is reviewed regularly by education experts and independent auditors to ensure that decisions are fair, appropriate and consistent. Reports of past reviews are available on the BOSTES website.

Table 2.7: Number of applications for HSC disability provisions, 2012 to 2015

2012	2013	2014	2015
5 464	6 267	6 672	6 985

Table 2.8: Number of modified HSC examination papers due to approved disability provisions, 2012 to 2015

2012	2013	2014	2015
1 312	1 483	761	899

HSC illness/misadventure applications

Students who are prevented from attending an examination (including speaking/listening or practical examinations), or who consider that their performance has been affected by illness and/or misadventure immediately before or during an examination, may submit an illness or misadventure application. Table 2.9 shows the number of applications over the past four years.

Table 2.9: HSC illness/misadventure applications, 2012 to 2015

		Individual application	Whole group application
2012	Total number	4 740	59
	Fully or partially upheld	90%	75%
2013	Total number	4 831	89
	Fully or partially upheld	93%	49%
2014	Total number	4 431	76
	Fully or partially upheld	87%	88%
2015	Total number	4 533	69
	Fully or partially upheld	87%	83%

2015 HSC results*Release of HSC results*

The 2015 HSC students were issued their HSC results via email and SMS. Students' results were also available via the [HSC results websites](#) and the [Students Online website](#).

This was the first year students had results emailed to them and 74 748 emails were sent to students on the morning of 16 December 2015. SMS results were also sent to 45 034 registered mobile numbers.

As a result of this campaign to deliver results via email and SMS, calls to the HSC Inquiry Centre for PINs to log in to Students Online to access results dropped dramatically from 4 234 to 2 590 on the day of results release. Additionally, demands on the web services dropped significantly from 111 017 visits to access HSC results in 2014 to 37 115 in 2015.

HSC Results Inquiry Centre

The 2015 HSC Results Inquiry Centre opened to coincide with the release of the HSC results and continued until 8 January 2016. The centre enables students to ask questions regarding aspects of their results. The centre received 895 inquiries from students across the state.

HSC post-results services

The 2015 HSC post-results services for students allow students to access the results check, raw marks and examination responses services, as well as order a printed copy of their HSC credentials package on payment of a fee. The 2015 services opened with the release of the HSC results check service on 18 December 2015. The services closed on 26 February 2016.

Altogether, 1 279 students ordered one or more of the results check, raw marks or examination responses services with 3 693 items requested in total.

In 2015, there were HSC results check requests for 1 536 HSC courses. Of these, 12 resulted in a change of results.

A number of students requested a print copy of their HSC credentials package (all testamurs were posted to students in January 2016 but a printed copy of the entire credentials package was available through post-results services). As of 17 June 2016 the number ordered was 402.

Anomalous results inquiries

Principals may seek explanation of an individual student's or a group's results where the performance of the individual or group does not fall within expectations. A thorough investigation of each inquiry is undertaken by BOSTES staff and, where appropriate, the supervisor of marking also reviews the case and provides feedback. Following the release of results for the 2015 HSC, 30 inquiries were received.

HSC exhibitions and events

BOSTES organises annual exhibitions and events to showcase the exemplary works of HSC students, including ARTEXPRESS, Shape, ENCORE, OnSTAGE, WordeXpress, Callback, Textstyle and InTech. Further information about these exhibitions and events is available on the inside front cover of this report, and on pages 44–45.

2016 HSC entries

At the end of Term 1, 2016, 80 237 students were enrolled in a Higher School Certificate course. Of these students, 2 113 identified as having an Aboriginal and/or Torres Strait Islander background, representing 2.6 per cent of all HSC enrolments.

Of these students, 70 663 are eligible for the award of the Higher School Certificate in 2016.

Twenty-one per cent of students eligible for a Higher School Certificate are enrolled in, or have completed, at least one Extension course (this does not include students in VET specialist studies).

Thirty per cent of students eligible for a Higher School Certificate are enrolled in, or have completed, at least one VET course as part of their total pattern of study.

Record of School Achievement

The Record of School Achievement (RoSA) is a cumulative, comprehensive credential provided to eligible students who leave school after Year 10 and before completing the HSC. The credential recognises student achievement in all courses completed in Years 10 and 11, and

aims to encourage retention into the senior years of schooling by providing an incentive for students to add to their Year 10 results incrementally.

The RoSA shows mandatory curriculum requirements completed by the student, additional courses completed with the school-based grade achieved, and a statement of the student's eligibility for the RoSA. Vocational education and training (VET) courses are recorded as completed (with separate vocational documentation), as are courses based on Life Skills outcomes and content (with a separate Profile of Student Achievement).

Students leaving school who do not meet the RoSA requirements are issued with a Transcript of Study, containing the same information as the RoSA for those courses that have been satisfactorily completed.

School-based grades (A–E) are awarded for Stage 5 courses, as well as for Stage 6 Preliminary (Year 11) courses from 2013. This allows a broader assessment of student achievement that aligns strongly with the curriculum. BOSTES continues to monitor moderation procedures carefully to ensure that school-based grades are awarded consistently and fairly.

Record of School Achievement credentials issued for 2015–16

From 1 July 2015 to 30 June 2016, approximately 11 400 Record of School Achievement credentials were issued to NSW school leavers.

At the end of Term 1, 2016, 91 580 students were enrolled for at least one Stage 5 course eligible for inclusion towards the RoSA. Of these, 2 446 have identified as having an Aboriginal or Torres Strait Islander background, representing 2.7 per cent of the total candidature.

Assessment for the Record of School Achievement

School-based assessment

Schools assess their students during Years 10 and 11 and award them grades – A, B, C, D or E – in each Stage 5 or Stage 6 Preliminary course, based on their performance in school-based assessment activities. These grades correspond to the BOSTES common grade scale, which is used by schools and systems to record student achievement in Stages 1 to 6. For Stage 5 courses, teachers award grades in accordance with course performance descriptors, which are 'professional elaborations' of the common grade scale and are specific to the outcomes and content of each syllabus. In each course, schools match the student's overall achievement in the course to the course performance descriptor that is most appropriate. The grade that corresponds to that descriptor is then awarded to the student.

BOSTES monitors the award of grades in both Year 10 and Year 11 to ensure comparability in the grades awarded by different schools.

Monitoring of Stage 6 Preliminary and Stage 5 grades

Stage 6 Preliminary and Stage 5 grades are awarded to students by schools based on common statewide standards. To further support the consistent implementation of the standards across the state, each year BOSTES officers monitor the awarding of grades to Years 10 and 11 students in Stages 5 and 6 courses, prior to the finalisation of A–E grades.

BOSTES compares grade patterns awarded in each course at a school with patterns of grades awarded by schools with historically similar cohorts, based on HSC performance in previous years.

Where grade patterns are identified as potentially anomalous, schools are asked to review the grades awarded in the courses identified, and to either confirm the grades awarded or submit changes.

Stage 6 (Preliminary) grades were due to be submitted to BOSTES by Friday 23 October. On Tuesday 27 October a team of 22 BOSTES officers examined the grading patterns for each of the 825 schools that awarded these grades. A total of 77 schools were contacted by email in relation to 95 course groups with grading patterns that appeared anomalous. Of the schools contacted, 43 (56%) made changes to their students' grades in one or more courses. In total 648 grades were changed.

Stage 5 grades were due to be submitted to BOSTES by Friday 27 November. On Monday 30 November a team of 18 BOSTES officers examined the grading patterns for each of the 862 schools that awarded these grades. A total of 134 schools were contacted by email in relation to 158 course groups with grading patterns that appeared anomalous. Of the schools contacted, 84 (63%) made changes to their students' grades in one or more course. In total 2 113 grades were changed.

Further follow-up with schools regarding their grade patterns

In Term 1 2016, 23 schools were asked to provide work samples to confirm their understanding of state-wide standards in A–E grading. Work samples for eight Stage 5 and five Preliminary courses were reviewed by panels of experienced teachers during Term 2 and feedback was provided to the relevant schools.

Literacy and numeracy tests

In May 2015, BOSTES introduced computer-adaptive technology for the literacy and numeracy tests, which means students receive questions aimed at their level of ability based on their responses. As a result, the tests can be taken between 9 am and 4 pm on any school day throughout the year. For the financial year 1 July 2015 until 30 June 2016, 932 school leavers completed these tests. The tests are presented in an online program developed by BOSTES and delivered through an internet browser. The program accommodates a range of student disability needs, including the use of screen-reading software for vision impairment.

The results are displayed to students and teachers immediately on completion of the test. A test report – to show employers – is available the next day for the student via their Students Online account and to teachers via Schools Online.

Schools and students can print detailed reports indicating the scale score obtained and the Australian Core Skills Framework level corresponding to their test performance. The introduction of computer-adaptive technology enabled the test reports to be enhanced to show descriptions of the questions that the students answered correctly and incorrectly.

Students may re-sit the tests if they decide to stay on at school so that their increased skills can be recognised.

Enhancements to Results Analysis Package (RAP)

The Results Analysis Package (RAP) is a tool that enables Principals, Heads of Departments and teachers to analyse their HSC results and Preliminary and Stage 5 grades effectively. Following ongoing evaluation and consultation with users, several enhancements to the Package were rolled out in 2015. Additional features include an interactive format of the Principal's Result List; School Group Statistics and the Components Report.

Additionally, the Item Analysis function was enhanced by the addition of a new Frequency Distribution feature. For cohorts of three or more students, teachers can view the range of raw marks awarded to student responses for each question or item. Teachers can also click on the column in the graph to produce a pop-up box listing the student(s) that received each raw mark.

Various training programs designed to help users in using RAP are available on [Schools Online](#). BOSTES officers also presented the features of RAP at a number of conferences throughout the year.

Schools with HSC candidates are automatically invoiced for RAP early in Term 4 each year. The subscription to RAP increased from 720 schools in the year 2013–14 to 745 in 2015–16.

RAP data is updated with the HSC results and was made available to schools to review on Wednesday 16 December 2015, when results were released.

News items publicising the enhancements and subscription information were scheduled to coincide with times that schools would be accessing and using the package.

2016 National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is the measure through which governments, education authorities and schools can determine whether or not young Australians are meeting important educational outcomes.

NAPLAN tests the types of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community. Students are assessed using common national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

Schools play a central role in ensuring the smooth running of NAPLAN tests. Each year, the Australian Curriculum, Assessment and Reporting Authority (ACARA) and BOSTES, as the NSW test administration authority, provide information and support to schools to ensure they understand what is required to support the administration of the tests.

All states and territories administer the tests in accordance with nationally agreed protocols, which specify security requirements and uniform processes. The protocols ensure students complete the tests under similar conditions, which in turn ensures the test results are comparable across Australia.

NSW test administration, delivery and governance

As of the 2013 test cycle, the responsibility for NAPLAN test administration in NSW was transferred from the NSW Department of Education to BOSTES, which now is the test administration authority for all schools in NSW and for international schools registered with BOSTES. Students who registered for home schooling may also elect to participate in the tests. By arrangement with the ACT Department of Education and Training, BOSTES also provides the testing and reporting services to the ACT.

In 2011, Pearson Research and Assessment was awarded the contract for print, distribution, data capture, marking of the writing component and reporting of results for the 2012 NAPLAN cycle. The contract was for one year with two 1-year extension options for 2013 and 2014. Following successful performance in 2014, the contract was extended for 2015 and 2016.

BOSTES' governance of NAPLAN is managed through fortnightly meetings of the Literacy and Numeracy Group chaired by the Director of Examinations, Reporting and Credentials.

2015 NAPLAN test results

The distribution of the 2015 student reports to schools and parents commenced on 17 August, two weeks earlier than 2014.

The NAPLAN National Report for 2015 was released on 2 December 2015. NSW was ranked in the top three jurisdictions in all areas except Year 7 and Year 9 writing.

2016 NAPLAN tests

The 2015 NAPLAN tests were held from 10 to 12 May, with 13 May designated as a catch-up test day. A small number of schools were given approval to conduct the NAPLAN tests in the week commencing 16 May as a result of conflicting local annual events.

2016 test participation

Schools register to participate in NAPLAN testing, and also register their eligible students. A total of 3 370 NSW and ACT schools registered for the NAPLAN tests in 2016 (see Table 2.10).

Table 2.10: Number of NSW and ACT schools registered for 2016 NAPLAN tests, by sector

NSW		ACT	
Government	2 151	Government	79
Catholic systemic	577	Catholic systemic	29
Independent	364	Independent	21
Home school	115	Home school	16
International	14	International	4
Total	3 221	Total	149

All students in Years 3, 5, 7 and 9 are expected to participate in the NAPLAN tests. In 2016, BOSTES was responsible for the administration of one or more tests to more than 377 000 students across the various sectors in NSW, the ACT and internationally. Table 2.11 shows the number of NSW and ACT students registered for 2016 NAPLAN tests, while Table 2.12 shows the actual number of students who participated in the tests.

Table 2.11: Number of NSW and ACT students registered for 2016 NAPLAN tests, by sector

NSW		ACT	
Government	239 704	Government	11 574
Catholic systemic	81 883	Catholic systemic	4 367
Independent	50 742	Independent	4 562
Home school	143	Home school	14
International	2 130	International	196
Total	374 602	Total	20 713

Table 2.12: Number of NSW and ACT students participating in one or more 2016 NAPLAN tests, by sector

NSW		ACT	
Government	227 529	Government	10 503
Catholic systemic	80 174	Catholic systemic	4 200
Independent	48 450	Independent	4 362
Home school	141	Home school	14
International	2 054	International	190
Total	358 348	Total	19 269

A secure website has been established for schools to register details of all students participating in the NAPLAN tests. These student details are required to facilitate the smooth administration of the testing program.

Each school can only access and amend the details of their own students. Schools are provided with their usernames and passwords in a letter included in the package containing a handbook for principals and information brochures for teachers and parents.

In the registration phase, schools are able to add new students and review and edit student details. Schools can allocate students into classes according to their arrangements for administering the NAPLAN tests and select the order in which the test booklets are printed. This enables test booklets to be sorted and delivered as per school test administration requirements.

In the participation phase, schools are able to update student details by adding or deleting students, complete the test participation status for each student, indicate disability adjustments accessed during each test, confirm the number of test books and boxes being returned for processing, and indicate the post office details where materials are lodged.

For each test, students are placed in one of five categories:

- **Absent** – students who were unable to sit for the tests because they were not present when the test was administered and did not complete a catch-up test
- **Exempt** – students may be exempt because they have:
 - a language background other than English and have been in Australia for less than a year before the tests
 - significant intellectual disability and/or significant coexisting conditions
- **Sanctioned abandonment** – students who attempt one or more questions in a test but who abandon the test due to illness or injury
- **Withdrawn** – students withdrawn from the testing program by their parent or carer
- **Present** – students who are assessed because they were present for the test and not otherwise considered as abandonment.

Table 2.13 shows the number of NSW students in each of these categories for each NAPLAN test in 2016.

Table 2.13: Categorisation of NSW students for 2016 NAPLAN tests

	Absent	Exempt	Sanctioned abandonment	Withdrawn	Present
Language conventions	9 685	5 436	54	4 025	355 164
Numeracy	12 428	5 342	49	4 011	352 618
Reading	10 486	5 451	45	4 066	354 309
Writing	10 018	5 489	118	4 100	354 638

Disability adjustments

In accordance with the National Protocols, many disability adjustments for the NAPLAN tests can be organised at school level and do not need prior approval from the test administration authority. These include the provision of rest breaks, extra time, oral or sign support and the use of black and white or coloured papers.

For adjustments where prior approval for scribe use in the writing test or computer use was required, schools had to complete an online application. BOSTES approved 86 students to use a scribe and 361 students to use a computer. There were 346 applications to use a scribe that were not approved.

In 2016, 17 students with severe disabilities were provided with the NAPLAN tests electronically, 9 students were provided with braille test materials and 224 students were provided with large print.

Processing and marking of student responses

The processing and capture of student responses began on 14 May 2016. Approximately 250 schools were targeted for early return of their test materials on 13 May. The early return of test materials allowed the scanning of student test booklets to commence, ensuring that sufficient writing scripts were loaded into the system before the marking of writing started.

The writing task

The marking of the writing task is conducted on screen, and commenced with training on 14 and 16 May 2016 and live marking from 17 May. There were two shifts per day and approximately 240 markers per shift. BOSTES staff monitored the contractor's implementation of quality assurance procedures.

In 2016, teams of home-based markers were drawn from the Hunter, Central Coast and Wollongong regions. The 110 home-based markers were trained in the writing rubric at either the corporate marking centre at the Canterbury venue or at a training venue established in Newcastle. Home-based marking commenced from 22 May.

The marking of the writing scripts was completed on schedule on 10 June 2016.

Australian Music Examinations Board

The Australian Music Examinations Board (NSW) is the agency responsible for administering practical and written examinations in Music and Speech and Drama in accordance with the Australian Music Examinations Board (AMEB) requirements. These examinations range from preliminary grades through to the Fellowship in Music Australia and Fellowship in Speech and Drama Australia. These credentials are awarded by the federal Australian Music Examinations Board, which is a company with representatives from each state.

The AMEB (NSW) processes over 36 000 examinations throughout NSW and the ACT each year in almost 80 categories, and services nearly 8 000 teachers and 200 examiners and assessors.

Membership of the AMEB (NSW)

Membership of the Australian Music Examinations Board (NSW), as at 30 June 2016, was as follows:

Professor Anna Reid (Chairperson and NSW representative on the federal Australian Music Examinations Board) – Dean, Sydney Conservatorium of Music

Dr Rita Crews OAM (Deputy Chairperson) – private music teacher representative

Ms Victoria Clancy – private speech and drama teacher representative

Dr Bernadette Harvey – private music teacher representative

Mr Paul Hewitt – BOSTES representative

Ms Christine Leetham – nominee of the Secretary of the NSW Department of Education

Ms Janina Longman – nominee of the Secretary of the NSW Department of Education

Professor Matthew Marshall – nominee of the NSW Vice-Chancellors' Committee

Ms Lyn Morgan – examiner representative

Mr Richard Morphew – examiner representative

Ms Roslynne Moxham – nominee of the Secretary of the NSW Department of Education

Mr Anthony van den Broek – private music teacher representative

The NSW State Manager is Ms Maree Lucas.

Key achievements in 2015–16

The principal activities of the AMEB (NSW) during 2015–16 are outlined below. Further information about the AMEB is available from the AMEB (NSW) directly (see contact details at the end of this section).

Examinations

The AMEB (NSW) conducted over 36 000 examinations throughout NSW and the ACT during 2015–16. These examinations involved almost 60 practical music syllabuses, three practical speech and drama syllabuses and four written syllabuses, each containing many grades.

An online enrolment system – developed in 2013 – was enhanced in 2016 to provide a portal for examiners. All teachers have been enrolling their students online for examinations via AMEB Connect only from 2015.

There was a significant increase in the number of students sitting online written examinations. However, face-to-face written examinations are still held nationally in August each year.

Annual diploma presentation ceremony

The annual diploma presentation ceremony was held on 13 March 2016. At the ceremony:

- 187 associate diplomas, 39 licentiate diplomas and 2 fellowships were awarded to musicians
- 19 diplomas were awarded to Speech and Drama students.

Spectacular performances were given by a variety of outstanding musicians who received their fellowships and diplomas on the day, along with a string quartet from Sydney Grammar School, who provided pre-ceremony entertainment for guests.

Keyboard examiners Zeljko Bedic and Navaranjini Olegasegarem, along with woodwind examiner Janice Squire were presented with shields to commemorate 25 years as an AMEB examiner.

During the ceremony, AMEB teaching awards were presented in the following categories:

Most outstanding private teacher Preliminary to Grade 6 Keyboard	Carol Chi-Ying Lin
Most outstanding private teacher Preliminary to Grade 6 Woodwind	Rie Tamaru
Most outstanding private teacher Preliminary to Grade 6 Strings	Yan Zhuang
Most outstanding private teacher Preliminary to Grade 6 Brass	Catherine Walmsley
Most outstanding private teacher Preliminary to Grade 6 Singing	Elizabeth Willis
Most outstanding private teacher Grade 7 to Licentiate Keyboard	Neta Anne Maughan AM
Most outstanding private teacher Grade 7 to Licentiate Instrumental/Vocal	Jocelyn Edey Fazzone
Most outstanding private teacher Preliminary to Licentiate Speech and Drama	Victoria Clancy
Most outstanding private teacher CPM or Percussion	Jamie Martens
Most outstanding private teacher Preliminary to Licentiate Written subjects	Helen Lowry
Most outstanding studio or music school Preliminary to Grade 6	Con Brio School of Music
Most outstanding studio or music school Grade 7 to Licentiate	Con Brio School of Music
Most outstanding accredited school	Sydney Grammar School

Workshops

Regular professional development workshops are held for examiners in all instrument categories.

The keynote address, given by Dr Mark McGee, was well received at the annual examiners' meeting in March 2016. Dr McGee presented a lively and helpful account of his many years of experience as an AMEB Federal examiner, as well as an AMEB VIC Diploma and Grade examiner.

Other presentations were given by Advisors to examiners from each of the instrumental groups.

A workshop was held at Sydney Grammar School showcasing the new AMEB Musical Theatre syllabus. More than 80 teachers attended the successful workshop. This workshop was subsequently delivered in Bathurst (at the Mitchell Conservatorium of Music) and Wagga Wagga (at the Riverina Conservatorium of Music) to a further 45 attendees.

A successful Speech and Drama workshop was held in February 2016 with Head of Acting at NIDA, John Bashford, as keynote speaker. In attendance were 20 Speech and Drama teachers, some of whom were first time attendees.

AMEB (NSW) shop

The AMEB (NSW) is now selling AMEB grade books, CDs and handbooks, technical workbooks, sight reading and aural test resources from its Clarence Street studios and by mail order. An online store is planned to launch later in 2016.

AMEB (NSW) contact details

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2.3 Quality teaching and regulatory compliance

Great Teaching, Inspired Learning

The NSW Government's *Great Teaching, Inspired Learning: A Blueprint for Action* was released by the Minister for Education, the Hon Adrian Piccoli MP, in March 2013.

The Great Teaching, Inspired Learning blueprint is designed to promote and foster world-class teacher quality as the central driver of maintaining and improving the educational standards of NSW students.

BOSTES is coordinating implementation of Great Teaching, Inspired Learning, and is also implementing and overseeing teacher accreditation processes against the Australian Professional Standards for Teachers across the four whole-of-career accreditation levels.

Key aspects of the Great Teaching, Inspired Learning blueprint for action that relate to the business of BOSTES are:

- strengthened entry requirements for initial teacher education (ITE) programs
- the introduction of a literacy and numeracy assessments within ITE programs
- strengthened partnerships between ITE providers and schools relating to professional experience
- alignment of teachers' professional development requirements with annual performance reviews
- legislation to be introduced to require the accreditation of all suitably qualified teachers in NSW schools and early childhood centres
- coordination of higher-level accreditation with career pathways.

Many of the Great Teaching, Inspired Learning reforms were implemented throughout 2014–15. However, a number of significant reforms commenced from 2016, including the strengthened entry requirements for ITE programs and the literacy and numeracy tests for all ITE students. The implementation of some actions followed changes to the *Teacher Accreditation Act 2004* passed by the NSW Parliament in 2014.

Great Teaching, Inspired Learning: A Blueprint for Action comprises a total of 16 key outcomes relating to reforms in the following areas of whole-of-career accreditation and related professional support:

- pre-entry to the teaching profession (outcomes 1 to 4)
- beginning and returning teachers (outcomes 6 to 9)
- accredited teacher performance (outcomes 10 to 13)
- Highly Accomplished and Lead teachers (outcomes 14 and 15)
- professional collaboration and evidence-based learning (outcomes 5 and 16).

Great Teaching, Inspired Learning achievements in 2015–16

Pre-entry to the teaching profession (GTIL outcomes 1, 2, 3, 4)

In 2015–16, BOSTES finalised the introduction of entry requirements for applicants to accredited undergraduate ITE programs. The new requirement for entrants to have three HSC Band 5 results (one of which must be English), or a comparable alternative, now applies to all entrants to accredited undergraduate programs.

All ITE students are now required to pass literacy and numeracy tests prior to undertaking their final professional experience placement.

In June 2014, the Minister released a *Framework for High-Quality Professional Experience Placements in NSW Schools*. The framework is a commitment by school sectors and universities to work in partnership to ensure all students receive a high-quality professional experience that benefits both the student and the school.

In consultation with the NSW school employment sectors, BOSTES is continuing to work with Commonwealth agencies to implement a range of recommendations made by the Australian Government's review of initial teacher education by the Teacher Education Ministerial Advisory Group.

In 2016, BOSTES produced reports on areas of initial teacher education. These reports covered primary school mathematics teaching and current practice in the teaching of assessing student achievement. The reports included recommendations for improvements to ITE programs. ITE providers will be required to report on their responses to these recommendations as a component of ongoing program accreditation.

Beginning and returning teachers (GTIL outcomes 6, 7, 8, 9)

In 2015–16, BOSTES continued to coordinate improved induction and mentoring processes for beginning teachers across all sectors.

Greater alignment has been implemented between the probation processes of the NSW Department of Education and the accreditation processes of BOSTES.

Changes to the Teacher Accreditation Act now require teachers returning after an absence of five years or more, and overseas-trained teachers working in NSW for the first time, to complete professional development covering the Australian curriculum, the Australian Professional Standards for Teachers and at least one other area during their first year.

Improving the quality of initial teacher education is at the centre of *the Great Teaching Inspired Learning* (GTIL) reform program. One element of the work is the examination of the practices embedded in ITE programs in targeted areas.

In 2016 BOSTES commenced the development of a report on how NSW universities address Aboriginal education in their ITE programs. This report will specifically consider the teaching of Aboriginal students and how Aboriginal histories and cultures are represented in ITE programs.

The review will be overseen by an expert Panel who will provide cultural leadership and advice. The Panel will ensure that the final recommended principles and practices for inclusion in ITE programs are appropriate and applicable to ITE providers.

Accredited teacher performance (GTIL outcomes 10, 11, 12, 13)

Changes to the *Teacher Accreditation Act* now require the accreditation of all teachers working in schools and early childhood centres in NSW. All teachers working in early childhood centres in NSW will be accredited from July 2016.

Consultation with key NSW education stakeholders has confirmed a general consensus on a timeline, process and model for the accreditation of the pre-2004 teaching workforce.

The Australian Professional Standards for Teachers and key accreditation processes are being progressively incorporated into the Australian Teacher Performance and Development Framework introduced in NSW schools from 2015. The amendments to the *Teacher Accreditation Act*, in combination with compliance with the framework and the Working with Children Check, allow for all NSW teachers to be accredited and brought under the scope of the Act.

Highly Accomplished and Lead teacher accreditation (GTIL outcomes 14, 15)

Teacher career pathways have been expanded to provide new responsibilities and salary progression based on the attainment of the Australian Professional Standards for Teachers. In NSW government schools, this occurred under the salaries and conditions award from 2016 and includes alignment of teaching standards, qualifications and professional learning with the national framework for performance and development, with revised teacher efficiency procedures.

BOSTES is continuing to work with the school employment sectors to develop more structured professional learning pathways for school leaders and with tertiary education providers to develop school leadership credentials.

Professional collaboration and evidence-based learning (GTIL outcomes 5 and 6)

The NSW Department of Education has developed a professional learning clearing house website which is linked to the BOSTES website.

Other contributions to Great Teaching, Inspired Learning actions

Action 4.5 – BOSTES developed materials to support teachers applying for Highly Accomplished and Lead teacher accreditation. New evidence guides included explicit support for teachers to assist them in using supervision of teacher education students undertaking professional experience as part of their evidence for accreditation at the higher levels.

Actions 11.1 and 11.2 – BOSTES undertook research to determine the range of ways in which schools, systems and sectors were implementing the Australian Teacher Performance and Development Framework. This research was for the purpose of developing appropriate changes to maintenance of accreditation to avoid duplication.

Action 11.3 – Following a decision by the NSW Department of Education to move to school-based accreditation decisions at Proficient teacher level, BOSTES made 55 presentations to NSW government school principals across NSW.

National developments

During the period 2009 to 2012, NSW government and non-government school authorities entered into national partnership agreements with the Australian Government. These partnerships envisaged the development of nationally consistent processes and requirements in areas that correspond to the teacher accreditation functions of BOSTES, such as teacher quality and rewards for great teachers. Many national developments were reflected in changes implemented within NSW.

The transition by all jurisdictions to the new Australian Professional Standards for Teachers, common procedures relating to the registration and accreditation of teachers, and a national system for the accreditation of initial teacher education programs are now established.

The Australian Professional Standards for Teachers closely relate to the NSW Professional Teaching Standards and new national policies and procedures reflect existing BOSTES policies and procedures. However, the transition to national processes has required amendment to a number of existing BOSTES policies.

In February 2015, the Australian Government released its response to the Teacher Education Ministerial Advisory Group's report, *Action Now: Classroom Ready Teachers*. A number of the report's recommendations directly relate to NSW's Great Teaching, Inspired Learning initiatives. The report and the Australian Government's response are broadly compatible with existing Great Teaching, Inspired Learning and other BOSTES reform actions.

BOSTES is working constructively with the Australian Institute for Teaching and School Leadership and through the Australasian Teacher Regulatory Authorities on shared policy directions to ensure that NSW perspectives are represented with respect to the Great Teaching, Inspired Learning reform agenda.

Initial teacher education

Initial teacher education program approval process

Under section 20 of the *Teacher Accreditation Act 2004*, the NSW Minister for Education approves initial teacher education (ITE) programs delivered in NSW in relation to meeting the professional teaching standards as described in the Act.

The Accreditation of Initial Teacher Education Programs in NSW: Policy and Procedures, approved by the Minister (as amended in October 2014), describe the basis on which ITE programs are assessed and approved. Program approval confirms that graduates are eligible for provisional accreditation. Ministerial approval confirms that the program is nationally accredited.

The policy and procedures ensure:

- program accreditation in NSW is consistent with Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (April 2011) – the national standards and procedures
- program accreditation is a collaborative exercise involving the profession as a whole
- the profession and the community have confidence that NSW ITE programs meet minimum standards.

The NSW policy and procedures describe the basis for ITE program approval and define the professional teaching standards – as determined by the Minister – as being the national program standards, including graduate teacher standards and supplementary NSW requirements in relation to:

- subject content knowledge linked to NSW syllabuses
- professional experience, including the professional experience framework
- NSW elaborations in priority areas.

The NSW elaborations in priority areas include NSW-specific requirements for teaching students who have English as an additional language or dialect in addition to the nationally agreed set of priority areas of Aboriginal Education, classroom management, information and communications technologies, literacy and numeracy and Special Education.

ITE program approval is normally for a maximum of five years.

During 2015–16, the approval of all undergraduate programs continued to be limited to 31 December 2015 subject to each program's entry requirements from 2016 onwards complying with the new policy relating to the minimum HSC achievement for admission (as measured by three HSC Band 5 results including English). A number of these programs had their accreditation extended by the Minister beyond 31 December 2015 after their alternative entry pathways or amended program structures were approved through BOSTES.

New national accreditation standards and procedures were finalised in the second half of 2015 in consultation with BOSTES and other teacher regulatory authorities and were endorsed by Ministers in December 2015. The new national accreditation standards and procedures arose from the Australian Government's support for a number of recommendations of the Teacher Education Ministerial Advisory Group's Report *Action Now: Classroom Ready Teachers*. An emphasis of the new standards is on confirming the impact of program accreditation on graduate quality and school student learning.

These new accreditation standards were to apply to new programs commencing from 2017 onwards. Therefore the remaining tranche of existing NSW teacher education programs approved to 31 December 2015 or 2016 continued to be assessed in terms of the earlier April 2011 standards and procedures.

In addition, as agreed in principle by all Ministers in December 2015, all existing NSW programs are to transition to the new standards by the end of 2017. A major focus of activity in the first half of 2016 was therefore on consulting with stakeholders on the new accreditation standards and the process for transitioning to the new standards.

Local initiatives undertaken during 2015–16 included developing an agreed process for implementing various recommendations of recent initial teacher education reports into online teacher education, classroom management, special education and literacy education, and the successful trialling of videoconferencing between an ITE provider and an accreditation panel on two occasions. As a result of this successful trial, videoconferencing or teleconferencing will be a feature of all future accreditation panels where feasible and where the complementary technology exists.

Initial Teacher Education Committee

The Minister approves ITE programs on the advice of the Initial Teacher Education Committee through the BOSTES President. The committee is appointed by the Quality Teaching Council for a three-year term broadly coinciding with the tenure of the council. The committee met on six occasions during 2015–16.

ITE programs are assessed by accreditation panels of principals, teachers and teacher educators in terms of the national program standards and NSW supplementary requirements.

Consistent with the national standards and procedures, each accreditation panel includes an interstate representative nominated by the Australian Institute for Teaching and School Leadership, and all accreditation panel members have undertaken a nationally developed training program. BOSTES has trained a pool of 175 teachers, principals and teacher educators who are eligible to be on accreditation panels. These people are eligible to be identified by the Australian Institute for Teaching and School Leadership to sit on interstate accreditation panels. A total of 28 NSW teachers, principals or teacher educators have participated on interstate accreditation panels to date.

During 2015–16, the Initial Teacher Education Committee oversaw the assessment of 32 ITE programs offered by 6 ITE providers. The assessments were undertaken by 11 separate accreditation panels during 2015.

The 2015–16 membership of the Initial Teacher Education Committee is listed at Appendix C.

Teacher accreditation

During 2015–16 Teacher Accreditation has focussed on:

- accrediting school teachers who were not required to be accredited ('pre-2004 teachers')
- accrediting early childhood teachers
- revising the requirements to refuse, suspend or revoke a teacher's accreditation
- establishing a process for teachers to be accredited by BOSTES

Provisional and conditional accreditation of teachers in NSW

BOSTES makes provisional and conditional accreditation decisions based on:

- a teacher's academic qualifications
- a Working with Children Check clearance from the Office of the NSW Children's Guardian
- an appropriate level of English language proficiency.

Teachers who return to teaching after a break of five years or more, or who enter the NSW teaching profession from overseas for the first time, are required to complete 10 hours of professional refresher training. The training must be completed within 12 months of the initial accreditation date.

All applications for provisional or conditional accreditation are assessed by the Teacher Accreditation Directorate. The assessment process involves the following steps:

- identifying a prospective teacher's eligibility for provisional or conditional accreditation
- identifying the need for an English language proficiency test or confirming that the results supplied by a prospective teacher meet the requirements for accreditation
- identifying the need for refresher training
- ensuring that a prospective teacher has a current Working with Children Check clearance.

Advice is also provided to the teacher and the NSW Department of Education about the subjects the teacher meets for appointment to a permanent position in a NSW public school. This information is used by other employers to guide their staffing decisions.

Following provisional or conditional accreditation, BOSTES emails the teacher a statement confirming both the level of accreditation and the appropriate subjects for employment in NSW public schools.

In 2015–16, 9 442 teachers were provisionally or conditionally accredited by BOSTES. Of this number:

- 175 teachers successfully completed an English language proficiency test prior to accreditation
- 839 teachers were required to complete 10 hours of refresher training in the first 12 months of their accreditation
- 536 teachers were accredited at Proficient teacher level through recognition of their interstate full registration.

Refresher Course Professional Development

The Professional Development: Refresher Course Policy was approved by the Minister on 16 January 2016. BOSTES is currently implementing the processes for approving refresher courses. To support these processes, BOSTES officers continue to work with stakeholders and professional development providers to increase course provision and to support teachers. Interim arrangements that commenced in January 2015 are being replaced by updated systems and communications, including webpage information and supporting documents to reflect new policy requirements.

Teachers who are required to complete refresher courses receive information about the mandatory requirements including details for accessing and recording their professional development and linking to the [BOSTES Teacher Accreditation website](#).

In 2016, 32 courses offered by 19 providers were added to the Refresher Course provision.

Mandatory accreditation of NSW teaching profession

Prior to the amendments to the *Teacher Accreditation Act*, NSW did not have a system of universal accreditation. All teachers will be required to be accredited with BOSTES from 1 January 2018. Consultation and planning with key stakeholders to develop and finalise a straight forward process and timeline to accredit pre-2004 school teachers commenced in 2015. The process recognises the qualifications, professional standing and experience of these teachers.

To enable all pre-2004 school teachers to be accredited by 2018 all secondary teachers will apply for a current NSW Working with Children Check clearance (WWCC) from the Office of the NSW Children's Guardian by 31 March 2017. All primary school teachers will apply for a current WWCC throughout 2017.

Pre-2004 school teachers will be accredited by their Teacher Accreditation Authority (TAA) at the level of Proficient Teacher by 31 December 2017.

Accreditation of early childhood teachers

The Accreditation of Early Childhood Teachers Policy was approved by the Minister on 14 December 2015. All eligible early childhood teachers are required to be accredited from 18 July 2016. Any teacher working as an Early Childhood Teacher in an approved centre-based early childhood education and care service with an ACECQA approved early childhood teaching qualification and a current Working with Children Check clearance will be accredited at the level of Proficient Teacher.

Early childhood teachers who worked at any time during the five years prior to 18 July 2016 and who meet the criteria outlined above will also be eligible for accreditation at the level of Proficient Teacher.

More than 7 500 Early Childhood Teachers have created accounts with BOSTES requesting accreditation through this initial process.

From 1 October 2016 accreditation of suitably qualified early childhood teachers will be governed by the Provisional and Conditional Accreditation Policy.

Revocation of accreditation

Teachers can lose their accreditation for misconduct or failing to meet the Australian Professional Standards for Teachers under the *Teacher Accreditation Act 2004* (the Act). The Section of the Act that deals with revocation and suspension of accreditation was substantially revised in 2014.

The purpose of the revision was to provide clarity to teachers and Teacher Accreditation Authorities (TAAs) about the circumstances under which a teacher could lose their accreditation.

Extensive consultation with key stakeholders is ongoing. The draft policy sets out the roles and responsibilities for the refusal, suspension and/or revocation of teachers. The outcomes of this draft policy are designed to provide a more transparent and consistent approach to this complex area of accreditation.

The proposals contained in the draft policy also bring BOSTES in line with other Australian teacher regulatory authorities and other professions.

Electronic Teachers Accreditation Management System

The Electronic Teachers Accreditation Management System (ETAMS) is a repository for all teacher accreditation information. The current system is semi-automated and has been heavily modified. To meet mandatory requirements, improve the efficiency of teacher accreditation, incorporate new business requirements and provide end users with a more intuitive system, a project to develop a new ETAMS is underway.

The contract has been awarded and the project has completed significant requirements gathering and is in the design phase. The project is scheduled for delivery in the first half of 2017.

Teaching standards

Transition to the Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers were approved for use in NSW teacher accreditation by the NSW Minister for Education in July 2011. The transition for teachers working towards accreditation at Proficient Teacher has now concluded. There are 448 teachers at Highly Accomplished and Lead Teacher who are still working with the NSW Professional Teaching Standards.

Graduate teachers

In 2015–16, 8 748 teachers were provisionally or conditionally accredited in NSW at the graduate teacher level in accordance with the Australian Professional Standards for Teachers.

As at 31 December 2015, there were 33 980 provisionally or conditionally accredited teachers in NSW. This includes teachers whose accreditation had been placed on hold while they were on a temporary leave of absence.

Mandatory accreditation at Proficient teacher level

Following their initial accreditation, teachers are required to develop their practice to the point of demonstrating to their teacher accreditation authority¹ that they meet the standards for the Proficient teacher level.

Achievement of the standards at Proficient teacher level is designed to be a formative, developmental process, attained over time. It is expected that school personnel will support beginning and returning teachers during this process, including regular lesson observations and meetings with the supervisor or mentor.

The maximum time that teachers have to achieve Proficient teacher standards depends on the nature of their employment and whether they are provisionally or conditionally accredited. The number of years for achieving the standards is summarised in Table 2.14.

Table 2.14: Maximum time to achieve Proficient teacher level for full-time, part-time and casual teachers

	Provisional accreditation	Conditional accreditation
Full-time employment	3 years	4 years
Part-time or casual employment ^(a)	5 years	6 years

(a) BOSTES is able to extend the maximum period for part-time and casual teachers in cases of genuine hardship.

Once a teacher achieves Proficient teacher level, they are accredited by the relevant teacher accreditation authority. A report – written by the teacher's supervisor – is forwarded to BOSTES, together with documentary evidence of the teacher's work.

¹ Teacher accreditation authorities for recognising Proficient teacher level vary according to systems and sectors. In government schools, they are the school principal; in Catholic systemic schools, they are usually a senior officer at the diocesan school office; and in independent schools, they are usually the principal or the head of school. In some cases, small independent schools have nominated the Association of Independent Schools of NSW as their teacher accreditation authority.

BOSTES issues a letter of acknowledgement to the teacher and sends a certificate signed by the chair of the Quality Teaching Council to the relevant teacher accreditation authority to be countersigned and presented to the teacher.

A total of 4 448 teachers were accredited at Proficient teacher level in 2015–16. A further 660 teachers were granted accreditation at Proficient teacher level through recognition of their full registration gained in other Australian states and territories. At 30 June 2016, there were 36302 teachers with Proficient teacher accreditation either actively teaching in NSW or on a temporary leave of absence.

As most teachers start their careers as casual teachers, 2010 was the year that many teachers began reaching the date of the maximum period given for achievement of accreditation at Proficient teacher level. At that time, the then NSW Institute of Teachers began an annual notification by letter to teachers whose successful accreditation had not yet been notified by the relevant teacher accreditation authority, and whose due date was within the next 12 to 18 months.

In March 2015, the Quality Teaching Council endorsed a policy that enables teachers whose time to achieve Proficient teacher accreditation has expired to apply for a limited period of provisional reaccreditation. The policy and support documentation are now available on the [Teacher Accreditation website](#). As at 30 June 2016, 22 teachers have successfully applied for re-accreditation.

Quality assurance of Proficient teacher accreditation decisions

The accreditation decision is made by the relevant teacher accreditation authority. Although BOSTES does not alter any accreditation decision, it will return an accreditation report to the teacher accreditation authority if it does not meet BOSTES' requirements. For example, this occurs if the report has not been approved by the relevant authority or was based on Graduate teacher instead of Proficient teacher standards.

In addition to these routine checks, accreditation reports and evidence of practice are used in a systematic quality assurance process to ensure the professional standards are being applied consistently and fairly across the state. The process draws on very experienced teachers as external assessors to review accreditation documents.

Teachers from all sectors have been appointed as external assessors. These teachers attend a two-day training course. Following the course, external assessors review accreditation reports in batches of 30 and report to BOSTES on the quality and consistency of the accreditation process.

BOSTES aims to cultivate a culture of responsibility for supporting a quality process by the teaching profession, for the teaching profession. The position of external assessor is one strategy designed to foster this, while providing a quality assurance process for accreditation.

In 2015–16, external assessors reviewed 3 190 accreditation reports and the accompanying evidence, and an additional 23 external assessors were trained.

The BOSTES' quality assurance processes were reviewed as part of an internal investigation by Dr Bruce Mowbray into the quality of submissions at Proficient Teacher. Implementation of the report's recommendations will be determined throughout 2016–17.

Voluntary accreditation at Highly Accomplished and Lead teacher levels

Voluntary accreditation at the higher levels is available to all teachers who have achieved Proficient teacher accreditation, including existing teachers² for whom accreditation at the Proficient teacher level is not yet mandatory.

The process for accreditation at the two higher levels is necessarily more complex and requires that the teacher take more responsibility than for accreditation at the Proficient teacher level. In addition, the process has a different structure to that of accreditation at the Proficient teacher level. Application fees for teachers are derived from costs arising from the process.

The key features of the process include:

- a preliminary assessment that helps potential applicants reflect on, or self-evaluate, whether they are likely to meet the requirements for accreditation at the relevant career stage
- the use of multiple sources of evidence by the teacher, including an external observation of teaching to support an accreditation application
- criteria to establish appropriate teacher accreditation authorities
- training for teacher accreditation authorities and the external observer making the observation
- a committee with the role of advising teacher accreditation authorities to support moderation of accreditation judgement made across all authorities.

Teachers are supported in selecting evidence for their accreditation submissions by evidence guides at each level. The sources of evidence required for an accreditation decision are:

- documentary evidence – evidence of practice that the teacher has had a significant role in developing or substantially refining
- referee reports – confirmation of the teacher's achievement of the professional standards by a range of professional colleagues
- external observation of teaching practice – undertaken by external observers who are appointed and trained by BOSTES.

Each teacher's submission is hosted in the portal of the [Teacher Accreditation website](#). The teacher completes online supporting documentation, including annotations, and attaches associated evidence. Referees and external observers complete online reports against specific standard descriptors to support the accreditation submission.

In 2015–16, 215 preliminary applications for accreditation at Highly Accomplished teacher level, and 112 preliminary applications for Lead teacher accreditation, were assessed, with feedback reported to each teacher. Submissions for accreditation at Highly Accomplished teacher level were commenced by 82 teachers and at Lead teacher level by 142 teachers. External observations were completed for 37 candidates. There were 223 teachers working towards achieving Highly Accomplished Teacher and 225 teachers working towards the Lead Teacher level.

Once a teacher completes their submission, it is considered by the relevant teacher accreditation authority, which then makes a recommendation on accreditation. Each application is then assessed by the Quality Teaching Council's Moderating and Consistency Committee – a cross-sectoral committee comprising representatives of key stakeholders of the accreditation process. The committee provides advice to the teacher accreditation authority about the accreditation decision, based on the evidence provided against the Australian Professional Standards for Teachers. Although the teacher accreditation authority makes the final judgement, should they choose not to follow the committee's advice, a written response giving the reasons for this decision must be provided.

² Existing teachers are those qualified teachers who were teaching in a NSW school prior to October 2004 and have not had a break of five or more years from teaching.

Membership of the Moderating and Consistency Committee comprises a chair, seven teachers, three principals and three representatives of teacher accreditation authorities from the three education employment sectors. Members of the committee in 2015–16 are listed at Appendix C.

The Moderating and Consistency Committee considered 31 submissions for Highly Accomplished and Lead teacher accreditation. The committee consequently provided formal advice to the relevant teacher accreditation authorities on the quality of the candidates' evidence and the consistency of each decision compared to the other teaching accreditation decisions.

In 2015–16, 13 teachers were accredited at Highly Accomplished teacher level and 11 teachers at Lead teacher level. In the same period, nine candidates were not accredited at Highly Accomplished teacher level and nine were not accredited at Lead teacher level.

Publications

During 2015–16, BOSTES' Teaching Standards Directorate published the following material on the [Teacher Accreditation website](#).

Mandatory accreditation at Proficient teacher level

- Presentation: Advice to TAAs on making the accreditation decision at Proficient Teacher
- Examples of Practice at Proficient Teacher
- Proficient Teacher Guide for Casuals

Voluntary accreditation at Highly Accomplished and Lead teacher levels

- Assessment Rubric for Highly Accomplished Teacher
- Assessment Rubric for Lead Teacher
- MCC Advice to TAAs – Highly Accomplished and Lead
- MCC Advice to Teachers – Highly Accomplished and Lead
- Highly Accomplished and Lead Teacher Accreditation Policy

Continuing professional development

Sections 7 and 20 of the *Teacher Accreditation Act 2004* require advice to be provided to the Minister for Education on the approval of continuing teacher education providers, courses and programs for the purpose of accreditation against the NSW Professional Teaching Standards. The Minister has delegated to the BOSTES President the function of approval of providers of continuing professional development. BOSTES endorsement of providers indicates the quality of the courses and programs on offer and reflects the capacity of the provider to deliver these programs.

The BOSTES *Professional Learning Policy* (2013) relates to sections 7 and 20 of the Act. The policy incorporates the professional development of teachers accredited at the Proficient, Highly Accomplished and Lead teacher levels, as well as the endorsement of schools as providers and the registration of school-based professional development.

The policy provides a framework for teachers' professional learning, BOSTES' endorsement of professional development providers, and recognition of providers' courses as Quality Teaching Council–registered professional development.

Once accredited at Proficient teacher level, full-time teachers must undertake a minimum of 100 hours of professional development over a five-year period (or a seven-year period for casual and part-time teachers). A minimum of 50 hours must be courses registered by the Quality Teaching Council. The remainder can be Quality Teaching Council–registered or can be identified by individual teachers, but must be linked to the professional standards.

Teachers undertaking postgraduate study can apply to have their study recognised for accreditation purposes. During 2015–16, BOSTES considered 140 applications, and 42 teachers completed their postgraduate study and had it recognised.

At the end of the maintenance period, teachers forward to BOSTES their maintenance of accreditation report signed by the relevant teacher accreditation authority. This report is similar to that for accreditation at Proficient teacher level, but is written by the teacher, not the teacher's supervisor or teacher accreditation authority.

In 2015–16, 2 229 teachers completed their first maintenance period of Proficient teacher accreditation and commenced their second maintenance period. There are currently 7689 Proficient teachers in their second period.

Teachers accredited at the Highly Accomplished and Lead teacher levels must also maintain their accreditation through participation in continuing professional development. Twenty hours of the mandated 100 hours must be categorised as professional commitment activities. These are activities that support the professional development and practice of colleagues in the teacher's school and in the wider education community.

If a teacher is undertaking postgraduate study, the 20 hours of professional commitment activities must still be undertaken, except if the teacher can demonstrate that an equivalent component of his or her study could be classified as professional commitment.

Professional Learning Endorsement and Advisory Committee

The Professional Learning Endorsement and Advisory Committee works to a plan endorsed by the Quality Teaching Council, and is responsible for providing advice to the council regarding:

- the endorsement of professional development providers who can be approved to provide Quality Teaching Council-registered courses
- the renewal of provider endorsement
- the deregistration of courses and programs where appropriate
- teacher input and evaluation data regarding Quality Teaching Council-registered courses
- support of continuity and coherence between induction and continuing professional development for the maintenance of accreditation at the Proficient teacher level
- research and knowledge in the area of professional learning.

Membership of the Professional Learning Endorsement and Advisory Committee is listed at Appendix C.

Endorsement of professional development providers

The Professional Learning Endorsement and Advisory Committee met six times in 2015–16 and considered 195 applications. Table 2.15 shows the number of applications received and endorsed by the committee during the year.

Table 2.15: Number of professional development provider applications received and endorsed, 2015–16

Teacher accreditation level	No. of applications received	No. of applications endorsed
Proficient	165	115
Highly accomplished	16	9
Lead	14	8
Total	195	132

In preparation for the accreditation of Early Childhood Teachers, BOSTES officers engaged with the sector, peak bodies and individual commercial and not-for-profit providers to ensure the availability of appropriate QTC Registered professional development. In March 2016, an information session was held specifically for providers in the Early Childhood sector, interested in becoming a provider of QTC Registered professional development. Peak bodies and large providers of professional development for Early Childhood Teachers have been supported to become BOSTES endorsed including Gowrie NSW, KU and Community Child Care Cooperative. It is also of note that established providers of QTC Registered professional development are increasing provision for Early Childhood Teachers. Smaller providers such as EQC Services have also been endorsed.

A number of professional development priority areas were targeted in order to increase the QTC Registered course provision. The pursuit of appropriate professional development for languages teachers resulted in the endorsement of key peak bodies including Goethe Institute, HSK Mandarin Centre and Instituto Cervantes. An increase in STEM related PD for teachers was also a high priority area and has seen an increase in endorsed providers including Maths N Movement, Anita Chin Consulting, Mathtastic Learning, Science Time, Don't Panic STEM Curriculum Support, Fizzics Education and Accent on Achievement which provides STEM focussed PD for primary teachers.

Over the last year there has been increased interest from the primary industry sector to provide PD for VET teachers and Food Technology teachers. Tocal, Primary Industries Education Foundation Australia and the Royal Agricultural Society NSW are notable inclusions in this area.

QTC Registered course provision has also increased in the areas of student well-being, resilience and suicide prevention. Diversity Skills Training is a Registered Training Organisation that provides QTC Registered courses such as Social Inclusion and Resilience among Muslim Students. Visual Arts and TAS teachers are being supported in the use of new mediums and technologies such as 3D printing via new providers such as Mod Fab, dLux Media Arts and Cheetah Lab. Large independent schools continue to become providers of QTC Registered PD for teachers at their schools. The last year saw the following schools endorsed: Moriah, Knox, Abbotsleigh, Shore, Sydney Grammar, Trinity, Kambala and Wenona School.

More than 5 484 new courses and programs have been registered and details made available through the teacher online account facility.

Parent Engagement professional development for teachers

Parent engagement has been a priority area for increased provision of QTC Registered Professional development. As at 31 June 2016, there are over two hundred and forty QTC Registered courses listing Standard Descriptors that directly relate to parent engagement: 3.7.2 and/or 7.3.2. Twenty-five of these courses are delivered by the NSW Aboriginal Education Consultative Group (AECG) throughout NSW, as part of their *Connecting to Country* course series.

Over the last year, the QTC endorsed new providers that deliver QTC registered courses on the topic of parent engagement including Family Focus Consultancy, Teacher Professional Development Services, and Schoolhouse Centre for Progressive Education, NSW Council of Parents, The Smith Family and ParentsShop.

These newly endorsed providers will commence delivery of their courses with more than fifty sessions uploaded to the BOSTES course register over the last year.

BOSTES is working with current providers of QTC registered professional development to encourage the delivery of more course sessions on the topic of parent engagement.

Early Childhood Teachers

The Early Childhood Teachers Professional Learning Working Party was convened and met across 2015–16 to provide advice about the professional learning of early childhood teachers. The working party recommended an interim arrangement whereby teachers must complete at least 20 hours of QTC Registered Professional Development and 80 hours of Teacher Identified Professional Development. This arrangement was approved by the Quality Teaching Council and will be available for early childhood teachers who are accredited at the Proficient Teacher level from 18 July 2016 to 17 July 2018.

Casual Teachers

During 2015–16, casual teachers were identified as being a group of teachers needing dedicated support and targeted resources to support the maintenance of accreditation at the three career stages. As of 2 August, 2016, there were 36 577 active casual teachers operating across NSW who are either Provisionally/Conditionally accredited or maintaining accreditation at Proficient Teacher level. The teachers require:

- support and guidance from sectors, schools and principals
- access to QTC Registered Professional Development
- support materials tailored to casual teachers.

In 2015, a Casual Teacher Working Party was established with teacher representatives, maintaining accreditation and sought from across the education sectors. The Working Party recommended a series of support strategies including:

- increasing contact with casuels through regular emails and additions to the BOSTES bulletin
- fact sheets developed for schools to highlight the roles and responsibilities
- BOSTES representation at Sector developed events
- Adobe Connect sessions directly supporting casual teachers
- website upgrades that include casual teacher centred support and resources

BOSTES officers have liaised with Teacher Mentors, Teacher Quality Advisors and Accreditation Officers from the Department of Education, the Catholic Education Commission and the Association of Independent Schools in order to increase inter-sectorial support for casual teachers. Officers have presented at a number of events and conferences and have been hosted by the Department of Education, the Professional Teachers Council, the Independent Education Union, Class Cover and the Guild of Teachers.

Adobe Connect sessions were developed and run in 2015 and were highly successful. Due to the popularity of the sessions, new resources have been developed in 2016 registered as QTC Registered Professional Development and have been widely advertised. The resources have been developed to meet the explicit needs of casual teachers and cover:

- the Australian Professional Standards for Teachers
- types of Professional Learning
- key school based responsibilities
- navigating the BOSTES teacher portal.

2015 Teacher Professional Development Survey

BOSTES officers worked with the Professional Learning Endorsement and Advisory Committee to develop a professional learning survey which was conducted from 14 October 2015 and concluded on 30 November 2015.

In preparation for a full teacher accreditation environment (2018) where all teachers will be required to maintain their Professional Accreditation BOSTES considered the survey an instrument that would provide insight into teachers' practices in relation to:

- their needs/expectations for quality professional development including professional learning preferences
- factors that affect planning and access to professional development
- the effect/impact of professional development on teacher practice and student learning outcomes
- the wider influences that might affect educational improvement and quality teaching practices

The survey was completed by 11 919 teachers. Data analysis has commenced with ongoing work forming the basis for reporting on key findings. Preliminary findings are assisting the BOSTES in relation to professional development requirements and expectations by:

- identifying and strategically supporting professional development needs
- understanding the different and diverse professional development needs across NSW teaching profession
- clarifying indicators that help us monitor and improve quality PD experiences.

BOSTES is making arrangements for consultation with key stakeholders that will involve data sharing and opportunities to feedback. Feeding back to teachers, employers, representative groups and organisations, and facilitating relevant actions to support the improvement of professional development, for the purposes of accreditation, is a key priority.

Online professional learning logs

During 2015–16, BOSTES continued to implement electronic professional learning logs for teachers accredited at the Proficient teacher, the Highly Accomplished and Lead teacher levels.

After logging into their account, teachers are able to:

- browse Quality Teaching Council-registered courses and programs using various filters such as provider, student learning stage and syllabus – course information includes links to the provider's website so that teachers can apply to enrol in a course or program
- maintain a log of their continuing professional development – providers confirm participation in Quality Teaching Council-registered professional development, and teacher accreditation authorities or their delegates confirm completion of teacher-identified professional development
- view their professional development progress – this report indicates where requirements have been fulfilled and where they are still incomplete
- evaluate Quality Teaching Council-registered professional development – this must occur before participation in a course counts towards the mandatory hours.

Teacher accreditation authorities, their delegates and principals have been able to access BOSTES' online database to monitor and validate professional development for accredited teachers since 2009. They are also able to look up the database to find endorsed providers and to find Quality Teaching Council-registered courses and programs.

Providers have been able to validate teacher participation in Quality Teaching Council-registered professional development since 2008. There is also a capacity for providers to bulk upload their registered courses and programs.

Presentations to teachers, supervisors and principals

During 2015–16, BOSTES officers gave 32 presentations to teachers, supervisors and principals on the professional development requirements for maintaining accreditation at the

Proficient teacher level. To support this, easy-access guides and video clips were provided; one for principals and their delegates for monitoring and validating professional development, and others providing assistance for teachers in evaluating online the Quality Teaching Council-registered courses they attended.

Support for professional development providers seeking endorsement

In order to support providers of professional development in gaining endorsed status, BOSTES developed a new manual to support providers in becoming an endorsed provider of QTC Registered Professional Development. The new manual was aided by new application forms available on the Teacher Accreditation Website.

In 2015–16, BOSTES also ran 33 sessions for professional development providers who were interested in applying to become endorsed providers. These sessions included information on how to apply to become an endorsed provider of professional development at the Highly Accomplished and Lead teacher levels.

Support for endorsed professional development providers

BOSTES developed a manual to support endorsed providers in the online registration of their courses and programs and the online validation of teacher participation in their courses.

The manual highlights:

- the purpose of provider endorsement and the purpose of registration of courses and programs
- conditions of BOSTES endorsement as a provider of Quality Teaching Council-registered professional development
- loading courses using the Australian Professional Standards for Teachers
- the process of registration of courses and programs
- the process of validating participation in professional development
- the role of teacher evaluation of Quality Teaching Council-registered professional development.

The manual incorporates screenshots to assist providers in using BOSTES' online database. It is distributed to providers when they are endorsed by BOSTES.

During 2015–16, BOSTES officers also gave 12 presentations to existing professional development providers. These sessions were held to assist the providers with the transition to the Australian Professional Standards for Teachers. The two-hour sessions provided information about:

- the Australian Professional Standards for Teachers
- continuous improvement processes
- use of the Quality Teaching Council-registered professional development logo and the provider's scope of endorsement statement in the promotional material relating to Quality Teaching Council-registered courses
- loading courses using the Australian Professional Standards for Teachers
- loading participation data
- renewal of endorsement.

BOSTES professional development courses

In 2015–16, BOSTES continued to provide professional development opportunities to meet the professional learning needs and aspirations of Kindergarten to Year 12 teachers in NSW schools.

BOSTES provided professional development activities for standards 3, 5 and 6 and standard descriptor 7.4.3 of the Australian Professional Standards for Teachers at the Proficient and Highly Accomplished teacher levels.

During 2015–16, the professional development opportunities provided by BOSTES included 126 Quality Teaching Council-registered professional development sessions, including:

- Consistent Teacher Judgement workshops
- NAPLAN writing and marking workshops
- HSC marking workshops
- Maintenance of Accreditation as a Casual Teacher at Proficient Teacher level
- Using RAP, Exploring Moderation, Understanding Standards-setting to enhance teaching and learning.

A breakdown of Quality Teaching Council-registered courses offered by BOSTES in 2015–16 is shown in Table 2.16.

Table 2.16: Professional development courses offered by BOSTES, 2015–16

Professional development course	Number of sessions
Aligning the BOSTES Standards to student assessment task performance	3
BOSTES Draft Languages K–10 Framework Consultation Meeting	7
BOSTES Senior Years Draft Writing Brief Consultation Meeting	29
BOSTES Visual Arts Stage 6 Draft Syllabus Amendments Consultation Meeting	6
Casual Teachers Maintaining Accreditation Working Party	1
Consistent Teacher Judgement Workshop for Stages 1 – 6	52
Consultation on the Draft Aboriginal Languages Stage 6 Content Endorsed Course Syllabus	5
HSC Drama – Practical Marking Day (2015)	1
HSC Music Composition – Practical Marking Day (2015)	1
HSC Textiles and Design – Practical Marking Sessions (2015)	2
HSC Visual Arts – Practical Marking Day (2015)	1
Literacy and Numeracy Item Writing Training Workshop	2
Maintenance of Accreditation as a Casual Teacher at Proficient Teacher level	2
NAPLAN Writing – Group Leader Training	2
NAPLAN Writing – Sentence Structure Training	2
NAPLAN Writing Task Marker Training	3
Supervisor of Marking workshop	1
Using RAP, Exploring Moderation, Understanding Standards-setting to enhance teaching and learning	5
Visual Arts Experience 2015 – Country Teachers Professional Development Opportunity	1
Total	126

2.4 Quality schooling and regulatory compliance

Responsibilities

Under the *Education Act 1990*, the Board of Studies, Teaching and Educational Standards NSW is responsible for:

- providing advice and making recommendations to the Minister for Education about the registration of non-government schools – that is, granting permission for schools to operate
- accrediting registered non-government schools – that is, granting permission for schools to present candidates for the Record of School Achievement and/or Higher School Certificate
- providing advice to the Minister about proposals from groups of schools to form registration systems – that is, granting permission for the formation of a system of non-government schools under the Act
- monitoring compliance of registration systems with the requirements of the Act and providing advice to the Minister regarding the monitoring procedures of registration systems
- approval of school providers of courses to overseas students
- regulation of teacher accreditation authorities
- administering the provisions of the Act for the registration of children for home schooling.

BOSTES is also the designated authority for approving NSW schools delivering courses to students from overseas under the *Education Services for Overseas Act 2000* and associated legislative framework.

With the passing of the *Education Amendment (Government Schools) Act 2014* in June 2014, BOSTES is responsible for providing advice to the Minister on the compliance of government schools with requirements similar to those required for non-government school registration.

BOSTES is also responsible for monitoring the teacher accreditation processes across all schools, including the regulatory approval and monitoring of teacher accreditation authorities for non-government schools and early childhood education centres.

Major functions

BOSTES' Registration and Accreditation Committee, under delegation of the Board, is responsible for making recommendations to the Minister regarding registration of schools and for making decisions with regard to accreditation of schools and approval of school providers. Recommendations and decisions are based on the findings of school inspections or through the advice of registration systems.

The major functions of the registration program for schools and systems are to:

- inspect schools seeking registration and accreditation
- assess applications for proposed new schools and new year levels
- monitor:
 - schools by inspection
 - schools where concerns about compliance have been identified
 - the procedures used by registration systems to monitor the compliance of member schools
 - the submission of annual school reports.

For non-government schools, the registration program is based on the requirements and evidence of compliance described in the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual*.

BOSTES also grants recognition to schools from outside NSW to provide courses of study leading to the awards of the Record of School Achievement and/or Higher School Certificate.

Since October 2010, the registration program has also had the function to:

- inspect school providers seeking approval to deliver courses to students from overseas
- assess applications for initial approval and to amend approval
- monitor:
 - school providers by inspection
 - school providers where concerns about compliance have been identified.

With regard to approval, the program is based on the requirements and evidence of compliance described in the *Guidelines for Approved NSW School Providers Delivering Courses to Overseas Students*.

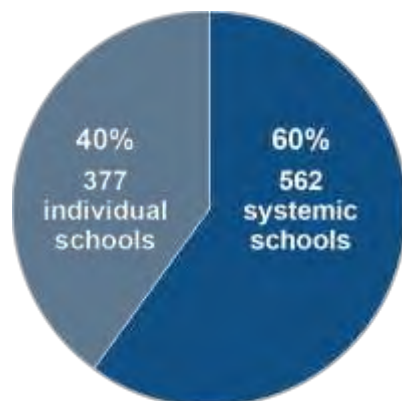
For government schools, the program provides external quality assurance in relation to the monitoring process implemented by the NSW Department of Education to ensure the compliance of government schools with similar requirements as those required for non-government school registration. The requirements and evidence of compliance are described in the *Registration Process for the NSW Government Schooling System Manual*.

For teacher accreditation authorities, the program is based on the requirements and evidence of compliance described in the *Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres*.

Registration and accreditation of non-government schools

At the end of 2015–2016, there were 939 non-government schools comprising 377 individual schools and 562 systemic schools (see Figure 2.1).

Figure 2.1: Number of individual and systemic non-government schools at 30 June 2016



Registration systems

There are 12 registration systems in NSW. Of these, 11 are administered by Catholic dioceses and one by the Seventh-day Adventist Church.

Enhanced registration requirements for non-government schools

Enhanced registration requirements became effective for all non-government schools in 2005.

Manuals

During 2015–2016, the registration manuals were amended in relation to:

- requiring schools to have a Teacher Accreditation Authority approved under the BOSTES' new regulatory framework according to the transition period
- strengthening the requirement for school staff to be informed annually of their child protection obligations
- providing guidelines for systemic non-government schools in relation to policies and procedures for proper governance.

In 2015–16, the requirements were made operational through the following processes:

- briefings of registration systems, non-government schools and proposed new schools
- the online application process
- the review of curriculum documentation received with applications
- inspecting and monitoring schools and registration systems
- professional development of inspection teams
- handling complaints
- reviewing the annual reports from non-government schools.

Briefing of registration systems, schools and proposed new schools

Briefings for registration systems were held in November 2015 and March 2016. The sessions provided an opportunity for BOSTES to advise systems on updated information, changes to legislation, emerging issues and plans for monitoring systems. Topics for discussion included evidence-based decision-making and the further development of five-year plans for monitoring registration systems.

In 2015–16, Board Inspectors participated in information sessions for non-government schools with registration expiring in 2016. The sessions, held in metropolitan and regional areas, focused on providing information about the registration and accreditation requirements, the online application form, the documentation required to support an application, and the inspection process. Of particular relevance to the sessions was advice about the application process using BOSTES' [Registration and Accreditation of Non-Government Schools in NSW website](#) and the newly introduced requirement relating to policies and procedures for proper governance of schools.

In February 2016, BOSTES conducted a briefing for proposed new schools seeking initial registration for 2017. The briefing was attended by entities that had expressed an interest in or intent to apply for initial registration as a non-government school. The session aimed to provide an overview of the requirements for initial registration, evidence of compliance, and the process undertaken by BOSTES for assessing an application.

Reviewing documentation received with applications

In 2015–16, the documentation provided by schools in support of their online applications regarding registration and accreditation was reviewed by officers and a liaison team. The reviews provided a comprehensive assessment of each school's compliance with the requirements outlined in the BOSTES subject syllabuses, on its [Assessment Certification Examination website](#), and in the registration manual.

Inspecting and monitoring schools

During 2015–16, 96 non-government schools applied for registration and were inspected accordingly. The registration statistics provided in tables 2.17 to 2.21 detail the decisions made by the Registration and Accreditation Committee consequent to these inspections.

During 2015–16, Board Inspectors reviewed the monitoring procedures of all 12 registration systems and confirmed that the procedures of each system are adequate for monitoring the compliance of member schools.

Professional learning for inspection teams

Board Inspectors from BOSTES' School Registration and Accreditation Standards Directorate conduct inspections with the support of Senior Registration Officers.

During 2015–16, the inspectors and officers participated in regular professional learning forums and workshops. Topics for discussion included an overview of all requirements with a focus on the new requirement relating to school governance.

Handling complaints

During 2015–16, BOSTES continued to develop, review and refine procedures to strengthen the investigative and reporting processes applied by board inspectors in dealing with complaints.

Annual reports

Under the *Education Act*, all non-government schools are required to disclose publically and submit to BOSTES an annual report that includes information about the school's educational and financial performance and its policies. Reports referencing the preceding calendar year are to be submitted annually at the end of June.

By the end of July 2015, the annual reports from all non-government schools had been submitted to BOSTES. A review of a sample of those reports found that the vast majority of schools satisfactorily provided the mandatory inclusions and that most reports were published via the school's website.

School providers delivering courses for students from overseas

The guidelines for approved providers describe the requirements and process for approval. There were no changes to the guidelines during the reporting year. BOSTES provided information for school providers by delivering two workshops, one in Sydney and the other in Bathurst. These were attended by representatives of 25 school providers.

Inspecting school providers

During 2015–16, 22 school providers were inspected in response to applications relating to approval.

NSW Civil and Administrative Tribunal

The NSW Civil and Administrative Tribunal hears applications for review of recommendations by BOSTES to the Minister that a non-government school not be registered, and decisions by BOSTES that a non-government school not be accredited.

There were no applications to the NSW Civil and Administrative Tribunal for a review of a BOSTES recommendation relating to registration or accreditation during 2015–16.

Best practice policies and processes in regulating non-government schools

During 2015–16, BOSTES evaluated the registration program for the 2015 calendar year to review key performance data in relation to its responsibilities for regulating non-government schools, registration systems and approved providers. A report relating to the evaluation was considered by the Board at its meeting in March 2016.

Monitoring the government schooling system

In 2014, section 27 of the *Education Act 1990* was amended requiring BOSTES, with the assistance of the NSW Department of Education, to provide advice to the Minister for Education on the compliance by NSW government schools with requirements similar to those necessary for the registration of non-government schools.

Following consultation with the NSW Department of Education in 2014, BOSTES published in January 2015 the *Registration Process for the NSW Government Schooling System Manual*. The manual describes the requirements for NSW government schools and the monitoring process to be implemented by BOSTES.

BOSTES also published the approved process and criteria for the annual selection of the sample of government schools to ensure that the sample is proportionate to and representative of the diversity of government schools. In accordance with the approved criteria, 23 government schools have been selected to participate in BOSTES' external quality assurance process in 2016.

A report on this process was considered by a newly formed committee, the Similar and Equivalent Requirements Committee and subsequently the BOSTES Board in May 2016. The key findings and recommendations of the report were that:

- the government schooling system is substantively compliant with similar requirements to those non-government schools are required to meet in order to be registered.
- improvements are required in the areas of: assuring that mandatory syllabus and assessment requirements are met; clarifying responsibilities in relation to checking policy implementation in schools; clarifying systemic policy areas where the school is responsible for developing procedures to demonstrate compliance with systemic policies, in particular child protection and attendance.
- the 2016 program would benefit from collaboration with and access to the assurance activities of the Department's Asset Management (e.g. adequacy of maintenance of buildings and premises, fire safety, etc) and Audit Directorates (e.g. monitoring of completion of working with children checks, student attendance records, etc) to avoid unnecessary duplication.

Regulation of teacher accreditation authorities

During 2015, BOSTES published new guidelines, requirements and processes for regulating teacher accreditation authorities for non-government schools and early childhood centres.

The new requirements came into effect in January 2016 with a transition period for the new regulatory process to be implemented in conjunction with the registration cycle for non-government schools.

In 2015, briefing sessions were conducted for all non-government schools to provide information about the new regulatory program. Further sessions will be conducted in 2016.

Preliminary meetings have been held with the early childhood sector to provide advice about the process for applying for approval to operate as a Teacher Accreditation Authority.

Cross-sectoral and interagency collaboration

In 2010, the Minister established a cross-sectoral attendance working party for all school sectors to work together in responding to legislative changes concerning school attendance. A focus of the working party, which includes representatives from BOSTES, has been the development of common guidelines and processes for recording student attendance. The working party continued to meet during 2015–16.

Registration and accreditation statistics

Tables 2.17 to 2.21 provide information on BOSTES' registration and accreditation activities during 2015–16, including comparisons to the preceding three years where applicable.

Table 2.17: Registration and Accreditation Committee recommendations on school registrations, 2012–13 to 2015–16

	2012 13		2013 14		2014 15		2015 16	
Renewal of registration (5 years)^(a)	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Primary education	14	37	28	181	25	69	15	1
Secondary education	11	6	20	46	12	19	21	2
Primary and secondary education	38	2	49	17	86	27	46	2
Education of a kind, or for children of a kind	5	0	1	1	1	0	7	1
Exemption from registration	1	0	1	0	3	0	0	0
Total	69	45	99	245	127	115	89	6
Initial registration for new year levels of schooling (1 year)								
Primary education	3	0	5	1	4	1	3	1
Secondary education	0	0	3	4	3	2	6	2
Primary and secondary education	10	4	14	8	15	5	8	1
Exemption from registration	0	0	2	0	0	0	0	0
Provisional initial registration	0	0	1	0	0	0	0	0
Total	13	4	25	13	22	8	17	4
Extension of registration (1 year)								
Primary education	5	0	1	0	2	0	2	0
Secondary education	4	0	1	0	6	0	0	0
Primary and secondary education	7	0	2	0	14	0	5	0
Total	16	0	4	0	22	0	7	0
Reduced period of registration (provisional)	2	0	0	0	0	0	0	0
Cancel registration	1	0	0	0	0	0	0	0
Initial registration of new schools	7	2^(b)	5	2	11	1	5	6
Registration of new campuses of existing schools	11	3	7	0	6	0	9	0

Ind. = individual non-government schools

Sys. = systemic non-government schools belonging to a registration system

(a) The variation in the number of recommendations for renewal of registration for each reporting year reflects the number of schools with registration expiring in each reporting year.

(b) One of these schools received initial registration to commence in 2015.

Table 2.18: Registration and Accreditation Committee recommendations on accreditation and other matters, 2012–13 to 2015–16

	2012 13		2013 14		2014 15		2015 16	
Renewal of accreditation (5 years)^(a)	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Courses leading to the award of the Record of School Achievement	39	7	52	58	101	41	42	0
Courses leading to the award of the Higher School Certificate	30	7	53	39	87	39	37	1
Reduced period of accreditation (provisional)	1	0	0	0	0	0	0	0
Cancel accreditation	0	0	0	0	0	0	0	0
Recognition as a special school	5	0	4	1	8	1	8	1
Recognition as a special assistance school	8	0	5	0	9	0	12	0
School closed	5	0	3	0	4	1	5	1
Campus closed	8	0	8	0	6	4	8	0
Recognition for schools outside NSW								
Courses leading to the award of the Record of School Achievement	0		0		3		0	
Courses leading to the award of the Higher School Certificate	0		0		2		0	
Approval of school providers of courses for students from overseas	31		23 ^(b)		43 ^(b)		20 ^(b)	
Approval of Teacher Accreditation Authorities	N/A		N/A		N/A		14 ^(c)	

Ind. = individual non-government school

Sys. = systemic non-government schools belonging to a registration system

(a) The variation in the number of recommendations for renewal of accreditation for each reporting year reflects the number of schools with accreditation expiring in each reporting year.

(b) Includes recognition of providers of English Language Intensive Courses for Overseas Students.

(c) The regulation of Teacher Accreditation Authorities under the BOSTES new regulatory framework commenced on 1 January 2016. The data covers the 6 month period 1 January 2016 until 30 June 2016.

Table 2.19: New schools granted initial registration in 2015 to commence in the 2016 calendar year

School	Location	Year level
D.A.L.E. Young Parents' School	Waratah	Years 9 to 12
Pete's Place	Blacktown	Years 7 to 10
SEDA School	Redfern	Years 11 and 12
Headland Montessori ELC ^(a)	Manly	Kindergarten
Al-Faisal College Campbelltown	Minto	Kindergarten to Year 12
Al-Faisal College Liverpool	Austral	Kindergarten to Year 6

(a) Headland Montessori ELC was granted initial registration to commence in 2016. The school closed in 2016 when it did not receive any enrolments.

Table 2.20: Schools closed during 2015–16

School	Location	Year level
All Saints Catholic Boys College	Liverpool	Years 7 to 10
Headland Montessori ELC	Manly	Kindergarten
Clement College	Cabramatta	Years 11 and 12
Wahroonga Preparatory School	Wahroonga	Kindergarten to Year 6
Mackillop College Port Macquarie St Paul's	Port Macquarie	Years 7 to 10
Sherwood Cliffs Christian Community School	Glenreagh	Kindergarten to Year 6

Table 2.21: Complaints about non-government schools investigated by BOSTES officers, 2012–13 to 2015–16

	2012 13	2013 14	2014 15	2015 16
Number of complaints about individual schools	12	9	8	11
Number of complaints about systemic schools	3	1	0	0
Number of complaints about schools with overseas recognition	0	0	0	0
Investigations completed	12	13	10	5
Number of complaints substantiated	6	12	7	4
Investigations ongoing into the next reporting period	6	3	1	7
Number of complaints per requirement^(a)				
Governance	0	0	1	2
Teaching staff	3	1	3	0
Curriculum	2	6	2	1
Safe and supportive environment	8	8	7	7
Premises and buildings	0	0	1	1
Facilities	1	0	0	0
Discipline	2	4	4	3
Management and operation of the school	1	0	0	0
Educational and financial reporting	0	3	1	0

(a) For some schools, the complaint related to more than one issue or requirement.

Home schooling

The *Education Act* provides for parents to home-school their children. Under the Act, BOSTES is responsible for administering the program for home schooling registration – that is, granting approval for a child to be schooled at home and maintaining details of children who are registered for home schooling.

Authorised persons assess applications for approval for home schooling registration and provide recommendations to the Minister for Education or the Minister's delegate.

Children may be registered for home schooling, or approved but exempt from being registered, for a maximum period of two years. Children with exemption from registration on religious grounds must meet the requirements for registration.

During 2015–16, the number of children registered for home schooling continued to grow (see tables 2.22 and 2.23). BOSTES collects, on an optional basis, the reason for choosing to home-school. Since 2010, the most common reasons have been philosophical choice, religious reasons, and an individualised approach to addressing the special learning needs of the child.

Table 2.22: Number of children with home schooling registration at the end of reporting period, 2012–13 to 2015–16

	2012 13	2013 14	2014 15	2015 16
Number of children with registration	3 194	2 927	3 343	3703
Number of families	1 853	1 696	1 964	2197

Table 2.23: Number of children with exemption from home schooling registration at the end of reporting period, 2012–13 to 2015–16

	2012 13	2013 14	2014 15	2015 16
Number of children with exemption from registration	133	147	174	184
Number of families	69	70	82	91

Increase in school leaving age and home schooling

In June 2009, the NSW Government passed legislation increasing the school leaving age, effective from January 2010. In response to the legislation, BOSTES introduced home schooling registration for children up to 17 years of age and a process for parents to apply for a Certificate of Completion of Year 10. During 2015–16, 96 certificates were issued.

Professional learning forums

As part of its ongoing professional learning for authorised persons who conduct home visits to assess applications for home schooling registration, BOSTES convenes regular forums for authorised persons throughout the year. In addition to providing information and updates, these forums provide an opportunity for professional dialogue and exchange of strategies and approaches for supporting families during the registration process. Topics included in forums conducted in 2015–16 included supporting diverse learning needs, planning educational programs, child protection and the practice of home schooling.

NSW parliamentary inquiry into home schooling

The Legislative Council's Inquiry into Home Schooling, established in May 2014, reported to the NSW Parliament on 5 December 2014. The NSW Government's response to recommendations from the inquiry was published in July 2015. BOSTES has commenced implementation of the recommendations that were accepted by the NSW Government. Accordingly, a Home Schooling Consultative Group has been established and met in January and April 2016. A process for consultation in relation to revising the Information Package has commenced.

NSW Civil and Administrative Tribunal

The NSW Civil and Administrative Tribunal hears applications for review of recommendations to refuse home schooling registration. A home schooling matter referred to the tribunal in 2015 was decided in the applicant's favour in January 2016. Subsequently, the child was registered for home schooling. A further home schooling matter was lodged with the tribunal in 2014. This matter is ongoing with an appeal to be decided by the NSW Court of Appeal.

2.5 Policy development, consultation and engagement

BOSTES research, evaluation and development

BOSTES recognises the importance of research, evaluation and data analysis in providing an evidence base to inform continuous improvement in policy and program design and delivery.

Development of new BOSTES research policy and guidelines

BOSTES' research policy and guidelines were revised and updated to recognise legislative developments such as the *Government Information (Public Access) Act 2009* and the Privacy Commissioner Direction on Disclosures of Information by Public Sector Agencies for Research Purposes made pursuant to the *Privacy and Personal Information Protection Act 1998*. The revisions also provided more details of decision-making processes and additional information on the purposes of the guidelines and approval criteria and conditions, reflecting similar documents used by other educational and research agencies.

The new research policy and guidelines – and associated guidelines on applying to access BOSTES data and information for external research purposes – were published on the BOSTES website in the second half of 2015.

Protocols for information sharing agreements with initial teacher education providers

In March 2016 agreement was reached with the NSW Vice-Chancellors' Committee on the protocols for information sharing agreements with initial teacher education (ITE) providers. A number of the actions in *Great Teaching, Inspired Learning: A Blueprint for Action* relate to data provision by ITE providers, including the creation of a nationally and internationally benchmarked workforce profile of the NSW teaching profession and investigations of the quality of ITE programs. The provision of data by universities is also a requirement of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (April 2011), to which NSW is a party.

The protocols, which were developed through the Research and Development Committee and the Teacher Education Policy Advisory Committee, provide for the establishment of information-sharing agreements between partner organisations, including BOSTES, school authorities and universities. The protocols and associated agreements include consideration of data access and use, compliance with privacy legislation, data quality, dissemination and publication of findings, and security and disposal of data.

Research and Development Committee

The BOSTES Research and Development Committee advises the Board on research and development related to the Board's statutory functions in curriculum, assessment, credentialling, and teaching and regulatory standards. The committee is also charged with the development and monitoring of protocols for sharing data, advising on effective developments with regard to learning measurement, and identifying and considering research opportunities, including proposals for use of data from universities. Members of the committee include representatives of school authorities, the NSW Vice-Chancellors' Committee and the NSW Council of Deans of Education.

The Research and Development Committee met on two occasions during the reporting period. Agenda items included the development of data-sharing protocols, initial teacher education program reviews, cross-sectoral languages data collection, analysis of education graduates' teaching subjects, student mobility research and teaching workforce profile.

Online Testing research projects

BOSTES is conducting research into online assessments of primary literacy and numeracy and also critical-thinking for senior secondary students.

These two online testing research projects will enhance BOSTES online assessment capabilities across Kindergarten to Year 12.

The key research objectives of the primary assessment resource project relate to constructing an online diagnostic assessment resource to assess the literacy and numeracy skills of primary school students and providing their teachers with useful diagnostic reports.

The purpose of the Year 11 critical-thinking test research project is to determine the feasibility and appropriateness of creating and deploying an online test for senior secondary students.

These two online testing research projects introduce BOSTES assessment initiatives; one being diagnostic in a new area of assessment to BOSTES – Primary school students, and the other, both formative and summative, in a new measurement dimension – critical thinking.

The main trialling for both research projects will take place across a random sample of schools in the second half of 2016 using BOSTES' existing online testing platform that has been developed with the University of Cambridge. Following the trial, and dependent on the research findings, BOSTES will consult with stakeholders regarding any future implementation.

Rural and Regional Policies and Initiatives

BOSTES has conducted extensive analysis of the relative performance of rural and regional students in NAPLAN and the HSC. In addition, the patterns of Teacher Accreditation data and course offerings in rural and regional schools have been examined. These findings are regularly reported to the Board.

Review of Aboriginal and Torres Strait Islander Education in Initial Teacher Education

Improving the quality of initial teacher education is at the centre of *the Great Teaching Inspired Learning* (GTIL) reform program. One element of the work is the examination of the practices embedded in ITE programs in targeted areas.

In 2016 BOSTES commenced the development of a report on how NSW universities address Aboriginal education in their ITE programs. This report will specifically consider the teaching of Aboriginal students and how Aboriginal histories and cultures are represented in ITE programs.

The review will be overseen by an expert Panel who will provide cultural leadership and advice. The Panel will ensure that the final recommended principles and practices for inclusion in ITE programs are appropriate and applicable to Initial Teacher Education providers.

Learning through languages in NSW

During 2015–16, BOSTES continued work on implementing the recommendations of the Review of Languages Education in NSW (2012–14).

The NSW Languages Advisory Panel chaired by the BOSTES President has met five times to oversee the work program. In 2015 the Panel commenced guiding the development of the first-ever languages education policy for NSW schools. Consultation on the draft policy concluded in 2016.

Ongoing consultation and collaboration with the three school education sectors, peak bodies and other key stakeholders will continue, and as the work progresses over time and new data becomes available, additional initiatives will be considered for implementation.

Key actions prioritised for development in 2016 include:

- a new primary languages teacher specialisation in Initial Teacher Education, available at selected NSW universities from 2017
- a new K–10 languages curriculum framework and new K–10 syllabuses for Chinese and Japanese, available for schools in 2017
- the first comprehensive cross-sectoral survey on languages to establish baseline data of provision in NSW, to be administered in August 2016

Membership of the NSW Languages Advisory Panel

Mr Tom Alegounarias – Chair (2015–2016)

President

Board of Studies, Teaching and Educational Standards

Dr David Cullen (2015)

Director, Early Learning and Primary Education

NSW Department of Education

Dr Geoff Newcombe (2015–2016)

Executive Director

Association of Independent Schools of NSW

Ms Liberty Campbell (2015–2016)

Languages Leader

St Paul's Catholic College, Manly

Ms Cindy Berwick (2015–2016)

President

NSW Aboriginal Education Consultative Group

Ms Gillian Cordy (2015–2016)

President

Modern Languages Teachers' Association of NSW

Professor Kerry Dunne (2015–2016)

Director, Language Centre

University of Wollongong

Ms Jozefa Sobski (2015–2016)

Chair

NSW Community Languages Schools Board

Ms Amanda Chadwick (2015)

Executive Director, Innovation and Industry Policy

NSW Department of Industry

Mr Peter Kerr (2015–2016)

Executive Director

Asialink Business

Mr Michael Christodoulou AM (2015–2016)

Ex officio member

NSW Federation of Community Language Schools

Mr Joseph Rizk (2015–2016)

Managing Director
Arab Bank Australia

Ms Tamerlaine Beasley (2015–2016)

Managing Director
Beasley Intercultural

Mr Laurie Smith (2015–2016)

Director, National Board
Australia China Business Council

Dr Merriden Varrall (2015–2016)

Program Director, East Asia
Lowy Institute for International Policy

Mr Jason Miezis (2016)

Director, Early Learning and Primary Education
NSW Department of Education

Mr Peter Mackey (2016)

Director, StudyNSW

Record of School Achievement Data for Universities program

The Record of School Achievement (RoSA) Data for Universities program is a joint BOSTES and Universities Admissions Centre (UAC) initiative to expand the basis of university entrance criteria by providing universities with students' RoSA data. The data includes Year 10 and Year 11 RoSA grades and, potentially, information about a wider range of students' achievements and accomplishments.

The program is also intended to establish more transparency and consistency about ways universities offer access to courses, particularly for students who can benefit from early and conditional entry schemes.

As a result of these initiatives, universities will have information that may encourage more equitable provisional offers and a greater number of offers. Universities may be enabled to identify potentially high-achieving students who have proven accomplishments that are not necessarily reflected in their Australian Tertiary Admission Rank.

The RoSA Data for Universities program does not impede existing arrangements such as educational access schemes or university equity scholarships.

Phases of the project concerned with transmitting students' Year 10 and Year 11 RoSA results to UAC, including all corresponding agreements, legal obligations and administration, have been completed.

Overseas visitors to BOSTES

During 2015–16, BOSTES welcomed visiting delegations from Indonesia, Vietnam, China, South Korea and the State of Kuwait. Such visits assist in promoting the policies and initiatives undertaken by BOSTES as well as sharing ideas and experiences with international educators.

Indonesia

Two Indonesian delegations researching the development and implementation of school curriculum, assessment and examinations visited BOSTES in October and November 2015.

The delegations met with Paul Hewitt, Executive Director of Curriculum, Teaching and Assessment, and other senior BOSTES staff to learn more about NSW curriculum and the HSC.

The discussions covered plans for developing the Indonesian curriculum and assessment system; the extent to which the NSW curriculum addresses the diversity of learners; and the support materials available to implement new syllabuses. The delegates were also interested in HSC development and processes, including disability provisions for the HSC examinations and assessment marks. The Indonesian government is considering introducing exams with short, written responses and is trialing computer-based testing.

Vietnam

A delegation from the Vietnam Institute of Educational Sciences (VNIES), Ministry of Education and Training Vietnam, met with senior BOSTES officers in early December 2015 to learn about the policy and model for disability education in NSW. The visitors were particularly interested in the development and implementation of inclusive education for students with disabilities. As part of the study tour, the delegation visited ACARA, Macquarie University Special Education Centre and Giant Steps, a leading educational centre for children with autism.

China

Fourteen representatives from the Education Bureau, Xi'an City, visited BOSTES in March 2016. The purpose of their visit was to gain a greater understanding of primary education in NSW. The principals and deputy principals were keen to discuss curriculum development and implementation from Kindergarten to Year 10 and to learn more about teacher accreditation. The delegation met Rhonda Clarke, Principal Project Officer, Information and Professional Development, and Lyn Kirkby, Director, Teaching Standards. The delegates were particularly interested in how students are assessed, how teachers use assessment data to support student learning, and the NSW primary curriculum and key learning areas.

South Korea

The National Academy for Educational Administrators (NAEA), Seoul National University, approached BOSTES to learn more about NSW curriculum, working conditions of teachers and re-training systems for teachers. The NAEA provides training and professional development opportunities for principals, deputy principals and educational leaders from the Ministry of Education of Korea. The delegation was accompanied by professors from Seoul National University and directors from the Korean Education Centre and Seoul Education Training Institute.

More than 200 delegates attended a presentation by BOSTES on 6 July 2016. Topics included the NSW curriculum, syllabus development, assessment and examinations in NSW schools, the teacher accreditation process and teacher professional learning.

The delegation met with Paul Martin, Executive Director, Teaching Standards & Strategic Policy Division, John Healey, Director, Initial Teacher Education and Professional Learning, and Rhonda Clarke, Principal Project Officer, Information & Professional Development.

Kuwait

The World Bank, in collaboration with the Kuwait Ministry of Education, is leading the curriculum component of a system-wide education reform effort in the State of Kuwait.

As part of the reform project, the World Bank organised a study visit for Kuwaiti education officials to learn about NSW's approach to curriculum development and reform, teacher professional development and syllabus implementation within high schools. The delegation included seven Kuwaiti officials, and two education specialists from the World Bank.

The delegation undertook a three-day program developed by BOSTES. It met Tom Alegounarias, BOSTES President and senior officers from Curriculum and Assessment, Initial Teacher Education, Professional Learning, and Examinations, Reporting and Credentials directorates. They were briefed on curriculum development and implementation, teacher professional learning, and BOSTES technology innovations such as Program Builder and MarkManager.

To gain first-hand experience of classroom practice and teaching, the delegation members visited Cherrybrook Technology High School and Wenona School where they toured the school's facilities, participated in classroom experiences, learned about teaching practices, syllabus implementation and STEM lessons.

Two World Bank education specialists accompanied the delegation. They were keen to learn about teacher professional development and standards. They met with Tom Alegounarias, BOSTES President, Paul Martin, Executive Director, Teaching Standards & Strategic Policy Division and Justine Ferrari, Director, Strategic and External Relations, to learn about Great Teaching Inspired Learning, support systems for schools and the professional learning for NSW teachers. The group discussed developing an ongoing professional exchange between the World Bank and BOSTES.

HSC graduates recruited by overseas universities

The NSW Higher School Certificate is an internationally regarded credential and our students are actively recruited by overseas universities.

During 2015–16, to support students applying for universities in the United Kingdom and the United States, BOSTES met with delegations from the University of Arts, London and the following US institutions:

- University of Colorado, Boulder
- University of South Carolina
- Fairleigh Dickinson University, New Jersey
- Foothill and De Anza Colleges in California
- Columbia University
- Duke University
- Georgetown University
- Northwestern University
- Princeton University
- Savannah College of Art and Design (SCAD)

Over the year, students who successfully applied for leading UK and US universities were featured in the media, including students with academic and sports scholarships to US universities.

BOSTES also hosted a session for HSC History students on the US election with two visiting strategists.

The students attended:

- Al-Faisal College
- Barker College
- Canley Vale High School
- Fort Street High School
- Girraween High School
- Northern Beaches Secondary College – Manly Campus

BOSTES international visits

International Forum of Teacher Regulatory Authorities

In June 2016, the BOSTES President, Tom Alegounarias, travelled to Ireland for the 2016 conference of the International Forum of Teacher Regulatory Authorities (IFTRA), hosted by the Teaching Council of Ireland. The conference was attended by representatives from teacher regulatory authorities around the world, including the United Kingdom (UK), Europe, Canada, Africa, Jamaica and Australasia. Over two days, participants attended presentations and held discussions on the theme of “Leadership in Partnership: The Professional Role of Teachers”. The conference provided an opportunity to share information on areas of common interest, and promote the benefits of teacher registration and regulation.

International Association for Computerised Adaptive Testing Conference

In September 2015, the BOSTES Chief Psychometrician, Dr Andrew Kyngdon, attended the biennial conference of the International Association for Computerised Adaptive Testing, which was held in Queen's College, University of Cambridge, UK. Dr Kyngdon presented on the development and deployment of the BOSTES Literacy and Numeracy Tests as Computerised Adaptive Tests. It was an opportunity to present the work of the BOSTES to the world's leading experts in Computerised Adaptive Testing; and to further develop the relationship between BOSTES and the University of Cambridge.

International Technology and Engineering Educators Association (ITEEA) Annual Conference

In March 2016, Alesha Bleakley the Senior Curriculum Officer, Technology Education, travelled to Washington DC to present at the International Technology and Engineering Educators Association (ITEEA) Annual Conference. During her presentation she outlined the findings of her recent research into international Technology Education at the conference, where the 2016 theme was *'Collaborating to build a diverse STEM literate society'*. Her research was the result of a Churchill Fellowship awarded in 2014, which enabled her to visit six countries to study their Technology curriculum. Alesha also showcased student work samples to display the quality, rigour and STEM-related skills demonstrated by students in their project based learning in Technology Education in NSW schools.

Pacific Board for Educational Quality

On 15–16 March 2016, Paul Hewitt Executive Director Curriculum Teaching and Assessment represented BOSTES President Tom Alegounarias at the first meeting of the Pacific Board for Educational Quality sub-committee, in Suva Fiji.

As a consultative member, BOSTES' main function is to provide assessment, certification and measurement advice, and to be a 'critical friend' in relation to proposals and projects.

The meeting focussed on Monitoring of Literacy and Numeracy in the Pacific (PILNA); Pacific Benchmarking for Education Results (PaBER) and Pacific Register of Qualification and Standards (PRQS).

Australian Principals Korean Study Tour

The annual Australian Principals Korean Study Tour was held from 10 to 19 April 2016. Paul Hewitt, Executive Director, Curriculum Teaching and Assessment was invited to attend the tour alongside 20 Australian Principals, Academics and Senior Education Officers.

Conducted by the Korean Education Centre, the tour provided opportunities to study the Korean Educational system and experience a program of Korean cultural and language development.

MarkManager goes international

MarkManager has seen a significant growth internally within BOSTES and commercially over the past few years.

The product development roadmap has met another milestone to include Annotation Marking features. This places the product commercially ahead of its competitors in the market place and also presents the opportunity to enhance the marking experience and process for BOSTES markers.

- On the commercial front, BOSTES in association with its partners has completed the roll out of MarkManager for British Council in the UK. MarkManager will be used for marking International English Language Testing System (IELTS) tests. IELTS is the high stakes English test for international study, migration and work.
- Recently BOSTES was successful with a second bid for British Council to participate as part of a consortium providing online testing using APTIS (the foundational assessment test in English language proficiency. This opportunity further strengthens Mark Manager overall strategically from a market share perspective and forms important alliances as part of the commercial marketplace of online testing and marking.
- The Western Australian School Curriculum and Standards Authority continues to expand its use of MarkManager for marking the Western Australian Certificate of Education.

Overall BOSTES is meeting its targets developing MarkManager application as a solid platform for HSC online marking. The product has also proven to be a commercial success in the local and international market place providing an on-going revenue stream for BOSTES.

Consultation and engagement

Key stakeholders and the community

BOSTES works collaboratively and transparently with the school sectors, key education stakeholders and the broader community to ensure that future educational reforms build on the high quality of primary and secondary education currently enjoyed by NSW students.

In addition to regular high-level collaboration with the school sectors and key education leaders, BOSTES hosts regular formal information-sharing and consultation meetings with key stakeholders to communicate and showcase BOSTES initiatives and to gain stakeholder perspectives and feedback to inform BOSTES decision-making. During 2015–16, regular consultation meetings were held with the:

- Association of Heads of Independent Schools of Australia
- NSW Secondary Principals' Council
- Association of Catholic School Principals NSW
- Catholic Secondary Schools Association NSW/ACT
- NSW Primary Principals' Association
- Professional Teachers' Council NSW
- Christian Schools Australia
- Christian Education National
- Council of Catholic School Parents
- NSW Parents' Council
- Isolated Children's Parents' Association (annual consultation meeting)
- English, Mathematics, Science and History teachers associations.

Student voice

The Board has established a working relationship with the office of the NSW Advocate for Children and Young People. In June 2016 the Advocate delivered a presentation to the Board on the findings of the Office's extensive review of issues of concern to young people in NSW. In 2017 the office of the Advocate will be regularly included in the BOSTES stakeholder engagement program as a means of keeping abreast of the diversity of student views relating to education.

HSC student feedback survey

HSC students were given the opportunity to comment on their HSC experience through the HSC feedback survey conducted at the end of 2015. Over 2200 students responded to the survey. Responses were similar to survey findings in previous years, with the majority of respondents indicating that their HSC courses met their expectations and were challenging, interesting and would be useful for further education and work. Respondents felt that they had received sufficient information about the structure, content and demands of their courses.

Sydney Writers' Festival

Sydney Writers' Festival and BOSTES partnered for the first time to present a full day of events for school students delivered by some of the biggest stars of the 2016 Festival. The program, titled 'Best of the Fest' was designed to stimulate students' thinking and interests beyond their classroom studies.

Acclaimed writers and thinkers discussed a wide range of subjects, all linked to the school curriculum, ranging from Shakespeare's sonnets to modern Australia to climate change.

Two streams of specialist events were held from 10am to 2pm on Monday 16 May in the heart of the festival precinct in Walsh Bay.

Speakers included:

- Author Tom Keneally
- Singer-songwriter Paul Kelly
- Olympian Liesel Jones
- Journalist and Wiradjuri man Stan Grant
- Nobel Prize-winning scientist Peter Doherty
- Academy award-winning filmmaker Eva Orner
- Author Alice Pung

The program featured some of the leading authors participating in the Festival, with talks aimed at a younger audience and linked to their studies across a range of subjects including English, History, Science, Economics and Business, Civics and Citizenship, and PDHPE. For example:

- Tom Keneally, one of Australia's most loved writers, looked at the impact of World War One in shaping modern Australia
- Paul Kelly spoke about the influence of Shakespeare's sonnets on his songwriting, and performed a selection
- Futurist Richard Watson and economics commentator David Uren analysed what it takes for governments and businesses to remain competitive in a global market

The sessions were well received and valuable for all students and teachers who attended.

Digital engagement

BOSTES website developments

Project Web continues to work to improve the online presence of BOSTES and revitalise its digital presence. In 2015, BOSTES returned to schools to test and refine concepts and designs for the new BOSTES website, following the first phase of research conducted in 2014. The website will consolidate and transform 15 existing BOSTES properties into a single, unified experience using the updated BOSTES digital design.

Improvements and development also continue on existing BOSTES websites. The BOSTES online shop was rebuilt and launched with the new BOSTES digital design. The new design is being progressively rolled out to existing BOSTES websites, including the Literacy and Numeracy tests and the new BOSTES Shop.

Improvements were also made to the All My Own Work website with the release of a tablet-friendly version of the site. The All My Own Work website offers students information and resources to learn about copyright and intellectual property. A full redevelopment will occur during 2016–17 as part of Project Web.

As a precursor to the website redevelopment, BOSTES launched a new intranet, BOSTES Connect. The new intranet features a fresh, new design based on the BOSTES brand, and provides improved access to information, an enhanced search function and an opportunity for all BOSTES staff to contribute to content.

Table 2.24 shows the frequency of visits to BOSTES websites during 2015–16.

Table 2.24: Frequency of visits to BOSTES websites, 2015–16

Website	Sessions ^(a)	Page views ^(b)
Aboriginal Education ab-ed.bostes.nsw.edu.au	40 409	93 360
Australian Music Examinations Board (NSW) ameb.nsw.edu.au	221 194	402 877
Assessment Resource Centre arc.bostes.nsw.edu.au	398 890	1 850 529
BOSTES News news.bostes.nsw.edu.au	375 777	597 941
BOSTES NSW boardofstudies.nsw.edu.au	8 175 457	27 927 131
HSC: All My Own Work amow.bostes.nsw.edu.au	179 122	2 242 490
HSC Results hscresults.nsw.edu.au	46 385	103 903
K–6 Educational Resources k6.boardofstudies.nsw.edu.au	413 678	832 068
Online Multiple Choice mcq.bostes.nsw.edu.au	526 405	3 259 262
New NSW Syllabuses syllabus.bostes.nsw.edu.au	2 010 821	13 182 826
Program Builder pb.bos.nsw.edu.au	276 304	2 760 618
Registration and Accreditation of Non-Government Schools rego.bostes.nsw.edu.au	28 831	63 264
Students Online studentonline.bostes.nsw.edu.au	1 165 878	5 827 966
Teacher Accreditation nswteachers.nsw.edu.au	1 058 809	3 301 846
up2now – my ongoing learning portfolio up2now.net.au	6 097	59 405
WriteOn competition writeon.bostes.nsw.edu.au	16 567	27 018
Assessment Certification Examination ace.bostes.nsw.edu.au	34 136	174 223

(a) Total number of sessions within the reporting year. A session is the period of time a user is actively engaged with the website or online application. All usage data (screen views, events, e-commerce, etc.) is associated with a session.

(b) Page views are the total number of pages viewed. Repeated views of a single page are counted.

eCommerce

In the run up to the new financial year BOSTES has been developing a new online shop with the support of a new back end inventory system. BOSTES launched the new site just after midnight on 1 July in time for the new financial year sales.

The delivery of the online shop is another step in the direction of a common web platform. As with the recently launched Intranet site and the strategy for Project Web the new online shop site was implemented using eCommerce software, allowing BOSTES to leverage web as an effective channel for customer interaction.

The BOSTES shop provides a platform through which students, parents & teachers purchase education-related products. The shop online also allows wholesalers and schools to buy in bulk.

By using the latest eCommerce software, BOSTES is able to push product promotions to its customers, dynamically update products through a simple interface as well as have near real time updates to the back end inventory system that is used by the BOSTES finance team and the warehouse for stock management and shipping. BOSTES is looking at other opportunities to leverage this new commerce platform for future growth.

Web partnerships

During 2015–16, BOSTES continued its successful partnership with other organisations, industry groups and government agencies to produce educational websites that support and promote BOSTES curriculum materials, and add to the quality of curriculum support available online for students and teachers. In particular, through a partnership with the Commonwealth Department of Veterans' Affairs, BOSTES has continued developing history-related educational websites.

During 2015–16, the hosting and maintenance arrangements of the partner websites have been restructured, a project that will continue into 2016–17.

Table 2.25 shows the frequency of visits to BOSTES partner websites during 2015–16.

Table 2.25: Frequency of visits to BOSTES partner websites, 2015–16

Partner site	Sessions ^(a)	Page views ^(b)
Australasian Curriculum, Assessment and Certification Authorities acaca.bostes.nsw.edu.au	15 675	36 650
Teaching Heritage www.teachingheritage.nsw.edu.au	53 364	71 294
The Kokoda Track kokoda.commemoration.gov.au	184 838	462 640
Australians on the Western Front 1914–1918 ww1westernfront.gov.au	272 870	513 564
Australia's involvement in the Korean War korean-war.commemoration.gov.au	155 526	218 687
Australia and the Vietnam War vietnam-war.commemoration.gov.au	282 160	800 672
Australian involvement in South-East Asian conflicts se-asia.commemoration.gov.au	9 840	18 091
Australia's War 1939–1945 ww2australia.gov.au	341 331	1 227 726
Australians at War (ABC Television series) australiansatwar.gov.au	35 796	101 841
Commemoration – Australia's wartime heritage commemoration.gov.au	7 685	13 012
Gallipoli and the Anzacs gallipoli.gov.au	376 538	678 460
Hellfire Pass and the Thai-Burma Railway hellfire-pass.commemoration.gov.au	133 515	275 194
Making Multicultural Australia www.multiculturalaustralia.gov.au	55 061	149 060
Safetytown safetytown.com.au	38 644	317 323
Sydney Harbour Bridge sydney-harbour-bridge.bostes.nsw.edu.au	41 381	76 173

(a) Total number of sessions within the reporting year. A session is the period of time a user is actively engaged with the website or online application. All usage data (screen views, events, e-commerce, etc.) is associated with a session.

(b) Page views are the total number of pages viewed. Repeated views of a single page are counted.

BOSTES communications

Sydney Morning Herald HSC Study Guide

Each year, BOSTES contributes to the content of the *Sydney Morning Herald HSC Study Guide*. In 2016, the guide was published in the *Sydney Morning Herald* on 20 June and in digital format on the paper's website.

The guide featured articles by BOSTES curriculum inspectors and experienced NSW teachers. The online version included a comprehensive set of 15 videos on a range of popular subjects delivered by teachers and high-achieving 2015 HSC students. A total of 49 NSW teachers wrote articles for the guide. Comments from 13 high achieving students, from both 2015 and previous HSC years, were also included.

HSC enrolment snapshot

The Higher School Certificate attracts considerable media attention and BOSTES prepares the HSC enrolment snapshot to provide the media with accurate and timely information. The 2015 HSC media guide was published on the BOSTES website.

The HSC enrolment snapshot includes information on numbers of students in each course and other key examination facts and figures.

BOSTES Bulletin

Each week during school term, BOSTES sends the *BOSTES Bulletin* electronic newsletter to over 27 000 email subscribers. The *BOSTES Bulletin* includes official notices, news items, key dates and staff vacancies. All official notices and news items also appear on the [news section of the BOSTES website](#).

In addition to principals, teachers and parents across all sectors, BOSTES invites all members of the community to subscribe to the newsletter.

Social media

Increasingly, BOSTES engages with its stakeholders via its Twitter account. The volume and frequency of Twitter use increased over 2015–16, and BOSTES now has over 8 300 Twitter followers.

Student communication

BOSTES uses online and printed channels to communicate important HSC updates and information to senior secondary students. Year 12 students receive a series of email newsletters relevant to the progress of the HSC year. BOSTES also emails Years 10 and 11 students. Each cohort also receives a series of guides with information and advice about different stages of senior study.

Students Online website

[Students Online](#) provides Years 10, 11 and 12 students with information and advice about grades for the Record of School Achievement and the Higher School Certificate, and also provides access to a student's personal study details.

Communication with parents

To extend the reach of its messages beyond the education community, the BOSTES Media Directorate contributed articles to stakeholder publications, including parent organisation newsletters.

Acknowledging outstanding student achievements

HSC First in Course awards

The HSC First in Course awards were presented to 2014 HSC students by the NSW Minister for Education, the Hon Adrian Piccoli MP, at a ceremony held at the Australian Technology Park, Sydney, on 16 December 2015.

To be eligible for this award, students achieved first place in their course and received a result in the highest band possible for that course.

From the HSC cohort of 2015, 116 students received a First in Course award across 110 HSC courses. Equal first place was awarded in eight courses, and six students received more than one First in Course award.

Premier's Award for Excellence in the HSC

The Premier's Award for Excellence in the Higher School Certificate is made to students who receive results in the highest band possible for at least 10 or more units. 1 301 students received this award in 2015. These students received a certificate signed by the Premier of NSW.

Brother John Taylor Memorial Prize

The Brother John Taylor Memorial Prize is awarded to a student, or students, who overcome significant disability or disadvantage to achieve academic excellence in the Higher School Certificate.

Nominations for the prize are made by schools, and recipients are selected by the Brother John Taylor Memorial Prize trustees. The prize was established in memory of Brother John Taylor, a teacher, principal and Executive Director of Catholic Education, and a longstanding and highly respected member of the former Board of Studies.

Two recipients were awarded the prize from the 2015 HSC – Alexandra Elgue from Ascham School and Grace Chen from Pymble Ladies' College.

The prize was awarded at an event hosted at Parliament House in March 2015. The Hon. Adrian Piccoli MP, Minister for Education presented the prizes to the recipients at the ceremony.

Aboriginal Studies awards

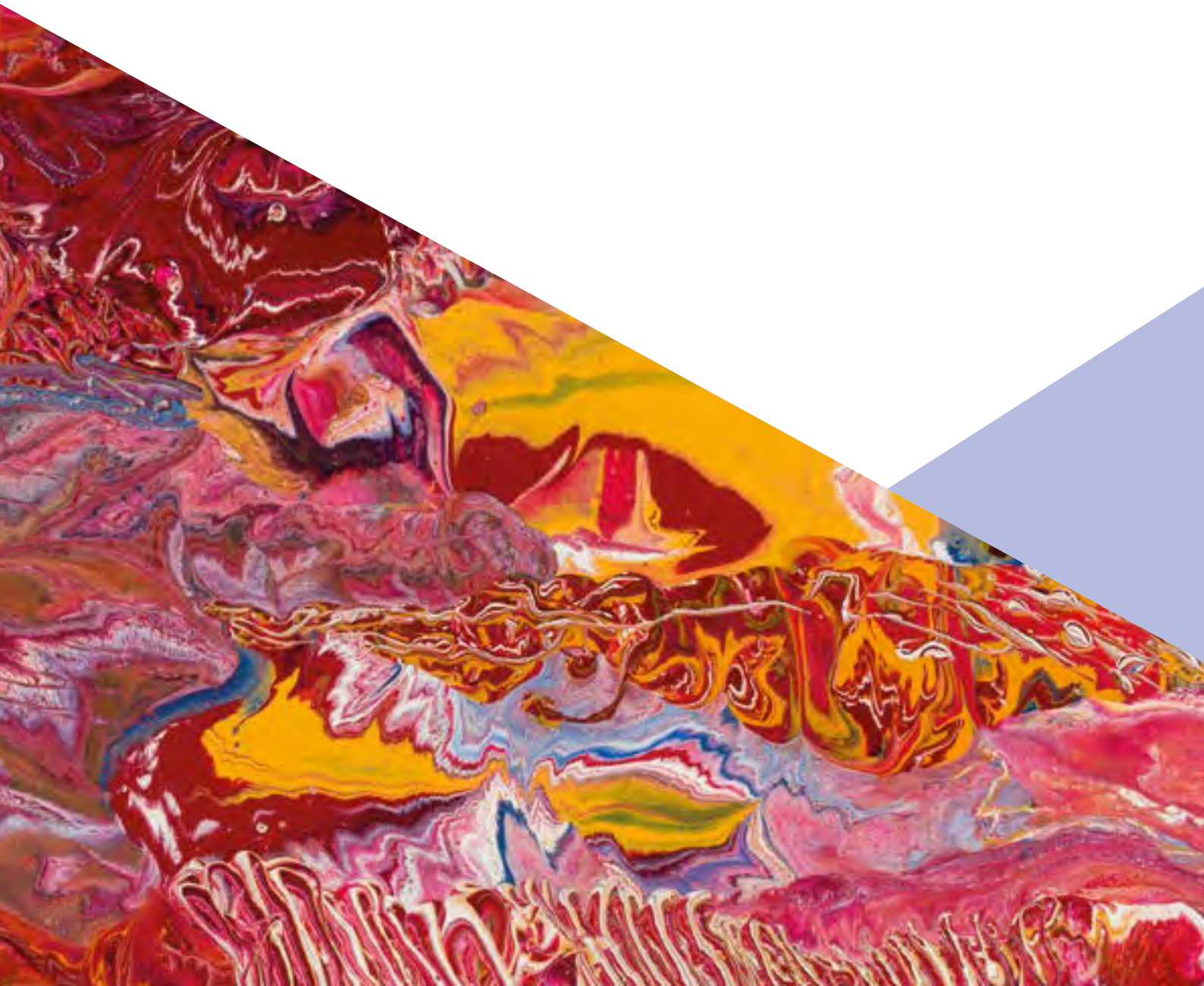
Each year, BOSTES and the NSW Aboriginal Education Consultative Group (AECG) acknowledge the achievements of the highest achieving Aboriginal and non-Aboriginal students who have completed the Aboriginal Studies HSC course.

In 2015, the highest achieving Aboriginal student in the course, and First in Course, was Benjamin Wilson from Champagnat Catholic College, Pagewood. The highest achieving non-Aboriginal student was Annika Drego from Cheltenham Girls High School.

The Aboriginal Studies awards were announced at the AECG annual general meeting in March 2016.

SECTION 3

Managing our
organisation



3.1 Corporate governance

Strategic and operational planning

The BOSTES Strategic Plan 2014–2019 and associated BOSTES Operational Plan 2015–2016 were developed to set broad strategic directions for the organisation (see Section 1.5 – Strategic planning and goals, page 20).

Delivering the operational plan

During 2015–16, the President provided leadership and oversight of the implementation of the BOSTES Operational Plan through corporate governance and other meetings in the following areas:

- audit and risk
- finance
- information and physical security
- information management and technology
- Board matters
- Quality Teaching Council matters
- program planning and review
- teacher accreditation
- examinations and credentials
- curriculum and assessment
- senior executive
- executive

Executive development day

On 18 March 2016, an executive strategy day for BOSTES executives and participating staff provided an opportunity to review and discuss BOSTES' progress in relation to its new mandate and associated strategic initiatives and to consider key forward directions. The BOSTES senior executive team outlined their priorities for the year and a number of key focus areas were explored in focussed presentations and group discussion. These included areas such as NSW student performance in NAPLAN, new opportunities for utilising technology in student assessment, Aboriginal education, and school registration processes. A special guest, Ms Katie Roberts-Hull from Learning First, presented her research on teacher professional development trends and best practice from around the world and answered participants' questions.

Audit and risk management

The approach of BOSTES to audit and risk management complies with the requirements of Treasury Policy Paper 15-03 Internal Audit and Risk Management Policy for the NSW Public Sector (TPP 15-03).

During the reporting period, BOSTES' Audit and Risk Committee comprised Mr Brian Suttor (independent chair), Dr Gul Izmir (independent member), Mr Brian Ward (independent member), Joan Wilcox (independent member) and Mr Paul Hewitt (BOSTES executive member). As a result of a review of the committee charter in March 2016 the committee was reconstituted with independent members only.

The Audit and Risk Committee met five times during the reporting period. At one of its meetings, the committee reviewed BOSTES' annual financial statements.

Items on the committee's agenda include emerging issues, governance, financial matters, the management of risk, updates on the internal audit program, updates from the Audit Office of NSW, the review of relevant Treasury circulars, and work health and safety issues.

The committee reviewed all internal audit reports issued during the period. These included those relating to the procurement policy framework, and payroll data mining. The review of the BOSTES Risk Register, Risk Management Guide and Risk Management Policy was also endorsed by the committee.

Internal Audit and Risk Management Attestation Statement for the 2015–16

I, Tom Alegounarias, am of the opinion that the Board of Studies, Teaching and Educational Standards has internal audit and risk management processes in operation that are compliant with the eight (8) core requirements set out in the *Internal Audit and Risk Management Policy for the NSW Public Sector*, specifically:

Core Requirements

Risk Management Framework

- | | | |
|-----|--|-----------|
| 1.1 | The agency head is ultimately responsible and accountable for risk management in the agency | compliant |
| 1.2 | A risk management framework that is appropriate to the agency has been established and maintained and the framework is consistent with AS/NZS ISO 31000:2009 | compliant |

Internal Audit Function

- | | | |
|-----|--|-----------|
| 2.1 | An internal audit function has been established and maintained | compliant |
| 2.2 | The operation of the internal audit function is consistent with the International Standards for the Professional Practice of Internal Auditing | compliant |
| 2.3 | The agency has an Internal Audit Charter that is consistent with the content of the 'model charter' | compliant |

Audit and Risk Committee

- | | | |
|-----|---|-----------|
| 3.1 | An independent Audit and Risk Committee with appropriate expertise has been established | compliant |
| 3.2 | The Audit and Risk Committee is an advisory committee providing assistance to the agency head on the agency's governance processes, risk management and control frameworks, and its external accountability obligations | compliant |
| 3.3 | The Audit and Risk Committee has a Charter that is consistent with the content of the 'model charter' | compliant |

Membership

The chair and members of the Audit and Risk Committee are:

- Independent Chair, **Mr Brian Suttor** (appointed 1 March 2014 to 28 February 2017)
- Independent member, **Dr Gul Izmir** (appointed 1 March 2014 to 28 February 2017)
- Independent member, **Ms Joan Wilcox** (appointed 17 September 2015 to 28 February 2017)

These processes demonstrate that the Board of studies, Teaching and Educational Standards has established and maintained frameworks, including systems, processes and procedures for appropriately managing audit and risk within the Board of Studies, Teaching and Educational Standards.



Tom Alegounarias

President

2 September 2016

Legislative requirements

During 2015–16, BOSTES continued to meet its legislative obligations under various Acts and regulations. BOSTES reporting under the Government Information (Public Access) Act 2009 is at Appendix F. A range of statutory disclosures are provided at Appendix G.

Public interest disclosures

No public officials made a public interest disclosure to BOSTES during 2015–16, and no public interest disclosures were finalised by BOSTES during 2015–16.

BOSTES has established public interest disclosure policy and procedures that are available to all staff on its intranet site. The President has ensured that all staff are aware of the policy and procedures by undertaking internal briefings, training new staff, and sending email messages and circulars to staff.

BOSTES representation on external committees

During 2015–16, BOSTES officers sat on a number of external committees, as outlined below.

Mr Tom Alegounarias, President of BOSTES

- Australasian Teacher Regulatory Authorities
- Australian Institute for Teaching and School Leadership – Teacher Education Expert Standing Committee
- Committee of Chief Executive Officers of the Australasian Curriculum, Assessment and Certification Authorities
- Dean's Advisory Board, Faculty of Education and Social Work, University of Sydney
- Faculty of Arts and Social Sciences Industry Advisory Board, University of Technology, Sydney
- Non-government Schools Advisory Council
- NSW Schools Advisory Council (until December 2015)
- NSW Vice-Chancellors' Committee meetings (open invitation to attend and speak)
- Pacific Board for Educational Quality
- Teacher Education Advisory Board of the University of Sydney (until June 2016)

Mr Peter Byrnes, Chief Financial Officer

- NSW Department of Education Procurement Governance Committee

Ms Jane Compton, Director, Change Management

- Public Service Commission – Separate Agency Reference Group

Mr David Cranmer, Director, Strategic Projects

- Great Teaching, Inspired Learning – Evaluation Reference Group

Mr Neal Crocker, Head, Student Support and Appeals

- Australasian Curriculum, Assessment and Certification Authorities – Special Provisions National Workshop

Dr Christine Evans, Chief Education Officer, Aboriginal Education

- Member, 32nd Kaldor Public Art Project, *barrangal dyara*, Aboriginal Advisory Board
- Member, Museum of Contemporary Art (MCA), Indigenous Advisory Group
- Member, National Aboriginal and Islander Skills Development Association, Board of Studies

- Member, State Library of NSW, Indigenous Advisory Board
- Member, University of Sydney, Preparing More Indigenous Teachers, Working Group

Mr Kevin Ford, Manager, Student Support Services

- Australasian Curriculum, Assessment and Certification Authorities – Special Provisions National Workshop (chair)

Ms Rosemary Gorman, Inspector, Creative Arts

- 2016 Premier's Creative Arts Scholarship Selection Panel – Panel Expert Role

Mr John Healey, Director, Initial Teacher Education and Professional Learning

- Australasian Teacher Regulatory Authorities – Initial Teacher Education Network
- Australian Institute for Teaching and School Leadership – Network of Accreditation Officers

Mr Paul Hewitt, Executive Director, Curriculum, Teaching and Assessment; and Registrar of Teachers

- Australian Curriculum, Assessment and Reporting Authority – Aboriginal and Torres Strait Islander Advisory Group
- Australian Curriculum, Assessment and Reporting Authority Board (commencing June 2015)

Mr Howard Jacobs, Board Inspector, Languages

- Collaborative Curriculum and Assessment Framework for Languages – Reference Group
- NSW Community Languages Schools Board

Ms Maureen Jones, Senior Project Officer, Vocational Education

- NSW Health – VET Pathways Implementation Committee

Ms Anne Keenan, Director, School Registration and Accreditation Standards

- Cross-sectoral Attendance Working Party

Mr Howard Kennedy, Director, Curriculum and Assessment Standards

- Australian Curriculum, Assessment and Reporting Authority – Directors Curriculum Group

Ms Lyn Kirkby, Director, Teaching Standards

- Australasian Teacher Regulatory Authorities – Teaching Standards Subcommittee
- Australian Institute for Teaching and School Leadership – Certifying Authorities Network

Dr Andrew Kyngdon, Chief Psychometrician, Measurement and Research Unit

- Universities Admissions Centre – Technical Committee on Scaling
- Australasian Curriculum, Assessment and Certification Authorities – Technical Issues Committee

Ms Tracey McIntosh, Head, Examining and Testing

- Australasian Curriculum, Assessment and Certification Authorities – Special Provisions National Workshop

Mr David Murphy, Executive Director, Regulation and Governance; and Registrar of Schools

- Non-Government Schools Not-for-profit Advisory Committee

Ms Debbie Nilsson, Senior Project Officer, Vocational Education

- 2016 Premier's Vocational Education Scholarship

Mr Kerry Sheehan, Board Inspector, Science

- NSW Department of Education Schools Animal Care and Ethics Committee

Ms Lorrae Skelcher, Program Coordinator, Student Records and Support

- Australasian Curriculum, Assessment and Certification Authorities – Special Provisions National Workshop

Mr Darren Tayler, Board Inspector, Human Society and Its Environment

- 2016 Premier's HTA History Scholarships
- Content Advisory Committee, Anzac Memorial Centenary Project, Veteran's Affairs, Department of Premier and Cabinet

Ms Catherine Tucker, Board Inspector, Vocational Education

- Australasian Curriculum, Assessment and Certification Authorities – Vocational Education and Training (VET) Sub-group
- NSW Department of Education – VET Consultative Forum
- NSW Health – VET Pathways Implementation Committee
- NSW Schools Consortium (VET delivered to secondary students)
- 2016 Premier's TAFE NSW Scholarships

Ms Anna Wethereld, Board Inspector, Mathematics and Numeracy

- 2016 Premier's Sydney University Education Scholarship
- 2016 Premier's MANSW Education Scholarship

Commitment to service

The Board of Studies, Teaching and Educational Standards NSW is committed to providing a high level of service to its diverse clients, and managing complaints in a professional manner.

Our clients

The types and quality of service that clients can expect from BOSTES are outlined below.

The Minister for Education

The Minister for Education can expect BOSTES to respond to government priorities for education and maximise the efficient use of government funds.

The Board and its committees

The Board and its committees can expect the BOSTES staff agency to provide high-quality and appropriate resources to support the activities of the Board and its committees.

Schools and systems

Schools and systems can expect that BOSTES will have a full appreciation and understanding of school and system needs, and that officers will meet these needs equitably and continue to consult with schools and systems in the development of BOSTES policies, procedures, resources and programs.

The teaching profession

BOSTES is responsible for promoting and supporting the continuing development of a high-quality NSW teaching profession through assuring the quality of initial teacher education programs and continuing professional learning, and accrediting NSW teachers (including Early Childhood Teachers) against the Australian Professional Standards for Teachers.

Teachers themselves are entitled to expect that policies, procedures and support materials published by BOSTES are of the highest quality; and that those policies, procedures and materials will be effective in the classroom and able to be applied within available school and school system resources.

Parents

Parents can expect the curriculum to provide their children with challenge and stimulation across all areas of learning, and that teacher accreditation policies, procedures and programs lead to the improved quality of teaching and teachers.

Students

Students are entitled to expect that the curriculum will be relevant to their needs and to receive credentials that adequately and accurately reflect their achievement. Students are also entitled to attend schools that have access to high-quality teaching and teachers.

Employers

Employers are entitled to expect that students will receive a range of secondary education credentials that accurately and comprehensively report achievement. They may also expect that the curriculum will provide students with skills and knowledge relevant to the workplace.

Tertiary education sector

The tertiary education sector can expect curriculums that will provide students graduating from school with the skills and knowledge to prepare them for further study, and a credentialling system that accurately reports student achievement. Tertiary providers of teacher education can expect fair, equitable and expeditious dealings with BOSTES staff in ensuring programs satisfy accreditation requirements.

Community

The centrality and strength of the NSW economy and the capabilities of its workforce make it pivotal to Australia's cultural and economic wellbeing and future development. BOSTES' work to promote high-quality teaching and improved educational standards in NSW is therefore vitally important for the development and productivity of the broader community.

Standards of service

While the specific expectations of clients may vary, all can expect BOSTES to respond to their needs in ways that are quality driven, reflective of client needs, timely and resource efficient.

Implementing standards of service

BOSTES meets community expectations for high standards of client service by:

- providing three full-time liaison officers in metropolitan Sydney and six across regional NSW to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on BOSTES policies and decisions
- researching community opinion on particular initiatives and policies
- responding to correspondence within two weeks
- responding to all requests for publications within five working days
- ensuring that all publications for the general public are in plain English and that they are appropriate for their intended audience
- providing a range of relevant publications in community languages
- providing accurate and timely responses to public and media inquiries
- providing a comprehensive range of value-for-money commercial services and products.

Complaints management

Central to the management of complaints by BOSTES is its policy of devolving accountability for complaint resolution to line managers and staff at the point of delivery of services. As a result, BOSTES is able to directly remedy or resolve problems at the source as they arise. The service standards act as a reference point for both clients and staff in this process.

Most direct involvement with the public occurs in relation to matters of a personal nature, such as teacher accreditation issues, disability provisions for examinations, the illness and misadventure applications program, the home schooling program, and responding to correspondence, including email. Complaints arising from these matters are addressed in accordance with service standards or via structured appeal mechanisms.

3.2 Management of human resources

Staffing and recruitment

During 2015–16, the full-time equivalent staffing of the Board of Studies, Teaching and Educational Standards NSW was 280.6. Over the course of the preceding year the FTE of a further 411.5 casual staff were engaged principally to assist with the peak periods associated with the Higher School Certificate programs.

Table 3.1: BOSTES full-time equivalent staff at 30 June 2015 and 30 June 2016

	30 June 2015			30 June 2016		
	PSSE	Other	Total	PSSE	Other	Total
Senior Executive	4		4	4		4
NSW Aboriginal Education Consultative Group		5	5		5	5
Australian Music Examinations Board (NSW)		9.8	9.8		10.5	10.5
Change Management	1	1	2	1	1	2
Curriculum and Assessment	1	22	23	1	29.6	30.6
Digital Strategies and Services	1	19.6	20.6	1	18	19
Examinations, Reporting and Credentials	1	2	2	1	1	2
Examination Operations	1	27	28	1	27.4	28.4
Examining and Testing		14	14		14	14
Finance and Administration	1	20	21	1	17	18
Information Technology	1	29	30	1	29	30
Initial Teacher Education and Professional Learning	1	9	10	1	10	11
Media		3	3		3	3
National Assessment Program – Literacy and Numeracy		7.4	7.4		7.6	7.6
Policy Analysis, Evaluation and Development	1	6	7	1	6	7
Quality Processing and Reporting		13	13		13	13
School Registration and Accreditation Standards	1	29.4	30.4	1	34	35
Research		3	3		3	3
Strategic and External Relations	1	5	6	1	5	6
Strategic Planning and Board Support		5	5		5	5
Strategic Projects	1	2	3	1	2.4	3.4
Student Support Services		7.6	7.6		7.6	7.6
Teacher Accreditation	1	13	14	1	14	15
Teaching Standards	1	9	10	1	10	11
Totals	18	261.8	279.8	18	262.6	280.6

PSSE = Public Service senior executive

Public Service Senior Executive (PSSE) staff

At 30 June 2016, BOSTES employed 18 Public Service senior executives.

Table 3.2 shows the number of Public Service senior executives employed at BOSTES at 30 June 2016, by gender and band level. Table 3.3 shows the salary ranges and average remuneration for Public Service senior executives at 30 June 2016. Comparisons with the previous year are also provided in each table.

In 2015–16, 4.0 per cent of BOSTES' employee-related expenditure was for senior executives, compared with 4.3 per cent in 2014–15.

Table 3.2: Number of BOSTES Public Service senior executives, by gender and band level, at 30 June 2015 and 30 June 2016

Band	30 June 2015		30 June 2016	
	Female	Male	Female	Male
Band 4	0	0	0	0
Band 3	0	1	0	1
Band 2	0	3	0	3
Band 1	7	7	7	7
Total	7	11	7	11
Overall total	18		18	

Table 3.3: Salary ranges and average remuneration for BOSTES Public Service senior executives at 30 June 2015 and 30 June 2016

Band	30 June 2015		30 June 2016	
	Salary range (\$)	Average remuneration (\$)	Salary range (\$)	Average remuneration (\$)
Band 4	430 451–497 300	n.a.	441 201–509 750	n.a.
Band 3	305 401–430 450	324 400	313 051–441 200	357 231
Band 2	242 801–305 400	252 909	248 851–313 050	271 573
Band 1	170 250–242 800	173 551	174 500–248 850	196 005

n.a. = not applicable

The academic qualifications of BOSTES' senior executives are as follows:

Mr Tom Alegounarias, President – BEc, DipEd

Mr David Murphy, Executive Director, Regulation and Governance; and Registrar of Schools – BBus(Acc/Econ), MALP, FCPA

Mr Paul Hewitt, Executive Director, Curriculum, Teaching and Assessment; and Registrar of Teachers – MA, GradDipEdStudies, DipTeach

Mr Paul Martin, Executive Director, Teaching Standards and Strategic Policy – BA(Hons), DipEd

Building and Managing Performance program

BOSTES commenced full implementation of an organisation-wide Building and Managing Performance program in 2015–16.

Program implementation was managed by the Change Management Directorate, working closely with an internal working group and the human resources team. Executive directors received regular reports on the creation of performance development plans in each directorate.

BOSTES provided employees with access to specific training on performance development plans to build skills and confidence. First was a series of goal-setting workshops empowering employees to develop plans, followed by sessions on conducting effective performance review conversations (for supervisors) and preparing for performance review conversations (for non-supervisors) closer to the annual review.

For 2015–16, performance development plans were managed via the BOSTES Human Resource Information System, enabling a more streamlined process and providing better reporting information.

Workforce diversity

This section outlines trends in the representation and distribution of workforce diversity groups in BOSTES over the past three years (tables 3.4 and 3.5), as well as BOSTES' workforce diversity achievements in 2015–16 and strategies for 2016–17.

Table 3.4: Trends in representation of workforce diversity groups in BOSTES, 2013–14 to 2015–16

Workforce diversity group	Benchmark or target (%)	30 June 2014 (%)	30 June 2015 (%)	30 June 2016 (%)
Women	50	66.8	66	68.1
Aboriginal people and Torres Strait Islanders	2.6	2.3	1.9	2
People whose first language as a child was not English	19	21.3	21.5	19.8
People with a disability	n.a.	1.5	2.3	2.4
People with a disability requiring work-related adjustment	1.5	1.2	1.5	1.4

Table 3.5: Trends in distribution of workforce diversity groups in BOSTES, 2013–14 to 2015–16

Workforce diversity group	Benchmark or target (%)	30 June 2014 (%)	30 June 2015 (%)	30 June 2016 (%)
Women	100	90	88	92
Aboriginal people and Torres Strait Islanders	100	n.a.	n.a.	n.a.
People whose first language as a child was not English	100	93	95	94
People with a disability	100	n.a.	n.a.	n.a.
People with a disability requiring work-related adjustment	100	n.a.	n.a.	n.a.

Notes: A distribution index of 100 indicates that the centre of the distribution of the workforce diversity group across salary levels is equivalent to that of other staff. Values less than 100 mean that the workforce diversity group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases, the index may be more than 100, indicating that the workforce diversity group is less concentrated at lower salary levels.

The distribution index is not calculated where workforce diversity group or non-workforce diversity group numbers are less than 20.

Workforce diversity achievements for 2015–16

BOSTES' main workforce diversity achievements in 2015–16 included:

- ongoing delivery of a training program for managers and supervisors that reflects merit selection using the capability framework and revised selection tools
- the introduction of a new performance management model that provides for positive feedback and recognition of the contribution each member of staff makes to the achievement of organisational goals and which identifies opportunities for individuals to train and develop
- ongoing consultation with Directors and Managers on the renewed BOSTES Disability Inclusion Plan.

Further information about BOSTES' multicultural policies and services is at Appendix H, while details of the BOSTES Disability Inclusion Action Plan are at Appendix I.

Workforce diversity strategies for 2016–17

BOSTES' key workforce diversity strategies for 2016–17 include:

- ongoing training for managers and supervisors that reflects merit selection using the capability framework and revised selection tools
- review of the performance management model
- continuation of a review of all human resource management policies and practices in line with changes under the *Government Sector Employment Act 2013* and associated regulations and rules, to ensure they meet both the diverse needs of employees and BOSTES' business and service goals.
- redevelopment of the Disability Inclusion Action Plan

Work health and safety

BOSTES complies with the consultative requirements of the Work Health and Safety Act 2011. The BOSTES Health and Safety Committee acts as the cornerstone of these consultative requirements. Table 3.6 sets out details of staff injuries during 2015–16.

Table 3.6: Staff injuries during 2015–16

Permanent staff		Casual staff	
Fall	1	Fall	1
Lifting	0	Lifting	0
Strain	1	Strain	0
Other	2	Other	3
Total	4	Total	4

Personnel policies and practices

BOSTES staff are employed under the *Government Sector Employment Act 2013*.

The salaries and conditions of employment of these staff are determined by the Crown Employees (Board of Studies, Teaching and Educational Standards – Education Officers) Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries 2008) Award.

Industrial relations policies and practices

Industrial relations policies and practices at BOSTES accord with the direction and guidance provided by the Industrial Relations Branch of the Department of Finance and Services, the Public Service Commission, the Department of Premier and Cabinet and relevant government policies.

Code of Conduct and Ethics

BOSTES is committed to ethical conduct. This commitment is reflected in its Code of Conduct and Ethics, which sets the standards of behaviour expected of employees and provides guidance to all staff in being responsive to the needs of customers and key groups. The code has been distributed to all staff and is provided to new staff as part of the induction process.

Exceptional movements in employee wages, salaries or allowances

Administrative and clerical staff employed under the Crown Employees (Public Sector – Salaries 2008) Award received a salary increase of 2.5 per cent, effective from 3 July 2015.

Education Officers employed under the Crown Employees (Board of Studies, Teaching and Educational Standards – Education Officers) Salaries and Conditions Award received a salary increase of 2.5 per cent, effective from 1 January 2016.

Recreation leave and extended leave liability

The monetary value of extended (long service) leave and recreation leave as at 30 June 2016 for BOSTES was as follows:

- extended leave – \$11 488 000
- recreation leave – \$3 561 427.

Overseas travel

Overseas travel by BOSTES officers in 2015–16 is outlined below.

Mr Tom Alegounarias, President of BOSTES

Ireland, 9–18 June 2016

International Forum of Teacher Regulatory Authorities Conference

Dr Andrew Kyngdon, Manager, Psychometrics and Analytics

United Kingdom, 12–17 September 2015

International Association for Computerised Adaptive Testing Conference

Mr Paul Hewitt, Executive Director, Curriculum, Teaching and Assessment

Fiji, 15–17 March 2016

Pacific Board for Educational Quality Meeting

South Korea, 10–19 April 2016

Australian Principals Korean Study Tour 2016

Ms Alesha Bleakley, Senior Curriculum Officer, Technology Education

United States, 2–4 March 2016

International Technology and Engineering Educators Association Conference

In addition, the HSC markers listed on the following page attended the Australian International School, Singapore to mark HSC Drama and Music performances, as well as Visual Arts bodies of work, and Design and Technology and Industrial Technology major projects. The school met the cost of these visits.

Ms Mary Issac

(Senior Marker, Drama)

Mr Andrew O’Callaghan

(Senior Marker, Drama)

Singapore, 1–3 September 2015

Mr Andrew Young

(Senior Marker, Music)

Ms Royna McNamara

(Senior Marker, Music)

Singapore, 14–16 September 2015

Mr Scott Willoughby–Green

(Senior Marker, Industrial Technology)

Mr Garry Pearson

(Senior Marker, Industrial Technology)

Singapore, 1–3 September 2015

Mr Duncan Gerdes

(Senior Marker, Visual Arts)

Mr Richard Fletcher

(Senior Marker, Visual Arts)

Singapore, 26–29 October 2015

Mr Scott Henderson

(Senior Marker, Design and Technology)

Mr Mark Wittig

(Senior Marker, Design and Technology)

Singapore, 14–16 September 2015

The HSC markers listed below attended the Australian International School, Hong Kong to mark HSC Design and Technology major projects as well as Drama and Music performances. The school met the cost of these visits.

Mr Scott Henderson
(Senior Marker, Design and Technology)

Mr Mark Wittig
(Senior Marker, Design and Technology)

Hong Kong, 16–17 September 2015

Mr Robert Wright
(Senior Marker, Music)

Ms Madeline O'Connor
(Senior Marker, Music)

Hong Kong, 16–18 September 2015

Ms Christine Hatton
(Senior Marker, Drama)

Ms Kathy Kokori
(Senior Marker, Drama)

Hong Kong, 2–4 September 2015

The HSC markers listed below attended the Australian International School, Malaysia to mark HSC Drama and Music performances as well as Design and Technology major projects and Visual Arts bodies of work. The school met the cost of these visits.

Mr Andrew Young
(Senior Marker, Music)

Ms Royna McNamara
(Senior Marker, Music)

Malaysia, 16–17 September 2015

Mr Scott Henderson
(Senior Marker, Design and Technology)

Mr Mark Wittig
(Senior Marker, Design and Technology)

Malaysia, 13–14 September 2015

Mr Duncan Gerdes
(Senior Marker, Visual Arts)

Mr Richard Fletcher
(Senior Marker, Visual Arts)

Malaysia, 28–29 October 2015

The HSC markers below attended Norfolk Island Central School to mark HSC Industrial Technology major projects as well as Music performances. BOSTES met the cost of this visit.

Mr Peter Holmes
(Senior Marker, Industrial Technology)

Norfolk Island, 28–31 August 2015

Ms Nancy Morvillo
(Supervisor of Marking, Music)

Norfolk Island, 21–22 September 2015

3.3 Financial management

The 2015–16 audited financial statements for the Board of Studies, Teaching and Educational Standards NSW and the BOSTES staff agency are provided in Section 4 of this report. Additional information on financial management, including payment of accounts, contracting, consultancies and major works, is provided below.

Payment of accounts

The accounts payable procedures of BOSTES are carried out in accordance with the NSW Government's payment of accounts policy as required by the Treasurer's Directions and the Public Finance and Audit Regulation 2010. The time taken for payment of accounts in 2015–16 is shown in Table 3.7. Details of accounts paid within each quarter are shown in Table 3.8.

Table 3.7: Time for payment of accounts, 2015–16

Quarter (2015–16)	Current, i.e. within due date (\$'000)	Less than 30 days overdue (\$'000)	Between 30 and 60 days overdue (\$'000)	Between 60 and 90 days overdue (\$'000)	More than 90 days overdue (\$'000)
All suppliers					
September	18 580	789	46	92	22
December	27 643	793	148	78	29
March	16 334	668	200	50	40
June	18 361	161	123	66	29
Small business suppliers					
September	400				
December	304				
March	291				
June					

Table 3.8: Details of accounts due or paid within each quarter, 2015–16

Measure	Sep 2015	Dec 2015	Mar 2016	Jun 2016
All suppliers				
Number of accounts due for payment	1 967	2 874	1 929	2 288
Number of accounts paid on time	1 810	2 660	1 734	2 099
Actual percentage of accounts paid on time (based on number of accounts)	92%	93%	90%	92%
Dollar amount of accounts due for payment	\$19 529 291	\$28 690 804	\$17 292 195	\$18 740 297
Dollar amount of accounts paid on time	\$18 580 039	\$27 643 313	\$16 333 840	\$18 361 307
Actual percentage of accounts paid on time (based on \$)	96%	96%	95%	98%
Number of payments for interest on overdue accounts	0	0	0	0
Interest paid on overdue accounts	0	0	0	0

Measure	Sep 2015	Dec 2015	Mar 2016	Jun 2016
Small business suppliers(a)				
Number of accounts due for payment to small business	87	87	71	65
Number of accounts due to small business paid on time	87	84	71	65
Actual percentage of small business accounts paid on time (based on number of accounts)	100%	100%	100%	100%
Dollar amount of accounts due for payment to small business	\$399 822	\$304 428	\$290 744	\$279 891
Dollar amount of accounts due to small business paid on time	\$399 822	\$304 428	\$290 744	\$279 891
Actual percentage of small business accounts paid on time (based on \$)	100%	100%	100%	100%
Number of payments to small business for interest on overdue accounts	0	0	0	0
Interest paid to small business on overdue accounts	0	0	0	0

(a) The identification of small business suppliers is an ongoing process. Suppliers have been advised of the new policy via purchase orders and selected identification from vendor and payment records.

Contracting and market testing

BOSTES market-tests and contracts out a wide range of services and activities.

BOSTES initiated and concluded a number of strategic contracts following a process of market testing. These included:

- continued implementation of an information and communications technology infrastructure plan adopting current government policy for acquisition of assets
- continued market testing of suppliers for the procurement of a wide range of information technology computer and equipment advice
- procurement of various goods and services
- continued management and expansion of printing contracts for the provision of publishing services to BOSTES
- procurement of corporate training requirements.

Consultancies

BOSTES did not engage any consultancies equal to or more than \$50 000 during 2015–16.

BOSTES did not engage any consultancies worth less than \$50 000 during 2015–16.

Major works in progress

During 2015–16, BOSTES had five major works in progress related to the asset acquisition program:

- information and communications technology replacement program – expenditure in 2015–16 was \$103 000
- examination system application development – expenditure in 2015–16 was \$243 000
- Customer Relationship Management system applications development – expenditure in 2015–16 was \$67 000
- Mark Manager development – expenditure in 2015–16 was \$256 000.
- Office consolidation – expenditure in 2015–16 was \$310,000

Tables 3.9 and 3.10 show the major assets acquired by BOSTES in 2015–16 and their cost. All projects associated with the acquisitions were ongoing at 30 June 2016.

Table 3.9: Property, plant and equipment acquisitions, 2015–16

Property, plant and equipment	Cost (\$'000)
IT network computer equipment	103
Office furniture	0
Security system upgrade	0
Office fit-out	310
Total	413

Table 3.10: Intangible asset acquisitions, 2015–16

Intangibles	Cost (\$'000)
Examination system applications	243
Customer Relationship Management system development	67
Program Builder application	107
Mark Manager development	256
Total	673

Corporate card usage

The President of the Board of Studies, Teaching and Educational Standards NSW certifies that corporate card usage in BOSTES has met best practice guidelines in accordance with the Premier's Memoranda and Treasurer's Directions 205.1 to 205.8.

3.4 Knowledge management and information security

Protection of personal information

BOSTES maintains a Privacy Management Plan that explains how personal and health information is managed in compliance with the requirements of the *Privacy and Personal Information Protection Act 1998* (PPIP Act) and the *Health Records and Information Privacy Act 2002*.

The purpose of the plan is to:

- maintain a current listing of personal information collected by BOSTES
- identify the policies and strategies that BOSTES uses to ensure compliance with the PPIP Act
- provide a mechanism for periodic review of BOSTES practices in relation to the handling, maintenance and security of personal and health information.

BOSTES collects only the personal information needed to carry out its core activities, including data relating to students, teachers and BOSTES employees.

A copy of the plan is available on the BOSTES website.

NSW Data Centre Reform Strategy

The NSW Data Centre Reform Strategy aims to consolidate all NSW Government agencies' data centres and computer rooms into two reliable, energy-efficient and secure fit-for-purpose data centres in Sydney and Illawarra. All NSW Government agencies (except state-owned corporations) are required to complete migration of their data centres and computer rooms into the new facilities by 30 August 2017, by subscribing to capacity through a tenancy agreement with the Department of Finance and Services.

With the Data Centre relocated BOSTES moved to implement Platform as a Service (PaaS), which is nearing completion with the final component of Voice and Video via VoIP (Voice Over IP) due to be delivered in August 2016.

Information security management

An ISO 27001 based Information Security Management System (ISMS) is a set of integrated processes that enables organisations to align with global standards of best practice management of information security programs, policies and procedures. ISO 27001 is globally recognised as the standard against which organisations can be certified.

It offers organisations a practical framework and functional guidelines to establish, maintain and improve the security of assets such as financial information, intellectual property, employee details or information entrusted to organisations by third parties.

The then Board of Studies NSW applied for and obtained whole-of-organisation certification in 2011 and has successfully maintained its certification through regular audits. In March 2015, Board of Studies, Teaching and Educational Standards (BOSTES) applied for certification to the new standard ISO27001:13 and was successful in being certified to the new standard. Given its long standing success in maintaining certification the re-certification audit period was extended from six months to one year. BOSTES again achieved re-certification to the new standard in March 2016 and the next audit to maintain certification is scheduled for March 2018.

Digital Information Security Annual Attestation Statement for the 2015–16 Financial Year for the Board of Studies, Teaching and Educational Standards

I, Tom Alegounarias, President, am of the opinion that the Board of Studies, Teaching and Educational Standards had an Information Security Management System in place during the 2015–16 financial year that is consistent with the Core Requirements set out in the *NSW Government Digital Information Security Policy*.

The controls in place to mitigate identified risks to the digital information and digital information systems of the Board of Studies, Teaching and Educational Standards NSW are adequate.

Risks to the digital information and digital information system of the Board of Studies, Teaching and Educational Standards have been assessed with an independent ISMS certified in accordance with *the NSW Government Digital Information Security Policy*.

The Board of Studies, Teaching and Educational Standards has maintained certified compliance with *ISO 27001 Information technology – Security techniques – Information security management systems – Requirements* by an Accredited Third Party during the 2015–16 financial year.



Tom Alegounarias
President

4 October 2016

3.5 Environmental sustainability

Waste reduction and recycling

The NSW Environment Protection Authority approved the former Office of the Board of Studies Waste Reduction and Purchasing Policy (WRAPP) in June 1999. BOSTES has included WRAPP principles in its corporate plans and operational policies and practices.

BOSTES has been fully committed to recycling its paper and cardboard waste since 1993. Recycling is part of the organisation's waste reduction hierarchy and is one of the waste minimisation strategies included in the WRAPP. BOSTES continued its commitment to recycling its paper and cardboard waste throughout 2015–16. During the year, the total volume of recycled waste, including recycled paper and cardboard, for BOSTES' Clarence Street premises was 264.5 cubic metres, continuing the trend in reduction of total waste produced.

Improving waste avoidance systems

In 2015–16, BOSTES made significant progress in its efforts to avoid paper waste by developing and enhancing its online services. The areas in which BOSTES was successful in applying technology to completely replace usage of paper are student lists as well as entry and confirmation of entry for Higher School Certificate students.

Since 1998, when the former Board of Studies' WRAPP strategies were first introduced, the following technologies have been used to avoid waste:

- use of intranet and email systems to reduce the overall in-house use of paper, with electronic publishing of internal newsletters using the email system
- moves that increased the percentage of external publications available in electronic online formats, replacing hard copies
- use of electronic records in the TRIM records management system
- electronic registration and accreditation of non-government schools.

Recycling

In October 2006, the owners of the head office premises on Clarence Street, Sydney, in partnership with the then Office of the Board of Studies, altered the system of refuse collection to focus on recycling over waste going to landfill. This initiative has proved very successful, with the amount of waste being recycled averaging 80.65 per cent of total waste produced monthly.

Since 2001, the Office of the Board of Studies and BOSTES have successfully engaged a contractor who accepts all types and brands of empty toner cartridges for recycling.

BOSTES continues to recycle the majority of written-off electronic equipment via auction. This policy will continue in the future.

BOSTES has been purchasing a wide range of recycled paper products since its creation, predominantly green recycled paper, a product made with wastes produced in Australia. This office paper is certified carbon neutral under the National Carbon Offset Standard.

Energy efficiency

In line with the NSW Government's Energy Efficiency Action Plan, BOSTES is committed to achieving and sustaining reduced greenhouse gas emissions and energy cost savings through improved energy management, greater use of green energy technologies and more efficient energy-related purchasing.

This commitment is demonstrated by the consistent purchase of energy, which includes 6 per cent green power from an accredited energy supplier, and a reduction in cost as well as consumption over the 1995 base year by an average 53 per cent of cost and 63 per cent of consumption.

In 2013 the office achieved, and has since maintained, a five-star NABERS (National Australian Built Environment Rating System) energy efficiency rating for its head office in Clarence Street, Sydney, before green power considerations.

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SECTION 4

Financial statements



President's statement

Pursuant to section 41C(1B) of the *Public Finance and Audit Act 1983*, I state that:

- (a) the accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, the Public Finance and Audit Regulation 2010, the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the Treasurer's Directions and other authoritative pronouncements of the Australian Accounting Standards Board (AASB).
- (b) the statement of comprehensive income presents a true and fair view of the results of the Board of Studies, Teaching and Educational Standards for the year ended 30 June 2016;
- (c) the statement of financial position gives a true and fair view of the state of affairs of the Board of Studies, Teaching and Educational Standards as at 30 June 2016; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



Tom Alegounarias

President

Board of Studies, Teaching and Educational Standards

16 September 2016



INDEPENDENT AUDITOR'S REPORT

Board of Studies, Teaching and Educational Standards

To Members of the New South Wales Parliament

Opinion

I have audited the accompanying financial statements of the Board of Studies, Teaching and Educational Standards (the Board), which comprise the statement of financial position as at 30 June 2016, the statement of comprehensive income, the statement of changes in equity, the statement of cash flows and the service group statements for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information of the Board and the consolidated entity. The consolidated entity comprises the Board and the entities it controlled at the year's end or from time to time during the financial year.

In my opinion, the financial statements:

- give a true and fair view of the financial position of the Board and the consolidated entity as at 30 June 2016, and of their financial performance and cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 41B of *Public Finance and Audit Act 1983* (PF&A Act) and the Public Finance and Audit Regulation 2015.

My opinion should be read in conjunction with the rest of this report.

Basis for Opinion

I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report.

I am independent of the Board in accordance with the auditor independence requirements of:

- Australian Auditing Standards
- ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 'Code of Ethics for Professional Accountants' (the Code).

I have also fulfilled my other ethical responsibilities in accordance with the Code.

The PF&A Act further promotes independence by ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their roles by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General
- mandating the Auditor-General as auditor of public sector agencies, but precluding the provision of non-audit services.

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

The President's Responsibility for the Financial Statements

The President is responsible for preparing financial statements that give a true and fair view in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the President determines is necessary to enable the preparation of financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the President must assess the ability of the Board and the consolidated entity to continue as a going concern unless operations will be dissolved by an Act of Parliament or otherwise cease. The assessment must include, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting.

Auditor's Responsibility for the Audit of the Financial Statements

My objectives are to:

- obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and
- issue an Independent Auditor's Report including my opinion

Reasonable assurance is a high level of assurance, but does not guarantee an audit conducted in accordance with Australian Auditing Standards will always detect material misstatements. Misstatements can arise from fraud or error. Misstatements are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions users take based on the financial statements.

A further description of my responsibilities for the audit of the financial statements is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. The description forms part of my auditor's report.

My opinion does *not* provide assurance:

- that the Board or the consolidated entity carried out their activities effectively, efficiently and economically
- about the assumptions used in formulating the budget figures disclosed in the financial statements
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented.

S Bond

Sally Bond
Director, Financial Audit Services

19 September 2016
SYDNEY

Board of Studies, Teaching and Educational Standards

Financial statements for year ended 30 June 2016

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Statement of comprehensive income for the year ended 30 June 2016

	Notes	Actual Economic Entity 2016 \$'000	Actual Parent Entity 2016 \$'000	Budget Economic Entity 2016 \$'000	Actual Economic Entity 2015 \$'000	Actual Parent Entity 2015 \$'000
Expenses excluding losses						
Operating expenses						
Employee related	3(a)	95,128	–	95,409	90,528	–
Personnel Services	3(b)	–	95,128	–	–	90,528
Other operating expenses	3(c)	43,135	43,135	32,054	38,714	38,714
Depreciation and amortisation	3(d)	1,911	1,911	2,280	2,487	2,487
Finance Costs	3(e)	–	–	5	3	3
Total Expenses excluding losses		140,174	140,174	129,748	131,732	131,732
Revenue						
Sale of goods and services	4(a)	18,856	18,856	17,782	18,589	18,589
Investment revenue	4(b)	271	271	–	662	662
Grants and contributions	4(c)	109,085	109,085	101,639	98,799	98,799
Acceptance by the Crown Entity of employee benefits and other liabilities	4(d)	3,596	–	2,387	2,345	–
Other revenue	4(e)	2,022	5,618	487	2,058	4,403
Total Revenue		133,830	133,830	122,295	122,453	122,453
Gain / (loss) on disposal	5	(2)	(2)	10	–	–
Net result		(6,346)	(6,346)	(7,443)	(9,279)	(9,279)
Other comprehensive income		–	–	–	–	–
Total other comprehensive income		–	–	–	–	–
TOTAL COMPREHENSIVE INCOME		(6,346)	(6,346)	(7,443)	(9,279)	(9,279)

The accompanying notes form part of these financial statements.

Statement of financial position as at 30 June 2016

	Notes	Actual Economic Entity 2016 \$'000	Actual Parent Entity 2016 \$'000	Budget Economic Entity 2016 \$'000	Actual Economic Entity 2015 \$'000	Actual Parent Entity 2015 \$'000
ASSETS						
Current Assets						
Cash and cash equivalents	6	4,376	4,376	6,406	5,176	5,176
Receivables	7	7,197	7,197	6,975	9,045	9,045
Inventories	8	1,687	1,687	1,795	1,950	1,950
Other financial assets	9	6,907	6,907	–	7,977	7,977
Total Current Assets		20,167	20,167	15,176	24,148	24,148
Non-Current Assets						
Receivables	7	–	–	176	80	80
Property, plant and equipment						
– Leasehold Improvements	10	698	698	567	1,020	1,020
– Plant and equipment	10	856	856	3,181	1,348	1,348
Total property, plant and equipment	10	1,554	1,554	3,748	2,368	2,368
Intangible assets	11	3,892	3,892	3,720	3,915	3,915
Total Non-Current Assets		5,446	5,446	7,644	6,363	6,363
Total Assets		25,613	25,613	22,820	30,511	30,511
LIABILITIES						
Current Liabilities						
Payables	12	12,467	12,467	4,324	10,138	10,138
Payables – Employee Related	12	445	–	–	1,281	–
Payables – Personnel Services	12	–	445	–	–	1,281
Provisions – Employee Related	13	5,117	–	4,776	4,501	–
Provisions – Personnel Services	13	–	5,117	–	–	4,501
Other	14	–	–	4,546	578	578
Total Current Liabilities		18,029	18,029	13,646	16,498	16,498
Non-Current Liabilities						
Provisions – Employee Related	13	133	–	72	113	–
Provisions – Personnel Services	13	–	133	–	–	113
Provisions – Others	13	–	–	–	103	103
Other	14	–	–	678	–	–
Total Non-Current Liabilities		133	133	750	216	216
Total Liabilities		18,162	18,162	14,396	16,714	16,714
Net Assets		7,451	7,451	8,424	13,797	13,797
EQUITY						
Accumulated funds		7,451	7,451	8,424	13,797	13,797
Total Equity		7,451	7,451	8,424	13,797	13,797

The accompanying notes form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2016

Notes	Economic Entity Accumulated Funds \$'000	Accumulated Total \$'000	Parent Entity Funds \$'000	Total \$'000
Balance at 1 July 2015	13,797	13,797	13,797	13,797
Net result for the period	(6,346)	(6,346)	(6,346)	(6,346)
Other comprehensive income	—	—	—	—
Total other comprehensive income	—	—	—	—
Total comprehensive income for the period	(6,346)	(6,346)	(6,346)	(6,346)
Balance at 30 June 2016	7,451	7,451	7,451	7,451

Notes	Economic Entity Accumulated Funds \$'000	Accumulated Total \$'000	Parent Entity Funds \$'000	Total \$'000
Balance at 1 July 2014	23,076	23,076	23,076	23,076
Net result for the period	(9,279)	(9,279)	(9,279)	(9,279)
Other comprehensive income	—	—	—	—
Total other comprehensive income	—	—	—	—
Total comprehensive income for the year	(9,279)	(9,279)	(9,279)	(9,279)
Balance at 30 June 2015	13,797	13,797	13,797	13,797

The accompanying notes form part of these financial statements.

Statement of cash flows for the year ended 30 June 2016

	Notes	Actual Economic Entity 2016 \$'000	Actual Parent Entity 2016 \$'000	Budget Economic Entity 2016 \$'000	Actual Economic Entity 2015 \$'000	Actual Parent Entity 2015 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES						
Payments						
Employee related		(91,843)	–	(94,249)	(88,233)	–
Personnel Services		–	(91,843)	–	–	(88,233)
Other		(40,990)	(40,990)	(35,259)	(41,884)	(41,884)
Total Payments		(132,833)	(132,833)	(129,508)	(130,117)	(130,117)
Receipts						
Sale of goods and services		18,730	18,730	17,782	17,958	17,958
Interest received		442	442	–	495	495
Grants and contributions		106,481	106,481	101,639	98,799	98,799
Other		6,387	6,387	3,687	4,551	4,551
Total Receipts		132,040	132,040	123,108	121,803	121,803
NET CASH FLOWS FROM OPERATING ACTIVITIES	17	(793)	(793)	(6,400)	(8,314)	(8,314)
CASH FLOWS FROM INVESTING ACTIVITIES						
Proceeds from sales of property, plant and equipment		–	–	30	–	–
Purchases of plant and equipment, leasehold improvements and intangibles		(1,076)	(1,076)	(2,403)	(1,203)	(1,203)
Other		1,069	1,069	(1,130)	1,272	1,272
NET CASH FLOWS FROM INVESTING ACTIVITIES		(7)	(7)	(3,503)	69	69
NET INCREASE / (DECREASE) IN CASH		(800)	(800)	(9,903)	(8,245)	(8,245)
Cash transferred in / (out) as a result of administrative restructuring		–	–	–	–	–
Opening cash and cash equivalents		5,176	5,176	16,309	13,421	13,421
CLOSING CASH AND CASH EQUIVALENTS	6	4,376	4,376	6,406	5,176	5,176

The accompanying notes form part of these financial statements.

Supplementary Financial Statements
Service group statements for the year ended 30 June 2016

	Service Group 1*		Service Group 2*		Service Group 3*		Not Attributable		Total	
	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015
ENTITY'S EXPENSES & INCOME	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses excluding losses										
Operating expenses										
• Employee related	24,733	23,537	64,687	61,559	5,708	5,432	—	—	95,128	90,528
• Other operating expenses	11,215	10,066	28,038	25,164	3,882	3,484	—	—	43,135	38,714
Depreciation and amortisation	459	597	1,242	1,616	210	274	—	—	1,911	2,487
Finance costs	—	1	—	—	—	2	—	—	—	3
TOTAL EXPENSES EXCLUDING LOSSES	36,407	34,201	93,967	88,339	9,800	9,192	—	—	140,174	131,732
Revenue*										
Sale of goods and services	769	965	11,530	11,627	6,475	5,725	82	272	18,856	18,589
Investment revenue	—	—	—	—	—	—	271	662	271	662
Grants and contributions	—	—	688	1,073	2,177	3,611	106,220	94,115	109,085	98,799
Acceptance by the Crown Entity of employee benefits and other liabilities	935	610	2,265	1,477	396	258	—	—	3,596	2,345
Other revenue	720	22	1,302	2,036	—	—	—	—	2,022	2,058
Total revenue	2,424	1,597	15,785	16,213	9,048	9,594	106,573	95,049	133,830	122,453
Gain / (loss) on disposal	—	—	—	—	—	—	(2)	—	(2)	—
Net result	(33,983)	(32,604)	(78,182)	(72,126)	(752)	402	106,571	95,049	(6,346)	(9,279)
Other Comprehensive Income										
Increase / (decrease) in revaluation surplus	—	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—	—
Total Other Comprehensive income	—	—	—	—	—	—	—	—	—	—
TOTAL COMPREHENSIVE INCOME	(33,983)	(32,604)	(78,182)	(72,126)	(752)	402	106,571	95,049	(6,346)	(9,279)
ENTITY'S ASSETS & LIABILITIES										
Current Assets										
Cash and cash equivalents	—	—	—	—	—	—	4,376	5,176	4,376	5,176
Receivables	—	—	5,630	6,540	1,302	620	265	1,885	7,197	9,045
Inventories	843	975	844	975	—	—	—	—	1,687	1,950
Other financial assets	—	—	—	—	—	—	6,907	7,977	6,907	7,977
Total current assets	843	975	6,474	7,515	1,302	620	11,548	15,038	20,167	24,149
Non-current Assets										
Receivables	—	17	—	61	—	2	—	—	—	80
Property, plant and equipment	295	450	1,212	1,847	47	71	—	—	1,554	2,368
Intangible assets	272	274	3,581	3,602	39	39	—	—	3,892	3,915
Total non-current assets	567	741	4,793	5,510	86	112	—	—	5,446	6,363
TOTAL ASSETS	1,410	1,716	11,267	13,025	1,387	732	11,548	15,038	25,613	30,511
Current liabilities										
Payables	1,033	914	8,135	7,193	3,745	3,312	—	—	12,912	11,419
Provisions	1,382	1,215	2,968	2,611	768	675	—	—	5,117	4,501
Other	—	139	—	387	—	52	—	—	—	578
Total current liabilities	2,415	2,268	11,102	10,191	4,512	4,039	—	—	18,029	16,498
Non-current liabilities										
Provisions	63	53	37	32	33	28	—	—	133	113
Other	—	25	—	69	—	9	—	—	—	103
Total non-current liabilities	63	78	37	101	33	38	—	—	133	216
TOTAL LIABILITIES	2,478	2,346	11,140	10,292	4,545	4,076	—	—	18,162	16,714
NET ASSETS	(1,068)	(630)	128	2,733	(3,158)	(3,344)	11,548	15,038	7,451	13,797

* The names and purposes of each service group are summarised in Note 20.

Expenses and income, except for investment revenue, have been allocated on an actual basis. Assets and liabilities have been allocated on an actual basis or by staffing numbers except for cash which is not attributable.

1 Summary of Significant Accounting Policies

(a) Reporting entity

The Board of Studies, Teaching and Educational Standards ('BOSTES') was created by the *Board of Studies, Teaching and Educational Standards Act 2013*.

The entity commenced operation on 1 January 2014. On the same date, the Board of Studies and its controlled entity ('OBOS') and the NSW Institute of Teachers ('NSWIT') and its controlled entity were dissolved. Their assets, rights and liabilities were transferred to the entity.

BOSTES is a NSW government entity. BOSTES is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units. The reporting entity is consolidated as part of the NSW Total Sector Accounts.

BOSTES as a reporting entity comprises all the entities under its control, namely the Board of Studies, Teaching and Educational Standards Staff Agency ('BOSTES Staff Agency').

All the operating activities of the entity are under the control of BOSTES which includes supporting the services required by the Australian Music Examinations Board and the Aboriginal Education Consultative Group.

The BOSTES Staff Agency provides personnel services to BOSTES.

In the process of preparing the consolidated financial statements for the economic entity, consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.

These consolidated financial statements for the year ended 30 June 2016 have been authorised for issue by the President on 16 September 2016.

(b) Basis of preparation

The entity's financial statements are general purpose financial statements which have been prepared on an accrual basis and in accordance with:

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and *Public Finance and Audit Regulation 2015* and
- the Financial Reporting Directions published in the Financial Reporting Code for NSW General Government Sector Entities or issued by the Treasurer.

Plant and equipment and leasehold improvements are measured at fair value through profit and loss. Other financial statement items are prepared in accordance with the historical cost convention.

Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) Statement of compliance

The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

(d) Administered activities

The entity has no administered activities.

(e) Insurance

The entity's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self insurance for Government entities. The expense (premium) is determined by the Fund Manager based on past claim experience.

(f) Accounting for the Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of GST, except that the:

- amount of GST incurred by the entity as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of an asset's cost of acquisition or as part of an item of expense and
- receivables and payables are stated with the amount of GST included.

Cash flows are included in the statement of cash flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from or payable to Australian Taxation Office are classified as operating cash flows.

(g) Income recognition

Income is measured at the fair value of the consideration or contribution received or receivable. Comments regarding the accounting policies for the recognition of income are discussed below.

(i) Grants and Contributions

Grants and contributions are generally recognised as income when the entity obtains control over the assets comprising the grants / contributions. Control over grants and contributions is normally obtained upon the receipt of cash.

The entity receives its funding via grants from the Department of Education.

(ii) Sale of goods and services

Revenue from the sale of goods is recognised as revenue when the entity transfers the significant risks and rewards of ownership of the assets.

Only those fees that are attributable to the current financial year are recognised as income. Fees that relate to future periods are shown in the Statement of financial position as current liabilities.

(iii) Rendering of services

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

(iv) Investment revenue

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*.

(h) Assets

(i) Acquisitions of assets

Assets acquired are initially recognised at cost. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition (see also assets transferred as a result of an equity transfer – Note 1(k)).

Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at measurement date.

Where payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent; i.e. deferred payment amount is effectively discounted over the period of credit.

(ii) Capitalisation thresholds

Property, plant and equipment and intangible assets costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised.

(iii) Impairment of property, plant and equipment

As a not-for-profit entity with no cash generating units, impairment under AASB 136 *Impairment of Assets* is unlikely to arise. As property, plant and equipment is carried at fair value or an amount that approximates fair value, impairment can only arise in the rare circumstances such as where the costs of disposal are material. Specifically, impairment is unlikely for not-for-profit entities given that AASB 136 modifies the recoverable amount test for non-cash generating assets of not-for-profit entities to the higher of fair value less costs of disposal and depreciated replacement cost, where depreciated replacement cost is also fair value.

(iv) Depreciation of property, plant and equipment

Except for certain non-depreciable assets, depreciation is provided for on a straight line basis for all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the entity.

All material separately identifiable components of assets are depreciated over their useful lives. Useful lives of each major category of depreciable assets are:

Plant and Equipment

Computer hardware	3 – 4 years
Office furniture	10-15 years
Office equipment	3 – 5 years
Plant and machinery	10 years
Motor vehicles	7 years

Leasehold Improvements Unexpired period of the lease

(v) Restoration costs

Except for certain non-depreciable assets, the estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

(vi) Maintenance

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated.

(vii) Leased assets

A distinction is made between finance leases which effectively transfer from the lessor to the lessee substantially all the risks and rewards incidental to ownership of the leased assets, and operating leases under which the lessor does not transfer substantially all the risks and rewards.

Where a non-current asset is acquired by means of a finance lease, at the commencement of the lease term, the asset is recognised at its fair value or, if lower, the present value of the minimum lease payments, at the inception of the lease. The corresponding liability is established at the same amount. Lease payments are allocated between the principal component and the interest expense.

Operating lease payments are recognised as an expense on a straight-line basis over the lease term.

The entity has no finance leases.

(viii) Intangible assets

The entity recognises intangible assets only if it is probable that future economic benefits will flow to the entity and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.

All research costs are expensed. Development costs are only capitalised when certain criteria are met.

The useful lives of intangible assets are assessed to be finite.

Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the entity's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment losses.

The entity's intangible assets are amortised using the straight line method over a period of 3-10 years for software intangibles.

Intangible assets are tested for impairment where an indicator of impairment exists. If the recoverable amount is less than its carrying amount, the carrying amount is reduced to recoverable amount and the reduction is recognised as an impairment loss.

(ix) Receivables

Receivables are non derivative financial assets with fixed or determinable payments that are not quoted in an active market.

Receivables are recognised initially at fair value, usually based on the transaction cost or face value.

Subsequent measurement is at amortised cost using the effective interest rate method less an allowance for any impairment of receivables. Any changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

An allowance for impairment of receivables is established when there is objective evidence that the entity will not be able to collect all amounts due. The amount of the allowance is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. Bad debts are written off as incurred.

(x) Inventories

Inventories held for distribution are stated at cost, adjusted when applicable, for any loss of service potential. A loss of service potential is identified and measured based on the existence of a current replacement cost that is lower than the carrying amount. Inventories (other than those held for distribution) are stated at the lower of cost and net realisable value. Cost is calculated using the "first in first out" method.

The cost of inventories acquired at no cost or for nominal consideration is the current replacement cost as at the date of acquisition. Current replacement cost is the cost the entity would incur to acquire the asset. Net realisable value is the estimated selling price in the ordinary course of business less the estimated costs of completion and the estimated costs necessary to make the sale.

(xi) Impairment of financial assets

All financial assets, except those measured at fair value through profit and loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the entity will not be able to collect all amounts due.

(xii) Derecognition of financial assets and financial liabilities

A financial asset is derecognised when the contractual rights to the cash flows from the financial assets expire; or if the entity transfers the financial asset:

- where substantially all the risks and rewards have been transferred or
- where the entity has not transferred substantially all the risks and rewards, if the entity has not retained control.

Where the entity has neither transferred nor retained substantially all the risks and rewards or transferred control, the asset is recognised to the extent of the entity's continuing involvement in the asset.

A financial liability is derecognised when the obligation specified in the contract is discharged or cancelled or expires.

(i) Liabilities

(i) Payables

These amounts represent liabilities for goods and services provided to the entity and other amounts.

Payables are recognised initially at fair value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(ii) Employee benefits and other provisions

(a) Salaries and wages, annual leave, sick leave and on-costs

Salaries and wages (including non-monetary benefits), and paid sick leave that are expected to be settled wholly within 12 months after the end of the period in which the employees render the service are recognised and measured at the undiscounted amounts of the benefit.

Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 *Employee Benefits* (although short-cut methods are permitted).

Actuarial advice obtained by Treasury has confirmed that using the nominal annual leave balance plus the the annual leave entitlements accrued while taking annual leave (calculated using 7.9% of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability.

The entity has assessed the actuarial advice based on the entity's circumstances and has determined that the effect of discounting is immaterial to annual leave.

Unused non-vesting sick leave does not give rise to a liability as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.

In 2015, NSW TC 15/09 modifies the long service leave oncost factors relative to 2014 in relation to defined benefit and defined contribution superannuation. These changes do not result in a material impact to current year financial statements.

(b) Long service leave and superannuation

The entity's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The entity accounts for the liability as having been extinguished, resulting in the amount assumed being shown as part of the non-monetary revenue item described as "Acceptance by the Crown Entity of employee benefits and other liabilities".

Long service leave is measured at present value in accordance with AASB 119 *Employee Benefits*. This is based on the application of certain factors (specified in NSWTC 15/09) to employees with five or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

(c) Consequential on-costs

Consequential costs to employment are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised. This includes outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax.

(iii) Other Provisions

Other provisions exist when: the entity has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

If the effect of the time value of money is material, provisions are discounted at 3.25%, which is a pre-tax rate that reflects the current market assessments of the time value of money and the risks specific to the liability.

(j) Equity and reserves

(i) Accumulated Funds

The category "Accumulated Funds" includes all current and prior period retained funds.

(k) Equity Transfers

The transfer of net assets between entities as a result of an administrative restructure, transfers of programs / functions and parts thereof between NSW public sector entities and 'equity appropriations' are designated or required by Australian Accounting Standards to be treated as contributions by owners and recognised as an adjustment to 'Accumulated Funds'. This treatment is consistent with AASB 1004 and Australian Interpretation 1038 *Contributions by Owners Made to Wholly-Owned Public Sector Entities*.

Other equity transfers are recognised at fair value, except for intangibles. Where an intangible has been recognised at (amortised) cost by the transferor because there is no active market, the entity recognises the asset at the transferor's carrying amount. Where the transferor is prohibited from recognising internally generated intangibles, the entity does not recognise that asset.

(l) Budgeted amounts

The budgeted amounts are drawn from the original budgeted financial statements presented to Parliament in respect of the reporting period. Subsequent amendments to the original budget (e.g. adjustment for transfer of functions between entities as a result of Administrative Arrangements Orders) are not reflected in the budgeted amounts. Major variances between the original budgeted amounts and the actual amounts disclosed in the primary financial statements are explained in Note 2.

(m) Comparative information

Except where an Australian Accounting Standard permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements.

(n) Changes in accounting policy, including new or revised Australian Accounting Standards

(i) Effective for the first time in 2015-16

The accounting policies applied in 2015-16 are consistent with those of the previous financial year except as a result of the following new or revised Australian Accounting Standards that have been applied for the first time in 2015-16. The impact of these Standards in the period of initial application is nil.

AASB 2013-9 (Part C), AASB 2014-1 (Part E) and AASB 2014-8 regarding amendments to AASB 9 Financial Instruments.

AASB 2015-3 regarding withdrawal of AASB 1031 Materiality

The adoption of the new and revised standards and interpretations has not resulted in any material changes to BOSTES accounting policies.

(ii) Issued but not yet effective

NSW public sector entities are not permitted to early adopt new Australian Accounting Standards, unless Treasury determines otherwise.

The following new Accounting Standards have not been applied and are not yet effective. Management cannot determine the actual impact of these Standards in the Entity's financial statements in the year of their initial application.

AASB 9 Financial Instruments (effective 2018-2019)

AASB 15 Revenue from Contracts with Customers (operative date 1 January 2017)

AASB 2014-1 Amendments to Australian Accounting Standards (operative date: Part E – 1 January 2018)

AASB 2014-5 Amendments to Australian Accounting Standards arising from AASB 15 (operative date 1 January 2018)

AASB 2014-7 Amendments to Australian Accounting Standards arising from AASB 9 (operative date 1 January 2018)

AASB 2014-8 Amendments to Australian Accounting Standards arising from AASB 9 (operative date 1 January 2018)

2 Budget Review

Net Result

The net result for 2016 was lower than budget by \$1.097m.

Strong sales of goods and services and increases in teacher accreditation fees offset increases in operating expenses. Employee related expenditure was lower than anticipated as a result of adjusted recruitment timelines.

Assets and liabilities

Current assets were higher than budget by \$4.991m largely as a result of increased cash balances and an increase in receivables relating to NAPLAN test fees and teacher accreditation fees.

Non-current assets were lower than budget by \$2.198m predominantly due to changes in the timing of purchases of plant and equipment and the move to "Data as a Service".

Total liabilities were higher than budget by \$3.766m as a result of increased payables relating to accreditation fees paid in advance and accrual of operating expenses.

Cash flows

Net Cash Flows used on Operating Activities were lower than budget by \$5.606m. This is attributable to increased grant funding and the impact of changes to the timing of various projects.

Net Cash Flows from Investing Activities was lower than budget by \$3.496m as a result of timing of costs associated with the consolidation project and the implementation of "Data as a Service".

3 Expenses Excluding Losses

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
(a) Employee related expenses				
Salaries and wages (including annual leave)	80,477	–	77,664	–
Superannuation – defined benefit plans	624	–	804	–
Superannuation – defined contribution plans	5,983	–	5,745	–
Long service leave	3,094	–	1,530	–
Workers' compensation insurance	154	–	270	–
Payroll tax and fringe benefit tax	4,796	–	4,515	–
	95,128	–	90,528	–
(b) Personnel services				
Personnel services	–	95,128	–	90,528
	–	95,128	–	90,528
(c) Other operating expenses include the following:				
Auditor's remuneration – audit of the financial statements	63	63	61	61
Computing expenses	3,855	3,855	2,729	2,729
Couriers	280	280	271	271
Fees for services	2,278	2,278	1,862	1,862
Furniture and equipment	1,411	1,411	566	566
Insurance	69	69	76	76
Legal fees	307	307	277	277
Maintenance*	1,021	1,021	1,964	1,964
Marking centre rental	3,718	3,718	3,642	3,642
Motor vehicles	610	610	637	637
Operating lease rental expense – minimum lease payments	3,786	3,786	4,287	4,287
Other contractors	15,387	15,387	12,517	12,517
Other expenses	1,386	1,386	2,197	2,197
Postage	1,045	1,045	794	794
Printing and publishing	2,992	2,992	2,011	2,011
Security	1,581	1,581	1,611	1,611
Staff development	354	354	356	356
Stationery and consumables	512	512	489	489
Telephones	429	429	459	459
Travel and accommodation	2,051	2,051	1,908	1,908
	43,135	43,135	38,714	38,714

* Refer to *Reconciliation – Total maintenance*

Maintenance expense – contracted labour and other (non-employee related), as above	1,021	1,021	1,964	1,964
Employee related maintenance expense included in Note 3(a)	–	–	–	–
Total maintenance expenses included in Note 3(a) + 3(b)	1,021	1,021	1,964	1,964

* *Reconciliation – Total maintenance*

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
(d) Depreciation and amortisation expense				
Depreciation				
Leasehold improvements	632	632	645	645
Plant and equipment	583	583	1,179	1,179
	1,215	1,215	1,824	1,824
Amortisation				
Software intangibles	696	696	663	663
	696	696	663	663
Total depreciation and amortisation expense	1,911	1,911	2,487	2,487
(e) Finance costs				
Unwinding of discount rate	–	–	3	3
	–	–	3	3

4 Revenue

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
(a) Sale of goods and services:				
Publication and copyright fees	1,539	1,539	1,930	1,930
Rendering of services:				
Higher School Certificate user charges	1,086	1,086	1,121	1,121
NAPLAN user charges	5,521	5,521	5,204	5,204
Australian Music Examination Board fees	3,378	3,378	3,470	3,470
Information & Comm. Technology fees	82	82	274	274
Exhibition fees	502	502	590	590
Accreditation fees	6,474	6,474	5,725	5,725
Other	274	274	275	275
	18,856	18,856	18,589	18,589
(b) Investment revenue				
Interest	271	271	662	662
(c) Grants and contributions				
Aboriginal education	–	–	168	168
Vocational education and training	416	416	632	632
Crown Entity Redundancy Grant	135	135	1,880	1,880
Department of Education *	106,356	106,356	92,508	92,508
Eligibility of Accreditation Grant	1,803	1,803	1,896	1,896
Teacher Quality – Commonwealth Grant	316	316	1,043	1,043
Other	59	59	672	672
* Refer to Note 1(g)(i)	109,085	109,085	98,799	98,799
(d) Acceptance by the Crown Entity of employee benefits and other liabilities				
Superannuation – defined benefit	624	–	804	–
Long service leave	2,938	–	1,497	–
Payroll tax	34	–	44	–
	3,596	–	2,345	–
(e) Other revenue				
Project Services	1,302	1,302	1,880	1,880
Insurance	–	–	156	156
Other	720	4,315	22	2,367
	2,022	5,618	2,058	4,403

5. Gain / (Loss) on Disposal

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
Gain / (loss) on disposal of plant and equipment:				
Proceeds from disposal	10	10	–	–
Written down value of assets disposed	(12)	(12)	–	–
Net gain / (loss) on disposal of plant and equipment	(2)	(2)	–	–

6 Current Assets – Cash and Cash Equivalents

Cash at bank and on hand	4,376	4,376	5,176	5,176
	4,376	4,376	5,176	5,176

For the purposes of the statement of cash flows, cash and cash equivalents include cash at bank and cash on hand.

Cash and cash equivalent assets recognised in the statement of financial position are reconciled at the end of the financial year to the statement of cash flows as follows:

Cash and cash equivalent (per statement of financial position)	4,376	4,376	5,176	5,176
Closing cash and cash equivalents (per statement of cash flows)	4,376	4,376	5,176	5,176

Refer to Note 19 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

\$3.426m of these balances form part of the BOSTES Fund and restrictions apply. See Note 21 for detail.

7 Current / Non-Current Assets – Receivables

Sale of goods and services	376	376	816	816
Accreditation Fees receivable	2,224	2,224	1,397	1,397
Less: Allowance for impairment	(922)	(922)	(777)	(777)
Sundry government debtors	743	743	687	687
Crown Entity Redundancy Grant	135	135	1,880	1,880
NSW Treasury LSL receivable	50	50	–	–
Accrued fees	4,339	4,339	4,078	4,078
Other debtors	–	–	5	5
Prepayments – Current	252	252	959	959
Prepayments – Non-Current	–	–	80	80
	7,197	7,197	9,125	9,125

Movement in the allowance for impairment

Balance at 1 July 2015	777	777	1,260	1,260
Amounts written off during the year	(205)	(205)	(829)	(829)
Amounts recovered during the year	–	–	–	–
Increase / (decrease) in allowance recognised in profit or loss	350	350	346	346
Balance at 30 June 2016	922	922	777	777

Details regarding credit risk, liquidity risk and market risk, including financial assets that are either past due or impaired, are disclosed in Note 19.

8 Current Assets – Inventories

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
Held for distribution				
Publications stock – at cost	577	577	964	964
	577	577	964	964
Held for resale				
Publications stock – at cost	1,110	1,110	986	986
	1,110	1,110	986	986
	1,687	1,687	1,950	1,950

A provision for obsolescence of \$0.156m is included in the above amounts.

9 Current Assets – Other Financial Assets

Bank Term Deposit	6,907	6,907	7,977	7,977
	6,907	6,907	7,977	7,977

Refer to Note 19 for further information regarding fair value measurement, credit risk, liquidity risk and market risk arising from financial instruments.

Bank Term Deposits form part of the BOSTES Fund and restrictions apply. See Note 21 for detail.

10 Non-Current Assets – Property, Plant and Equipment

	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2015 – fair value			
Gross carrying amount	6,688	11,561	18,249
Accumulated depreciation and impairment	(5,668)	(10,213)	(15,881)
Net carrying amount	1,020	1,348	2,368
At 30 June 2016 – fair value			
Gross carrying amount	6,998	11,652	18,650
Accumulated depreciation and impairment	(6,300)	(10,796)	(17,096)
Net carrying amount	698	856	1,554
Reconciliation			
A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting year is set out below:			
Year ended 30 June 2016			
Net carrying amount at start of year	1,020	1,348	2,368
Additions	99	103	202
Work In Progress	211	–	211
Disposals	–	(12)	(12)
Depreciation expense	(632)	(583)	(1,215)
Net carrying amount at end of year	698	856	1,554
At 1 July 2014 – fair value			
Gross carrying amount	6,598	11,407	18,005
Accumulated depreciation and impairment	(5,023)	(9,034)	(14,057)
Net carrying amount	1,575	2,373	3,938
At 30 June 2015 – fair value			
Gross carrying amount	6,688	11,561	18,249
Accumulated depreciation and impairment	(5,668)	(10,213)	(15,881)
Net carrying amount	1,020	1,348	2,368
Reconciliation			
A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the reporting period is set out below:			
Year ended 30 June 2015			
Net carrying amount at start of year	1,575	2,373	3,948
Additions	90	154	244
Work In Progress	–	–	–
Disposals	–	–	–
Depreciation expense	(645)	(1,179)	(1,824)
Net carrying amount at end of year	1,020	1,348	2,368

11 Intangible Assets

	Software \$'000	Total \$'000
At 1 July 2015		
Cost (gross carrying amount)	12,806	12,806
Accumulated amortisation and impairment	(8,891)	(8,891)
Net carrying amount	3,915	3,915
At 30 June 2016		
Cost (gross carrying amount)	13,479	13,479
Accumulated amortisation and impairment	(9,587)	(9,587)
Net carrying amount	3,892	3,892
Year ended 30 June 2016		
Net carrying amount at start of year	3,915	3,915
Additions	673	673
Amortisation (recognised in "depreciation and amortisation")	(696)	(696)
Net carrying amount at end of year	3,892	3,892
At 1 July 2015		
Cost (gross carrying amount)	11,822	11,822
Accumulated amortisation and impairment	(8,228)	(8,228)
Net carrying amount	3,594	3,594
At 30 June 2015		
Cost (gross carrying amount)	12,806	12,806
Accumulated amortisation and impairment	(8,891)	(8,891)
Net carrying amount	3,915	3,915
Year ended 30 June 2015		
Net carrying amount at start of year	3,594	3,594
Additions	984	984
Amortisation (recognised in "depreciation and amortisation")	(663)	(663)
Net carrying amount at end of year	3,915	3,915

12 Current Liabilities – Payables

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
Accrued salaries, wages and on-costs	445	–	1,281	–
Creditors	7,589	7,589	5,996	5,996
Relief staff costs	50	50	54	54
Unearned revenue	4,792	4,792	4,050	4,050
Personnel Services	–	445	–	1,281
Other	36	36	38	38
	12,912	12,912	11,419	11,419

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 19.

13 Current / Non-Current Liabilities – Provisions**Employee benefits and related on-costs**

Recreation leave	3,590	–	3,204	–
Long service leave on-costs	1,034	–	878	–
Payroll tax on LSL payable	626	–	532	–
	5,250	–	4,614	–

Other Provisions

Personnel Services	–	5,250	–	4,614
Restoration costs	–	–	103	103
	–	5,250	103	4,717
Total Provisions	5,250	5,250	4,717	4,717

Aggregate employee benefits and related on-costs

Provisions – current	5,117	–	4,501	–
Provisions – non current	133	–	113	–
Accrued salaries, wages and on-costs (Note 12)	445	–	1,281	–
	5,695	–	5,895	–

The total for recreation leave above includes \$1.686m expected to be settled after more than twelve months.

Movements in provisions (other than employee benefits)

Movements in each class of provisions during the period 1 July 2015 to 30 June 2016, other than employee benefits are set out below:

	Restoration Costs 2016 \$'000	Restoration Costs 2015 \$'000
Carrying amount at the beginning of the period	103	100
Increase/(decrease) in provision	(103)	3
Carrying amount at end of the period	–	103

14 Current / Non-Current Liabilities – Other

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
Property Lease Incentive Liability – Current	–	–	578	578
Property Lease Incentive Liability – Non-Current	–	–	–	–
	–	–	578	578

15 Commitments for Expenditure**(a) Operating Lease Commitments**

Future non-cancellable operating lease rentals not provided for and payable:

Not later than one year	9,412	9,412	5,135	5,135
Later than one year and not later than five years	27,237	27,237	1,810	1,810
Later than five years.	–	–	–	–
Total (including GST)	36,649	36,649	6,945	6,945

Operating lease commitments relate to office accommodation, motor vehicles and ICT.

The total “Operating Lease Commitments” above includes input tax credits of \$3.3m that are expected to be recoverable from the Australian Taxation Office.

(b) Capital Commitments

Aggregate capital expenditure for the acquisition of goods and services contracted for at balance date and not provided for and payable:

Not later than one year	498	498	–	–
Total (including GST)	498	498	–	–

The total “Capital Commitments” above includes input tax credits of \$0.045m that are expected to be recoverable from the Australian Taxation Office.

16 Contingent Liabilities

Management expects to offer voluntary redundancies over the coming twelve months as part of its restructure.

The estimated value of this program is \$0.405m.

It is anticipated that all redundancy expenditure will be reimbursed by the Crown Entity.

The entity is unaware of any other contingent liabilities existing as at 30 June 2016.

17 Reconciliation of Cash Flows from Operating Activities to Net Result

	Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
Net cash (used) / from operating activities	(793)	(793)	(8,314)	(8,314)
Depreciation and amortisation	(1,911)	(1,911)	(2,487)	(2,487)
Decrease / (increase) in provisions	45	45	636	636
Increase / (decrease) in receivables	(1,928)	(1,928)	2,323	2,323
Decrease / (increase) in creditors	(1,493)	(1,493)	(1,592)	(1,592)
Increase / (decrease) in inventories	(263)	(263)	155	155
Net gain / (loss) on sale of plant & equipment	(2)	(2)	–	–
Net Result	(6,346)	(6,346)	(9,279)	(9,279)

18 Non-cash Financing and Investing Activities

Liabilities and expenses assumed by the Crown Entity	3,596	–	2,345	–
	3,596	–	2,345	–

19 Financial Instruments

The principal financial instruments of the economic and parent entity are outlined below. These financial instruments arise directly from the operations of the economic and parent entity or are required to finance the operations of the economic and parent entity. The economic and parent entity do not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The main risks of the economic and parent entity arising from financial instruments are outlined below, together with the objectives, policies and processes for measuring and managing risk of the economic and parent entity. Further quantitative and qualitative disclosures are included throughout these financial statements.

The President of BOSTES has overall responsibility for the establishment and oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the economic and parent entity, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Audit and Risk Committee and internal auditors on a continuous basis.

(a) Financial instrument categories

Financial Assets	Note	Category	Carrying Amount	Carrying Amount	Carrying Amount	Carrying Amount
			Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
Cash and cash equivalents	6	N/A	4,376	4,376	5,176	5,176
Receivables *	7	Loans and receivable (at amortised cost)	6,068	6,068	5,519	5,519
Other financial assets	9		6,907	6,907	7,977	7,977

* Excludes statutory receivables and prepayments (ie not within the scope of AASB 7)

Financial Liabilities	Note	Category	Carrying Amount	Carrying Amount	Carrying Amount	Carrying Amount
			Economic Entity 2016 \$'000	Parent Entity 2016 \$'000	Economic Entity 2015 \$'000	Parent Entity 2015 \$'000
Payables *	12	Financial liabilities measured at amortised cost	7,856	7,856	7,147	7,147

* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7)

(b) Credit Risk

Credit risk arises when there is the possibility of the debtors of the economic and parent entity defaulting on their contractual obligations, resulting in a financial loss to the economic and parent entity. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the economic and parent entity, including cash, receivables, and authority deposits. No collateral is held by the economic and parent entities. The economic and parent entities have not granted any financial guarantees.

Credit risk associated with the financial assets, other than receivables of the economic and parent entities, is managed through the selection of counterparties and establishment of minimum credit rating standards. Authority deposits held with NSW TCorp are guaranteed by the State.

Cash

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11am unofficial cash rate, adjusted for a management fee to NSW Treasury. The TCorp Hour Glass cash facility is discussed in paragraph (d).

Term deposits

The economic and parent entities have placed funds on a fixed term deposit basis with various major Australian banks, and these short term deposits have been rated 'AAA' by Standard and Poor's. The interest rate payable by the banks is negotiated initially and is fixed for the term of the deposit. The deposits at balance date were earning an average weighted rate of 3.795%. None of these assets are past due or impaired.

Receivables – fees receivable

Accreditation fees receivable are recognised as amounts receivable at balance date. Collectability of fees receivable is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the economic and parent entities will not be able to collect amounts due. This evidence includes past experience and current expected changes to the accreditation process that generates the collection of fees. No interest is charged. Accreditation fees are usually billed on 30 day terms.

The economic and parent entities are exposed to a concentration of credit risk to a major group of debtors due to the legislative restrictions limiting the economic and parent entity to billing accreditation fees from New Scheme Teachers and voluntary accreditation fees from practising teachers in NSW. This exposure is deemed to be material (\$2.103m).

The debtors of the economic and parent entities represent a large number of individual teachers whose particular credit ratings will vary and are unknown to the economic and parent entities.

	Total ^{1,2} \$'000	Past due but not impaired ^{1,2} \$'000	Considered ^{1,2} impaired \$'000
2016			
Economic Entity			
< 3 months overdue			
3 months – 6 months overdue	7	4	3
> 6 months overdue	260	227	33
	1,769	888	881
2016			
Parent Entity			
< 3 months overdue			
3 months – 6 months overdue	7	4	3
> 6 months overdue	260	227	33
	1,769	888	881
2015			
Economic Entity			
< 3 months overdue			
3 months – 6 months overdue	85	85	–
> 6 months overdue	105	54	51
	1,305	579	726
2015			
Parent Entity			
< 3 months overdue			
3 months – 6 months overdue	85	85	–
> 6 months overdue	105	54	51
	1,305	579	726

Notes:

1. Each column in the table reports 'gross receivables'
2. The ageing analysis excludes statutory receivables, as these are not within the scope of AASB7 and excludes receivables that are not past due and not impaired. Therefore, the "total" will not reconcile to the receivables total recognised in the statement of financial position.

Receivables – trade debtors

All trade debtors are recognised as amounts receivable at balance date. Collectability of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the entity will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30 day terms.

The economic and parent entities are not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2016: \$317,892; 2015: \$491,224) and less than 6 months past due (2016: \$58,343; 2015: \$324,496) are not considered impaired.

Together these represent 100% of the total trade debtors. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the statement of financial position.

	Total ^{1,2} \$'000	Past due but not impaired ^{1,2} \$'000	Considered impaired ^{1,2} \$'000
2016			
Economic Entity			
< 3 months overdue	–	–	–
3 months – 6 months overdue	51	51	–
> 6 months overdue	7	7	–
2016			
Parent Entity			
< 3 months overdue	–	–	–
3 months – 6 months overdue	51	51	–
> 6 months overdue	7	7	–
2015			
Economic Entity			
< 3 months overdue	323	323	–
3 months – 6 months overdue	2	2	–
> 6 months overdue	–	–	–
2015			
Parent Entity			
< 3 months overdue	323	323	–
3 months – 6 months overdue	2	2	–
> 6 months overdue	–	–	–

Notes:

1. Each column in the table reports 'gross receivables'
2. The ageing analysis excludes statutory receivables, as these are not within the scope of AASB7 and excludes receivables that are not past due and not impaired. Therefore, the "total" will not reconcile to the receivables total recognised in the statement of financial position.

(c) Liquidity risk

Liquidity risk is the risk that the economic and parent entities will be unable to meet its payment obligations when they fall due. The economic and parent entities continuously manage risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances. Liquidity risk is assessed as low.

During the current year and prior year there were no defaults on payment obligations. No loans have been made and no assets have been pledged as collateral. The economic and parent entities' exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW TC 11/12. For small business suppliers, where terms are not specified, payment is made no later than 30 days from the date of receipt of a correctly rendered invoice. For other suppliers, if trade terms are not specified, payment is made not later than the end of the month following the month in which an invoice or a statement is received. For small business suppliers, where payment is not made within the specified time period, simple interest must be paid automatically unless an existing contract specifies otherwise. For payments to other suppliers, the President may automatically pay the supplier simple interest.

(d) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The entity's exposures to market risk are primarily through interest rate risk on the entity's borrowings and other price risks associated with the movement in the unit price of the Hour Glass Investment Facilities. The economic and parent entities have no exposure to foreign currency risk and do not enter into commodity contracts.

Interest rate risk

The economic and parent entities have minimal exposure to interest rate risk from its holdings in interest bearing financial assets. The economic and parent entities do not account for any fixed rate financial instruments at fair value through profit or loss or as available-for-sale. Therefore, for these financial instruments, a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility. The exposure to interest rate risk of the economic and parent entities is set out below.

\$'000					
	Carrying Amount	-1% Profit	Equity	1% Profit	Equity
2016					
Financial assets					
Cash and cash equivalents	4,376	(44)	(44)	44	44
Receivables	6,068	—	—	—	—
Other Financial Assets	6,907	(69)	(69)	69	69
Financial liabilities					
Payables	7,856	—	—	—	—
2015					
Financial assets					
Cash and cash equivalents	5,176	(52)	(52)	52	52
Receivables	5,519	—	—	—	—
Other Financial Assets	7,977	(80)	(80)	80	80
Financial liabilities					
Payables	7,147	—	—	—	—

Other price risk – TCorp Hour Glass Facilities

Exposure to 'other price risk' primarily arises through the investment in the TCorp Hour Glass Investment Facilities, which are held for strategic rather than trading purposes. The economic and parent entities hold units in the following Hour-Glass investment trusts:

Facility	Investment Sectors	Investment Horizon	Economic Entity 2016 (\$'000)	Parent Entity 2016 (\$'000)	Economic Entity 2015 (\$'000)	Parent Entity 2015 (\$'000)
Cash Facility	Cash and money market instruments	Up to 1.5 years	0	0	1,434	1,434
Strategic cash facility	Cash, money market and other interest rate instruments	1.5 years to 3 years	0	0	462	462

Notes to the financial statements for the year ended 30 June 2016

The unit price of each facility is equal to the total fair value of the net assets held by the facility divided by the total number of units on issue for that facility. Unit prices are calculated and published daily.

NSW TCorp as trustee for each of the above facilities is required to act in the best interest of the unit holders and to administer the trusts in accordance with the trust deeds. As trustee, TCorp has appointed external managers to manage the performance and risk of each facility in accordance with a mandate agreed by the parties. However, TCorp acts as manager for part of the Cash and Strategic Cash facilities. A significant portion of the administration of the facilities is outsourced to an external custodian.

Investment in the Hour Glass facilities limits the exposure to risk of the economic and parent entities, as it allows diversification across a pool of funds, with different investment horizons and a mix of investments.

NSW TCorp provides sensitivity analysis information for each of the Investment facilities, using historically based volatility information collected over a ten year period, quoted at two standard deviations (ie 95% probability). The TCorp Hour Glass Investment facilities are designated at fair value through profit or loss and therefore any change in unit price impacts directly on profit (rather than equity). A reasonably possible change is based on the percentage change in unit price (as advised by TCorp) multiplied by the redemption value as at 30 June each year for each facility (balance from Hour Glass statement).

Impact on profit/loss				
	Change in unit price	Year ended 30 June 2016 (\$'000)	Change in unit price	Year ended 30 June 2015 (\$'000)
Hour Glass Investment – Cash facility	+/- 1%	+/- 14	+/- 1%	+/- 14
Hour Glass Investment – Strategic Cash facility	+/- 1%	+/- 4	+/- 1%	+/- 4

(e) Fair value compared to carrying amount

Financial instruments are generally recognised at cost, with the exception of the TCorp Hour Glass facilities, which are measured at fair value. The value of the Hour Glass Investments is based on the economic and parent entities' share of the value of the underlying assets of the facility, based on the market value. All of the Hour Glass facilities are valued using 'redemption' pricing.

The amortised cost of financial instruments recognised in the statement of financial position approximates the fair value, because of the short-term nature of many of the financial instruments.

(f) Fair value recognised in the statement of financial position

The economic and parent entities use the following hierarchy for disclosing the fair value of financial instruments by valuation technique:

- Level 1 – Derived from quoted prices in active markets for identical assets / liabilities
- Level 2 – Derived from inputs other than quoted prices that are observable directly or indirectly
- Level 3 – Derived from valuation techniques that include inputs for the asset / liability not based on observable market data (unobservable inputs)

	Level 1 \$000	Level 2 \$000	Level 3 \$000	2016 Total \$000
Financial assets at fair value				
TCorp Hour-Glass Investment Facility	–	–	–	–

	Level 1 \$000	Level 2 \$000	Level 3 \$000	2015 Total \$000
Financial assets at fair value				
TCorp Hour-Glass Investment Facility	–	1,896	–	1,896

20 Service Groups of the Entity

Service Group 1: Curriculum and Teaching Standards Development and Support.

Objectives: This service group covers providing relevant high quality syllabuses, courses and support materials that promote high standards of primary (K-6) and secondary (Years 7-12) education for a full range of students and initial teacher education and accreditation standards and professional learning for teachers.

Service Group 2: Examinations, Assessments and Credentials

Objectives: This service group covers conducting School Certificate (SC) tests to 2011, Higher School Certificate (HSC) examinations, Australia Music Examinations Board (AMEB) examinations, administering the new Record of School Achievement (RoSA) from 2012 and being the test administration authority for the National Assessment Program for Literacy and Numeracy (NAPLAN) from 2013.

Service Group 3: Registration and Accreditation

Objectives: This service group covers registering and accrediting non-government schools, registering home schooling, approving course providers for students from overseas, the regulation of teacher accreditation authorities, and assessing the qualifications of teachers to meet the requirements for provisional or conditional accreditation.

21 Restricted Assets

The BOSTES Fund

The Board of Studies, Teaching and Educational Standards Act 2013 ('the BOSTES Act') at Section 15 established the Board of Studies, Teaching and Educational Standards Fund ('the BOSTES Fund') into which is to be paid teacher accreditation fees. The value of this fund at 30 June 2016 is \$10.334m.

Section 15(3) of the BOSTES Act stipulates that only costs incurred by BOSTES for the accreditation of teachers and the oversight, maintenance and development of teacher quality are to be paid from the BOSTES Fund. Such costs include employee related expenses, operating expenses and other expenditure incurred by the BOSTES in relation to those functions under that Act.

All teacher fees and charges are deposited into the BOSTES fund for which a separate operating bank account is held. Interest earned from the investment of money in the BOSTES Fund is reinvested in the BOSTES Fund.

Section 15 (4) provides that BOSTES may invest the money held in the Fund, as applicable, either as authorised by the Public Authorities (Financial Arrangements) Act 1987 (PAFA Act) or in accordance with with the Trustee Act 1925 (Trustee Act), or as approved by the Minister in concurrence with the Treasurer.

BOSTES is an authority listed in Schedule 2 to the Public Finance and Audit Act 1983 (PFA Act) and as such, has authority to invest as set out in Schedule 4 Part 2 of the PAFA Act. Part 1 of Schedule 4 of the PAFA Act authorises among other investments, deposits with a bank or the Treasury Corporation.

BOSTES invests money held in the Fund in the Treasury Corporation and in term deposits of up to 12 months' duration, offered by major Australian banks and rated 'AAA' by Standards and Poor.

Trust Monies

The entity holds monies donated for the Brother John Taylor Memorial Trust (\$35,630) and for the Mary Besley Biology Teachers award (\$639). The Brother John Taylor Memorial Trust recognises a HSC student who has overcome significant disadvantage to achieve academic excellence. The Mary Besley Biology Teachers award recognises outstanding achievement in Biology. Interest earned from the investment of these assets is used to provide cash awards to the recipients.

22 Events after the Reporting Period

On 19 August 2016 the Minister for Education, Adrian Piccoli MP, announced the recommendations of the BOSTES Review. These recommendations will impact governance, school registration, teacher quality and curriculum responsibilities. From 1 January 2017 the Board of Studies, Teaching and Educational Standards will be known as the NSW Educational Standards Authority.

End of audited financial statements

President's statement

Pursuant to section 41C(1B) of the *Public Finance and Audit Act 1983*, I state that:

- (a) the accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, the Public Finance and Audit Regulation 2010, the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the Treasurer's Directions and other authoritative pronouncements of the Australian Accounting Standards Board (AASB).
- (b) the Statement of comprehensive income presents a true and fair view of the results of the Board of Studies, Teaching and Educational Standards Staff Agency for the year ended 30 June 2016.
- (c) the Statement of financial position gives a true and fair view of the state of affairs of the Board of Studies, Teaching and Educational Standards as at 30 June 2016; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



Tom Alegounarias

President

Board of Studies, Teaching and Educational Standards

16 September 2016



INDEPENDENT AUDITOR'S REPORT

Board of Studies, Teaching and Educational Standards Staff Agency

To Members of the New South Wales Parliament

Opinion

I have audited the accompanying financial statements of the Board of Studies, Teaching and Educational Standards Staff Agency (the Agency), which comprise the statement of financial position as at 30 June 2016, the statement of comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements:

- give a true and fair view of the financial position of the Agency as at 30 June 2016, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 41B of the *Public Finance and Audit Act 1983* (PF&A Act) and the Public Finance and Audit Regulation 2015.

My opinion should be read in conjunction with the rest of this report.

Basis for Opinion

I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report.

I am independent of the Agency in accordance with the auditor independence requirements of:

- Australian Auditing Standards
- ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 'Code of Ethics for Professional Accountants' (the Code)

I have also fulfilled my other ethical responsibilities in accordance with the Code.

The PF&A Act further promotes independence by ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their roles by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General
- mandating the Auditor-General as auditor of public sector agencies, but precluding the provision of non-audit services.

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

The President's Responsibility for the Financial Statements

The President is responsible for preparing financial statements that give a true and fair view in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the President determines is necessary to enable the preparation of financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the President must assess the Agency's ability to continue as a going concern unless the Agency will be dissolved by an Act of Parliament or otherwise cease operations. The assessment must include, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting.

Auditor's Responsibility for the Audit of the Financial Statements

My objectives are to:

- obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and
- issue an Independent Auditor's Report including my opinion.

Reasonable assurance is a high level of assurance, but does not guarantee an audit conducted in accordance with Australian Auditing Standards will always detect material misstatements. Misstatements can arise from fraud or error. Misstatements are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions users take based on the financial statements.

A further description of my responsibilities for the audit of the financial statements is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. The description forms part of my auditor's report.

My opinion does *not* provide assurance:

- that the Agency carried out its activities effectively, efficiently and economically
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented.

S Bond

Sally Bond
Director, Financial Audit Services

19 September 2016
SYDNEY

Board of Studies, Teaching and Educational Standards staff agency

Financial statements for year ended 30 June 2016

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Statement of comprehensive income for the year ended 30 June 2016

	Notes	2016 \$'000	2015 \$'000
Expenses excluding losses			
Operating expenses			
Employee related	2	95,128	90,528
Total Expenses excluding losses		95,128	90,528
Revenue			
Personnel Services	3	91,532	88,183
Acceptance by the Crown Entity of employee benefits and other liabilities	3	3,596	2,345
Total Revenue		95,128	90,528
Net result		—	—
Other comprehensive income			
Total other comprehensive income		—	—
TOTAL COMPREHENSIVE INCOME		—	—

Statement of financial position as at 30 June 2016

	Notes	2016 \$'000	2015 \$'000
ASSETS			
Current Assets			
Receivables	4	5,695	5,895
Total Current Assets		5,695	5,895
Non-Current Assets			
Receivables		—	—
Total Non-Current Assets		—	—
Total Assets		5,695	5,895
LIABILITIES			
Current Liabilities			
Payables	5	445	1,281
Provisions	6	5,117	4,501
Total Current Liabilities		5,562	5,782
Non-Current Liabilities			
Provisions	6	133	113
Total Non-Current Liabilities		133	113
Total Liabilities		5,695	5,895
Net Assets		—	—
EQUITY			
Accumulated funds		—	—
Total Equity		—	—

The accompanying notes form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2016

	Notes	Accumulated Funds \$'000	Total \$'000
Balance at 1 July 2015		—	—
Net result for the period		—	—
Other comprehensive income		—	—
Total other comprehensive income		—	—
Total comprehensive income for the year		—	—
Transactions with owners in their capacity as owners			
Increase / (decrease) in net assets from equity transfers		—	—
Balance at 30 June 2016		—	—
Balance at 1 July 2014		—	—
Net result for the period		—	—
Other comprehensive income		—	—
Total other comprehensive income		—	—
Total comprehensive income for the year		—	—
Transactions with owners in their capacity as owners			
Increase / (decrease) in net assets from equity transfers		—	—
Balance at 30 June 2015		—	—

Statement of cash flows for the year ended 30 June 2016

	2016 \$'000	2015 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee related	—	—
Personnel Services	—	—
Other	—	—
Total Payments	—	—
Receipts		
Sale of goods and services	—	—
Accreditation fees	—	—
Interest received	—	—
Grants and contributions	—	—
Accreditation fees	—	—
Transfers to the Crown Entity	—	—
Other	—	—
Total Receipts	—	—
NET CASH FLOWS FROM OPERATING ACTIVITIES	—	—
CASH FLOWS FROM INVESTING ACTIVITIES		
Term Deposits	—	—
Proceeds from sale of plant and equipment	—	—
Purchases of plant and equipment, leasehold improvements and intangibles	—	—
NET CASH FLOWS FROM INVESTING ACTIVITIES	—	—
NET INCREASE / (DECREASE) IN CASH		
Opening cash and cash equivalents	—	—
CLOSING CASH AND CASH EQUIVALENTS	—	—

1 Summary of Significant Accounting Policies

(a) Reporting entity

The Board of Studies, Teaching and Educational Standards Staff Agency ('BOSTES Staff Agency') is a separate Public Service agency listed in Part 3 of Schedule 1 of the Government Sector Employment Act 2013 (GSE Act). Under Section 21 of the GSE Act, the BOSTES Staff Agency provides personnel services to BOSTES by employing staff to enable BOSTES to exercise its functions.

The BOSTES Staff agency is a not-for-profit (as profit is not its principal objective), with no cash generating units. It is consolidated as part of the Board of Studies, Teaching and Educational Standards and the NSW Total State Sector Accounts.

These financial statements for the period ended 30 June 2016 have been authorised for issue by the President on 16 September 2016.

(b) Basis of preparation

The entity's financial statements are general purpose financial statements which have been prepared on an accrual basis and in accordance with:

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and *Public Finance and Audit Regulation 2015* and
- the Financial Reporting Directions published in the Financial Reporting Code for NSW General Government Sector Entities or issued by the Treasurer.

Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) Statement of compliance

The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

(d) Income recognition

Income is measured at the fair value of the consideration or contribution received or receivable.

Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

(e) Insurance

The entity's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self 'insurance for Government entities. The expense (premium) is determined by the Fund Manager based on past claim experience.

(f) Receivables

Receivables are non derivative financial assets with fixed or determinable payments that are not quoted in an active market.

Receivables are recognised initially at fair value, usually based on the transaction cost or face value.

Subsequent measurement is at amortised cost using the effective interest rate method, less an allowance for any impairment of receivables. Any changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(g) Payables

Payables include accrued wages, salaries and related on costs (such as payroll tax, fringe benefits tax and worker's compensation insurance) where there is certainty as to the amount and timing of settlement.

Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(h) Employee benefits and other provisions

(i) Salaries and wages, annual leave, sick leave and on-costs

Liabilities for salaries and wages (including non-monetary benefits), and paid sick leave that are due to be settled within 12 months after the end of the period in which the employees render the service are recognised and measured at undiscounted amounts of the benefit.

Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 *Employee Benefits* (although short-cut methods are permitted). Actuarial advice obtained by Treasury has confirmed that using the nominal annual leave balance plus the the annual leave entitlements accrued while taking annual leave (calculated using 7.9% of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability. The entity has assessed the actuarial advice based on the entity's circumstances and has determined that the effect of discounting is immaterial to annual leave.

Unused non-vesting sick leave does not give rise to a liability as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where employee benefits to which they relate have been recognised.

In 2015, NSW TC 15/09 modifies the long service leave oncost factors relative to 2014 in relation to defined benefit and defined contribution superannuation. These changes do not result in a material impact to current year financial statements.

(ii) Long service leave and superannuation

The entity's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The entity accounts for the liability as having been extinguished, resulting in the amount assumed being shown as part of the non-monetary revenue item described as "Acceptance by the Crown Entity of employee benefits and other liabilities".

Long service leave is measured at present value in accordance with AASB 119 *Employee Benefits*. This is based on the application of certain factors (specified in NSWTC 15/09) to employees with five or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

(iii) Other Provisions

Other provisions exist when: the entity has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

If the effect of the time value of money is material, provisions are discounted at 3.25%, which is a pre-tax rate that reflects the current market assessments of the time value of money and the risks specific to the liability.

(i) Comparative information

Except where an Australian Accounting Standard permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements.

(j) Changes in accounting policy, including new or revised Australian Accounting Standards

(i) Effective for the first time in 2015–16

The accounting policies applied in 2015–16 are consistent with those of the previous financial year except as a result of the following new or revised Australian Accounting Standards that have been applied for the first time in 2015-16. The impact of these Standards in the period of initial application is nil.

AASB 2013-9 (Part C), AASB 2014-1 (Part E) and AASB 2014-8 regarding amendments to AASB 9 Financial Instruments.

AASB 2015-3 regarding withdrawal of AASB 1031 Materiality

The adoption of the new and revised standards and interpretations has not resulted in any material changes to BOSTES accounting policies.

(ii) *Issued but not yet effective*

NSW public sector entities are not permitted to early adopt new Australian Accounting Standards, unless Treasury determines otherwise.

The following new Accounting Standards have not been applied and are not yet effective. Management cannot determine the actual impact of these Standards in the Entity's financial statements in the year of their initial application.

AASB 9 Financial Instruments (effective 2018-2019)

AASB 15 Revenue from Contracts with Customers (operative date 1 January 2017)

AASB 2014-1 Amendments to Australian Accounting Standards (operative date: Part E – 1 January 2018)

AASB 2014-5 Amendments to Australian Accounting Standards arising from AASB 15 (operative date 1 January 2018)

AASB 2014-7 Amendments to Australian Accounting Standards arising from AASB 9 (operative date 1 January 2018)

AASB 2014-8 Amendments to Australian Accounting Standards arising from AASB 9 (operative date 1 January 2018)

2 Expenses Excluding Losses

	2016 \$'000	2015 \$'000
Employee related expenses		
Salaries and wages (including annual leave)	80,477	77,664
Superannuation – defined benefit plans	624	804
Superannuation – defined contribution plans	5,983	5,745
Long service leave	3,094	1,530
Workers' compensation insurance	154	270
Payroll tax and fringe benefit tax	4,796	4,515
	95,128	90,528

3 Revenue

	2016 \$'000	2015 \$'000
Sale of goods:		
Personnel services	91,532	88,183
Acceptance by the Crown Entity of employee benefits and other liabilities	3,596	2,345
	95,128	90,528

4 Current / Non-Current Assets

	2016 \$'000	2015 \$'000
Employee benefits	5,695	5,895
	5,695	5,895

Details regarding credit risk, liquidity risk and market risk are disclosed in Note 10.

5 Current Liabilities – Payables

	2016 \$'000	2015 \$'000
Accrued salaries, wages and on-costs	445	1,281
	445	1,281

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 10.

6 Current / Non-Current Liabilities – Provisions

	2016 \$'000	2015 \$'000
Employee benefits and related on-costs		
Recreation leave	3,590	3,204
Long service leave on-costs	1,034	878
Payroll tax on LSL payable	626	532
	5,250	4,614
Total Provisions	5,250	4,614
Aggregate employee benefits and related on-costs		
Provisions – current	5,117	4,501
Provisions – non current	133	113
Accrued salaries, wages and on-costs (Note 5)	445	1,281
	5,695	5,895

The total for recreation leave above includes \$1.686m expected to be settled after more than twelve months.

7 Commitments for Expenditure

The entity does not have any capital or operating lease commitments.

8 Contingent Liabilities

Management expects to offer voluntary redundancies over the coming twelve months as part of its restructure.

The estimated value of this program is \$0.405m.

It is anticipated that all redundancy expenditure will be reimbursed by the Crown Entity.

The entity is unaware of any other contingent liabilities existing as at 30 June 2016.

9 Reconciliation of Cash Flows from Operating Activities to Net Result

	2016 \$'000	2015 \$'000
Net cash used on operating activities	–	–
Depreciation and amortisation	–	–
Decrease / (increase) in provisions	–	–
Increase / (decrease) in receivables	–	–
Decrease / (increase) in creditors and provisions	–	–
Increase / (decrease) in inventories	–	–
Net gain / (loss) on sale of plant & equipment	–	–
Net Result	–	–

10 Financial Instruments

The entity's principal financial instruments are outlined below. These financial instruments arise directly from the entity's operations or are required to finance the entity's operations. The entity does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The entity's main risks arising from financial instruments are outlined below, together with the entity's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout these financial statements.

The Audit and Risk Committee (the Committee) has overall responsibility for the oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the economic and parent entity, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Committee and internal auditors on a continuous basis.

(a) Financial instrument categories

Financial Assets	Note	Category	Carrying Amount	Carrying Amount
			2016 \$'000	2015 \$'000
Receivables*	4	Loan and Receivables at amortised cost	5,695	5,895

* Excludes statutory receivables and prepayments (ie not within the scope of AASB 7).

Financial Liabilities	Note	Category	Carrying Amount	Carrying Amount
			2016 \$'000	2015 \$'000
Payables*	5	Financial Liabilities measured at amortised cost	445	1,058

* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7)

(b) Credit Risk

Credit risk arises when there is the possibility of the debtors of the entity defaulting on their contractual obligations, resulting in a financial loss to the entity. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the entity, being receivables. No collateral is held by the entity. The entity has not granted any financial guarantees.

There is no credit risk associated with the financial assets other than receivables.

Receivables

Personnel Services receivable are recognised as amounts receivable at balance date. All receivables are deemed to be collectible. No receivables are past due and there is no allowance for impairment.

The entity is not exposed to credit risk as the only debtors of the entity are the Board of Studies, Teaching and Educational Standards and the Crown Pool.

(c) Liquidity risk

Liquidity risk is the risk that the entity will be unable to meet its payment obligations when they fall due. The only payment obligations recognised by the entity relate to accrued salaries and long service leave pool contributions which are non-interest bearing and have a maturity date of less than one month. As such it is considered that the entity has no liquidity risk.

(d) Market risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. Due to the specific nature of the entity's financial instruments, it is considered that the entity has no exposure to market risk.

(e) Fair value measurement

The amortised cost of financial instruments recognised in the Statement of Financial Position approximates the fair value.

11 Events after the Reporting Period

On 19 August 2016 the Minister for Education, Adrian Piccoli MP, announced the recommendations of the BOSTES Review. These recommendations will impact governance, school registration, teacher quality and curriculum responsibilities. From 1 January 2017 the Board of Studies, Teaching and Educational Standards will be known as the NSW Educational Standards Authority.

End of audited financial statements

SECTION 5

Appendixes



Appendix A – Board meetings and attendance of members in 2015–16

The Board of Studies, Teaching and Educational Standards NSW met on eight occasions in 2015–16. Details of board members' attendance at the meetings are shown in Table A1.

Table A1: Board members' attendance at board meetings in 2015–16

Member	2015				2016			
	4 Aug	15 Sep	27 Oct	8 Dec	16 Feb	22 Mar	17 May	28 Jun
Mr Tom Alegounarias (Chair)	✓	✓	✓	✓	✓	✓	✓	Apology
Mr John Azarias	Apology	✓	✓	✓	Resigned			
Ms Cindy Berwick	Apology	✓	Apology	Apology	Apology	✓	Apology	Apology
Dr Michael Bezzina	✓	✓	Apology	✓	✓	✓	✓	✓
Mr Philip Cooke	✓	✓	✓	✓	✓	✓	✓	✓
Dr Brian Croke	✓	✓	✓	✓	✓	Apology	✓	Apology
Ms Janet Davy	✓	✓	✓	Apology	✓	✓	✓	Apology
Prof Sue Dockett	✓	✓	On leave	✓	On leave	✓	✓	✓
Mr Denis Fitzgerald	✓	✓	✓	Apology	✓	✓	✓	✓
Hon Patricia Forsythe	✓	✓	✓	✓	✓	✓	✓	Apology
Mr Larry Grumley	✓	✓	✓	✓	✓	✓	✓	✓
Mr Gary Johnson	✓	✓	✓	✓	✓	✓	✓	✓
Ms Leslie Loble	✓	✓	✓	✓	Apology	✓	✓	✓
Dr Meredith Martin	✓	✓	✓	✓	✓	✓	Apology	✓
Mr John Mularczyk	✓	✓	✓	✓	✓	✓	✓	✓
Ms Jennifer Neary	✓	Apology	✓	✓	✓	On leave	✓	✓
Prof John Pegg	✓	Apology	✓	✓	✓	✓	✓	✓
Mr Gregory Prior	Apology	Apology	✓	Apology	✓	Apology	✓	✓
Dr Angela Schulz	✓	✓	✓	Apology	✓	✓	✓	Apology
Dr Michael Spence	✓	Apology	Apology	✓	Apology	✓	Apology	Apology
Mr Timothy Spencer	Term commenced 1 February 2016				✓	✓	✓	✓
Ms Natalie Walker	Term commenced 1 February 2016				✓	✓	✓	✓
Dr Timothy Wright	✓	✓	✓	✓	Apology	✓	✓	Apology
Ms Jennifer Donovan (on behalf of Janet Davy)				✓				
Mr Murat Dizdar (on behalf of Gregory Prior)		✓						

Appendix B – Standing committees and panels of the Board

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) was established on 1 January 2014 following the passage of the *Board of Studies, Teaching and Educational Standards Act 2013* (the BOSTES Act) through the NSW Parliament.

Under the BOSTES Act, BOSTES assumed the functions of the Board of Studies NSW and the NSW Institute of Teachers, bringing together the educational cornerstones of curriculum, student assessment and teacher quality into one educational body.

Section 11 of the BOSTES Act states that 'the Board may, with the approval of the Minister, appoint such committees and members of committees as the Board considers appropriate to assist the Board in the exercise of its functions'. Section 11 also notes that the Quality Teaching Council is established under the *Teacher Accreditation Act 2004* to advise the Board in relation to its functions under that Act.

Quality Teaching Council

The Quality Teaching Council reports to the Board and other standing committees report to the Board either directly or via the council. The structure reflects the previous committees operating under the former Board of Studies NSW and the Quality Teaching Council, with committees either exercising functions delegated by the Board or serving as advisory bodies. Appendix C provides a detailed overview of the role, composition and membership of the Quality Teaching Council and its three committees – the Initial Teacher Education Committee, the Professional Learning Endorsement and Advisory Committee, and the Moderating and Consistency Committee.

Teacher Education Policy Advisory Committee

The Teacher Education Policy Advisory Committee was established to develop policy advice to the Board on matters relating to teacher education policy.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)

Mr Denis Fitzgerald

Mr Gary Johnson

Dr Timothy Wright

Non-board members

Mr Mark Anderson (until January 2016)
Director, People and Careers, NSW Department of Education
Representing the government school sector

Professor Peter Aubusson
Professor of Education and Head of the School of Education, University of Technology, Sydney
Nominee of the NSW Council of Deans

Dr Michael Bezzina
Director, Teaching and Learning, Catholic Education Office, Sydney
Representing the Catholic school sector

Professor Greg Craven
Vice-Chancellor, Australian Catholic University
Nominee of the NSW Vice-Chancellors' Committee

Professor Chris Davison
Professor of Education and Head of the School of Education, University of NSW
Nominee of the NSW Council of Deans

Ms Kelly Edmunds (from May 2016)
Director, Recruitment and Employment, NSW Department of Education
Representing the government school sector

Professor Paul Wellings
Vice-Chancellor, University of Wollongong
Nominee of the NSW Vice-Chancellors' Committee

Ms Robyn Yates
Director, Government Education Policy, Association of Independent Schools of NSW
Representing the independent school sector

Registration and Accreditation Committee

On delegation from the Board, the Registration and Accreditation Committee provides advice and makes recommendations to the Minister on the registration of non-government schools and decides applications made by non-government schools for accreditation to present courses of study leading to the award of the Board's credentials. The committee also has delegated authority to approve, impose conditions on approval, suspend approval and revoke approval of a Teacher Accreditation Authority for a non-government school and/or early childhood education centre. Membership consists of up to four board members and six other persons with appropriate expertise to make a valuable contribution to the committee.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)

Mr Larry Grumley

Non-board members

Ms Sally Blackadder (from April 2016)
A/Executive Director, External Relations Policy, NSW Department of Education
Representing the NSW Department of Education

Ms Melissa Brown
Principal, Orange Christian School
Representing NSW State Council of Christian Parent Controlled Schools Ltd

Ms Kathy Campbell
Head, Policy and Corporate Services, Catholic Education Office, Sydney
Representing the Catholic Education Commission NSW

Mr Martin Graham (until March 2016)
Executive Director, External Relations Policy, NSW Department of Education
Representing the NSW Department of Education

Dr Geoff Newcombe
Executive Director, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW

Mr Mark Northam
Assistant Secretary, Independent Education Union NSW/ACT
Representing the Independent Education Union NSW/ACT

Similar and Equivalent Requirements Committee

The processes, policies and procedures of the Department of Education for monitoring the compliance of government schools are subject to an external quality assurance process by the BOSTES. The Similar and Equivalent Requirements Committee (SERC) has primary responsibility for overseeing the program and approving the Report for submission to the Board. The SERC also provides advice and recommendations to the Board as required in relation to the program. The SERC was established in late 2015 and first convened in March 2016.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)
Representing the NSW Department of Education

Ms Sally Blackadder (from April 2016)
A/Executive Director, External Relations Policy, NSW Department of Education

Mr Martin Graham (until March 2016)
Executive Director, External Relations Policy, NSW Department of Education

Ms Dail McGilchrist
Executive Director, Learning, High Performance and Accountability, Department of Education
A practising government school teacher, with experience as a member of the BOSTES Registration Committee

Mr Denis Fitzgerald
Two government school principals (one Primary and one Secondary)

Ms Shannan Judge
Principal, Ermington West Public School

Ms Christine Del Gallo
Principal, Northern Beaches Secondary College, Mackellar Girls Campus
A government school parent/community representative

Mr Terry Timms
Federation of Parents and Citizens Associations NSW

Vocational Education and Training Advisory Committee

The Vocational Education and Training Advisory Committee advises the Board on matters relating to vocational education and training (VET), including the development of VET courses as part of the Higher School Certificate, and ensures a consistent approach across VET curriculum frameworks. Membership includes board members and representatives of school system authorities, principals and teachers.

Membership of the committee

Board members

Mr Larry Grumley (Chair)

Ms Natalie Walker

Non-board members

Ms Robin Booth (until November 2015)
Director, TAFE NSW Strategic Policy Initiatives
Nominee of TAFE NSW

Mr Darryl Buchanan
Director, Head of Teaching and Learning Services, Association of Independent Schools of NSW
Nominee of the Association of Independent Schools of NSW

Ms Terri Connellan (from May 2016)
Special Advisor, Education Policy, TAFE NSW Strategic Policy Initiatives
Nominee of TAFE NSW

Mr Gerard Delany
State Coordinator, Vocational Education, Catholic Education Commission NSW
Nominee of the Catholic Education Commission NSW

Dr Kathy Esson (until June 2016)
Executive Officer, NSW Skills Board

Dr Mary Fogarty
Research Officer, NSW Teachers Federation
Nominee of the NSW Teachers Federation

Mr Bob Fozzard
Member of State Executive NSW Parents' Council
Nominee of the NSW Parents' Council

Mr Michael Hyam (until November 2015)
Assistant Director, Senior Pathways, NSW Department of Education
Nominee of the NSW Department of Education

Ms Joanne Jarvis
Principal, Engadine High School
Nominee of the NSW Secondary Principals' Council

Ms Debbie Joyce
Executive Officer, Automotive Training Board NSW
Nominee of the NSW Industry Training Advisory Bodies

Ms Raelene Maxworthy
VET Coordinator, McCarthy Catholic College
Nominee of the Independent Education Union NSW/ACT

Ms Kate Minter (from May 2016)
Research Officer, Unions NSW
Nominee of Unions NSW

Mr Mark Morey (until November 2015)
Assistant Secretary, Unions NSW
Nominee of Unions NSW

Mr Patrick O'Reilly
Principal, Southern Cross Catholic Vocational College
Nominee of the Association of Catholic School Principals NSW

Ms Robyn Pemberton (from May 2016)
A/Leader, VET Programs for Secondary Students, NSW Department of Education
Nominee of the NSW Department of Education

Ms Maxine Sharkey
Assistant General Secretary (Post-school Education), NSW Teachers Federation
Nominee of the NSW Teachers Federation

Mr Ian Wake
Principal, St Paul's Grammar School
Nominee of the Association of Heads of Independent Schools of Australia

Associate Professor Paul Wormell
Chair of Academic Senate, University of Western Sydney
Nominee of the NSW/Territories Committee of Chairs of Academic Boards and Senates

Vacant
Nominee of the NSW Aboriginal Education Consultative Group

Vacant
Employer representative

Aboriginal Education Advisory Committee

This Aboriginal Education Advisory Committee advises the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the NSW Aboriginal Education Consultative Group (who is also a member of the Board) and consists of representatives from Aboriginal Affairs in the Office of Communities, the NSW Aboriginal Education Consultative Group, the NSW Department of Education, the Commonwealth Department of Education and Training, the Catholic Education Commission NSW, the Independent Education Union NSW/ACT, the NSW Teachers Federation and the NSW/ACT Higher Education Network Aboriginal Corporation. It also has representation from the Aboriginal Members Committee of the NSW Teachers Federation (one secondary teacher and one primary teacher).

Membership of the committee

Board members

Mr Tom Alegounarias

Ms Cindy Berwick (Chair)

Non-board members

Ms Lisa Buxton
Adviser, Aboriginal Education Kindergarten to Year 12
Catholic Education Office, Sydney
Nominee of the Independent Education Union NSW/ACT

Ms Charline Emzin-Boyd
Aboriginal Education Coordinator
NSW Teachers Federation
Nominee of the NSW Teachers Federation

Mr Anthony Galluzzo
Teacher, Stanmore Public School
Nominee of the NSW Teachers Federation – government primary school teacher

Mr Clarrie Hoskins
Aboriginal Culture and Language Adviser, Learning and Engagement Directorate
NSW Department of Education

Mr Byron Matthews
Senior Adviser, Indigenous Affairs Group
Commonwealth Department of the Prime Minister and Cabinet

Ms Darlene Murdoch
Education Officer, Curriculum/Indigenous Kindergarten to Year 12
Catholic Education Commission NSW

Ms Belinda Ndegwa
Careers Adviser, Wollumbin High School
Nominee of the NSW Teachers Federation – government secondary school teacher

Ms Natalie Pierson (from 16 March 2016)
Aboriginal Education & Community Engagement Unit
NSW Department of Education

Ms Kim Proctor
Assistant Director, Secondary Education, Learning and Leadership Directorate
NSW Department of Education

Ms Gloria Provest (until 4 November 2015)
Manager, Aboriginal Education and Training Directorate
NSW Department of Education

Ms Mary Senj (until 4 November 2015)
State Coordinator, Aboriginal Education
Catholic Education Commission NSW

Ms Catherine Thomson (from 16 March 2016)
Leader, Primary Curriculum, Early Learning and Primary Education, Learning and Teaching Directorate
NSW Department of Education

Vacant
Catholic Education Commission NSW

Vacant
NSW Aboriginal Education Consultative Group

Vacant
Aboriginal Affairs, Office of Communities

Vacant
NSW/ACT Higher Education Network Aboriginal Corporation

Primary Curriculum Advisory Committee

The Primary Curriculum Advisory Committee advises the Board on strategic issues relating to primary education in NSW. The committee currently consists of three board members and representatives from education and parent bodies.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)

Mr Philip Cooke (Acting Chair)

Professor Sue Dockett

Mr John Mularczyk

Ms Natalie Walker (from 16 March 2016)

Non-board members

Mr Garry Brown

Headmaster, Mosman Preparatory School

Representing the Association of Independent Schools of NSW

Dr Alison Casey

Member of Executive, NSW Parents' Council

Representing the NSW Parents' Council

Ms Dayle Costello (until 4 November 2015)

Primary school teacher, St Rose Catholic Primary School, Collaroy Plateau

Representing the Independent Education Union NSW/ACT

Dr David Cullen (until 4 November 2015)

Director, Early Learning and Primary Education, NSW Department of Education

Representing the NSW Department of Education

Ms Donna Falzon

Deputy Chair, Council of Catholic School Parents

Representing the Council of Catholic School Parents

Dr Andrew Fraser (until 4 November 2015)

Head, Professional Learning and Development, Catholic Education Office, Sydney

Representing the Catholic Education Commission NSW

Ms Valerie Jones (from 16 March 2016)

Primary school teacher, Good Samaritan Primary School, Fairy Meadow

Representing the Independent Education Union NSW/ACT

Ms Virginia Outred (from 16 March 2016)

Education Officer, Curriculum Teaching and Learning, Catholic Education Office, Diocese of Broken Bay

Representing the Catholic Education Commission NSW

Mr Jason Miezis (from 16 March 2016)

Director, Early Learning and Primary Education, NSW Department of Education

Representing the NSW Department of Education

Ms Margaret McKay
Director, Student Services, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW (special education)

Dr Julie McLeod (until 4 November 2015)
Senior Lecturer, School of Education, University of Newcastle
Representing the NSW Vice-Chancellors' Committee

Associate Professor Alyson Simpson (from 16 March 2016)
Associate Professor in English literacy education, University of Sydney
Representing the NSW/Territories Committee of Chairs of Academic Boards and Senates

Research and Development Committee

The Research and Development Committee advises the Board on research and development related to the Board's statutory functions in curriculum, assessment, credentialling, and teaching and regulatory standards. The committee develops and monitors protocols for sharing data, advises on effective developments with regard to learning measurement, and identifies and considers research opportunities, including proposals from universities for use of data.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)

Ms Jennifer Neary

Professor John Pegg

Non-board members

Professor Ian Brown
Head of School of Education, Faculty of Social Sciences, University of Wollongong
Representing the NSW Council of Deans of Education

Ms Anne-Maree Creenaune
Team Leader, Curriculum and Pedagogy
Representing the Catholic Education Commission NSW

Professor Annabelle Duncan
Vice-Chancellor, University of New England
Representing the NSW Vice-Chancellors' Committee

Professor Lori Lockyer
School of Education, Macquarie University
Representing the NSW Council of Deans of Education

Dr Geoff Newcombe
Executive Director, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW

Ms Tiffany Roos
Manager, Research and Data Unit, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW

Dr Kelly Stephens
Director, Strategic Analysis, Centre for Education, Statistics and Evaluation
Representing the NSW Department of Education

Associate Professor Anne Young
Director, Strategy, Planning and Performance, University of Newcastle
Representing the NSW Vice-Chancellors' Committee

Special Education Advisory Committee

The Special Education Advisory Committee advises the Board on special education issues and on syllabus development from Kindergarten to Year 12 in relation to students with special education needs.

The committee is chaired by a board member, Dr Meredith Martin, and includes representatives from the NSW Department of Education, the Association of Independent Schools of NSW, the Catholic Education Commission NSW, the Australian Association of Special Education, the NSW Teachers Federation, the Independent Education Union NSW/ACT and the NSW Parents' Council Inc.

Membership of the committee

Board members

Dr Meredith Martin (Chair)

Non-board members

Ms Fiona Beasley
NSW Teachers Federation

Ms Jayne Campbell
Independent Education Union NSW/ACT

Ms Melissa Clements
NSW Department of Education

Ms Geraldine Gray
Catholic Education Commission NSW

Ms Sharon Grocott (until August 2015)
NSW Parents' Council

Ms Heather Martin
Australian Association of Special Education

Ms Margaret McKay
Association of Independent Schools of NSW

Ms Claudia Vera
NSW Teachers Federation

Ms Lindy Williams
NSW Parents' Council (from May 2016)

Committees and panels to support the examinations and curriculum programs

A number of committees and panels are constituted to administer specific expert examination and curriculum functions of the Board. The roles and memberships of these bodies are outlined below.

HSC Consultative Committee

On delegation from the Board, the HSC Consultative Committee approves the final band cut-off marks for HSC courses, and any other adjustments required. The committee receives documentation and advice from subject representatives – usually judges, the chief examiner and the supervisor of marking – regarding the standards setting for each course. Membership consists of selected board members and/or non-board members, chosen for their expertise in educational measurement. Committee members are appointed annually. No board members were members of the HSC Consultative Committee for the 2015 HSC.

Membership of the committee for the 2015 Higher School Certificate

Non-board members

Professor John Bennett
Adjunct Professor, School of Education, University of NSW

Emeritus Professor George Cooney
Research Officer, Universities Admission Centre

Emeritus Professor Martin Cooper
Education Studies, University of NSW

Associate Professor Pamela Coutts
School of Education, Macquarie University

Associate Professor Peter Southwell-Keely

Dr David Tacon

Ms Carol Taylor

Professor Jim Tognolini
Pearson Research and Assessment

Professor Neville Weber
School of Mathematics and Statistics, University of Sydney

Dr Rachael Wilson
Faculty of Education and Social Work, University of Sydney

Associate Professor Rodney Yager
Department of Mathematics, Macquarie University

Technical Advisory Group

The Technical Advisory Group is a small group of experts in statistics and educational measurement who meet, when needed, to advise the Board on statistical and measurement issues associated with HSC assessment procedures.

Membership of the group for 2015–16

Non-board members

Emeritus Professor George Cooney
Research Officer, Universities Admission Centre

Associate Professor Pamela Coutts
School of Education, Macquarie University

Professor Jim Tognolini
Pearson Research and Assessment

Professor Neville Weber
School of Mathematics and Statistics, University of Sydney

Examination Rules Committee

On delegation from the Board, the Examination Rules Committee considers all allegations of malpractice and breaches of examination rules relating to HSC examinations. The committee determines penalties under delegation from the Board. The committee considered 10 cases relating to the 2015 HSC examinations.

The Examination Rules Committee also makes determinations and applies penalties for examination projects that are unable to be certified by the principal, or for non-serious attempts at an examination. Sixty-five students of the 2015 HSC received reduced or zero marks for submitting a project that was late or contained unacknowledged work of others. A further 211 students had one or more courses cancelled for not making a serious attempt at the examination.

Membership of the committee for the 2014 Higher School Certificate examinations

Board members

Mr Larry Grumley

Mr Gary Johnson

Dr Meredith Martin

Board Appeals Committee

On delegation from the Board, the Board Appeals Committee reconsiders decisions made under delegation (by the Examination Rules Committee or senior BOSTES officers) in relation to the award of the Higher School Certificate, and determines procedures for meetings and the recording of deliberations. Membership is convened from a pool of eligible members as required, having regard to the inclusion of highly experienced principals, drawn from across the government and non-government sectors, with a sound understanding of the rules of the Board. For the 2015 Higher School Certificate, one appeal was referred to the committee.

Membership of the committee for the 2015 Higher School Certificate examinations

Mrs Anne Hastings
Principal, Emanuel School

Mr Tony Ibrahim
Principal, Cronulla High School

Ms Mia Kumar
Principal, Burwood Girls High School

HSC examination committees

HSC examination committees have no delegation and are responsible, through the chief examiner, to the Board for writing the examination brief with the chief examiner, setting examination papers, responding to all issues raised in the evaluation of the paper, preparing marking guidelines, preparing answers for objective questions and sample solutions/answers, mapping the examination to course outcomes and content, and providing English translations for languages papers of all foreign language passages included in the examination.

Membership of examination committees is open to experienced government and non-government secondary school teachers and academics, from both metropolitan and non-metropolitan areas. Members are appointed annually, and can serve a maximum of five years. Chief examiners are appointed for a two-year period, and can serve a maximum of six years.

There were 85 HSC examination committees for the 2015 Higher School Certificate.

Board endorsement panels

On delegation from the Board, Board endorsement panels endorse school proposals for Board endorsed courses for Years 7 to 12 in accordance with guidelines developed by the Board and approved by the Minister. The panels determine procedures for meetings and the recording of deliberations. Membership consists of Board officers (ex officio), who are appointed to the panels annually. Details of Board endorsed courses can be found on page 36.

Board curriculum committees

Membership of a board curriculum committee includes:

- one to two members of the Board of Studies, Teaching and Educational Standards NSW
- two tertiary sector nominees, nominated by the NSW/Territories Committee of Chairs of Academic Boards and Senates
- two NSW Department of Education nominees
- a TAFE NSW nominee
- two NSW Teachers Federation nominees
- an Independent Education Union NSW/ACT nominee
- a NSW Aboriginal Education Consultative Group nominee
- an Association of Independent Schools of NSW nominee
- a Catholic Education Commission NSW nominee
- a Federation of Parents and Citizens Associations of NSW nominee
- a representative with a background in special education
- nominees from the learning area professional association, nominated by the Professional Teachers' Council NSW, as required:
 - a nominee for K–6 (K–10 committees only)
 - a nominee for Years 7–12 (K–10 or senior years committees)

- a NSW Parents' Council nominee
- a Council of Catholic School Parents NSW nominee
- a NSW Secondary Principals' Council nominee
- a NSW Primary Principals' Association nominee (K–10 committees only)
- an Early Childhood Australia NSW nominee (K–10 committees only)
- other(s) deemed necessary by the Board – BOSTES executive officer(s) such as Board Inspector, project manager.

Board curriculum committee membership for K–10 Australian curriculum

Membership of each Kindergarten to Year 10 board curriculum committee for the development of the Australian curriculum in NSW is as follows:

- a member of the Board of Studies, Teaching and Educational Standards NSW (chair)
- a tertiary sector nominee, nominated by the NSW/Territories Committee of Chairs of Academic Boards and Senates
- two NSW Department of Education nominees
- a TAFE NSW nominee
- a NSW Teachers Federation nominee
- an Association of Independent Schools of NSW nominee
- a Catholic Education Commission NSW nominee
- two NSW Teachers Federation nominees (one K–6 nominee and one Years 7–10 nominee)
- an Independent Education Union NSW/ACT nominee
- a NSW Aboriginal Education Consultative Group nominee
- a Federation of Parents and Citizens Associations of NSW nominee
- a representative with a background in special education
- two nominees from the learning area professional association, nominated by the Professional Teachers' Council NSW
 - a nominee for K–6
 - a nominee for Years 7–10
- a NSW Parents' Council nominee
- a Council of Catholic School Parents NSW nominee
- a NSW Primary Principals' Association nominee
- a NSW Secondary Principals' 'nominated by the Board
- an Early Childhood Australia NSW nominee
- other(s) deemed necessary by the Board – BOSTES executive officer(s) such as Board Inspector and project manager.

Industry curriculum committees

Industry curriculum committees guide the development of each vocational education and training (VET) industry curriculum framework. They act as a reference point for the views and interests of the industry, training, university and school sectors. Each committee focuses on a particular industry area.

The membership of each committee is as follows:

- two industry nominees
 - a NSW Industry Training Advisory Body representative
 - an employer representative
- two NSW Department of Education Secondary Education nominees, including one from VET Teacher Training
- a Training Services NSW – Apprenticeships and Traineeships nominee
- a TAFE NSW nominee
- a Catholic Education Commission NSW nominee
- an Association of Independent Schools of NSW nominee
- a private provider, if appropriate to the industry
- a university representative from a related industry area
- three practising teachers
 - one from TAFE NSW, representing the NSW Teachers Federation
 - one from a school, representing the NSW Teachers Federation
 - one representing the Independent Education Union NSW/ACT
- other(s) deemed necessary by the Board.

Appendix C – Quality Teaching Council and its committees

The Quality Teaching Council was established under the *Teacher Accreditation Act 2004* to provide advice on accreditation and education issues to the then NSW Institute of Teachers. The council now advises the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on accreditation and education issues.

The Quality Teaching Council provides advice to the Board on the following:

- the development, content and application of the professional teaching standards
- any of the Minister's functions under the Teacher Accreditation Act (including the function of approving persons or bodies as teacher accreditation authorities in relation to non-government schools or the suspension or revocation of any such approval)
- teacher accreditation authorities and accrediting persons under the Teacher Accreditation Act
- the accreditation process across all schools
- ensuring that the professional teaching standards are applied fairly and consistently
- the approval by the Minister of initial and continuing teacher education courses or programs that are relevant for the purposes of accreditation under the Teacher Accreditation Act
- the approval by the Minister of persons or bodies that may provide professional development in accordance with the requirements of the professional teaching standards.

The council is composed of the President of BOSTES (chair), 11 members elected by teachers and 11 members appointed by the Minister. The elected teachers must be accredited at least at the Proficient teacher level, and are broadly representative of sector statistics. A person may hold office as a member of the council for terms totalling not more than six years.

Elections for the Quality Teaching Council are governed by the Teacher Accreditation Regulation 2015.

The third term of the council concluded on 31 December 2015. Elections and appointments for the fourth term of the council occurred in the second half of 2015.

Table C1 lists the members of the Quality Teaching Council in 2015–16. Table C2 shows members' attendance at the six council meetings that took place during 2015–16.

Table C1: Membership of the Quality Teaching Council in 2015–16

Appointed members		Elected members	
Position	Name	Electoral college	Name
President	Mr Tom Alegounarias	Government school teachers	Mr Benjamin Ballard (until 31 December 2015) Ms Carly-Jane Boreland (until 31 December 2015) Ms Jennifer Dive (until 31 December 2015) Mr Andrew Finlay (from 1 January 2016) Ms Donna Loughran (from 1 January 2016) Ms Bianca Low (from 1 January 2016) Mr David Roach Mr Timothy Roberts (from 1 January 2016) Mr Luciano Vaccaro (until 31 December 2015)
Nominee of the NSW Teachers Federation	Mr Maurie Mulheron	Government primary school principals	Ms Margaret Charlton (until 31 December 2015) Ms Karen Maraga (from 1 January 2016)
Nominee of the Independent Education Union NSW/ACT	Mr Mark Northam	Government secondary school principals	Mr Brian Miller
Nominee of the Board of Studies, Teaching and Educational Standards NSW (from April 2014)	Professor Sue Dockett (until 31 December 2015)	Catholic systemic school teachers	Ms Michelle O'Keefe (until 31 December 2015) Ms Brigid Taylor (from 1 January 2016)
Nominee of the Director-General of Education and Communities	Ms Jane Simmon (until 31 December 2015) Ms Dail McGilchrist (from 1 January 2016)	Catholic systemic school principals	Dr Peter Webster
Nominee of the Catholic Education Commission NSW	Ms Kathryn Fox	Independent school teachers and principals	Mr Alexander Wharton (until 31 December 2015) Mr Alexander Snoek (from 1 January 2016)
Nominee of the Association of Independent Schools of NSW	Dr Frances Whalan	Early Childhood Centre representative	Ms Gabrielle Connell (from 1 January 2016)

Appointed members		Elected members	
Position	Name	Electoral college	Name
Nominee of the NSW Council of Deans of Education	Professor Peter Aubusson (until 31 December 2015) Professor Chris Davison (from 1 January 2016)		
Two nominees of the Minister representing the interests of teachers (at least one a member of the Professional Teachers' Council NSW)	Ms Nerina Pretlove Mr Denis Murphy		
A nominee of the Minister who has knowledge and expertise in early childhood education	Professor Sue Dockett (from 1 January 2016)		
A nominee of the Minister who has such qualifications or experience as to enable the person to make a valuable contribution to maintaining and improving teacher quality	Mr Matthew Scott (from 1 January 2016)		
A person who, in the opinion of the Minister, who represents the interests of parents of school-age children	Ms Jacqui Van de Velde-Gilbert (from 1 January 2016)		

Table C2: Quality Teaching Council meetings and attendance of members in 2015–16

Member	15 July 2015	2 Sept 2015	25 Nov 2015	24 Feb 2016	27 Apr 2016	22 June 2016
Mr Tom Alegounarias	Apology	✓	Apology	✓	✓	✓
Professor Peter Aubusson	✓	Apology	✓	Term ended 31 December 2015		
Mr Benjamin Ballard	Apology	✓	✓	Term ended 31 December 2015		
Ms Carly-Jane Boreland	Apology	✓	✓	Term ended 31 December 2015		
Ms Margaret Charlton	Apology	✓	✓	Term ended 31 December 2015		
Ms Gabrielle Connell	Term commenced 1 January 2016			✓	✓	✓
Professor Chris Davison	Term commenced 1 January 2016			✓	✓	Apology
Ms Jennifer Dive	✓	✓	✓	Term ended 31 December 2015		
Professor Sue Dockett	✓	✓	✓	✓	✓	✓
Ms Kathryn Fox	n/a (not yet appointed)	Apology	✓	✓	Apology	Apology
Ms Donna Loughran	Term commenced 1 January 2016			✓	Absent	✓
Ms Bianca Low	Term commenced 1 January 2016			✓	✓	✓
Ms Karen Maraga	Term commenced 1 January 2016			✓	✓	✓
Ms Dail McGilchrist	Term commenced 1 January 2016			✓	✓	Apology
Mr Brian Miller	✓	✓	✓	✓	✓	✓
Mr Maurie Mulheron	Absent	✓	Apology	✓	Apology	✓
Mr Denis Murphy	✓	✓	✓	✓	✓	✓
Mr Mark Northam	✓	✓	✓	✓	✓	✓
Ms Michelle O'Keefe	On leave	Absent	Absent	Term ended 31 December 2015		
Ms Nerina Pretlove	✓	✓	✓	✓	✓	✓
Mr David Roach	✓	✓	✓	✓	✓	✓
Mr Timothy Roberts	n/a (not yet appointed)					✓
Mr Matthew Scott	n/a (not yet appointed)				✓	Apology
Mr Alexander Snoek	Term commenced 1 January 2016			✓	✓	✓
Ms Jane Simmons	✓	✓	✓	Term ended 31 December 2015		
Ms Brigid Taylor	Term commenced 1 January 2016			✓	✓	✓
Mr Luciano Vaccaro	✓	✓	✓	Term ended 31 December 2015		
Ms Jacqui Van de Velde-Gilbert	Term commenced 1 January 2016			✓	✓	✓
Dr Peter Webster	✓	✓	Apology	✓	✓	✓
Dr Frances Whalan	✓	✓	✓	✓	✓	✓
Mr Alexander Wharton	✓	✓	Apology	Term ended 31 December 2015		

Committees of the Quality Teaching Council

The Quality Teaching Council is supported by the work of three committees: the Initial Teacher Education Committee, the Moderating and Consistency Committee, and the Professional Learning Endorsement and Advisory Committee.

Initial Teacher Education Committee

The Initial Teacher Education Committee has responsibility on behalf of the Quality Teaching Council to:

- oversee the process of approval of initial teacher education programs delivered in NSW consistent with the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*
- oversee accreditation panels to review applications for the approval of programs
- make recommendations through the President of BOSTES to the Minister for the approval of programs
- monitor and moderate the process of the approval of programs to support consistency of processes and outcomes
- investigate and resolve identified areas of concern in relation to the approval of programs
- advise and support teacher education providers in relation to the graduate teacher standards and/or application for approval and accreditation of an initial teacher education program
- collect data and promote research with a local, national and international focus in relation to demonstration of the graduate teacher standards
- advise the Quality Teaching Council on its work in approving programs and broad matters related to initial teacher education.

The Initial Teacher Education Committee is appointed by the Quality Teaching Council. To ensure informed advice is provided to the council, the committee is composed of members covering a range of expertise and a balance of interests.

The chair of the Initial Teacher Education Committee is appointed by the Quality Teaching Council from the membership of the committee.

The current membership of the Initial Teacher Education Committee comprises:

- nominees of the Quality Teaching Council
- a representative of the NSW Vice-Chancellors' Committee
- representatives of the NSW Council of Deans of Education
- practising teachers with understanding of professional experience in initial teacher education programs, ensuring breadth of representation; for example, primary, secondary, government and non-government, rural and socioeconomic status
- a representative of an employing authority
- the BOSTES director responsible for initial teacher education, or other BOSTES officer, as executive officer.

Table C3 shows the membership of the Initial Teacher Education Committee during 2015–16.

There were six committee meetings during 2015–16. During the reporting period, a total of 34 separate initial teacher education programs were recommended to the Minister for approval and national accreditation.

Table C3: Membership of the Initial Teacher Education Committee in 2015–16

Name	Representing	Organisation
Professor Peter Aubusson (Chair)	NSW Council of Deans of Education	University of Technology, Sydney
Mr Mark Anderson (until November 2015)	Employing authority	NSW Department of Education
Mr Benjamin Ballard	Nominee of the Quality Teaching Council	NSW Department of Education – Aboriginal Education, Learning and Engagement Officer
Mr Vern Barling (from June 2016)	Assistant Principal	Normanhurst
Professor Peter Beamish	NSW Council of Deans of Education	Avondale College
Ms Carly-Jane Boreland	Nominee of the Quality Teaching Council	Elizabeth Macarthur High School
Professor Ian Brown	NSW Council of Deans of Education	University of Wollongong
Professor Chris Davison	NSW Council of Deans of Education	University of NSW
Ms Kelly Edmunds (from June 2016)	Employing authority	NSW Department of Education
Dr Kerin Gorton	Practising teacher	St Phillips Christian College
Mr Jim Green	Practising teacher	Trinity Catholic College, Lismore
Professor Margie Maher	NSW Council of Deans of Education	University of Notre Dame
Ms Julie Mathews	NSW Council of Deans of Education	Excelsia College
Mr Brian Miller	Nominee of the Quality Teaching Council	Chester Hill High School
Professor Andrew Parfitt	NSW Vice-Chancellors' Committee	University of Newcastle
Ms Jan Partridge (until November 2015)	Practising teacher	Barnsley Public School
Professor Stephen Tobias	NSW Council of Deans of Education	University of New England

Moderating and Consistency Committee

The role of the Moderating and Consistency Committee is to support consistent accreditation decisions by considering submissions along with their recommendations from teacher accreditation authorities in a statewide context. All submissions are considered by a cross-sectoral committee comprising representatives of various stakeholder groups.

The Moderating and Consistency Committee provides accreditation advice with regard to each submission. This advice is based on the appropriateness and adequacy of the evidence in the submission in relation to the professional standards and the evidence guides and a comparative analysis of a range of reports.

Briefing sessions and guidelines are provided to all committee members. The guidelines are designed to support an understanding of the professional teaching standards and evidence guides as the common objective criteria that will be applied with regards to accreditation submissions.

Strict protocols govern the conduct of the meeting. Each member adheres to objective criteria and agreed benchmarks with regards to their analysis of each submission.

All submissions are accompanied by a detailed description of the teacher's current and past school contexts. While achievement of all the professional teaching standards is required, the committee takes the teaching context into account in its deliberations.

Where the committee's advice is not to accredit a teacher, feedback and constructive advice are provided to the relevant teacher accreditation authority and the teacher.

In 2011, the Quality Teaching Council determined the membership to be four teachers, three principals and three representatives of teacher accreditation authorities, plus the non-voting Director, Teaching Standards (or delegate), BOSTES. The President of BOSTES appoints the chair of the Moderating and Consistency Committee.

Guiding principles include that membership of the committee:

- requires current or recent successful teaching or school leadership experience
- requires knowledge of the Australian Professional Standards for Teachers in relation to accreditation
- provides for appropriate representation of employing authorities.

Appointment to the committee occurs as follows:

- Individuals apply to be on the committee. Each applicant needs to meet common selection criteria, which are designed to select those with expertise relevant to accreditation applications.
- The selection process is advertised through stakeholders as well as in relevant publications and on the BOSTES website.
- Three Quality Teaching Council members join a selection panel to consider each application.

Table C4 shows the membership of the Moderating and Consistency Committee during 2015–16.

Table C4: Membership of the Moderating and Consistency Committee in 2015–16

Name	Position and organisation
Mr Brian Miller	Principal, Chester Hill High School Chair (from June 2014) – nominated by the BOSTES President
Mrs Leanne Clarke	Teacher – Catholic (accredited at Lead teacher level)
Ms Patricia Coelho	Teacher – Catholic (accredited at Lead teacher level)
Ms Angela Cottier	Teacher – independent (accredited at Lead teacher level)
Mrs Aphrodite Cox	Teacher – government (accredited at Lead teacher level)
Mr Paul Dolan	Teacher accreditation authorities representative – Catholic
Ms Suzanne Fern	Principal – non-government
Mrs Betty Harper	Principal – government
Mrs Belinda Judd	Teacher – government (accredited at Highly Accomplished teacher level)
Ms Jo McLean	Teacher accreditation authorities representative – independent
Ms Lucie Norman	Teacher – government (accredited at Lead teacher level)
Ms Sandra Robinson (from March 2016)	Teacher accreditation authorities representative – government
Ms Jayne Schmarr	Principal – government
Ms Jane Simmons (until December 2015)	Teacher accreditation authorities representative – government
Mr Richard Wiseman	Teacher – government
Ms Janet Donaldson	Head, Teacher Support and Quality Assurance, Teaching Standards, BOSTES
Ms Lyn Kirkby	Director, Teaching Standards, BOSTES

Professional Learning Endorsement and Advisory Committee

The purpose of the Professional Learning Endorsement and Advisory Committee is to ensure that appropriate advice is available to the Board regarding registered professional development.

The committee has the following responsibilities:

- to maintain confidentiality and declare any conflict of interests in relation to all committee business
- to make endorsement recommendations after considering provider applications
- to monitor and evaluate Quality Teaching Council–registered continuing professional development, including participating in review or audit activities
- to provide strategic advice to the Board on quality continuing professional development to the benefit of teachers maintaining accreditation at Proficient, Highly Accomplished and Lead teacher levels.

The Professional Learning Endorsement and Advisory Committee monitors endorsed provision of professional development and provides advice to the Quality Teaching Council in the following areas:

- research and knowledge in the area of professional learning
- research regarding the evaluation of continuing professional development
- evaluation of the quality of registered continuing professional development provision for the purpose of improved student learning outcomes
- identification of gaps and overlap in the overall provision of continuing professional development
- brokering for access to courses that support teachers in addressing the professional teaching standards
- monitoring of teacher input and evaluation data regarding professional learning.

The Quality Teaching Council appoints the committee and ensures that the committee is made up of suitably qualified members with experience in the development and delivery of high-quality professional development drawn from key stakeholders. Committee members serve a minimum term of three years. A new committee is formed at the direction of the council in line with the latter's election cycle.

The current Professional Learning Endorsement and Advisory Council comprises:

- the chair, appointed by the President of BOSTES
- three members of the Quality Teaching Council with experience in the development and delivery of high-quality professional development
- one person drawn from each of the government school, Catholic school and independent school sectors
- one accredited teacher drawn from each of the government school, Catholic school and independent school sectors
- one teacher accredited at the higher levels drawn from each of the government school, Catholic school and independent school sectors.

Table C5 shows the membership of the Professional Learning Endorsement and Advisory Committee during 2015–16.

The capacity is available to co-opt up to three people with relevant expertise and/or experience with the professional standards and professional development, should this be required.

Overall, there should be a balance of accredited teachers from government, Catholic and independent school sectors as well as members of the Professional Teachers' Council NSW, the NSW Teachers Federation, the Independent Education Union NSW/ACT and teacher educators. A BOSTES officer from the Teaching Standards Directorate is to be the executive officer to the committee.

Table C5: Membership of the Professional Learning Endorsement and Advisory Committee in 2015–16

Position	Appointment
Chair – appointed by the President of BOSTES	Dr Frances Whalan
Three members of the Quality Teaching Council with experience in the development and delivery of high-quality continuing professional development	Ms Jennifer Dive Ms Nerina Pretlove Mr David Roach
One person drawn from each of the government school, Catholic school and independent school sectors with experience in the development and delivery of high-quality continuing professional development	Mr Daryl Buchanan, Association of Independent Schools of NSW Mrs Frances Sullivan, Catholic Education Office, Sydney Ms Lorraine Rowles, NSW Department of Education
One teacher drawn from each of the government school, Catholic school and independent school sectors with experience in the development and delivery of high-quality continuing professional development	Mr Martin Pluss, Loreto, Normanhurst (independent school teacher) Mrs Kathryn Bellach, Granville East Public School Mrs Michelle Rolfe, Our Lady Help of Christians Primary School
One teacher accredited at the higher levels drawn from each of the government school, Catholic school and independent school sectors with experience in the development and delivery of high-quality continuing professional development	Ms Janine Marcus, Tuggerah Lakes Secondary College, Berkeley Vale College Dr Gregory Cunningham, Barker College Vacant, Catholic school teacher
Three co-opted members with experience and expertise in the professional standards and continuing professional development	Ms Gemma Ackroyd, Principal, Lane Cove Public School (until 14 March 2016) Dr Karen Maras, NSW/ACT Australian Catholic University (2014)/University of NSW (2015) Ms Nicole Stojanovski, accredited – Professional Competence, primary school teacher, Corpus Christi Primary School

Appendix D – BOSTES divisions, directorates and branches

Curriculum, Teaching and Assessment and Registrar of Teachers Division

Executive Director: Paul Hewitt

The Curriculum, Teaching and Assessment and Registrar of Teachers Division encompasses a broad range of functions that affect the quality of education in NSW schools. These include:

- Kindergarten to Year 12 curriculum and assessment
- approval of initial teacher education and professional learning programs
- examination and credentials
- teacher accreditation
- the Australian Music Examinations Board (NSW).

The following directorates belong within the Curriculum, Teaching and Assessment and Registrar of Teachers Division.

Curriculum and Assessment Standards

Director: Howard Kennedy

This directorate is responsible for:

- developing and supporting the Kindergarten to Year 12 school curriculum
- the approval of alternative education programs for children of compulsory school age.

Examinations, Reporting and Credentials

Director: Anthony Drew

This directorate is responsible for:

- conducting the Record of School Achievement and Higher School Certificate programs
- administering the National Assessment Program – Literacy and Numeracy (NAPLAN) in NSW schools.

Initial Teacher Education and Professional Learning

Director: John Healey

This directorate is responsible for:

- the approval of initial teacher education courses and programs
- the approval of continuing teacher education courses and programs.

Teacher Accreditation

Director: Judith Page

This directorate is responsible for:

- accrediting teachers at conditional or provisional level
- maintaining the roll of accredited teachers
- overseeing the process of suspension and revocation of accreditation.

Australian Music Examinations Board (NSW)

Manager: Maree Lucas

- This branch is responsible for conducting Australian Music Examinations Board (AMEB) examinations in NSW.

Regulation and Governance and Registrar of Schools Division

Executive Director: David Murphy

The Regulation and Governance and Registrar of Schools Division is responsible for a range of regulatory and corporate governance and services functions, including:

- the registration and accreditation of non-government schools
- the registration process for the government schooling sector
- the regulation of teacher accreditation authorities
- approving providers of courses for overseas students
- registration of children for home schooling
- digital services and publishing
- change management
- corporate governance, including internal audit
- financial management
- human resources and industrial relations
- administrative and other office services
- information and communications technology infrastructure development, maintenance and support.

The following directorates belong within the Regulation and Governance and Registrar of Schools Division.

School Registration and Accreditation Standards

Director: Anne Keenan

This directorate is responsible for:

- the registration and accreditation of non-government schools
- approving providers of courses for overseas students
- the registration process for the government schooling system
- the regulation of teacher accreditation authorities
- the registration of children for home schooling.

Digital Strategies and Services

Director: Stephen Fyfe

This directorate is responsible for:

- the development of the digital curriculum of BOSTES, teaching and assessment support materials and services
- the delivery of online and other publishing programs
- the marketing and sales of BOSTES commercial products and services.

Change Management

Director: Jane Compton

This directorate is responsible for:

- the development and oversight of agency efficiency improvement programs
- the implementation of government-mandated and other management reforms.

Finance and Administration

Chief Financial Officer: Peter Byrnes

This directorate is responsible for financial management, human resources and industrial relations, and administrative and other office services.

Information Technology and Business Systems

Chief Information Officer: Mitra Bhar

This directorate is responsible for information and communications technology infrastructure development, maintenance and support.

Teaching Standards and Strategic Policy Division

Executive Director: Paul Martin

The Teaching Standards and Strategic Policy Division encompasses a broad range of strategic functions and initiatives that affect the quality of support from BOSTES for high-quality education in NSW, including:

- professional teaching standards
- policy analysis, evaluation and development
- research, analysis and reporting
- strategic and operational planning, implementation monitoring and reporting
- development of annual and other corporate reports
- secretariat services and support to the Board, the Quality Teaching Council and standing committees
- coordination of the ministerial correspondence and briefings programs.

The following directorates belong within the Teaching Standards and Strategic Policy Division.

Policy Analysis, Evaluation and Development

Director: Jill Heinrich

This directorate is responsible for:

- data integration and analysis related to standards arising from the BOSTES curriculum, teacher quality and accreditation, assessment and regulatory programs
- management of the strategic policy development cycle across the policy domains of BOSTES
- analysis and preparation of reports related to ministerial councils, Commonwealth and other state agencies and advisory bodies.

Data integration and analysis is one of this directorate's functions. The Research Directorate also has this function in relation to the research it conducts and commissions.

Teaching Standards

Director: Lyn Kirkby

This directorate is responsible for the development, content and application of professional teaching standards.

Research

Director: Andrew Goodyer

This directorate is responsible for:

- development of data and other exchange of information protocols
- liaison with other agencies involved in research and the analysis of data, including the Centre for Education Statistics and Evaluation
- the management of the Board's Research and Development Committee and an annual research and development program to meet the priorities of BOSTES
- development and conduct of national and international benchmarking studies to inform the adoption of best practice by BOSTES.

Strategic Planning and Board Support

Director: David Cashman

This directorate is responsible for:

- preparation and monitoring of BOSTES strategic and operational plans
- the management of the secretarial functions associated with meetings of the Board, Quality Teaching Council and other committees
- annual and other reporting
- preparing information for the development of performance agreements and reporting for BOSTES executives
- coordination of the ministerial correspondence and briefings programs.

Strategic Projects

Director: David Cranmer

This directorate is responsible for initiation and establishment of high-priority projects. The initial focus will be the NSW Government's Great Teaching, Inspired Learning reforms.

Strategic and External Relations Directorate

Director: Justine Ferrari

This directorate is responsible for:

- oversight of analysis and preparation of ministerial and presidential briefings and correspondence
- liaison with Commonwealth and other NSW education agencies and key stakeholders
- professional and administrative support to the senior executive
- supporting the development and communication of BOSTES policy
- the conduct of the events and exhibitions program of BOSTES.

Media Directorate

Director: Michael Charlton

This directorate is responsible for the management of the Board's external communication via media, social media and BOSTES channels.

Appendix E – NSW Aboriginal Education Consultative Group Incorporated

Mission and goals

The NSW Aboriginal Education Consultative Group (AECG) is recognised as the principal advisory body to the NSW Government on all matters relating to Aboriginal people from preschool to higher education.

The vision of the AECG is to:

- be the political voice of Aboriginal people in regards to quality education
- provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint
- promote respect, empowerment and self-determination – the AECG believes the process of collaborative consultation is integral to equal partnership and is fundamental to the achievement of equality
- advocate cultural affirmation, integrity and the pursuit of equality to ensure that the unique and diverse identity of Aboriginal people is recognised and valued.

The AECG aims to provide opportunities for Aboriginal people to be actively involved in all decision-making that is relevant to education and training through a collaborative and consultative process. This is central to developing the highest level of informed decision-making to ensure culturally appropriate delivery of education and training programs for Aboriginal learners and to ensure that all Australians are better informed on Aboriginal history, culture and relevant current issues.

The President of the AECG is a member of the Board of Studies, Teaching and Educational Standards NSW and also chairs the Board's Aboriginal Education Advisory Committee. The degree of responsibility and accountability of this committee has continued to broaden and it now advises the Board and the President of BOSTES.

Board curriculum committees

AECG participation on board curriculum committees is of paramount importance. It ensures that curriculum effectively meets the needs of Aboriginal students and promotes awareness and understanding of Aboriginal Australia by all students.

The AECG continues its representation on board curriculum committees and provides advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabuses, curriculum and teaching.

Healthy Culture Healthy Country

The AECG offered accredited professional learning entitled *Healthy Culture Healthy Country* to all education sectors during 2015–16. The course was developed in 2014 by Dr Shayne Williams, Consultant in Language and Culture with the AECG. The course advances the importance of maintaining local Aboriginal languages and cultures through education and offers participants the opportunity to build their knowledge and understanding of how to:

- develop a local Aboriginal cultural education
- deliver a local Aboriginal cultural education
- work effectively with local Aboriginal peoples and communities

Additionally, the course brings participants' attention to the synthesis between the health of culture, the health of Country, and the health and wellbeing of Aboriginal Australians.

Connecting to Country

The *Connecting to Country* program continued to be rolled out across NSW during 2015–16. The AECG's local and regional network plays an important role in facilitating the program, which is an accredited course for teacher registration in NSW.

Connecting to Country provides a much needed conduit between the NSW teaching fraternity and Aboriginal peoples and communities. Teachers are offered a unique opportunity to engage directly with Aboriginal Australians at the local community level.

As a result, on completion, teachers have significantly bettered the depth of their insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities.

Aboriginal languages and culture

The AECG continues to support the revitalisation, reclamation and maintenance of Aboriginal languages and culture throughout NSW. During 2015–16 the AECG coordinated a statewide Aboriginal Languages and Culture Forum at Ultimo. The forum included a series of workshops which showcased best practice in Aboriginal language and culture programs and teaching and learning practises being implemented across NSW.

In addition, towards the end of the 2015–16 financial year, the AECG was contracted by the NSW Department of Education to undertake a comprehensive project to further progress the teaching and learning of Aboriginal languages across the five Aboriginal Language and Culture Nests in NSW.

Professional learning

As a BOSTES-endorsed professional development provider, the AECG has developed, and delivered throughout 2015–16, a series of professional learning workshops around NSW. These include:

- Effective English as an Additional Language/Dialect
- Living Things: An Aboriginal Perspective for Stage 2 Science
- Personalised Learning Plans for Aboriginal Students
- Water: Stage 4 Geography
- First Contacts: Stage 2 History
- Rights and Freedoms: Stage 5 History
- Earth's Environment: Stage 2 Geography
- Aboriginal Sites: A syllabus approach.

Contact details

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Email: info@aecg.nsw.edu.au
Website: www.aecg.nsw.edu.au

Appendix F – Obligations under the Government Information (Public Access) Act

Section 125 of the *Government Information (Public Access) Act 2009* (GIPA Act) requires agencies to report annually on their obligations under the GIPA Act to the Minister responsible for the agency. A copy of the GIPA data must also be sent to the Information Commissioner.

Review of proactive release program – Clause 7(a)

Under section 7 of the GIPA Act, agencies must review their programs for the release of government information to identify the kinds of information that can be made publicly available. This review must be undertaken at least once every 12 months.

Our agency's program for the proactive release of information involves the review and identification of information and data by a working group of key stakeholders.

During the reporting period, we reviewed this program by identifying and reviewing key activities and developments that occurred during the current reporting period.

As a result of this review, we released the following information proactively:

- 2015 Statistics: statistical HSC data across a range of categories
- 2015 HSC Merit Lists: a list of students who achieved outstanding results in the HSC
- 2015 Media Guide: information and statistics for journalists
- Consultation directions and reports for syllabus development

Number of access applications received – Clause 7(b)

During the reporting period, our agency received a total of 20 formal access applications (including withdrawn applications but excluding invalid applications).

Number of refused applications for Schedule 1 information – Clause 7(c)

During the reporting period, our agency did not refuse any access applications, either wholly or in part, because the information requested was information referred to in Schedule 1 of the GIPA Act

Statistical information about access applications – Clause 7(d) and Schedule 2

Tables F1 to F8 provide details of information access applications to BOSTES during 2015–16.

Table F1: Number of information access applications by type of applicant and outcome, 2015–16

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Media	0	0	0	0	0	0	0	0
Members of Parliament	0	0	0	0	0	0	0	0
Private sector business	0	0	0	0	2	0	0	0
Not for profit organisations or community groups	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	0	0	0	0	0	0	0	0
Members of the public (other)	7	5	0	3	1	0	0	0

Note: More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table F2.

Table F2: Number of information access applications by type of application and outcome, 2015–16

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Personal information applications	7	5	0	3	1	0	0	0
Access applications (other than personal information applications)	0	0	0	0	2	0	0	0
Access applications that are partly personal information applications and partly other	0	0	0	0	0	0	0	0

Note: A personal information application is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

The total number of decisions in Table F2 should be the same as Table F1.

Table F3: Invalid information access applications, 2015–16

Reason for invalidity	Number of applications
Application does not comply with formal requirements (section 41 of the Act)	1
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	3
Invalid applications that subsequently became valid applications	2

Table F4: Conclusive presumption of overriding public interest against disclosure – matters listed in Schedule 1 of the GIPA Act, 2015–16

	Number of times consideration used
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	0
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

Note: More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table F5.

Table F5: Other public interest considerations against disclosure – matters listed in table to section 14 of the GIPA Act, 2015–16

	Number of occasions when application not successful
Responsible and effective government	0
Law enforcement and security	0
Individual rights, judicial processes and natural justice	5
Business interests of agencies and other persons	0
Environment, culture, economy and general matters	0
Security provisions	0
Exempt documents under interstate Freedom of Information legislation	0

Table F6: Timeliness of decisions on information access applications, 2015–16

	Number of applications
Decided within the statutory timeframes (20 days plus any extensions)	20
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	20

Table F7: Number of applications reviewed under Part 5 of the GIPA Act, by type of review and outcome, 2015–16

	Decision varied	Decision upheld	Total
Internal review	1	0	1
Review by Information Commissioner	1	1	2
Internal review following recommendation under section 93 of Act	0	1	1
Review by Administrative Decisions Tribunal (ADT)	0	0	0

Note: The Information Commissioner does not have the authority to vary decisions, but can make a recommendation to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision has been made.

Table F8: Applications for review under Part 5 of the GIPA Act, by type of applicant, 2015–16

	Number of applications for review
Applications by access applicants	0
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Table F9: Applications transferred to other agencies 2015–16

	Number of applications transferred
Agency-initiated transfers	5
Applicant-initiated transfers	0

Appendix G – Statutory disclosure requirements

Funds granted to non-government community organisations

BOSTES did not grant funds to non-government community organisations during 2015–16.

Legal change

The three statutes that chiefly underpin the work of BOSTES are the *Board of Studies, Teaching and Educational Standards Act 2013*, the *Education Act 1990* and the *Teacher Accreditation Act 2004*, collectively referred to as the education and teaching legislation, and the associated regulations made under that legislation.

There were no changes to the education and teaching legislation during the reporting period.

Economic/other factors affecting the achievement of operational objectives

There were no specific economic factors affecting the achievement of objectives during 2015–16. Other factors are covered in the body of this report.

Land disposal

BOSTES does not hold title to any land or buildings and was not involved in the disposal of land by other agencies in 2015–16.

Subsidiaries, partnerships, joint ventures and other associations

BOSTES' joint ventures with other organisations are described on the inside front cover and in Section 2 of this report.

Investment management performance

BOSTES is an authority listed in Schedule 2 to the Public Finance and Audit Act 1983 (PFA Act) and, as such, has authority to invest as set out in Schedule 4, Part 2 of the PFA Act. Part 1 of Schedule 4 of the PFA Act authorises, among other investments, deposits with a bank or the NSW Treasury Corporation.

BOSTES invests money in term deposits of up to 12 months' duration, offered by major Australian banks and rated A1+ by Standard and Poor's.

Liability and management performance

BOSTES does not have a level of debt at or above the level determined by the Treasurer. Accordingly, the relevant sections of the annual report Acts and regulations do not apply.

Additional matters

There were no additional matters arising after 30 June 2016 and prior to the submission of the annual report that were expected to have a significant effect on the operations or clientele of BOSTES.

Appendix H – Multicultural policies and services

BOSTES is committed to the principles of multiculturalism as contained in and required by the *Community Relations Commission and Principles of Multiculturalism Act 2000*.

During 2015–16, BOSTES promoted these multicultural principles through the initiatives and programs outlined below.

Key achievements in 2015–16

Languages education

An extensive range of languages courses were maintained, with 17 Kindergarten to Year 10 languages courses offered and 63 Board developed courses in 34 languages available for students in Years 11 and 12. All 63 languages courses were examined for the 2015 Higher School Certificate.

Included in the HSC suite of languages are 24 courses for small-candidature community languages, which include the Chinese, Indonesian, Japanese and Korean Heritage Language courses. These community languages courses are offered through the national Collaborative Curriculum and Assessment Framework for Languages, a program under the auspices of the Australasian Curriculum, Assessment and Certification Authorities.

The BOSTES Inspector, Languages, continues to be a member of the NSW Community Languages Schools Board. The board advises the Minister for Education to ensure that community languages schools provide a high-quality education. This includes providing quality teaching, curriculums and programs, as well as assessment and reporting of students' achievements.

NSW Languages Advisory Panel

In 2015–16, BOSTES continued work on implementing the recommendations of the Review of Languages Education in NSW.

The NSW Languages Advisory Panel chaired by the BOSTES President, met five times to oversee the work program. In 2015 the Panel commenced guiding the development of the first-ever languages education policy for NSW schools. Consultation on the draft policy concluded in 2016.

Ongoing consultation and collaboration with the three school education sectors, peak bodies and other key stakeholders will continue, and as the work progresses over time and new data becomes available, additional initiatives will be considered for implementation.

New Languages K–10 Framework

At its June, 2016 meeting, the Board approved a [Languages K–10 Framework](#) to guide the development of 15 new NSW Language-specific syllabuses. The Languages K–10 Framework forms the basis for the development of draft language-specific syllabuses for Arabic, Chinese, French, German, Hindi, Modern Hebrew, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish, Turkish and Vietnamese.

The first two syllabuses for Chinese and Japanese K–10 based on the new Framework are currently being developed.

Curriculum

During 2015–16, BOSTES undertook the following initiatives and programs in the area of curriculum:

- Hosted a successful annual conference of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) program in Sydney in March 2016. The CCAFL program allows states to collaborate in developing syllabuses and conducting examinations for senior secondary students in some small-candidature languages.
- Included advice about supporting students of English as an additional language or dialect in the new NSW Kindergarten to Year 10 English, Mathematics, Science and History syllabuses.
- Designed the senior secondary English as a Second Language for students of English as an additional language or dialect.
- Prescribed and suggested English texts developed by BOSTES include texts that provide perspectives on other cultures as well as texts written by international authors.
- Embedded multicultural content in all Years 7–10 syllabuses. The new NSW K–10 English, Mathematics, Science and History syllabuses include learning across the curriculum content that promotes the development of intercultural understanding as students learn to value their own cultures, languages and beliefs and those of others.

HSC examination papers and the literacy and numeracy tests

The BOSTES Principles for Setting HSC Examinations specify that ‘the language used in examination questions will be accessible to all candidates’ and that ‘questions must be free of culture or gender bias, stereotyping or tokenism’. These principles were applied when developing the 2015 HSC examinations.

A number of 2015 HSC examination papers were provided with an additional review by an expert in literacy and English as a second language (ESL) to ensure that the papers were accessible to ESL students in appropriate subject areas.

The 2015 literacy and numeracy tests were also reviewed by a literacy and ESL expert.

Recognition of overseas teachers’ qualifications

The accreditation team assesses the qualifications of overseas-trained teachers and provides them with timely and accurate advice about their capacity to be accredited.

Prospective teachers whose overseas qualifications do not meet the requirements for provisional or conditional accreditation are given advice concerning additional study options that will enable them to become eligible to teach in NSW.

Teacher professional development

During 2015–16, a number of professional development priority areas were targeted in order to increase the QTC registered course provision. The pursuit of appropriate professional development for languages teachers resulted in the endorsement of key peak bodies including Goethe Institute, HSK Mandarin Centre and Instituto Cervantes.

Diversity Skills Training is a registered training organisation that now provides QTC registered courses such as Social Inclusion and Resilience among Muslim Students.

Initial teacher education

A new NSW Supplementary Documentation: Elaborations in Priority Areas policy was approved by the Minister in October 2014. The policy describes additional requirements for the accreditation of NSW initial teacher education programs in several priority areas including teaching students with English as an additional language or dialect.

From 2015, initial teacher education programs must ensure that graduate teachers have demonstrated skills and/or knowledge, as noted below.

Knowledge

- Understanding of multiculturalism as a social policy response to cultural and linguistic diversity, and its influence on policy and legislation in the areas of migration, citizenship, anti-discrimination and human rights
- Understanding of current multicultural, anti-racism and ESL education policies, programs and services and their role in contributing to student outcomes and the equity and quality of school education
- Understanding of the concepts of culture, identity and cultural diversity with regard to education and the impact of cultural and linguistic factors on the performance of students in schools

Teaching strategies

- Understanding of the impact of culture, cultural identity and diversity in schooling, specific culture and language learning needs of students and appropriate teaching strategies
- Knowledge of the cultural and language demands and biases of classroom resources and how to modify and use them appropriately
- Understanding of the strategies and issues in relation to the education of linguistic minority students including the nature and duration of second language and literacy learning; outcomes of schooling for different cultural/linguistic groups; ESL education; bilingual and community languages education
- Development of effective teaching and learning strategies for teaching second language learners in the context of the mainstream classroom and the range of key learning areas, and for working with ESL and Community Language teachers
- Ability to work collaboratively with specialist teachers and school community liaison personnel supporting students from culturally and linguistically diverse backgrounds and establish an inclusive and collaborative classroom culture

Inclusion

- Development of skills in applying culturally inclusive practices in relation to the curriculum, classroom teaching and assessment
- Development of strategies for the establishment of partnerships with parents and community for the education of students from culturally and linguistically diverse backgrounds
- Understanding of ethical issues related to education in a culturally and linguistically diverse society, and developed strategies in the areas of values education, civic and citizenship education, and the comparative study of religion

Making Multicultural Australia website

The [Making Multicultural Australia for the 21st Century website](#) is one of Australia's leading sources of quality educational materials on multiculturalism. BOSTES developed the site in partnership with the Multicultural Programs Unit of the NSW Department of Education and the University of Technology, Sydney.

Teachers make use of the extensive quality educational materials available on the website to support the teaching of multiculturalism in the classroom, explore Australia's cultural diversity, promote tolerance and counter racism.

Translated documents

A range of useful documents for parents and caregivers is published on the BOSTES website in several community languages, including:

- Using A–E grades to report student achievement
- Higher School Certificate assessments and submitted works – advice to parents
- Information to students and parents – practical support for Higher School Certificate examinations

Priorities for 2016–17

NSW languages education review

Key actions prioritised for the Review of Languages Education in 2016–17 include:

- a new primary languages teacher specialisation in Initial Teacher Education, available at selected NSW universities from 2017
- a new K–10 languages curriculum framework and new K–10 syllabuses for Chinese and Japanese, available for schools in 2017
- the first comprehensive cross-sectoral survey on languages to establish baseline data of provision in NSW, to be administered in August 2016

Languages course prescriptions

The development of new prescriptions for Extension courses in Arabic, Chinese, French, German, Indonesian, Japanese, Modern Greek and Spanish, and Background Speakers courses in Chinese, Indonesian, Japanese and Korean, is underway. The new prescriptions will be examined from the 2019 HSC.

Appendix I – Disability Inclusion Action Plan

The continued commitment of BOSTES to the objectives of the NSW Government's Disability Policy Framework is demonstrated by the:

- development of additional course options in Years 7–10 and Stage 6 for students undertaking Life Skills outcomes and content
- review and update of support materials to assist teachers to implement courses based on Life Skills outcomes and content in schools
- review and update of advice in line with current disability legislation, in relation to meeting the needs of students with disabilities within the curriculum
- activities of the Board's Special Education Advisory Committee, which continues to provide advice on issues pertaining to students with special education needs
- continuing evaluation and response to the needs of students with a disability
- assessment of the impact of the *Disability Discrimination Act 1992* on school registration requirements and the inclusion of necessary amendments to school manuals.

BOSTES is also concerned to ensure that it complies with the NSW Department of Premier and Cabinet's circular, C2012-08 NSW Government Website Management, which requires all NSW government websites to comply with Web Content Accessibility Guidelines (WCAG) 2.0.

WCAG 2.0 compliance of the BOSTES website content is being achieved in a staged approach by prioritising areas according to the nature of material and its level of traffic.

During 2015–2016 BOSTES undertook a major review and revision of its Disability Action Plan in line with changes to legislation and any revised policy guidelines issued by the NSW Department of Ageing, Disability and Home Care.

Acronyms and abbreviations

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACT	Australian Capital Territory
AECG	Aboriginal Education Consultative Group
AMEB	Australian Music Examinations Board
AQF	Australian Qualifications Framework
ARC	Assessment Resource Centre
ATAR	Australian Tertiary Admission Rank
BOSTES	Board of Studies, Teaching and Educational Standards NSW
BOSTES Act	Board of Studies, Teaching and Educational Standards Act 2013
CCAFL	Collaborative Curriculum and Assessment Framework for Languages
ESL	English as a second language
GIPA Act	Government Information (Public Access) Act 2009
HSC	Higher School Certificate
ICT	information and communications technology
ISO	International Organization for Standardization
ITE	initial teacher education
NAPLAN	National Assessment Program – Literacy and Numeracy
NSW	New South Wales
PFA Act	Public Finance and Audit Act 1983
PPIP Act	Privacy and Personal Information Protection Act 1998
PSSE	Public Service senior executive
RoSA	Record of School Achievement
SES	socioeconomic status
STEM	science, technology, engineering and mathematics
TAFE	Technical and Further Education
VET	vocational education and training
WCAG	Web Content Accessibility Guidelines
WRAPP	Waste Reduction and Purchasing Policy

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