



Annual Report 2004

Board of Studies NSW
Office of the Board of Studies NSW

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Annual Report 2004

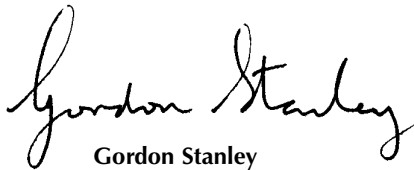
The Honourable Dr Andrew Refshauge, MP

**Deputy Premier
Minister for Education and Training
Minister for Aboriginal Affairs**

Dear Deputy Premier

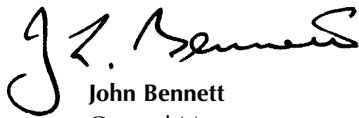
We are pleased to present the Annual Report of the Board of Studies and the Office of the Board of Studies for the year ending June 30, 2004.

The report highlights the activities and achievements of the Board of Studies and the Office of the Board of Studies over the reporting year. It addresses the requirements of Section 106 of the *Education Act 1990* as well as the *Annual Reports (Statutory Bodies) Act 1984* and the *Annual Reports (Departments) Act 1985*.



Gordon Stanley
President

Board of Studies NSW



John Bennett
General Manager

Office of the Board of Studies

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1 Function and Structure

The *Education Act 1990* established the Board of Studies NSW as a statutory body with a membership representative of community interests. The Board's responsibilities are to:

- develop curriculum and curriculum support materials for all schools from Kindergarten to Year 12
- develop and conduct examinations leading to the award of the School Certificate and Higher School Certificate
- advise the Minister for Education and Training on applications from non-government schools seeking to operate in New South Wales
- accredit non-government schools to present candidates for the School Certificate and Higher School Certificate.

The Office of the Board of Studies was established as a department in 1995 under the *Public Sector Management Act 1988*. The Office of the Board provides professional and administrative support and services to the Board. The Office also encompasses the Australian Music Examinations Board (New South Wales) and the Aboriginal Education Consultative Group and administers the home schooling program under delegation from the Minister for Education and Training.

The Board of Studies and the Office of the Board of Studies are portfolio responsibilities of the Deputy Premier, Minister for Education and Training, Minister for Aboriginal Affairs, the Hon Dr Andrew Refshauge, MP.

The Board and its Committees

The Board

The Act provides for 23 members of the Board. There are 19 appointed members, a full-time President and three persons who are members by virtue of their office (ex-officio members).

Membership during the reporting period is shown below. Members are appointed for a period of three years.

President

Professor Gordon Stanley

Ex-officio Members

Managing Director of TAFE NSW

Director-General of Education and Training or nominee

Dr Michele Bruniges (until October 2003)

Dr Alan Laughlin (from February 2004)

Ms Leslie Loble (from June 2004)

Mr Robin Shreeve (from December 2003)

Dr Gary Willmott (until September 2003)

Mr Trevor Wootten (until May 2004)

Appointed Members

One nominee of the New South Wales Vice-Chancellors' Committee:

Professor Kevin McConkey

Two nominees of the Council of the Federation of Parents and Citizens' Associations of New South Wales; one nominee to represent parents of primary school children; the other to represent parents of secondary school children:

Representing parents of primary school children: **Mr Ian Morris**

Representing parents of secondary school children: **Ms Dianne Butland**

One nominee of the Catholic Education Commission, New South Wales:

Dr Brian Croke

Mr Ian Baker (alternative member from April to June 2004)

One nominee of the Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls Schools:

Mr Phillip Heath

One non-government school teacher (other than a principal), being a nominee of the NSW Independent Education Union:

Mr Larry Grumley (from October 2003)

One parent of a child attending a non-government school, being a nominee of the Council of Catholic School Parents and the New South Wales Parents Council:

Ms Caroline Benedet

Two principals of government schools, one being a nominee of the New South Wales Council of Primary School Principals and the other being a nominee of the New South Wales Council of Secondary School Principals:

Representing primary school principals: **Ms Janet Chan**

Representing secondary school principals: **Ms Judith King**

Two nominees of the New South Wales Teachers Federation, one being a primary government school teacher (other than a principal) and the other being a secondary government school teacher (other than a principal):

Primary school teacher:

Ms Theresia Zadkovich

Secondary school teacher:

Dr Mary Fogarty

One person with knowledge and expertise in early childhood education:

Associate Professor Sue Dockett

An Aboriginal person with knowledge and expertise in the education of Aboriginal people:

Mr Charles Davison

Six other persons having, in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in New South Wales:

Professor Anthony Blake, AM

Retired Vice-Chancellor, University of Technology, Sydney

Brother Kelvin Canavan, AM

Executive Director of Schools, Catholic Education Office, Sydney

Ms Susan Gazis

Head Teacher, English, St George Girls High School

Mr John Gelling

Retired High School Principal

Mr Stepan Kerkyasharian, AM

Chairperson, Community Relations Commission

Dr Meredith Martin

Consultant in Special Education (until April 2004)

Profiles of the Board members are in Appendix 11.

The Board's Committees

The Board has a number of standing committees. These committees advise the Board on:

- Kindergarten to Year 6 issues
- applications from non-government schools for registration and accreditation
- technical aspects of the School Certificate and Higher School Certificate programs
- special cases arising from the School Certificate Tests and the Higher School Certificate Examinations.

Primary Curriculum Committee

The role of this Committee is to advise the Board on strategic issues relating to primary education in NSW having regard to the functions of the Board as set down in the *Education Act 1990*. In this context the Committee considers links between the formal school curriculum and early childhood and advises on promoting and ensuring K–12 continuity.

The membership of this committee:

Board Members

Professor G Stanley
Ms C Benedet
Ms D Butland
Ms J Chan
Dr B Croke
Associate Professor S Dockett
Mr I Morris
Ms T Zadkovich

Non-Board Members

Mr G Cook Primary school principal,
representing Aboriginal interests (*from April 2004*)

Professor A Cross Adjunct Professor in Early
Childhood Studies, Macquarie University

Dr J Farrell Senior Lecturer, School of
Education, Macquarie University,
representing the NSW Vice-Chancellors'
Committee (*from April 2004*)

Ms K Gee Primary school teacher
representing the NSW Independent
Education Union

Ms S Matthews Primary school teacher
representing Aboriginal interests (*until
February 2004*)

Ms J McDonald Director, Office of Children
and Young People, The Cabinet Office (*from
August 2003*)

Mr D McInnes Executive Officer, NSW
Parents Council Inc

Ms R Nott Coordinator – Equity Policy and
Programs, Catholic Education Commission
NSW (*temporary member from March to
June 2004*)

Mr B Powyer Assistant Director, Curriculum
(K–12), Department of Education and
Training (for Mr R Randall, Director,
Professional Support and Curriculum
Development) (*from February 2004*)

Non-Board Members (cont)

Ms D Scala Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls Schools

Ms L Vincent Primary school teacher representing the NSW Independent Education Union (*temporary member from April to June 2004*)

Ms C West Early Childhood Education Council of NSW

Ms J Whyte Assistant Director, Primary Support, Professional Support and Curriculum Directorate, Department of Education and Training (for Mr R Randall, Director, Professional Support and Curriculum Development (*until November 2003*))

Registration and Accreditation Committee

This Committee monitors non-government schools' compliance with the requirements for registration and accreditation, as specified in the *Education Act 1990*. Acting on delegation from the Board, it considers and decides applications made by non-government schools to present courses of study leading to the award of the School Certificate and Higher School Certificate.

The membership of this committee:

Board Members

Professor G Stanley

Ms C Benedet

Dr B Croke

Dr M Fogarty

Mr I Morris

Non-Board Members

Mr T Alegounarias General Manager, External Relations Policy, Department of Education and Training; Executive Director, Interim Committee for an Institute of Teachers

Mr J Baxter Chairman, NSW State Council of Christian Parent-Controlled Schools Ltd (*until February 2004*)

Mr T Chapman Executive Director, Association of Independent Schools

Mr P Lee Deputy General Secretary, NSW/ACT Independent Education Union (*until November 2003*)

Mr C Watt Research Officer, NSW/ACT Independent Education Union (*from February 2004*)

Mr G Wheaton NSW State Council of Christian Parent-Controlled Schools Ltd (*from April 2004*)

Higher School Certificate Consultative Committee

The role of this committee is to monitor the application of the Board's standards-setting procedure and approve the final performance band cut-off marks for each course.

The membership of this committee for the 2003 Higher School Certificate:

Board Members

Professor G Stanley

Non-Board Members

Professor G Cooney (School of Education, Macquarie University)

Emeritus Professor M Cooper

Associate Professor P Coutts (School of Education, Macquarie University)

Dr J McCormick (School of Education, University of New South Wales)

Emeritus Professor D Spearitt

Emeritus Professor J Mack

Dr D Tacon (School of Mathematics, University of New South Wales)

Professor J Tognolini (Australian Council for Educational Research)

Associate Professor P Southwell Keely (School of Chemistry, University of New South Wales)

School Certificate Consultative Committee

This committee was established in 1998 as part of the introduction of new external tests for the School Certificate. The role of the committee is to monitor the application of the Board's standards-setting procedure and approve the final performance band cut-off marks for each test.

The membership of this committee for the 2003 School Certificate:

Board Members

Professor G Stanley

Dr M Bruniges

Ms D Butland

Dr B Croke

Mr P Heath

Non-Board Members

Professor G Cooney (School of Education, Macquarie University)

Emeritus Professor D Spearitt

Professor J Tognolini (Australian Council for Educational Research)

Technical Advisory Committee

This is a small group that meets when needed to advise the Board on statistical issues associated with Higher School Certificate scaling and assessment moderation procedures. It comprises Board members and staff of the Office of the Board of Studies, as well as university personnel with expertise in statistics and educational measurement.

Board Members

Professor G Stanley

Dr M Bruniges

Non-Board Members

Dr J Bennett (Office of the Board of Studies)

Professor G Cooney (School of Education, Macquarie University)

Emeritus Professor M Cooper

Associate Professor P Coutts (School of Education, Macquarie University)

Emeritus Professor J Mack

Dr J McCormick (School of Education, University of New South Wales)

Emeritus Professor D Spearitt

Professor J Tognolini (Australian Council for Educational Research)

Dr R Wilson (Faculty of Education and Social Work, University of Sydney)

Examination Rules Committee

This committee meets at the end of each year to consider suspected breaches and determine penalties relating to School Certificate Tests and Higher School Certificate Examination rules and procedures. In 2003 the membership comprised Board members Ms C Benedet, Ms S Gazis and Mr T Wootten.

Special Education Committee

This 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 Board member Dr Meredith Martin, and includes representatives from the Department of Education and Training, the Association of Independent Schools, the Catholic Education Commission, the Australian Association of Special Education, the NSW Teachers Federation and the Independent Educators Union.

Aboriginal Education Initiatives Advisory Committee

This committee advises the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the Aboriginal Education Consultative Group (who is also a member of the Board of Studies) and consists of representatives from the NSW Department of Aboriginal Affairs, the Aboriginal Education Consultative Group, the Aboriginal and Torres Strait Islander Commission, the Department of Education and Training, the Commonwealth Department of Education, Science and Training, the Catholic Education Commission, the New South Wales Teachers Federation and the Higher Education Network Aboriginal Corporation. It also has representation from the Aboriginal Teachers Membership Committee (1 secondary teacher and 1 primary teacher).

Board Curriculum Committees

Board Curriculum Committees are established to monitor the development of individual syllabuses.

Memberships comprise the following:

1–2 members of the Board of Studies

2 tertiary sector nominees, nominated by the Committee of Chairs of Academic Boards

- 3 NSW Department of Education and Training nominees (2 with school backgrounds and 1 with a TAFE background for Years 7–12 projects)
- 2 NSW Teachers Federation nominees
 - 1 Independent Education Union nominee
 - 1 Aboriginal Education Consultative Group nominee
 - 1 Catholic Education Commission nominee
- 1 NSW Federation of Parents and Citizens' Associations nominee
- 1 Association of Independent Schools nominee
- 1 representative with a background in Special Education
- 1 Professional Teachers' Council NSW nominee
- 1 NSW Parents Council/Council of Catholic School Parents nominee
- 1 Primary Principals' Association nominee (for K–6 syllabus projects).

Board of Studies VET Advisory Committee

This 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. It ensures a consistent approach across VET curriculum frameworks.

The membership comprises the following:

- 1–2 members of the Board of Studies
- 3 NSW Department of Education and Training nominees (1 with school background, 1 with TAFE background, 1 with a VET background)
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 tertiary sector nominee (nominated by the Committee of Chairs of Academic Boards)
- 1 Aboriginal Education Consultative Group nominee
- 1 Industry Training Advisory Board nominee
- 1 Vocational Education and Training Advisory Board nominee
- 1 Labor Council nominee
- 1 employer representative
- 1 practising teacher representing the Independent Education Union
- 2 representatives of the NSW Teachers Federation
- 1 representative from the Federation of Parents and Citizens' Associations of NSW
- 1 Association of Independent Schools nominee
- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals' Council nominee
- 1 Council of Catholic School Parents and/or NSW Parents Council nominee.

Industry Curriculum Committees

These committees guide the development of each VET curriculum framework. They act as a reference point for the views and interests of the industry, training, university and schools sectors. Each committee focuses on a particular industry area.

The membership of each committee is as follows:

- 2 industry nominees (1 ITAB representative, 1 employer representative)
- 2 NSW Department of Education and Training nominees:
 - 1 TAFE Educational Service Division Program Manager

- 1 Officer from the Vocational Education in Schools Directorate
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 private provider, if appropriate to the industry
- 1 university representative from related industry area
- 3 practising teachers (2 representing the NSW Teachers' Federation (1 TAFE and 1 school) and 1 representing the Independent Education Union)

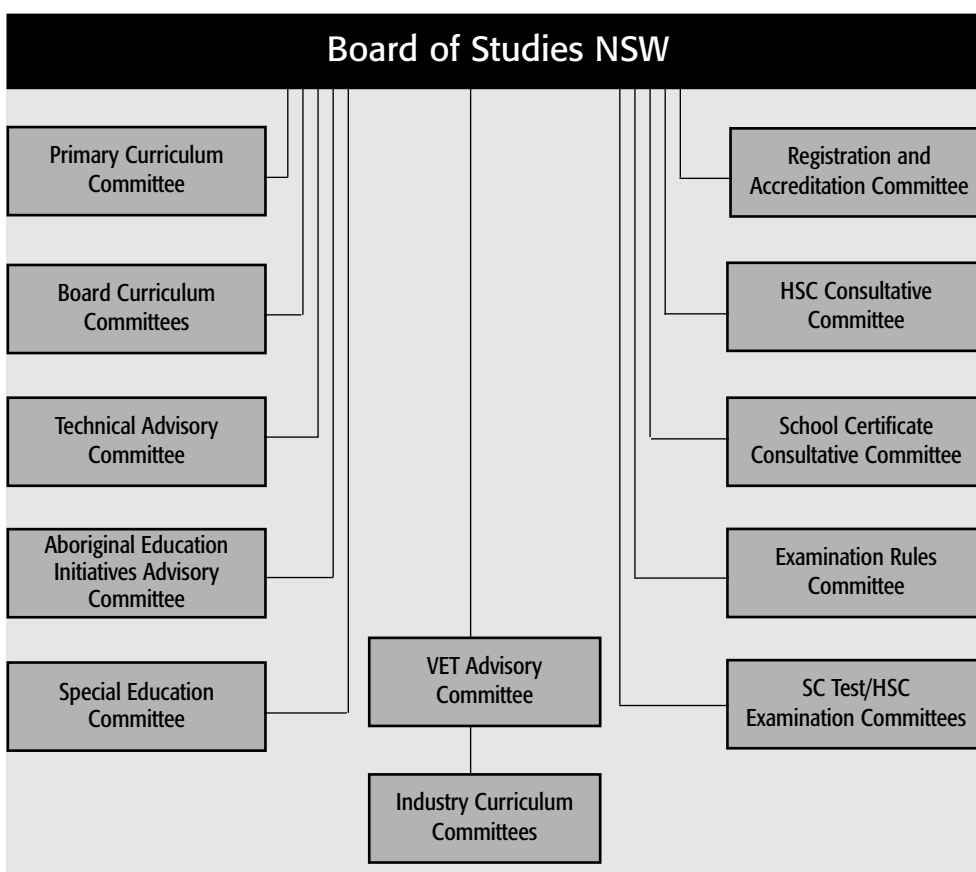
Other(s) deemed necessary by the Board.

School Certificate Test/Higher School Certificate Examination Committees

These committees write the test papers for the School Certificate and develop the examination papers and marking guidelines for the Higher School Certificate. The HSC committees also contribute to reports on student examination performance. Committees comprise teachers and representatives of tertiary institutions. They are recruited through an expression of interest process and are selected by panels.

In 2003 there were four School Certificate test committees and 80 Higher School Certificate examination committees. An additional test committee was formed to develop the trial Computing Skills test for Year 10 students.

Standing Committees of the Board of Studies



2 Mission and Goals

The mission of the Board of Studies is to provide educational leadership by developing quality curriculum and awarding secondary credentials that provide comprehensive information on student achievement.

The Board of Studies and the Office of the Board of Studies produce complementary annual planning documents. In 2003, both plans shared common goals and Key Result Areas as follows:

1. Develop high-quality courses and support materials for primary and secondary education

Key Result Areas:

- Producing standards-based syllabuses and support materials with outcomes and content that set clear expectations for student learning and provide a framework for assessing and reporting student achievement.
- Educating for work and lifelong learning.

2. Award high-quality, comprehensive and flexible credentials that meet the needs of the full range of students

Key Result Areas:

- Assessing and reporting student achievement of standards for the School Certificate and Higher School Certificate.

3. Develop and administer registration and accreditation requirements and processes that meet the needs and expectations of key groups

Key Result Areas:

- Assuring quality standards in the non-government sectors of school education.

4. Develop policies and practices reflecting contemporary national and international best practice and research

Key Result Areas:

- Identifying, developing and applying innovations in information communication technology to teaching, learning, assessment and reporting.
- Initiating and conducting research and specific projects to inform the Board's planning processes.

The Office of the Board of Studies plan included a fifth goal:

5. Effectively manage resources in support of educational goals

Key Result Areas:

- Conducting research and projects to enhance the activities and meet the responsibilities of the Office.
- Identifying and applying best-practice standards in service delivery support.
- Building strong and effective partnerships with interest groups and the wider community.

In 2003, the Board of Studies and the Office of the Board of Studies updated their three-year strategic plan, to ensure that major strategic priorities under each Key Result Area were identified. These strategic priorities were categorised as Government Education Commitments, Whole of Government Commitments or Board/Office Initiatives.

For each strategic priority identified for the 2003–04 reporting year, Actions and corresponding Performance Indicators were added. The resulting documents became the 2003–04 Operational Plans for the Board and the Office. These were captured in the individual Performance Agreements for Senior Executive Service officers and in Management Plans for each branch of the Office. This promoted a direct link between the priorities in the Strategic Plan, the Actions in the Office Plan and the responsibilities and priorities of each officer.

A full report on the status and outcomes of the major priorities committed to in the 2003–04 Office Plan follows in Section 3: Review of 2003–04.

3 Review of 2003–2004

During 2003–2004 the Board and the Office continued to implement the government's White Paper for the reform of the School Certificate and Higher School Certificate, *Securing Their Future*.

The revision of the Years 7–10 syllabuses continued during the reporting period. This review continues a cycle of revision of all primary and secondary syllabuses that began in 1995 with the *K–6 English Syllabus* and in recent years focused on the revision of the HSC syllabuses.

Thirty-six (36) new and revised Years 7–10 syllabuses and support materials were finalised and distributed to schools from December 2003 for implementation in the beginning of 2005. Life Skills outcomes and content for students with special education needs were included in all revised Years 7–10 syllabuses, reflecting the Board's commitment to ensuring access for all students to the full range of curriculum options. The final three new syllabuses have been completed, and will be distributed to schools by the end of 2004.

To assist teachers and schools implement the syllabuses, a total of 175 meetings were delivered between October 2003 and June 2004, attended by nearly 10 000 teachers.

More than 50 000 Year 10 students from 595 schools across NSW participated in the trial 2003 Computing Skills Assessment, with over 6000 students from 166 schools undertaking the online version of the trial test.

During the period the Board undertook a number of Indigenous Education initiatives including the completion and distribution of the *K–10 Aboriginal Languages Syllabus* that will actively support the revitalisation of Aboriginal languages and culture in NSW.

The Primary Curriculum Project consultation phase was completed. A set of recommendations was developed and noted by the Board. At the Board's request, the actions arising from the Project were reviewed in light of the recommendations contained in *Time to Teach – Time to Learn*, a report by Professor Ken Eltis on the evaluation of outcomes, assessment and reporting in NSW government schools. This report was released by the government in November 2003.

During 2003 the Board continued the implementation of the recommendations from the Grimshaw Report *Review of Non-Government Schools in NSW: Report 1*. This required substantial revision of the manuals that the Board of Studies provides that operationalise the requirements in relation to registration and accreditation.

Registration requirements changed and the Education Act (1990) was amended to reflect the changes. In addition, the registration system was significantly enhanced in order to manage additional registration requirements. The system was also added to the eBOS suite of online transactional services, allowing schools to manage their registration processes online.

The Office continued to make use of new technologies to enhance and improve Board communications, programs and services. Improvements to the Office's information and communications technology (ICT) infrastructure were consolidated and online services to schools and students were enhanced and expanded.

More than 250 publications were added to the Board's internet site, which continued to experience an increased number of visitors. A range of educational interactive multimedia materials was produced that include several educational websites and CD-ROM standards packages for selected 2003 School Certificate tests and Higher School Certificate examinations.

Contact and liaison with the education community was strengthened throughout 2003–2004. Presentations were held across the state for teachers, parents and interest groups to promote teacher and community awareness of the Board's work especially in relation to the evaluation of the new HSC, the revision of the new Years 7–10 syllabuses and the development and trialling of the Computing Skills Test for Year 10 students.

The 2003 School Certificate tests and Higher School Certificate examinations were held for more than 140 000 candidates. Credentials were issued to approximately 210 000 students (including students completing Preliminary courses for the Higher School Certificate). Both School Certificate and Higher School Certificate programs were conducted within budget and on schedule.

The above achievements in curriculum and assessment development, and the School Certificate test and Higher School Certificate examination programs would not have been possible without the very substantial input of thousands of teachers, subject specialists, academics and other individuals. The Board of Studies and the Office gratefully acknowledge their contribution.

The following pages report on these achievements in greater detail and describe many other initiatives commenced or completed during the year.

Goal 1:

Develop high-quality courses and support materials for primary and secondary education

The Board of Studies is responsible under the Education Act 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.

For Kindergarten to Year 6, the Board has provided syllabuses in each of the following learning areas: English; Mathematics; Science and Technology; Human Society and Its Environment; Personal Development, Health and Physical Education; and Creative and Practical Arts.

The secondary curriculum to Year 10 is grouped into eight key learning areas: English; Mathematics; Science; Human Society and Its Environment; Languages; Technological and Applied Studies; Creative Arts; and Personal Development, Health and Physical Education.

Syllabuses are organised in stages as follows:

Stage 1 – Kindergarten to Year 2

Stage 2 – Years 3 and 4

Stage 3 – Years 5 and 6

Stage 4 – Years 7 and 8

Stage 5 – Years 9 and 10

Stage 6 – Years 11 and 12

Students who complete schooling to the end of Stage 5 and meet the relevant requirements are eligible for the School Certificate. Students who complete schooling to the end of Stage 6 and meet the relevant requirements are eligible to present for the Higher School Certificate.

Key Result Area 1.1

Producing standards-based syllabuses and support materials with outcomes and content that set clear expectations for student learning and provide a framework for assessing and reporting student achievement

Actions	Key Performance Indicators	Status as at June 30, 2004
Continue the development and distribution of all revised Years 7–10 syllabuses and support materials in accordance with the K–10 Curriculum Framework	Parent and Community Package published	Parent and Community Package due to be published in Term 3 2004
	38 Years 7–10 syllabuses approved, published and distributed to schools along with a 4-page introductory guide to each syllabus	All new and revised Years 7–10 syllabuses approved. 36 published and distributed to schools with 4-page introductory guides by the end of 2003. The remaining new and revised Years 7–10 syllabuses will be distributed in the next reporting period
	Draft descriptions of levels of achievement for all completed syllabuses distributed for consultation	Consultation draft descriptions of levels of achievement for Stage 4 and Stage 5 have been developed for all 38 syllabuses
	Sample assessment tasks, programming advice and units of work published for all completed syllabuses	Sample assessment tasks, programming advice and units of work have been developed for all 38 syllabuses and published for 35
Ensure civics and citizenship knowledge, skills and understanding are incorporated in all Years 7–10 syllabuses	CD-ROM containing annotated work samples published for all completed syllabuses	CD-ROMs containing annotated work samples have been developed for all 38 syllabuses and published for 35
	Cross-curriculum content embedded in syllabus content of all Years 7–10 syllabuses	Cross-curriculum content, including civics and citizenship and multiculturalism knowledge, skills and understanding, embedded in the content of all syllabuses

Actions	Key Performance Indicators	Status as at June 30, 2004
Develop materials to communicate the placement of information and communication technologies across the curriculum to schools	ICT embedded in Years 7–10 syllabuses mapped and published	Information and communication technologies embedded in the content of all syllabuses
	Brochure showing the ICT outcomes in the Years 7–10 curriculum mapped to ICT skills (Communicate Research Organise Project Solve–CROPS) published	Mapping of ICT in revised mandatory and Stage 4 and 5 syllabuses completed and published on the website in April 2004
Produce support materials for Life Skills components of Years 7–10 syllabuses	Support material for English and Mathematics Life Skills outcomes and content published	Sample assessment activities, programming advice and units of work distributed to schools in December 2003
	Booklet containing generic advice, sample assessment tasks, programming advice and units of work to support the Life Skills outcomes and content in each syllabus published	Booklet containing generic advice, planning and programming advice, and units of work to support the Life Skills outcomes in 38 new and revised syllabuses. (The unit for non-Aboriginal languages is generic.)
	Life Skills support components added to CD-ROMs for each syllabus	A CD-ROM of the booklet was distributed to schools
Develop support materials for the Aboriginal Languages K–10 Syllabus	Syllabus published and distributed to schools along with 4-page introductory guide to the syllabus	The Aboriginal Languages K–10 Syllabus and introductory guide distributed to schools in September 2003
	K–10: Draft descriptions of levels of achievement distributed for consultation	Aboriginal Languages draft DLAs distributed for consultation
	K–10: Phase 2 CD-ROM comprising K–10 sample assessment tasks, programming advice and units of work with an emphasis on long-term, sustainable support for languages revival published	Published and distributed
	K–10: Phase 3 CD-ROM comprising K–10 annotated work samples published	Published and distributed

Actions	Key Performance Indicators	Status as at June 30, 2004
Enhance Years K–10 support materials from an Aboriginal perspective	K–6: Project definition statement for K–6 support document project developed	Developed
	K–6: Support document comprising programming advice, units of work, sample assessment tasks and annotated work samples published	Ongoing action-research project, due for completion in 2005
	In-school research completed and data collected for Mathematics in Indigenous Contexts Years 6–8	Research and collation of data completed. Three secondary schools were involved in school-based research
	Integrated Curriculum for Aboriginal Perspectives Years K–6 support materials published	Units of work were published on the Board of Studies website in Term 2 2004
Implement improvements to the delivery of Board services to Indigenous students in accordance with the 'NSW Service Delivery Partnership Agreement – The Way Forward'	In-school research completed and data collected for Aboriginal Perspectives in Years 7–10 Science	School-based research and data collection was completed. Aboriginal Perspectives in Science were included in the <i>Assessment for Learning in a Standards-referenced Framework</i> CD-ROM
	Indigenous people involved in Indigenous cultural studies in school curriculum	Continued involvement of Aboriginal Education Consultative Group
Establish a curriculum review and syllabus evaluation program	Access of Aboriginal students to Stage 5 VET courses reviewed	Review in progress. A pilot project to improve participation and engagement of Aboriginal students is being developed.
	Curriculum review and syllabus evaluation process planned and scoped	Policy paper endorsed by the Board in 2003 for consultation
	Draft program for syllabus evaluation established	Consultation with key groups underway
	Program approved by the Board	Pending result of consultation

Actions	Key Performance Indicators	Status as at June 30, 2004
Review and revise syllabuses as necessary in accordance with the curriculum review and syllabus evaluation program	Implementation of existing Stage 6 and K-6 syllabuses evaluated and priorities for syllabus revision identified	Pending final approval of policy paper
	Syllabus review and revision conducted according to established evaluation cycle	Pending final approval of policy paper
Produce support materials for the Mathematics K-6 Syllabus	CD-ROM of annotated student work samples (including Stage 4 activities) published	CD-ROM of annotated work samples distributed to schools in December 2003
	Parent and community brochure published	Publication of brochure did not proceed due to reallocation of resources to implement recommendations contained in the report by Professor Ken Eltis, <i>Time to Teach – Time to Learn</i> . A detailed parent and community package was published in the previous reporting period.
	Mathematics K-6 support document for students with special needs published	This project did not proceed
Finalise recommendations from the Board's Primary Curriculum Project and establish strategies for implementing recommendations	Strategies for implementation of recommendations endorsed or noted by the Board	Strategies have been reviewed in terms of the actions to implement the recommendations made in the report <i>Time to Teach – Time to Learn</i>
	Recommendations endorsed by the Board	The Board noted recommendations in December 2003. At the Board's request, the actions arising from the project were viewed in light of the recommendations contained in <i>Time to Teach – Time to Learn</i> , a report by Professor Ken Eltis of the evaluation of outcomes, assessment and reporting in NSW government schools that was released by the government in November 2003

Actions	Key Performance Indicators	Status as at June 30, 2004
Implement recommendations from the Board's Primary Curriculum Project	Note: Recommendations yet to be determined	Strategies have been reviewed in terms of the actions to implement the recommendations made in the report <i>Time to Teach – Time to Learn</i>
Develop a K–12 languages policy and recommendations to address the long-term decline in language enrolments	Draft Provision of Languages Policy reviewed Consultation undertaken on draft Provision of Languages Policy Provision of Languages Policy endorsed by the Board	Total language enrolments have been increasing in years 11–12 since the introduction of the New HSC with year 11 students in 2000. The 7–10 curriculum review allowed for substantial consultation and revision of all 7–10 language syllabuses. This resulted in the development and distribution of new K–10 language syllabuses, designed to strengthen the study of languages from K–10
Continue revision of Stage 6 Beginners Languages syllabuses	Current Beginners Languages syllabuses reviewed Literature review – experts contracted to research current pedagogical underpinnings of the courses Current examining and reporting models for Beginners Languages courses reviewed and generic examination specifications and performance bands reviewed Beginners Languages evaluation report produced	Current Beginners Languages syllabuses reviewed against Board criteria for syllabus evaluation and development, through consultation with key groups and individuals and data collected by the Office Literature review conducted, including a review of national and international practice into the teaching and learning of languages Work in progress on generic examination specifications. Model for performance bands under development Evaluation report and broad directions for revision endorsed by Board June 2004 Draft framework for Beginners Languages developed

Actions	Key Performance Indicators	Status as at June 30, 2004
	Consultation on the generic Stage 6 Framework for Beginners Languages courses including examination and assessment models undertaken	Consultation has been scheduled to commence in the next reporting period
	Framework for Beginners Languages courses endorsed by the Board	Progressing toward endorsement
	Draft band descriptions developed and distributed	Will be developed following development of syllabuses
Review prescriptions of Languages Extension and Background Speakers courses	Consultation undertaken on current and future language course prescriptions	Consultation survey distributed in April 2004. Evaluation reports developed June 2004, based on survey responses
	'Examinability' of proposed prescriptions checked	Pending review of nature of prescriptions
	Draft texts and contemporary issues prescribed	The Office will review the number and nature of texts prescribed for study
	Consultation on draft prescribed texts and contemporary issues undertaken	Pending review of nature of prescriptions
	Language course prescriptions endorsed by the Board	Pending review of nature of prescriptions
Commence the review of Stage 6 Mathematics course provision	Consultation on current Stage 6 Mathematics course provision commenced and literature reviewed	Plan for review considered at Board meetings in August and October 2003 Timeline deferred for consideration at November 2004 Board meeting to allow time for teachers to engage with and implement the new Years 7–10 syllabuses

Actions	Key Performance Indicators	Status as at June 30, 2004
Revise Stage 6 Ancient History, Modern History and Studies of Religion syllabuses	Ancient History and Modern History	
	Broad directions for syllabus review endorsed by the Board	Broad directions for syllabus review endorsed by the Board in August 2003
	Consultation undertaken on draft syllabuses, assessment specifications and consultation report	Consultation undertaken from December 2003 to March 2004
	Syllabuses finalised and endorsed by the Board	Syllabuses finalised and endorsed by the Board in June 2004
	Support materials published	Support material development to commence in the next reporting period
	Examination materials published	Ancient History and Modern History specimen examinations in final stage of development
	Studies of Religion	
	Consultation undertaken on amended specifications for 2004 examination	Examination specifications and internal assessment requirements being developed as part of syllabus
	Broad directions for syllabus review endorsed by the Board	Broad directions for syllabus review endorsed by the Board in August 2003
	Consultation undertaken on draft writing brief	Consultation undertaken from November 2003 to February 2004
	Interim examination specifications endorsed by the Board	Interim examination specifications to be implemented from 2004 HSC examination
	Writing brief endorsed by the Board	Writing brief endorsed by the Board in June 2004
	Specimen examination questions published	Specimen examination showing the type of questions under the interim examination specifications placed on the Board's website in March 2004

Actions	Key Performance Indicators	Status as at June 30, 2004
	Consultation on draft syllabus undertaken	Consultation will occur on the draft syllabus during Terms 3 and 4, 2004
Develop a framework for the Assessment Resource Centre on the website	Framework for Assessment Resource Centre developed	Framework developed. Assessment material for Stage 6 and for Stage 5 English, Maths and PDHPE in place
	Interactive online facility ready for small-scale trialling by selected teachers and schools	Workgroup of 25 teachers currently accessing site to view Stage 5 work samples. Sharing work via email grouplist
Develop jointly with the Department of Education and Training an educational program of values, responsibilities and character for all NSW government schools	Executive committee established	Committee established March 2003
	Overview of program including agreed set of values developed	Collaboration resulted in a Ministerial statement, <i>Values in NSW Public Schools</i> , released in March 2004
	Program prepared for trialling in 2005	Ministerial statement aims to assist schools to embed core value principles into programs and policies on an ongoing basis

Major Programs for Key Result Area 1.1

Producing standards-based syllabuses and support materials with outcomes and content that set clear expectations for student learning and provide a framework for assessing and reporting student achievement

Primary Curriculum – Stages 1–3

The Primary Curriculum Project commenced in 2002 to identify, through consultation with teachers, the issues involved in the effective use of the six syllabuses in primary schools. Structured consultation throughout 2003 culminated in a set of recommendations that were noted by the Board in December 2003. At the Board's request, the actions arising from the project were reviewed in light of the recommendations contained in *Time to Teach – Time to Learn*, a report by Professor Ken Eltis of the evaluation of outcomes, assessment and reporting in NSW government schools that was released by the government in November 2003. A draft set of mandatory outcomes has been developed. Consultation will take place in Term 4 2004.

To support the implementation of the revised K–6 Mathematics syllabus, a CD containing sample units of work, assessment activities and annotated student work samples was distributed to schools in December 2003. A 40-page document entitled *Introducing Mathematics K–6 to Parents and Community Members* was distributed to schools in

November 2002 and published on the K–6 website. An additional one-page parent and community brochure was scheduled for publication in this reporting period, summarising the key points contained in the document. Publication of this brochure did not proceed due to reprioritising needs.

Secondary Curriculum – Stages 4 and 5

Work on the revision of the Years 7–10 syllabuses continued during the reporting period, guided by principles outlined in the K–10 curriculum framework. The total number of new and revised Years 7–10 syllabuses will be 42. Three of these were distributed to schools in the previous reporting period (English, Mathematics and PDHPE). Thirty-six new and revised Years 7–10 syllabuses were endorsed by the Board of Studies and distributed to schools by December 2003. Three of these were new syllabuses in Aboriginal Languages, Work Education, and Marine and Aquaculture Technology (CEC). The final new syllabuses have been completed and endorsed and will be distributed to schools in the next reporting period. These are Physical Activity and Sports Studies (CEC), Photographic and Digital Media, and Visual Design.

To assist teachers and schools implement the syllabuses, a range of support materials and workshops were delivered. 175 workshops were held between 17 October 2003 and 28 June 2004. Almost 10 000 teachers attended these workshops, held in both regional and metropolitan venues. Support materials on programming and assessment were developed and distributed to schools. The CD *Assessment for Learning in a Standards-referenced Framework* featured sample assessment activities and annotated samples of student work.

Cross-curriculum content, including Civics and Citizenship and Multiculturalism knowledge, skills and understanding are incorporated in all Years 7–10 syllabuses. Each syllabus features explicit statements that provide an overview of the cross-curriculum content embedded within each syllabus.

Content relating to the use and understanding of information and communication technologies (ICT) have been embedded in all new and revised Years 7–10 syllabuses. An interactive database was uploaded onto the Board of Studies website in April 2004 to assist teachers to plan and program units of work by providing an overview of ICT references in each of the mandatory Stage 4 and 5 syllabuses.

Life Skills outcomes and content have been included in all new and revised Years 7–10 syllabuses to cater for the small percentage of students for whom it is determined that this pathway is appropriate. To assist teachers implement Life Skills courses, support materials have been developed. *Advice on Planning, Programming and Assessment* for English and Mathematics were distributed to schools in December 2003. An additional 248-page support document was dispatched to schools in Term 3 2004 to support Life Skills components of all other new and revised Years 7–10 syllabuses.

Stage 6 Curriculum

The revision of the Languages Beginners syllabuses has been guided by the principles outlined in the NSW Government's White Paper, *Securing Their Future*. Evaluation of the current syllabuses against criteria established for all Higher School Certificate courses has been completed.

The revision of the Languages Beginners syllabuses takes into account the findings of educational research relating to national and international practice in the teaching and learning of modern languages. The Board endorsed the Evaluation Report and the broad directions for the syllabus revision in June 2004.

A review of current course prescriptions for Classical Languages Continuers, Background Speakers and Modern Languages Extension courses commenced. An evaluation survey was dispatched in April 2004. Evaluation reports, based on survey responses regarding current prescriptions and suggestions for future prescriptions, were produced in June 2004.

The Board endorsed broad directions for the review of the Ancient History and Modern History syllabuses in August 2003. Key stakeholders throughout December 2003 and March 2004 consulted on draft syllabuses and assessment specifications. The Board endorsed the final syllabuses in June 2004.

The Board endorsed broad directions for the review of the Stage 6 Studies of Religion syllabus in August 2003. Key stakeholders consulted on the draft writing brief throughout November 2003 and February 2004. Consultation included surveys and eight statewide consultation meetings. The submission of the draft writing brief to the Board for endorsement was delayed to allow curriculum writers time to address concerns raised by the Board Curriculum Committee. The Board endorsed the final writing brief in June 2004. The draft syllabus will be available for consultation throughout Terms 3 and 4 2004.

Aboriginal Education

The K-10 Aboriginal Languages syllabus was dispatched to schools early in Term 3 2003 for implementation in 2005 with Years 7 and 9 students. The syllabus actively supports the revitalisation of Aboriginal languages and culture in NSW. Teaching programs and units of work were developed and dispatched to schools in Term 4 2003 to support the implementation of this syllabus.

Research for the Mathematics in Indigenous Contexts project continued. The project responds to transition issues experienced from Stage 3 to Stage 4. This work continues the original program aims which are to develop:

- culturally and contextually appropriate teaching units for Mathematics
- real and sustainable partnerships between parents, communities, teachers and schools
- new models of training and development to implement syllabus documents.

Units of work appropriate for students in Years 6 to 8 have been developed and trialed in schools and will be made available on the Board of Studies website.

The Integrated Curriculum for Aboriginal Perspectives Years K-6 project provides teachers with examples of where and how curriculum connections can be made across a range of key learning areas in ways that demonstrate the meaningful integration of Aboriginal perspectives. Two units of work were launched on the Board of Studies website in Term 2 2004.

The Board of Studies has committed its support to the ten-year plan to improve service delivery of NSW Government programs and support to Aboriginal communities in accordance with the *'NSW service delivery partnership agreement – the way forward'*.

The Board of Studies facilitates and supports the work of lead agencies, including Department of Education and Training, to achieve endorsed outcomes relating to education, culture and heritage. Broad indicators for the Board of Studies include:

- development of effective curriculum and support for Aboriginal communities
- development of culturally inclusive programs
- inclusion of Aboriginal perspectives across the curriculum.

Implementation of Recommendations of the Royal Commission into Aboriginal Deaths in Custody

The Board of Studies has partial responsibility (in conjunction with the NSW Department of Education and Training) for implementing recommendations 289, 290, 291, 292 and 298 of the Report of the Royal Commission into Aboriginal Deaths in Custody (RCIADIC).

Each recommendation has been partially implemented in an ongoing process, as syllabuses, support materials and teaching kits have been developed and revised.

The Board of Studies seeks to address the underlying disadvantages experienced by Aboriginal people by promoting social justice through education. The main focus is to provide curriculum material that improves the educational outcomes of Aboriginal students and that increases all students' knowledge and understanding of Aboriginal history, cultures and societies.

During 2003, work continued on a number of significant projects that focused on the learning outcomes for Aboriginal students. They included:

- Maths in Indigenous Contexts K–6 (web)
- Integrated Primary Curriculum Linkages K–6
- Science Years 7–10 Aboriginal support document – Science in Indigenous Contexts Years 7–10
- Maths in Indigenous Contexts Years 6–8
- Aboriginal Languages K–10 Support – Languages Project 2 (web)
- Multistage Integrated Primary Curriculum.

Recommendation 289 of the RCIADC relates to pre-schooling programs. Board of Studies syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups and the importance of equity and inclusiveness.

Recommendation 290 is:

That curricula of schools at all levels should reflect the fact that Australia has an Aboriginal history and Aboriginal viewpoints on social, cultural and historical matters. It is essential that Aboriginal viewpoints, interests, perceptions and expectations be reflected in curricula, teaching and administration of schools.

Curriculum writers are informed by the Board's Statement of Equity Principles, which recognises the importance of consultation and involvement of Aboriginal people in the process of curriculum development. In addition, support to syllabus writers has been developed as part of the K–10 cross-curriculum statements. The Aboriginal and Indigenous statements indicate cross-curriculum content that will provide all students with the opportunity to develop knowledge and understanding of Indigenous history and culture both in Australia and internationally.

The Statement of Equity Principles also requires writers of syllabuses and support materials to ensure that the curriculum 'reflects the fact that Australia has an Indigenous Australian history and reflects Indigenous Australian viewpoints, interests, perceptions and expectations on social, cultural and historical matters'. The statement also requires writers to 'incorporate strategies to enable all students to develop a knowledge of, appreciation for, and empathy with, Indigenous Australian peoples, cultures and histories'.

In addition, the statement of Equity Principles includes a section, 'Promoting Indigenous Australian Perspectives', which directly reiterates the Board's commitment to the implementation of the education-related recommendations of the RCIADIC.

Recommendation 291 relates to the support and participation of the local community in the development of curriculum and other materials.

Members of the Aboriginal Curriculum Unit of the Office of the Board of Studies worked in close consultation with the NSW AECG in attending and participating in meetings and workshops at the local, regional and State levels during the reporting period. All writing workshops involved Aboriginal participants, including Aboriginal teachers, Aboriginal Education Assistants and Aboriginal community members.

During 2003, the Board undertook extensive consultations with key Aboriginal people and organisations in support of its work in Aboriginal languages, Mathematics K–10 and primary curriculum. In November 2002 the Board endorsed the development of a syllabus support document that would meet the specific needs of Aboriginal parents and communities in implementing the new *Aboriginal Languages K–10 Syllabus*.

The Office contracts Aboriginal people as writers, consultants and artists in the development of syllabuses and resources.

The Board's Aboriginal Education Initiatives Advisory Committee (AEIAC) meets approximately once each school term to advise the Board of Studies on curriculum issues and Aboriginal education.

An all-Aboriginal committee has in previous years guided and informed the development of the NSW Australian Indigenous Languages Framework. The President of the NSW AECG is a member of the Board of Studies.

All Board Curriculum Committees are required to include a member representing the Aboriginal Education Consultative Group, the peak New South Wales body for advising the Government on Aboriginal education. The Higher School Certificate Aboriginal Studies Examination Committee has an Aboriginal representative.

Recommendation 292 is for a course of study to inform students on social issues.

During 2003, the Board continued its work in the area of curriculum review and development for Years 7–10. The K–10 Curriculum Framework provided broad directions for this revision. As a consequence, cross-curriculum content in the area of Aboriginal and Indigenous perspectives has been embedded in the essential content of all syllabuses. Examples of this are on the following page.

History Years 7–10 Syllabus	In Stage 4 students will develop a knowledge and understanding of Aboriginal and Indigenous peoples of the world and the nature of contact history. In Stage 5, students will develop a knowledge and understanding of the changing rights and freedoms of Aboriginal people in the 20th century.
Geography Years 7–10 Syllabus	The revised <i>Geography Years 7–10 Syllabus</i> considers the importance of land to Aboriginal people in contemporary society in cultural and economic terms. Through their understanding of the unique relationship that Aboriginal people have to land, students are able to view contemporary social and political issues involving indigenous people from a range of perspectives. Students have the opportunity in both Stages 4 and 5 to study Indigenous people.
Aboriginal Studies Years 7–10 Syllabus	The revised <i>Aboriginal Studies Years 7–10 Syllabus</i> has been developed to include a core (Part 1 – Aboriginal Identity and Part 2 – Aboriginal Autonomy) and ten options including a school-developed option. A central aspect of the course is the involvement of the local community in both the planning and teaching of the course.

The Board also undertook extensive consultation with communities as part of both its *Aboriginal Languages K–10 Syllabus* development and *Mathematics in Indigenous Contexts Years 6–8 projects*. Feedback on both projects guided the development of syllabus and curriculum support materials.

Social issues, including the legal system and civil liberties, are embedded in the *Human Society and Its Environment (HSIE) K–6 Syllabus*. These issues are also addressed in the Stages 4–5 History and Geography courses.

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

The Board of Studies promotes the participation of Aboriginal people in its core functions through:

- a dedicated seat on the Board of Studies for ‘an Aboriginal person with knowledge and expertise in the education of Aboriginal people’
- ongoing consultation with the NSW AECG and other relevant Aboriginal organisations
- positions within the Office of the Board of Studies Aboriginal Curriculum Unit for which Aboriginality is an essential criterion
- employment of other Aboriginal people as project officers, curriculum writers, consultants and administrative staff
- ensuring representation of Aboriginal people on various advisory, planning and writing groups.

Curriculum Development Policy

In December 2003, the Board of Studies endorsed a policy paper outlining a systematic approach to manage curriculum change. The systematic approach outlined in the paper will involve regular, ongoing syllabus evaluation. At the Board's request, consultation with key stakeholders has commenced to inform the development of the final policy. Syllabus evaluation will commence in the next reporting period, following the approval of the Curriculum Development Policy.

Board of Studies and Department of Education and Training joint curriculum initiatives

A committee including representatives from the Office of the Board of Studies and the Department of Education and Training was established in March 2003 to consider values in NSW government schools. The committee reviewed a wide range of values programs, affirmed a set of core values and developed draft teaching materials. The project findings were used to develop the Ministerial statement – *Values in NSW Public Schools*.

The Office of the Board of Studies and the NSW Department of Education and Training established a coordinated plan in November 2003 to support the implementation of the Years 7–10 syllabuses, in order to meet commitments made by the NSW Government in its Quality Teaching plan. The agreed strategy was outlined in the *Coordinated plan to support the implementation of Years 7–10 syllabuses*. Ongoing, regular meetings of staff of the Office and the Department have been held to map, plan and execute curriculum support material development.

A joint steering committee comprising members of the Board and the Department was established to implement the recommendations of the Eltis evaluation report *Time to Teach – Time to Learn*. The role of the committee throughout the reporting period was to oversee the development of mandatory outcomes, models and advice for reporting to parents and consultation plans.

Key Result Area 1.2:
Educating for work and lifelong learning

Actions	Key Performance Indicators	Status as at June 30, 2004
Review VET course provision for Stages 5 and 6	Course provision in Stage 5 reviewed	Meeting of key stakeholders held in June 2004 to consider policy options and future actions
	Certificate levels offered in Stage 6 reviewed	Process in place to review certificate levels as each Stage 6 Framework course is reviewed
Evaluate the need for and feasibility of developing a Stage 6 Work Studies syllabus in light of the uptake of VET frameworks	Methodology and rationale of feasibility study established	Project to be reviewed following implementation of Years 7–10 Work Education syllabus in 2005
	Consultation undertaken with stakeholders on broad directions for developing syllabus	
	Feasibility study report tendered for consideration at Board meeting	
Review VET frameworks as training packages are revised and endorsed	Frameworks for Primary Industries, Construction, Metal and Engineering, and Information Technology amended, revised or redeveloped	Primary Industries revised framework endorsed by the Board in September 2003
		Entertainment revised framework completed.
		Construction revised framework completed for submission to the Board in September 2004
		Mapping of revisions to Metal and Engineering and Information Technology frameworks commenced pending release of training packages by the Australian National Training Authority (ANTA)

Annual Report 2004

Review of 2003-2004

Actions	Key Performance Indicators	Status as at June 30, 2004
	Consultation on revised frameworks undertaken	Consultation on revised Primary Industries framework conducted Consultation on draft Entertainment Industry framework conducted Consultation on revised Construction framework commenced
	Frameworks distributed to schools	Revised Primary Industries Curriculum framework distributed in October 2003
	Examination specifications amended where necessary and specimen papers published where necessary	No changes required at this date
	Performance descriptions amended as necessary	No changes required at this date
Evaluate the implementation and operation of the University Developed Board Endorsed Courses (UDBEC) program 2003–2004	UDBEC program operates efficiently and universities receive timely advice on course applications	Universities notified of receipt of application, initial recommendation of Board Appraisal Panel and Board decision within 10 working days
	University personnel provide effective input to Appraisal Panel	Representative of the Committee of Chairs of Academic Boards (CCAB) has attended all meetings of Appraisal Panel. Input has included negotiation to revise forms and appraisal of applications
	Evaluation report provided to the Board and to the Committee of Chairs of Academic Boards by June 2004	Report provided to June 2004 meeting of CCAB on current courses offered and student enrolment data. Evaluation surveys formulated but held over to include 2004 data
Explore avenues and models for students to receive credit transfer for university courses based on their achievements in HSC courses	Proposal placed before Committee of Chairs of Academic Boards	Following a briefing paper prepared by the Office of the Board of Studies, the Deputy Premier wrote to university vice-chancellors seeking their in-principle agreement to HSC university credit transfer

Actions	Key Performance Indicators	Status as at June 30, 2004
Strengthen links with universities to enable students to undertake university-developed courses while still at school	Committee of Chairs of Academic Boards working party established to develop a pilot program for eligible school students to undertake first year university courses	Discussions ongoing with a representative of the CCAB
Explore options for students to take teacher education subjects at TAFE and university for the HSC	Board Endorsement Panel and Board Appraisal Panel receive applications for endorsement of teacher education-related courses appropriate to the Stage 6 curriculum	Two University Developed Board Endorsed Courses in teacher education currently endorsed. Discussions on feasibility with other universities have also taken place.

Major Programs for Key Result Area 1.2

Educating for work and lifelong learning

Vocational Education and Training (VET)

A meeting of key stakeholders was held in June 2004 to review Stage 5 VET Course provisions to consider policy options and future actions.

A project to evaluate the need for and feasibility of developing a Stage 6 Work Studies syllabus in light of the uptake of VET frameworks was deferred. This project will be reviewed following implementation of the Years 7–10 Work Education syllabus in 2005.

VET frameworks for the Higher School Certificate are based on Training Packages recognised under the Australian Qualification Framework (AQF). As the training packages are revised and endorsed, the corresponding frameworks need to be reviewed. Consultation on the Primary Industries revised framework occurred in June–July 2003. The Board endorsed this document in September 2003. The Primary Industries revised framework was distributed to schools in October 2003. Consultation has been undertaken on the draft Entertainment Industry framework. Work on the Construction revised framework commenced in June 2004.

2003 AQF credentials issued

Qualification Level	All Stage 6 VET ¹		Year 12 students ² (Frameworks only)	
	Certificate	Statement of Attainment	Certificate	Statement of Attainment
Cert I	2687	3952	1703	266
Cert II	12621	22676	12520	4786
Cert III	125	182	6	61

¹ These figures include all students in year 11 and/or year 12 who have qualified for a Certificate or Statement of Attainment by completing a Framework course, a school-

delivered Content Endorsed VET course or a school developed VET Course. Students enrolled in TAFE-delivered non-framework VET courses receive credentials directly from TAFE and are not included in this table.

² Only students who completed Framework courses in Year 12 2003 are counted in these columns.

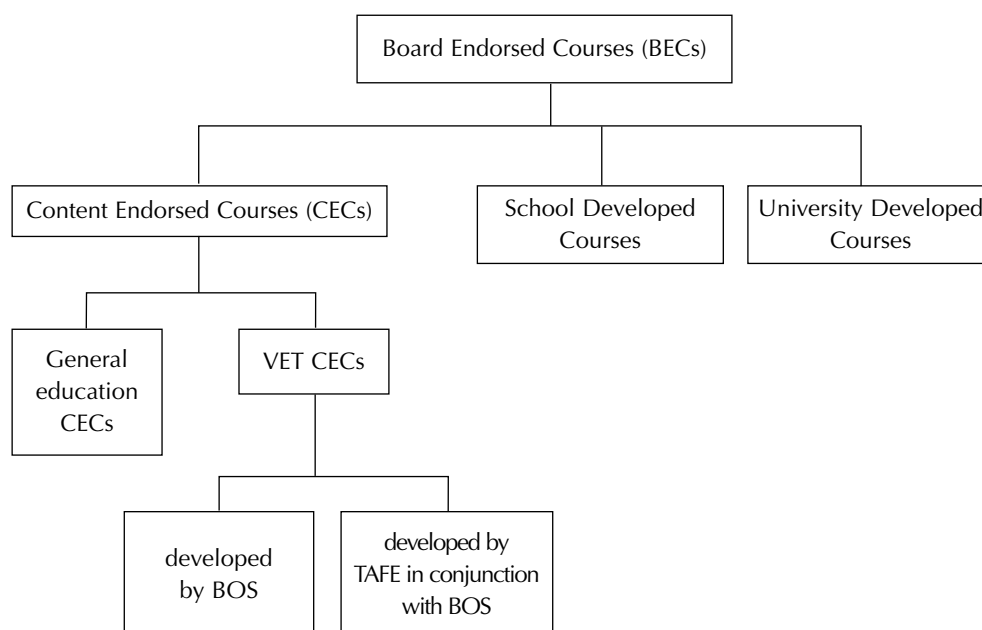
Board Endorsed Courses

There are three categories of Board Endorsed Courses — Content Endorsed Courses (CECs), School Developed Courses (SDCs) and University Developed Board Endorsed Courses (UDBECs).

Content Endorsed Courses are developed by the Board to cater for a wide candidature in areas of specific need not served by Board Developed Courses. TAFE-delivered CECs and VET CECs are categories of Content Endorsed Courses.

School Developed Courses are designed by an individual school, or group of schools, to meet the local needs of a group of students.

University Developed Courses are developed by universities in conjunction with a school or group of schools or school system for the particular needs of high ability Stage 6 students.



Content Endorsed Courses

Work has continued throughout the reporting period on the development of syllabuses to replace school-designed courses with high candidatures in related areas. For Stage 5, work on the Physical Activity and Sports Studies (CEC) syllabus was completed and the Marine and Aquaculture Technology (CEC) syllabus was developed as part of the 7–10 curriculum review.

School Developed Courses

The term School Developed Course (SDC) refers to courses that are submitted to the Board by schools for endorsement in Stage 5 for the School Certificate or in Stage 6 as Preliminary or HSC units. The courses may be included in a student's pattern of study, but the results in these courses are not eligible for inclusion in the calculation of the Universities Admission Index (UAI). SDCs may be endorsed for a maximum of four years.

In 2003–2004, the Board Endorsement Panel considered 281 courses, a slight increase on the previous year. The number of School Developed Course proposals varies from year to year:

Year	Stage	Proposals	Approvals
2003–04	Stage 5	239	227
	Stage 6	42	39
2002–03	Stage 5	168	158
	Stage 6	78	70
2001–02	Stage 5	350	295
	Stage 6	162	122
2000–01	Stage 5	176	131
	Stage 6	382	317
1999–00	Stage 5	510	467
	Stage 6	308	285

A range of factors influences the number of courses submitted to the panel. The number of Stage 6 courses proposed by schools has decreased significantly. This reflects the breadth of syllabus offerings available in Stage 6 from 2001. The only exception has been continued demand for endorsement of Applied Mathematics courses. In Stage 5 there has been an ongoing interest in the development of School Developed Courses especially in the areas of Religion and Child Studies.

University Developed Board Endorsed Courses

University Developed Board Endorsed Courses (UDBECs) supplement and extend the Higher School Certificate curriculum for high achieving students in Stage 6. The courses may be included in a student's 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 UAI. Some form of university credit is usually attached to these courses.

The criteria for endorsement of UDBECs are consistent with those used for any new courses developed or endorsed by the Board. Requirements are set out in the Board's document *University Developed Board Endorsed Courses in the New HSC: Guidelines and Application Form*, which is available on the Board's website and was last updated in December 2002.

Applications are due on the last Friday in May and come before the Board Appraisal Panel in June each year. Recommendations for endorsement are then forwarded to the Board in time for the courses to be implemented the following year.

Ten courses were endorsed for study at the 2003 Higher School Certificate with one new course being recommended for endorsement by the Board Appraisal Panel in 2003 for

implementation in 2004. More than 100 students from more than 20 schools were entered to study one or more of the courses.

Distinction Courses

Distinction Courses are challenging university level courses designed for high achieving senior secondary students who have accelerated in at least one HSC course ahead of their year cohort.

Distinction Courses in Philosophy, Cosmology and Comparative Literature were available for study by eligible students in 2003 and were delivered by distance education through Charles Sturt University (Cosmology and Comparative Literature) and the University of New England (Philosophy).

In 2003, there were 99 students enrolled, 41% of whom came from government schools. Forty percent of the Distinction Course students in 2003 were female and 60% male. Nineteen percent of the candidature was drawn from schools beyond the Sydney Metropolitan area.

Ninety percent of the 2003 Distinction Courses candidature was awarded a university grade of Distinction or High Distinction and 25% were listed as All Rounders in the 2003 HSC.

Articulation

Recognition of Prior Learning

'Recognition of prior learning' (RPL) is a generic term for the two ways (credit transfer and advanced standing) by which the Board of Studies may recognise formal or informal study for the Higher School Certificate. The document *Recognition of Prior Learning for the Higher School Certificate*, which gives detailed advice about the Board's RPL provisions, is available on the Board's website.

The Board's RPL arrangements provide for individual students. The provisions are primarily for those students who are re-entering the education system to seek the award of the Higher School Certificate. The Board may grant this recognition as:

- credit transfer for study successfully completed in TAFE or another recognised post-secondary institution; or
- advanced standing, under which students may be exempted from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes. Principals make determinations about advanced standing after assessing the learning outcomes achieved by the student.

In the reporting period 18 students were granted credit transfer for post-secondary study completed before they commenced Higher School Certificate study. Schools have continued to seek advice about RPL and to use it as a means of allowing students' previous studies to contribute to the award of the Higher School Certificate.

HSC/TAFE Credit Transfer

The HSC/TAFE credit transfer program provides an important link between the senior school curriculum and post-school vocational education, training and work. It gives students moving from school into TAFE the opportunity to gain credit for Higher School Certificate courses towards their TAFE vocational qualification. Receiving credit for both general education and VET courses studied at school can increase students' opportunities and also increase for them the relevance and appeal of both TAFE courses and the Higher School Certificate.

Credit transfer arrangements are negotiated between the Board of Studies and TAFE. The amount of recognition within each subject is based on similarity of outcomes between courses in the Higher School Certificate and TAFE courses. In some cases, the proportion of the TAFE course granted to students as credit will vary according to the core/elective modules completed during HSC study. Schools may package clusters of general HSC courses with complementary VET courses to increase the amount of recognition students may gain in TAFE.

At present, students can gain credit from more than 50 HSC courses into more than 650 TAFE courses. If they have credit, students will do fewer modules in their TAFE courses and complete their qualifications faster.

Comprehensive information about HSC/TAFE credit transfer is available at www.det.nsw.edu.au/hsctafe.

Goal 2:

Award high-quality, comprehensive and flexible credentials that meet the needs of the full range of students

The Board of Studies is responsible for issuing the School Certificate (at the end of Year 10) and the Higher School Certificate (at the completion of Year 12). The eligibility criteria for these certificates are specified in the Education Act 1990. Included in the criteria are requirements for students to be assessed via internal school-based assessment and via statewide public examinations.

Students receive a Record of Achievement that identifies the courses of study they have successfully completed and the results they have achieved. The School Certificate Record of Achievement includes courses completed during Stage 5 (Years 9 and 10). The Higher School Certificate Record of Achievement includes all courses successfully completed during Stage 6 (Years 11 and 12). For each course with external assessment, students will receive a course report that clearly identifies what the student knows and can do. Test reports are issued for the School Certificate external tests, and course reports are issued for the Higher School Certificate Board Developed Courses. The results of students are reported against clearly defined standards. Students undertaking Life Skills courses also receive a Student Profile identifying what they have achieved with respect to Key Learning Area outcomes. At the Higher School Certificate level, results from externally examined courses may be used to calculate the Universities Admission Index (UAI).

Students who complete a course of study that is also accredited under the Australian Qualification Framework, receive a statement of attainment showing the units of competency they have achieved, and may also receive an AQF Certificate if eligible. These certificates are nationally recognised.

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

Key Result Area 2.1:

Assessing and reporting student achievement of standards for the School Certificate and Higher School Certificate

Actions	Key Performance Indicators	Status as at June 30, 2004
Review criteria for and format of HSC achievement lists	Criteria and format for HSC achievement lists determined and accepted for 2004 HSC	Criteria reviewed for 2004
Conduct 2003 Year 10 Trial Computing Skills Assessment for all schools nominating to participate	Online test available for trialling by all schools that are able to participate	There were 6354 students from 166 schools that undertook the trial test online
	Trial CSA10 test conducted	Trial test conducted. 595 schools were involved in the 2003 trial
	CSA10 test marks captured	Trial of unique CSA10 response capture and electronic marking completed
	Standards-setting process trialled	As the reporting model for the test has not been finalised, trialling of standards-setting has not been carried out at this stage
	High quality support provided to schools electing to submit CSA10 assessment data	Support provided
	Test results analysed and reported to trialling schools	Individual student results were available through the Principal's Results List in Schools Online. Individual school mean performance in each computing skill area compared to the state's mean performance was provided to trialling schools
	Format for reporting of CSA10 finalised	Options for reporting will be developed and considered in the light of feedback and data from the 2004 trial
	Specimen paper published	Mandatory implementation delayed to 2006
	Performance Bands refined	Mandatory implementation delayed to 2006

Actions	Key Performance Indicators	Status as at June 30, 2004
	CSA10 assessment support materials developed and published	All NSW secondary schools were provided with copies of support materials on CD-ROM. These materials were also placed on a computing skills page on the Board's website
Implement the mandatory Year 10 Computing Skills Assessment from the beginning of 2004	CSA10 model for 2004 approved by the Board	Model for 2004 trial approved by the Board in March 2004.
	Legislation amended to include CSA10 as mandatory requirement for the School Certificate	Education Act 1990 amended in October 2003 to include a mandatory Computing Skills Test for the 2006 School Certificate
	Mandatory test developed	Mandatory implementation delayed to 2006
Provide updated advice to schools in relation to conducting the internal HSC assessment program	Procedural guide for HSC assessment published	'HSC assessment in a standards-referenced framework' booklet published in hard copy and on web
	Advice provided to schools on the future of HSC assessment in a standards-referenced framework	'HSC assessment in a standards-referenced framework' booklet provides advice on best practice
Maintain and review SC and HSC examination and marking programs	Chief Examiner role implemented	In September 2002, 82 people were appointed to be Chief Examiners for the 102 HSC courses and 4 SC tests in 2003 and 2004. The role was successfully implemented, and brought an added dimension of quality to the Board's examining processes
	Feedback from 2002 review informs planning and implementation of 2003 HSC and SC programs	Trialling of the Chief Examiner role was conducted during marking of the 2002 HSC examinations, which aided the successful implementation of the role

Actions	Key Performance Indicators	Status as at June 30, 2004
	2003 programs reviewed	2003 program review completed Consultative Committee procedures adjusted to facilitate the effective operation of the committee. Further training will be provided in 2004 to Chief Examiners to enable them to effectively monitor the implementation of marking guidelines
Evaluate and update ACE Manual content and format	ACE Manual format and content better reflect the needs of teachers and schools in more user-friendly style	ACE Manual updated as necessary on Board's website and changes noted in the <i>Board Bulletin</i> Official Notices

Major Programs for Key Result Area 2.1

Assessing and reporting student achievement of standards for the School Certificate and Higher School Certificate

School Certificate Assessment Program

School Certificate Grading

The School Certificate Record of Achievement Part A details the grades A–E awarded to Year 10 students in the courses they present for the School Certificate. The grades are awarded by schools on the basis of the students' achievement in relation to the outcomes of the course, as described in the Course Performance Descriptors for each course. The Office of the Board of Studies monitors the statewide pattern of grades awarded, and the awarding of grades by schools. When necessary, schools are requested to reconsider the awarding of grades in particular courses.

Life Skills Student Profiles

Students with special education needs may undertake generic Life Skills courses. These courses are based on curriculum frameworks that are adapted from the Board's Minimum Curriculum Guidelines. They identify essential aspects of each key learning area in the context of programs developed by schools.

A Student Profile reports on the student's achievements in each key learning area where a Life Skills course was undertaken. Schools will report to the Board on the student's individual achievements, determined by the school, based on the student's progress in Stage 5. In 2003, there were 1878 students who received a Student Profile after completing one or more Life Skills courses.

School Certificate Tests

Tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship were mandatory for all Year 10 students in 2003. A further trial Computing Skills test was undertaken.

Test papers and marking guidelines were produced, in accordance with the Board's principles, by committees of practising teachers working under the leadership of a Chief Examiner, and in conjunction with a Senior Assessment Officer as project manager. Board Inspectors and Supervisors of Marking of the tests also had roles in ensuring the quality of the tests and marking guidelines. Each test paper was also independently assessed by an experienced teacher who had recently taught the subject at Year 10 level.

The School Certificate tests were conducted on 10 and 11 November 2003 in approximately 750 centres under the supervision of Presiding Officers appointed by the Office of the Board of Studies. Approximately 82 000 students sat the tests.

The preparation of these tests involved:

- 5 test committees
- 23 test committee members
- 7 assessors
- 63 committee meetings
- printing of 465 000 test papers, totalling almost 19 million printed pages.

Special Examination Provisions

Special Examination Provisions for the tests were requested by 4680 students. This represents an increase of approximately 3% over the previous year.

The Special Examination Provisions program is designed by the Office of the Board of Studies to ensure that candidates with special examination needs (verified by functional evidence) can:

- access the questions in the School Certificate tests
- communicate their responses.

The program has parameters for the level of support it can provide and it must be considered within the context of a timed examination situation and equity for the candidature across the state. The program's aim is to offer practical help to students by providing support such as a writer, a reader, a computer, extra time to write, extra time to rest, coloured examination papers and examination papers in Braille or large print.

The Test Development Unit produced 849 School Certificate special provisions papers, including 22 Braille papers, 328 coloured papers, 281 large print papers and 218 special papers.

School Certificate Marking

More than 1200 markers were appointed to assess students' responses in the four School Certificate tests. Marking was conducted in various Sydney metropolitan marking venues.

Illness and Misadventure Appeals

The Board has delegated to school principals the authority to determine student illness and/or misadventure appeals for the School Certificate. In 2003, 1219 individual students submitted appeals; 1198 students had all their appeals upheld.

Students may appeal to the Board if they disagree with the principal's decision. Eleven students submitted appeals to the Board. The appeals of two students were upheld. The principal's decision was confirmed in the other nine cases.

Nine whole-group appeals were submitted to the Board by principals. Eight were upheld or partially upheld and one was declined.

Trial Computing Skills Assessment in Year 10 (CSA10)

In 2003, a reference group was established to monitor the progress of the CSA10 project and to assist the Office with advice to the Board. Substantially more schools nominated to participate in 2003 than the previous year. In June–July 2003, focus group meetings were held at four central venues (South Coast, Central Coast, Orange and Sydney) to gauge the readiness of schools for the implementation of the Year 10 Computing Skills Test.

More than 50 000 students from 595 government and nongovernment schools across New South Wales participated successfully in the trial computing skills assessment. The trial gave schools the option to do a pen and paper test or an electronic version of the test delivered online. While most of the schools trialled the pen and paper version of the test, 166 schools, with over 6000 students, successfully undertook the electronic versions of the test. This represented a substantial increase on the schools and students participating in 2002, when 14000 students from 155 schools participated in the trial, of which 1000 students from 35 schools undertook the online test.

All schools that trialled either the pen and paper test or the electronic test were provided with a summary of results for those Year 10 students who attempted the test.

In October 2003 the Minister announced the Computing Skills Test would be made mandatory in 2006 to coincide with the first School Certificate tests based on the revised Years 7–10 syllabuses which have information and communication technologies (ICT) incorporated into the content.

In October 2003, Parliament approved legislation amending the Education Act 1990, to require a computing skills test for Year 10 students as a mandatory prerequisite for the award of the School Certificate from 2006.

The computing skills that will be tested in the 2004 trial computing skills test have been grouped into the following five skill areas:

- perform basic computer operations
- demonstrate basic word-processing skills to create, work with and modify text documents
- demonstrate basic spreadsheet and database skills to create, work with and modify files
- demonstrate basic graphics and multimedia skills to create, work with and modify graphics and multimedia-based files
- demonstrate internet/intranet communication and research skills (including email).

School Certificate Reporting and Credentialling

The School Certificate is awarded to eligible students who have completed Stage 5 (Years 9 and 10). Successful School Certificate students receive a portfolio of credentials consisting of:

- a testamur
- a Record of Achievement Part A listing all Stage 5 courses completed and, where appropriate, the grades awarded
- a Record of Achievement Part B recording the results awarded for the School Certificate tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship
- a School Certificate Test Report for each test undertaken.

In 2003, 81 989 students were enrolled for the School Certificate, of whom 80 072 received a full credential.

The 2003 School Certificate was awarded to students on 11 December 2003. Each student was given a School Certificate Folio in which to present their certificate, school reports and other records.

Higher School Certificate Examinations

Administration and Conduct

The administration and conduct of the HSC examinations involved:

- 18 days of written examinations
- practical examinations/projects in Agriculture, 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 language courses
- more than 6000 examination supervisors
- 12 written examination marking sites
- more than 7400 markers assessing students' written scripts, practical examinations and submitted works
- more than 750 casual clerical staff.

Special Examination Provisions

For the 2003 HSC examinations, special provisions were requested by 3351 students. This represents an increase of approximately 6%.

The Special Examination Provisions program is designed by the Office of the Board of Studies to ensure that candidates with special examination needs (verified by functional evidence) can:

- access the questions in the Higher School Certificate examinations
- communicate their responses.

The program has parameters for the level of support it can provide and it must be considered within the context of a timed examination situation and equity for the candidature across the state. The program's aim is to offer practical help to students by providing support such as a writer, a reader, a computer, extra time to write, extra time to rest, coloured examination papers and examination papers in Braille or large print.

The Test Development Unit produced 893 Higher School Certificate special provisions papers, including 17 Braille papers, 365 coloured papers, 351 large print papers and 160 special papers.

Illness and Misadventure Appeals

Students who are prevented from attending an examination (including a speaking/listening or practical examination), or who consider that their performance has been affected by illness or misadventure immediately before or during an examination, may request special consideration of their examination results. In 2003, individual appeals were received from 4541 students. Of these, 4188 were totally or partially upheld and 353 were declined. One hundred and five whole-group appeals were received. Eighty-nine of these were upheld.

Special Cases

The Board's Examination Rules Committee considered 18 cases of suspected malpractice or breach of examination rules and made determinations under delegation from the Board.

Higher School Certificate Marking

Higher School Certificate Metropolitan and Regional Day Marking

The metropolitan and regional day marking programs continue to provide teachers who would not normally be able to participate in evening marking sessions an opportunity to gain insight and experience into the standards being achieved by students presenting for the Higher School Certificate. Each year the Office rotates day-marked subjects with the aim of providing opportunities to teachers across as many courses as possible.

In 2003 approximately 12% of the total marking hours were set aside for day marking, across five marking centres in both metropolitan and regional areas. These centres were established in Bathurst, Wagga Wagga, Coffs Harbour, Tamworth (two centres) and the Sydney Showground and Exhibition Centre.

Metropolitan Day Marking – Sydney Showground, Olympic Park

Aboriginal Studies

Ancient History

Engineering Studies

Geography

Modern History (core component)

School Certificate English (Part F)

Physics

Textiles and Design (written)

Regional Day Marking

Subject	Venue
Agriculture	Tamworth
English (Advanced)	Bathurst
English (Advanced)	Wagga Wagga
English (Standard)	Tamworth
English (Standard)	Coffs Harbour

The Office also aims to ensure that the impact of day marking on schools is minimised, through consulting with the principals of schools where more than two applicants are successful, and by meeting the full cost of relief to the school for every teacher appointed to a day-marked subject.

Country Transfer of Duty Marking Program

In a joint initiative with the Department of Education and Training, the Office continues to conduct the Country Marker Transfer of Duty Program.

The program provides opportunities for marking for country teachers who have no previous marking experience.

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

In 2003, 35 teachers were appointed to participate in this program across a variety of subjects.

Standards-setting Operation

The Board of Studies reports student achievement in the Higher School Certificate examinations and the School Certificate tests 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, associated with descriptions of typical performance descriptions at that band.

The procedure used by the Board of Studies for setting standards has a strong theoretical foundation, and is based on the use of professional judgement, informed by statistical reports and student responses. The procedure has been used since the introduction of the School Certificate tests in 1998. For the Higher School Certificate examinations, it was trialled in 1999 and 2000, and introduced for the New HSC in 2001.

The procedure involves using teams of highly experienced lecturers/teachers/markers (referred to as judges) to determine the examination mark that corresponds to the borderline between each performance band. The procedure involves several stages, giving the judges the opportunity to refine initial recommendations. Once the Board accepts the band cut-off marks for each course, they are used to produce the examination mark for each student as reported on their Record of Achievement.

Services for HSC Students

Higher School Certificate Advice Line

The Higher School Certificate Advice Line is a telephone service designed to help students with their preparation for the Higher School Certificate examinations. For 25 cents, students from anywhere in New South Wales can access expert advice on selected subjects.

In 2003 the Advice Line supported 25 courses. Each course was supported until the evening before the final examination. It operated from Monday 29 September to Tuesday 11 November. Eighty lines were available, with more than 800 teachers providing advice. The Advice Line responded to 22 660 calls in 2003.

Release of HSC Results

A single page Student Result Summary is mailed to all HSC students to ensure they have access to their results before the end of the year. The Office provides three other services to allow students to access their results on the day that results are released. From 6am 19 December, 14 033 students were sent their results via SMS, eBOS Students Online (internet release of results) was accessed by 37 725 students and the telephone release of results service was accessed by 5156 students.

Examination Inquiry Centre

The 2003 Higher School Certificate Examination Inquiry Centre opened to coincide with the release of HSC results and operated for two weeks. The centre enabled students to ask questions regarding aspects of their results, including performance bands and assessment marks. More than 4100 inquiries were received from students across the state. This was a reduction of 20% compared to the previous year.

Clerical Rechecks

Students may apply for a clerical recheck of their Higher School Certificate results. The recheck is to confirm that all marks have been correctly entered on the Office's corporate computer system. In 2003, there were 1825 course clerical rechecks of Higher School Certificate results.

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 Office staff, and, where appropriate, the Supervisor of Marking also reviews the case and provides feedback. Following the release of results for the 2003 HSC, 63 inquiries were received.

Higher School Certificate Reporting and Credentialling

Students who meet all of the requirements for the Higher School Certificate receive a portfolio of credentials consisting of:

- a testamur
- a Record of Achievement listing all Stage 6 (Preliminary and HSC) courses completed and, where appropriate, the results achieved

- a Higher School Certificate Course Report for each externally examined Board Developed Course undertaken
- a Statement of Attainment listing competencies achieved for school-delivered VET courses, if applicable
- a Certificate for VET qualifications achieved under the AQF, if applicable.

In 2003, 74 547 students successfully completed Preliminary courses. Details of the courses completed by each student were reported on a Record of Achievement and where appropriate, a Statement of Attainment and AQF Certificate.

In 2003 the Higher School Certificate candidature was 64 788 of whom 60 758 received a full HSC. Students were offered 157 different courses, including 3 Distinction courses, chosen from 82 subject areas.

Most students presented five or six courses, with each course involving at least one examination paper, typically of three hours' duration.

Students with Special Education Needs

There were 1171 students undertaking one or more Board Developed Life Skills courses for their Higher School Certificate.

2004 Higher School Certificate Entries

- At the end of Term 1, 2004 there were 68 510 students enrolled for at least 1 HSC course.
- Over 25% of HSC students are enrolled in at least one Extension course (note: this does not include students in VET specialist studies)
- 27% of HSC students are enrolled in at least one VET course
- There were increases across all of the more challenging English courses – English (Advanced) increased by 11%, English Extension 1 by 18% and English Extension 2 by 6%.
- Entries in Mathematics Extension 1 were up by 7% and entries in Mathematics Extension 2 increased by 11%.
- Entries in History Extension increased by 6%.

Assessment, Certification and Examination (ACE) Manual

The *Assessment, Certification and Examination (ACE) Manual* describes rules and procedures for the School Certificate and Higher School Certificate. It is produced by the Office of the Board of Studies to inform principals, teachers, parents and students of requirements for these awards.

Schools were notified of any changes to rules and procedures listed in the ACE Manual in 2003–2004 through the Official Notices published in the *Board Bulletin*. The electronic copy of the ACE Manual on the Board's website was updated as changes occurred.

Goal 3:

Develop and administer registration and accreditation requirements and processes that meet the needs and expectations of key groups

Under the Education Act, the Board of Studies is responsible for:

- providing advice and making recommendations to the Minister for Education and Training 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 School Certificate 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.

Key Result Area 3.1:

Assuring quality standards in the non-government sectors of school education

Actions	Key Performance Indicators	Status as at June 30, 2004
Establish revised requirements for the registration and accreditation of non-government schools resulting from the Grimshaw Review and amendments to the Act	Manual for the Registration and Accreditation of Individual Non-government Schools in NSW and Manual for the Registration of Systems of Non-government Schools in NSW revised and published	Revised manuals were endorsed by Board and approved by Minister May 2004. Manuals published and distributed to schools in Term 3 2004
	Legislation and/or administrative guidelines amended as required	Legislation amended and Board manuals revised
Evaluate the changes to non-government schools registration in terms of the implications for home schooling	Possible impact of changes on home schooling requirements identified	Mapping of minimum curriculum guidelines against Board syllabuses completed
	Legislation and/or administrative guidelines amended as required	Legislation amended. Revised guidelines under development

Major Programs for Key Result Area 3.1

Assuring quality standards in the non-government sectors of school education

Registration of Non-government Schools

The major purpose of registration is to ensure that the requirements of the Education Act are being met. The purpose of accreditation is to satisfy the Board that the requirements for the School Certificate and/or Higher School Certificate are being met.

Non-government schools may be registered either as individual schools or as members of an approved registration system. A registration system is responsible for ensuring its member schools comply with the Act. There are currently 13 registration systems in New South Wales, comprising schools administered by the Catholic Education Offices, the Seventh-Day Adventist Church and Christian Schools Australia Ltd. The Board monitors the processes used by registration systems on an annual basis, to ensure that their members comply with the Act.

Categories of registration include 'primary education', 'secondary education', or 'education of a kind for children of a kind prescribed by the regulations under the Act'. The Board's Registration Committee, under delegation from the Board of Studies, makes recommendations to the Deputy Premier, in his capacity as Minister for Education and Training, on the registration of schools on the basis of inspection of schools or through the advice of the Registration Systems.

The Board is also the authority that grants recognition to overseas schools that provide their students with courses of study which give them eligibility for the NSW School Certificate and/or Higher School Certificate.

Review of Non-government Schools in NSW

During 2003 the Board continued the implementation of the recommendations from the *Review of Non-government Schools in NSW: Report 1*. This required revision of the manuals that the Board of Studies provides for individual non-government schools and systems of non-government schools that operationalise the requirements in relation to registration and accreditation.

The revision process for the manuals commenced in early 2003 and focused initially on the development of the *Registered and Accredited Individual Non-government Schools (NSW) Manual*. A working draft of this manual underwent consultation from 16 September to 3 October 2003. Consultation was extensive and involved individual non-government schools, systems of non-government schools and other relevant key bodies.

Responses from the consultation on the *Registered and Accredited Individual Non-government Schools (NSW) Manual* were used to develop a working draft of the *Registration Systems and Member Non-government Schools (NSW) Manual*. Representatives from the systems of non-government schools across New South Wales, the Catholic Education Commission, the Independent Education Union and the Association of Independent Schools considered the working draft of the manual.

Feedback provided during the consultation showed very strong support for the way in which the requirements for registration had been operationalised in the working draft of each manual. It also demonstrated that the format of the draft manuals assisted schools and systems in understanding the requirements and the way in which compliance with the requirements could be demonstrated.

Responses gathered during consultation were used to amend the draft of each manual. The amended drafts and the consultation report in relation to each manual were considered at the Registration Committee of the Board of Studies on 26 November 2003. Following consideration of the draft manuals by the Registration Committee, Board Officers developed a set of draft forms to accompany each manual.

Education Amendment (Non-Government Schools Registration) Act 2004

The development of the draft manuals both depended upon and informed the development and consultation of the draft *Education Amendment (Non-Government Schools Registration) Bill 2004*. The Bill was introduced into the Legislative Assembly on 12 February 2004 and received the Governor's assent on 24 March 2004.

The amendments were proclaimed and came into force progressively from 1 May 2004. The *Registered and Accredited Non-government Individual Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual*, were endorsed by the Board of Studies and approved by the Deputy Premier who approved the manuals as Board rules in his capacity as Minister for Education and Training.

The enhanced registration requirements in the revised manuals focus not only on the curriculum and its delivery but also on policies and procedures that foster the provision of a safe and supportive environment in which students can develop their educational potential. In addition, these requirements clarify a range of policies and procedures that need to be in place to ensure good governance, compliance with other legislation, transparency of operations and mechanisms for accountability to the school community.

New Requirements for Registered Non-government Schools

The new requirements for registered non-government schools relate to:

Corporate governance – Schools must be constituted as, or conducted by, legal entities that are accountable for their contractual obligations. Owners, operators and members of governing bodies are required to demonstrate accountability in terms similar to those applying to members of other public or corporate bodies.

Teaching standards – Schools should have the capacity to deliver the courses of study for which they are registered and accredited with a high standard of quality of teaching. Pending the operationalisation of the NSW Institute of Teachers, the Board of Studies has identified interim requirements.

Student welfare – Schools are required to demonstrate they have in place policies and procedures to provide for the mental, physical and emotional wellbeing of students.

Educational programs – Schools are required to base their courses of study on the outcomes of Board syllabuses, address the developmental needs of students and assist students to achieve their educational potential.

Boarding facilities – Schools that operate boarding facilities are required to demonstrate that they have in place policies for the safety and welfare of boarders.

Public reporting – Schools are required to participate in annual reporting to their communities against 'core' educational and financial indicators.

From June 2003 to April 2004 the previous registration manuals applied and the inspection process for non-government schools operated through the submission by schools of documentation or through visits to schools by Board Inspectors and the maximum period of registration that could be recommended was six years.

From 1 May 2004 the inspection process took account of the transition arrangements under the amendments to the Education Act. Under the transition arrangements the manuals apply:

- immediately for proposed new non-government schools and non-government schools seeking to provide new Years of schooling
- from 1 January 2005 with respect to the amendments to the Act relating to the minimum curriculum for primary education and for secondary education (Years 7 to 10) and immediately with respect to the other amendments to the Act for non-government schools whose registration and/or accreditation expires at the end of 2004
- from 1 May 2005 with respect to the amendments to the Act relating to the minimum curriculum for primary education and for secondary education (Years 7 to 10) and immediately with respect to the other amendments to the Act for all other non-government schools.

Under the amendments to the Act the maximum period of registration that can be granted to an established school is five years and the maximum period of registration that can be granted to a new school or schools seeking to provide new Years of schooling is one year provisional registration.

Registration Statistics 2003–04

In 2003–04 the Board's Registration Committee recommended renewal of the registration of 19 non-government secondary schools, 15 non-government primary schools and two schools of a prescribed kind, one having dual high school registration, as both a registered school and a school that caters for foreign nationals and children of foreign nationals. Registration was granted to a further 40 non-government schools providing schooling in both the primary and secondary years.

The Board's Registration Committee recommended registration for nine new schools in 2003–04. Three established schools added a new campus and one school added five new campuses.

Renewal of exemption from registration was recommended for one school offering primary and secondary education because of a conscientious objection on religious grounds. The school's exemption was processed by an inspection visit.

The Board granted renewal of accreditation to 72 non-government secondary schools. Six schools with special school status were granted accreditation by the Board of Studies, including a new high school campus of a school whose other campuses are registered as being of a prescribed kind.

Provisional registration was recommended for two established non-government schools and provisional accreditation was granted to one registered non-government school for new years of schooling.

Provisional registration was recommended for one new school and provisional registration and accreditation was recommended and granted to four existing schools for new years of schooling. One independent school closed.

Goal 4:

Develop policies and practices reflecting contemporary national and international best practice and research

In order to exercise its functions in delivering curriculum, assessment and credentials to students and in the registration of non-government schools, the Board needs to ensure that its policies and practices are underpinned by contemporary pedagogical research and international best practice in the development and delivery of its functions. The Board identifies areas for specific research that support the delivery of its core programmes, within the resources available for education in NSW schools.

Key Result Area 4.1:

Identifying, developing and applying innovations in information communication technology to teaching, learning, assessment and reporting

Actions	Key Performance Indicators	Status as at June 30, 2004
Further develop and trial approaches to computer use in marking	Technology to support improved data collection for marker reliability investigated	In 2004, marker reliability data will be obtained from scanning rather than marker tallies for centres where a scanner is located
	Proposal developed for inclusion in Office's 2003/04–2006/07 Information Management and Technology (IM&T) Plan	eBOS eAssessment Project – Project Brief developed as part of the IM&T Plan
Further develop and trial online testing and assessment strategies and systems	Online delivery and marking of new types of assessment items as part of CSA10 trialled	Interactive online items were trialled as part of the 2003 trial computing skills test
	More flexible delivery approaches to the online delivery of CSA10 trialled	In 2004, the online trial test will be available over four school days
	Proposal developed for inclusion in Office's 2003/04–2006/07 IM&T Plan	Computing Skills Assessment, online delivery and administration – Project Brief developed as part of the IM&T Plan
Apply innovations in ICT to the development of syllabus support materials and resources	Use of new technologies and interactive technologies applied to the development and delivery of support materials and resources	An online booking facility was developed and implemented for teachers to register their intention to attend Years 7–10 syllabus presentations.
		Online Content Management System to facilitate online and interactive syllabus and support materials developed and trialled

Key Result Area 4.2:**Initiating and conducting research and specific projects to inform the Board's planning processes**

Actions	Key Performance Indicators	Status as at June 30, 2004
Analyse student participation and performance in the HSC since 2001	Student performance data analysed and trends identified	Student performance and participation have been analysed in reports for the various educational systems (December 2003) and in the Report to Parliament (to be completed by August 2004). In addition, research has been completed in specific subjects (eg the VET courses and Visual Arts)
Continue to monitor the application of the recommendations of the Masters Review	Status report on implementation of Masters Review recommendations updated	Status report updated. All recommendations being implemented according to agreed schedule
Analyse data on secondary school retention, participation and performance for particular groups of students such as Indigenous and low-SES groups, and develop policy options where appropriate	Analysis undertaken and policy options developed for presentation to the Board by June 2004	Analysis of retention, participation and performance of Indigenous students supplied to cross-portfolio Aboriginal Education Review and Education Cluster Action Plan and used to inform Board decisions relating to Aboriginal education
Work collaboratively with other states and territories to identify and formalise articulation pathways and mutual recognition opportunities in the curriculum and for credentialing purposes	Provide input into Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) investigation of national curriculum	Statements of learning for English finalised and presented to MCEETYA in March 2004
	Collaborate nationally with regard to the development of Beginners Languages syllabuses	Ongoing collaboration with Senior Secondary Assessment Board of South Australia (SSABSA) has occurred since October 2003. Outcome of the collaboration has informed the development of the Draft Framework for Beginners Languages Syllabuses

Actions	Key Performance Indicators	Status as at June 30, 2004
	Provide input to the work of ACACA agencies in the investigation and establishment of credit transfer arrangements	The Board of Studies has participated in discussions and consultations with the other ACACA agencies on ANTA skills recognition projects involving RPL, credit transfer and advanced standing for students in the senior years of schooling
Conduct research on examination provisions for students with Asperger's Syndrome undertaking examinations and tests	Proposal developed for inclusion in Office's 2003/04 Research and Development (R&D) Plan	The proposal was developed and included in the R&D Plan
	Research and consultation with stakeholders conducted	The research and consultation were conducted
	Appropriate provisions identified and implemented for 2004	Possible provisions were identified and included on the 2004 Special Provisions form. Data will be collected during 2004
Commence a program of benchmarking of the HSC against equivalent curriculum and assessment materials and practices	Proposal developed for inclusion in Office's 2003/04 Research and Development Plan	Project underway to benchmark test development procedures against those in other ACACA agencies

Major Programs for Key Result Area 4.2

Initiating and conducting research and specific projects to inform the Board's planning processes

Analysis of the Marks Awarded to the VET Courses

A complete analysis of student performance in the VET Courses at the Higher School Certificate was conducted over the years 2001–2003. The research considered the proportions of students gaining access to the upper performance bands and how performance on the individual questions in the papers contributed to total performance. It also showed how students in the upper bands performed across other courses at the Higher School Certificate, including English. Useful information was obtained for setting the questions and marking guidelines for future examinations.

Effect of Optional Question Scaling

This research analysed the effect of the scaling of optional questions in selected courses at the Higher School Certificate. Such questions may attract subcandidates of differing ability, and scaling of the marks in each question may be necessary to ensure equity across the candidates. The stability and size of such adjustments over several years were analysed. The research indicated courses where question scaling was best done statistically and where markers could set the relativities between questions.

Benchmarking of the HSC against Equivalent Curriculum and Assessment Materials and Practices

The ACACA CEOs' meeting in February accepted a proposal to pilot a quality assurance process by carrying out a two-phase process for examining test development procedures.

A working party was set up to begin the project, consisting of representatives from the Office of the Board of Studies in NSW and the respective agencies in Victoria and South Australia.

The working party has developed a framework document that describes the scope and elements of the test development operation. The framework has been tested within each of the agencies contributing to the working party.

Goal 5: Effectively manage resources in support of educational goals

This goal deals with the operations of the Office of the Board in its role of delivering the goals of the Board as defined in the Education Act 1990.

Key Result Area 5.1: Conducting research and projects to enhance the activities and meet the responsibilities of the Office

Actions	Key Performance Indicators	Status as at June 30, 2004
Conduct research into best practice for marking examinations	Review of national and international practices for marking HSC (or equivalent) projects and submitted works undertaken	Review is ongoing
Use feedback from 2003 examinations to inform examination paper evaluation processes	Examination committees provided with feedback from Supervisors of Marking	At the conclusion of marking the 2002 examinations, Supervisors of Marking were invited to brief the committees preparing the 2003 examinations about any issues regarding the paper that arose at marking
	Feedback considered in evaluation of 2003 examination papers	As part of the process of developing the 2003 examinations, Supervisors of Marking reviewed plans for the examination to ensure that feedback had been taken into account. Board officers provided examination committees with statistical data on the examination, to assist in developing items that provide adequate discrimination across the candidature

Actions	Key Performance Indicators	Status as at June 30, 2004
Establish a framework for centralising, monitoring and reporting on enrolment patterns and performance data	Proposal developed for inclusion in Office's 2003/04–2006/07 IM&T Plan	Establishment of a Corporate Information System – Project Brief included in IM&T Plan
Conduct further research activities into how new technologies can enhance the Office's operations and service delivery	Proposal developed for inclusion in Office's 2003/04–2006/07 IM&T Plan	Consolidation of online services, electronic service delivery and web-based initiatives, expansion of SMS messaging services–Project Briefs included in IM&T Plan

Major Programs for Key Result Area 5.1

Conducting research and projects to enhance the activities and meet the responsibilities of the Office

Delivering HSC Results via SMS

Every year Year 12 students can access their HSC results by mail, phone (IVR), and the internet. In 2003, SMS text messaging technology was introduced as another way to deliver this important life-event information. Initially 9758 students pre-registered and received their results at 6.00 am on 19 December. Subsequent registrations took the number of students who received their results via SMS to a total of 14 033. Significant increases are expected in 2004 as this manner of communication has proved to be popular with the school community.

Key Result Area 5.2:

Identifying and applying best-practice standards in service delivery support

Actions	Key Performance Indicators	Status as at June 30, 2004
Continue implementation of agency-level measures to achieve public sector reform agenda objectives	2000/01–2003/04 savings strategy and shared services initiatives developed and implemented	Planned savings achieved
Implement and refine 2003/2004 – 2006/2007 Budget Strategy and Workforce Plan	Teaching service staff award implemented successfully within the government's wages policy	Negotiations proceeding in accordance with the government's wages policy
	Process of program performance review implemented	Program Planning and Review Committee established and operating effectively
	Budget negotiations with Treasury successful	Budget maintenance adjustments, including implementation costs for Grimshaw Review, agreed with Treasury

Actions	Key Performance Indicators	Status as at June 30, 2004
	Budgets and workforce plans endorsed by management, implemented and monitored to ensure continuing delivery of core services and achievement of government commitments	Budgets and Workforce Plans developed and agreed in open, transparent manner with directors, managers and staff
	Human and financial resources used effectively and efficiently in accordance with branch budgets and workforce plans	2003/04–2006/07 Budgets and workforce plans developed, agreed and monitored for each branch to ensure Office's core and corporate services are adequately resourced
Implement actions from the Office's IM&T strategic plan	Activities achieved or underway in accordance with plan	Projects proceeding as planned The Office was awarded the Gold Award for eGovernment in the Premiers 2003 Public Sector Awards
Apply market evaluation and planning principles to aid the development and increased production of the Office's commercial services and products	Office's Commercial Products and Services Business Plan developed and agreed and implementation underway	Achieved
Continue implementation of improvements to the Office's information and communications technology infrastructure	Review of Office's ICT infrastructure completed and implementation of review outcomes underway	ICT infrastructure plan submitted
Ensure Office meets existing and emerging corporate governance responsibilities	Compliance with new statutory, regulatory and government directions in corporate governance including the development and implementation of related strategies and initiatives Best practice standards achieved in corporate governance including: OH&S, EEO, Privacy, Ethical Behaviour, Disabilities Plans, Records Management, and Staff Training and Development	Administrative and financial delegations revised arising from the full commencement of the Public Sector Employment and Management Act 2002. Implementation of Electronic Information Technology Security Certification in terms of AS/NZS7799 underway.

Actions	Key Performance Indicators	Status as at June 30, 2004
Implement Students Online	Students Online fully operational and well received by students and schools	Achieved. 37 725 students accessed their 2003 HSC results via Students Online
	System documented, training of staff and handover completed	Achieved
Increase the number of transactions through online systems – trial implementation of SC Markers Online	Strategies identified to increase the number of transactions through SC Markers Online	Trial implementation of Markers Online for SC applicants was conducted in 2003. Of 1355 SC applicants, 282 (or 20.8%) applied online
	HSC marking applications available online	Applications across all 84 SC and HSC subjects available in 2004. Of the 9386 applications received, 7284 (or 77.6%) were submitted via Markers Online
	Online access to marking applications provided to Supervisors of Marking (SOMs)	All 87 SC and HSC SOMs had access to marking applications via SOMs Online facility
Markers' award negotiated successfully within Government's wages policy	Negotiation strategy developed and implemented in accordance with the government's wages policy	Negotiations proceeding in accordance with the government's wages policy
Teaching service office staff award negotiated successfully within Government's wages policy	Negotiation strategy developed and implemented in accordance with the government's wages policy	Negotiations proceeding in accordance with the government's wages policy

Major Programs for Key Result Area 5.2

Identifying and applying best-practice standards in service delivery support

Corporate Governance

The Office of the Board of Studies initiated a project of IT Governance and Information Security in July 2003 as a result of a review of current IT practices against best-practice guidelines issued by the Office of Information Technology and relevant industry standards, and the Premier's Circular 2001-46. Some of the IT Governance issues being addressed are:

- Service Level Management
- Problem Management
- Configuration Management

- Change Management
- Capacity Management
- IT Service Continuity.

Significant progress has been made in documenting many of the processes and controls required, the most important of these being the review of the Office's Business Continuity and Disaster Recovery plans.

Security Certification

The Premier's Circular 2001–46 requires all agencies to take particular steps to safeguard their electronic information. It includes the goal of certification to the national standard AS/NZS 7799 – Information Security Management.

The Office has established an Information Security Unit in its Information Technology Branch to oversee the certification process and ensure that the controls and culture of security are implemented at the Office. In November 2003, a Senior Information Security Officer and an Information Security Officer were appointed.

The critical step to certification is establishing a security framework comprising:

- a framework document that describes the scope of the information-related operations including people, places and services that are included in the framework, and indicates risk tolerance and priorities
- an Information Security Policy
- a Threat and Risk Assessment
- a Statement of Applicability that describes how AS/NZS 7799 controls will be applied as a result of the risk assessments.

Substantial progress has been made in defining the overall information security environment required to support the certification process. The Office's Information Security Policy was updated, approved by the CEO and published on the Office's intranet. An ongoing program for risk assessment has been established and organisation-wide security risk assessment undertaken. Work has been completed to facilitate the management of security and access to iSeries computer applications. This involved the consolidation of functions that defined user access to Examinations System menus and programs, including the capability to generate a diagram of a user's access to the various parts of the system. Additional support was also added, to make working with users and groups easier. By making this functionality easier to use and security definitions more transparent, system security and data integrity were greatly enhanced. In addition to this a number of technical tools have been implemented to assist in monitoring and filtering 'spam' and unacceptable emails. Awareness training in the form of weekly security tips and quizzes has also been helpful in gaining acceptance for these initiatives and raising the general awareness of information security. The expected completion date for this project is 2005.

Project Management

In 2003, a Project Office function was established in the Information Technology Branch with responsibility for ensuring that projects are managed in accordance with established guidelines. The positions attached to the function are a Chief Systems Officer, Projects, and a Senior Systems Officer, Projects. As part of the Office's Governance Project, guidelines have been prepared for the implementation of IM&T ICT best practice comprising preparation of policies and procedures in areas of change management, configuration management, service level management, problem management, capacity management and IT service continuity.

Information and Communications Technology (ICT) Programs

IM&T Infrastructure

Changes to the Office's ICT infrastructure introduced in the period covered by the previous IM&T Strategic Plan have been consolidated and optimised and research has continued on opportunities provided by new technologies.

Research and investigation into new uses of ICT to enhance and improve Board communications and services has continued. The link to Sydney Olympic Park and regional centres for the School Certificate and Higher School Certificate programs was increased significantly to improve efficiency of operations. Where possible the existing ISDN links were replaced with the faster and more cost-effective ADSL technology improving throughput and increasing the rate of processing of information. The BOSLO offices in the Sydney metropolitan area also had their links upgraded from ISDN to ADSL while the regional offices had the speed of their links doubled.

Premier's Public Sector Awards – Gold Award 2003

In 2003 the eBOS suite of educational services developed by the Office of the Board of Studies achieved the Gold Award in the eGovernment category of the Premier's Public Sector Awards.

The Premier's Public Sector Awards recognise and reward achievements of excellence within the New South Wales public sector. The awards acknowledge projects and initiatives that have produced measurable outcomes with proven results and benefits. Projects in the eGovernment category need to demonstrate benefits to the wider community and improvements in service delivery through the innovative use of information and communications technology.

Online Transactional Services

The Office has continued to improve and extend the use of online service delivery through new online services and enhancements to the eBOS suite and other online transactional services.

ESD Service	2003/04 Enhancements
eBOS Schools Online	HSC option collection was one of the few remaining large-scale data collection operations to be made available electronically. It traditionally involved printing and mailing collection forms to schools for completion and manually entering students' HSC course option details into the system upon return of the forms. The information was then printed and mailed to schools for confirmation. Amendments would be managed manually via fax requests. Adding Option Collection to eBOS Schools Online has enabled schools to provide and manage this information over the internet. Schools were also provided with the ability to request electronic versions of the supporting documents, worksheets and confirmation forms, for download and/or local printing Its implementation brings the Office closer to its goal of having all transactions with schools available through eBOS Schools Online.

ESD Service	2003/04 Enhancements
eBOS Shop Online	The online shopping facility has now been upgraded and includes graphic illustrations and complete descriptions of products, a seamless and accessible ordering system, user-friendly and intuitive searching tools, and a new graphically attractive front end. It can be accessed from the Board of Studies' website (www.boardofstudies.nsw.edu.au) or directly at http://shop.bos.nsw.edu.au.
eBOS Authorities Online	eBOS Authorities Online has enabled all education authorities in NSW to have easy and equitable access to the information held by the Office of the Board of Studies, via the internet. This access to information has improved the education authorities' ability to respond to and plan for government initiatives in education, and has facilitated the planning of the development and maintenance of schools in their area.
School and Systems Registration Database Online	The project is a major upgrade of the current registration of non-government schools system. Substantial additional mandatory registration and reporting requirements have resulted from the amendment to the Non-Government Schools Registration Bill. The new system uses some elements of the existing system as well as components of the eBOS infrastructure. It will allow schools and systems to lodge their documentation and manage their mandatory reporting requirements via an internet browser. It will also allow the Office of the Board of Studies to manage the registration and reporting process, in accordance with the new legislation.
eBOS VCS Online	VCS Online is the VET credentialing system, allowing education authorities access to the information required for mandatory reporting and VET management purposes. VCS Online is being further enhanced with the development of the TAFE-OBOS link. This will develop electronic links between the TAFE and Office of the Board of Studies systems to transfer information regarding student participation and performance in TAFE-delivered VET (TVET) and VET courses. Because the large volumes make this a task impractical to perform manually, a solution was required that could automate the process. The technology used allows the Office to expose certain data services to authorised bodies that will allow them to securely request data direct from the Office's iSeries computer without the involvement of Office staff. The Office's system will be able to make similar requests to other bodies. The system will allow greater authentication and validation for both the TAFE and Office of the Board of Studies systems regarding VET enrolments, competency achievement and qualification attainment. It will allow TVET credentials to be issued concurrently with the Board of Studies HSC credentials. Schools with students in TVET programs will also have access to

allow monitoring of attendance and achievement in the TVET courses.

ESD Service	2003/04 Enhancements
	Students enrolling in post-school TAFE courses will have their VET and TVET achievements automatically credited to their new course of study, improving the articulation between school and TAFE.
eBOS Markers Online	eBOS Markers Online has introduced significant savings in time, recurrent spending (in printing, dispatch and data entry costs), and paper volume. Printed applications were traditionally sent to schools and to people previously appointed. The online service has made it easier for applicants, especially those in regional areas and outside the school system to access the appointment process. The results of the SC Markers Online trial were analysed and appropriate changes were made to the system. eBOS Markers Online for HSC and SC opened on 9 March 2004. In the first 10 days of this new service more than 1600 applications for about 2500 courses were submitted online. In total, 7284 of the 9386 applications for marking were submitted online. This represents over 75% of all marking applications in the first year of the service.
eBOS Students Online	Since 1998 eBOS Students Online allowed students to access their HSC results on the internet using their student number and a PIN. In 2003 eBOS Students Online was expanded to provide new online services for students. This included personalised HSC written examination timetables, personalised HSC Advice Line timetable and personalised Assessment Rank Order Notices. Students can now access information that was previously only available to them via their school. Students now also have access to their personal details (name, address, etc), current year entry details and results from previous years. Links to other useful education and HSC-related sites have also been provided. From the 2003 HSC cohort, almost 20,000 students visited the site prior to the release of results, and more than 37,000 students visited it altogether. From the 2004 cohort a few thousand students have already accessed eBOS Students Online.

Web Services

The Office of the Board of Studies has continued its successful partnership with other organisations and industry groups to produce educational interactive multimedia products to support and promote the Board's curriculum materials. The Office also continued the development of major educational websites in partnership with other government agencies to add to the quality of curriculum support available on the internet.

Website	2003/04 Developments
Visit Gallipoli www.anzacsites.gov.au	This website is being developed with the Commonwealth Department of Veterans' Affairs and the Office of Australian War Graves for teachers and students of History, Geography, and Design and Technology.

Website	2003/04 Developments
Remaking Multicultural Australia for the 21st Century www.multiculturalaustralia.gov.au	Development is continuing on this website, being built in partnership with the Multicultural Programs Unit of the Department of Education and Training.
Learning Contexts: Aboriginal Mathematics www.learningcontexts-mathematics-k-6.nsw.edu.au	Development has been completed on this innovative Aboriginal Education website project. The website outlines the process used to develop Stage 2 context-based Mathematics units of work in two NSW schools with significant Aboriginal student enrolments.
ENCORE www.boardofstudies.nsw.edu.au/encore	Designed, developed and hosted by the Office of the Board of Studies, this website is jointly funded by the Office of the Board of Studies, the Department of Education and Training and 2MBS-FM, and is updated annually. The website complements the annual ENCORE CDs and concerts held at the Sydney Opera House which showcase the outstanding performances and compositions by students in the HSC examinations. It provides information about the annual requirements in NSW HSC Music subjects. It also provides profiles of participating ENCORE students from the last several years, excerpts of student performances in .mp3 format, concert ticketing information and links to eBOS Shop Online for purchasing the ENCORE CDs.
Leaving School www.boardofstudies.nsw.edu.au/acaca	This is a mini-website, managed by the Office of the Board of Studies for ACACA (Australasian Curriculum, Assessment and Certification Authorities). The Office of the Board of Studies coordinates all the state entries and updates to the site. It summarises the types of subjects, courses and various methods of assessing and reporting student achievement in each of the eight public education systems in Australia as well as in the New Zealand system. It also describes the certificates and other records of achievement issued to students when they complete their senior secondary education and outlines the minimum requirements for tertiary entrance.

Shared Services Arrangements

The Office is implementing the NSW Government's Shared Corporate Services strategy, through its provision of shared IM&T services to the following educational organisations:

- Teacher Housing Authority
- Australian Music Examinations Board (NSW)
- Aboriginal Education Consultative Group (AECG).

IM&T infrastructure was upgraded for AECG and a Service Level Agreement is now in place.

The Office will continue to explore opportunities for providing enhanced services to these and other groups.

Specific services include:

Teacher Housing Authority Website (www.tha.nsw.gov.au).

This website is designed, developed and hosted by the Office of the Board of Studies under commercial arrangements with the Teacher Housing Authority (THA). It has been developed to provide general information on the Authority's policies and activities and to assist members of the NSW teaching services to obtain rental housing in country areas. The site provides tenancy services and tender information (pertaining to its property portfolio).

AMEB Online Credit Card Verification

The Office of the Board of Studies hosts and manages the Australian Music Examinations Board (AMEB) NSW Examination System and website. Music teachers are required to submit examination fees when enrolling students for their music exams. AMEB office staff were required to manually verify credit limits, as well as submitting the banking details to Westpac for processing. This new online service with Westpac allows AMEB staff to enter the card details online, and the payment is immediately processed. The facility has reduced the number of manual processes, and with more than 40,000 examinations annually the service is generating significant efficiencies. With the streamlining of the payment process, teachers can now rectify issues with their enrolments in a more timely manner.

AMEB Connect

This project uses some of the infrastructure developed for the eBOS suite of services, to allow AMEB teachers and examiners to log in to the AMEB Examination System and view enrolments, results and examination timetables for their students. They can also update their own personal details.

As an online service, it is available outside regular business hours, significantly improving access to important information. It also reduces the number of routine inquiries fielded by AMEB office staff.

Council on the Cost and Quality of Government Review

The NSW Government has a policy of regularly reviewing the appropriateness, efficiency, effectiveness and prudence of its programs. A cycle of program reviews is commissioned each year by the Government and a number of such reviews occur simultaneously. The reviews are conducted under the auspices of the Council on the Cost and Quality of Government. A Steering Committee, chaired by a Council member, oversees the work and individual review teams, located in the Premier's Department, undertake the particular project. The purpose of a review is to ensure that programs continue to accord with government policies and achieve desired outcomes and to assess whether the program is being provided in the most efficient way.

The Board of Studies and the Office were in the 2003–04 round of reviews. At the end of the reporting period, the review had yet to be concluded.

Key Result Area 5.3:**Building strong and effective partnerships with interest groups and the wider community**

Actions	Key Performance Indicators	Status as at June 30, 2004
Enhance the provision of data and information between the Office and other educational systems and sectors	Functionality of Authorities Online and the VCS enhanced in agreement with system users	Achieved
Evaluate the effectiveness of curriculum consultation and information sharing strategies and improve where necessary	Feedback gathered from teachers and other audiences during routine presentations used to improve communication strategies	Information primarily gathered via the 7–10 implementation sessions has been collated and will inform future communication strategies
Obtain regular, systematic feedback from clients on service quality and communication strategies	Gather data to provide reports to the Board and the Office on programs and services through community consultations, focus groups and BOSLO activities	BOSLOs provide regular reports on consultation meetings, as well as telephone and email contact, with teachers, parents and community members. Reports specify the key issues raised, the number of meetings held and the number of participants in attendance
Provide and monitor a program of regular, ongoing consultation and information-sharing with key groups	Meetings are held each term between senior Board officers and key education interest groups to provide feedback on Board policies and initiatives	Program of meetings with 10 peak interest groups continued with at least one meeting organised each term to discuss and resolve current and ongoing issues identified by interest groups
Develop and implement a corporate communication strategy	Processes for identifying emerging issues and promotional opportunities in place	Effective new processes and strategies for identifying, managing and responding to emerging issues and promotional opportunities were introduced
	Issues management strategies and promotional initiatives produce positive outcomes	A comprehensive and strategic program of promotional initiatives and positive media stories was implemented with very positive outcomes
	Articles published in Board Bulletin magazine, professional journals and newspapers	A series of strategic articles about key Board initiatives published in the Board Bulletin and the P&C Quarterly publication

Annual Report 2004

Review of 2003-2004

Actions	Key Performance Indicators	Status as at June 30, 2004
	Comprehensive strategic Media Plan developed	A comprehensive strategic Media Plan was developed and successfully implemented, with positive media coverage of the 2003 HSC and SC, new Year 7–10 syllabuses and statewide exhibitions of outstanding HSC student major works
Develop and implement an internal communication strategy	Results of Climate Survey communicated to staff	Climate Survey results communicated to all staff
	Strategies developed to address the findings of the Climate Survey	All staff included in discussion and development of new and revised strategies at organisation and branch level Strategies have been developed and implemented to better deliver training and development, and internal communication
Implement and monitor a strategic communication strategy for key Board initiatives	Communication strategies relating to 2003 HSC, 7–10 syllabuses, CSA 10 and other Board initiatives are developed, ensuring better understanding of Board processes and increased stakeholder confidence in Board's role	Communication strategies developed and successfully implemented
Explore opportunities for involvement of students in relevant consultation and research activities	Student feedback on Board policies obtained through surveys and student focus groups	Participation in NSW Student Representative Council Think Tank 2003–2004

Actions	Key Performance Indicators	Status as at June 30, 2004
Establish protocols for enhanced coordination, development and implementation of support materials developed by the Office of the Board of Studies and the Department of Education and Training (DET) for the implementation of new syllabuses	Agreed arrangements with the DET to support the delivery of new syllabuses established	Arrangements outlined in <i>Coordinated Plan to Support the Implementation of Years 7–10 Syllabuses</i> , November 2003
	Cycle of meetings with DET established	Cycle of meetings established and conducted throughout reporting period
	Document collating support material contents updated	Document produced and forwarded to officers of DET, Term 4 2003
	Arrangements to enhance coordination of development and implementation of support materials established	Arrangements outlined in <i>Coordinated Plan to Support the Implementation of Years 7–10 Syllabuses</i> , November 2003
Organise meetings with the Department of Education and Training, other school authorities and universities to explain the content and structure of syllabuses and support materials and describe their relationship to the overall curriculum framework	Professional development providers from each key learning area (KLA) briefed on new Years 7–10 syllabuses and support materials	Each KLA conducted a syllabus briefing session for professional development providers throughout Term 4 2003 and Term 1 2004
Establish a structured program of meetings with principals and teachers to elucidate the intentions of the new syllabuses and support materials, explain Board and Office priorities and procedures and receive feedback	Program of presentations by KLA across BOSLO regions planned	Program of presentations planned for implementation in next reporting period

Major Programs for Key Result Area 5.3

Building strong and effective partnerships with interest groups and the wider community

Communication Strategy

Effective new processes and strategies for identifying, managing and responding to emerging issues were introduced. A comprehensive and strategic program of promotional initiatives and positive media stories was implemented with very positive outcomes. The program covered the release of the new Years 7–10 syllabuses, the whole of the successful 2003 HSC examination program, the release of student results and associated student award ceremonies, and statewide exhibitions of outstanding student works. New processes for identifying and producing strategic articles for the revamped 'colourised' Board Bulletin were introduced. A series of strategic articles about key Board programs and initiatives for K–12 were published in the Board Bulletin and in the Federation of Parents and Citizens' quarterly publication, prompting very positive feedback from the P&C executive.

Communications Activities

Board of Studies Liaison Officer (BOSLO) Activities

Board of Studies Liaison Officers provide advice to all schools and the wider community on Board policies, procedures and programs and disseminate information on curriculum, assessment and credentialling. BOSLOs also conduct forums and workshops on Board-related matters. BOSLOs provide schools with support in developing and presenting proposals for School Developed Courses and serve on the Board Endorsement Panel.

BOSLOs operate as field officers of the Board. Ten such officers cover all schools across the state. They are based at Bathurst, Coffs Harbour, central Sydney, Newcastle, Randwick, Parramatta (2), Wagga Wagga, Wollongong and Tamworth. Each BOSLO has the services of a clerical officer (BOSCO). The BOSCO provides an important point of contact and service for schools and the community, especially while the BOSLO is away from the office on field visits. The Central BOSLO, based at the Office of the Board of Studies' central office in Clarence Street, Sydney, has one-half of a regular field role and assists the Manager, Policy and Development in administering the BOSLO program, coordinating production of print and electronic resources for BOSLOs, liaising between BOSLOs and senior officers and organising the periodic BOSLO conferences.

During the reporting period of 2003–04, BOSLOs participated in 931 meetings across the state, averaging 22 meetings each week during the school year. Extensive presentations were made by the BOSLOs at 614 of those meetings. The BOSLOs met with secondary and primary teachers, parents, principals and students from government and non-government sectors, as well as with overseas visitors and professional associations. More than 64 550 people attended the meetings, which provided broad professional support and specific presentations on the School Certificate, the Higher School Certificate and the new Years 7–10 curriculum.

Phone inquiries are also a substantial part of the BOSLOs' communications role, and during the reporting period the Liaison Officers in total answered an average of 208 telephone calls per week over the school year. Two thirds of calls from schools were from government schools and one third were from non-government schools.

Board of Studies Liaison Officers have also taken part in an Overseas Teacher Training program conducted by the Department of Education and Training. They have made off-site presentations on the role of the Board of Studies to 13 groups of teachers (comprising more than 100 teachers) who were trained overseas but are now teaching in NSW.

Overseas Visitors

In the past year the Office of the Board of Studies gave presentations to visitors from a number of countries including Sri Lanka, China, Russia, Korea, East Timor, the United Arab Emirates and the United States of America.

The Office presented information sessions on requested topics to the following overseas visitors:

- a delegation of six representatives from the Education Ministry of Sri Lanka, who were seeking an overview on NSW curriculum, examinations and assessment as part of their Australian study tour
- eight senior officers from the Beijing Academy of Educational Sciences who also asked for an overview on the work of the Board of Studies
- the First Deputy Minister of Education of the Russian Federation and two colleagues who were given a presentation on the curriculum in NSW and HSC Standards Packages
- a delegation of seven District Superintendents and school principals from East Timor who visited as part of a three-year program to assist East Timor in rebuilding its education program
- a group of senior officers of the Ministry of Education, United Arab Emirates who were hosted over two days, with presentations including the NSW curriculum, standards-based assessment and examinations and the use of technology in the Board's work
- ten education chief executives who visited the Board of Studies as part of the Senior Education Policy Forum in August 2003 presented by the Commonwealth Department of Education, Science and Training. Countries represented included Canada, Ireland, New Zealand, the United Kingdom and the United States of America
- three large groups of visiting educators from the United States of America, comprising almost 500 people, who were given off-site presentations by the Board of Studies Liaison Officer, Metropolitan North on curriculum, assessment and credentialling for Kindergarten to Year 12.

4 Management and Performance

The following statements of the performance of the President, Board of Studies, and of the General Manager, Office of the Board of Studies, have been authorised by the Minister for Education and Training.

Performance Statement of the President, Board of Studies

The President of the Board of Studies is a statutory office holder appointed by the Governor of NSW under the *Education Act 1990*.

President, Board of Studies:

Professor Gordon V Stanley, BA(Hons), PhD, FAPS, FACE

Emeritus Professor, University of Melbourne

Adjunct Professor of Education, University of Sydney

Member, NSW Vocational Education and Training Accreditation Board

Member, State Library of NSW Legal Information Access Centre Advisory Board

Honorary Consultant, Advisory Council for Children with Impaired Hearing (Victoria)

Member, Hong Kong Council for Academic Accreditation

Level: SES Level 5

Period in position: Whole year

Policy advice and support

Professor Stanley provided strong leadership and advice to the Board as it finalised and endorsed the new Years 7–10 syllabuses as well as other matters related to the Board's statutory responsibilities. He worked with Department of Education and Training officers and representatives of non-government schools education systems, teachers and parent organisations in advising and consulting on the legislative amendments and revised Board policies and procedures required to implement the Grimshaw recommendations regarding registration and reporting requirements for non-government schools. The minister, government and central agencies have been provided with regular, high-quality advice on Board policies and initiatives.

He has an active interest in research projects in collaboration with university academics to explore new approaches in learning and assessment. Some papers published from this work have led to better international understanding of the NSW education reforms.

Significant relationships

Professor Stanley continued developing productive and harmonious relationships with the education community. He maintains regular contact and liaison with key groups and fosters cooperation and dialogue between the various interests represented on the Board and has been an articulate advocate of the government and Board's education reforms and policies.

During the reporting period he enhanced the collaborative relationships and synergies between the Board and the Interim Committee for the NSW Institute of Teachers and the NSW Vocational Education and Training Accreditation Board. His membership of the Hong Kong Council for Academic Accreditation has enabled the Board to gain a valuable insight and opportunities for benchmarking in the area of quality assurance in vocational and continuing education.

Strategic outcomes

To ensure that the Board's major strategic initiatives in K–12 curriculum and assessment were furthered and understood, Professor Stanley has continued and enhanced the close liaison with schools, community groups and business groups across New South Wales. This involved regular meetings and visits in all regions as he worked to promote teachers and community awareness of the progress of the Board's work, especially in relation to the New HSC, the new Years 7–10 syllabuses and the implementation of the Grimshaw review recommendations for the registration of non-government schools.

Performance Statement of the General Manager, Office of the Board of Studies

The General Manager is the Department Head of the Office under the Public Sector Employment and Management Act 2002.

General Manager, Office of the Board of Studies:

Dr John L Bennett, BMath, BEd Stud, MEd, PhD

Level: SES Level 4

Period in position: Whole year

Policy Advice and Support

Throughout the reporting period Dr Bennett has identified issues of strategic importance for the Minister and the Board. These include matters relating to curriculum and assessment, particularly with respect to the program of revising the Years 7–10 syllabuses and support materials, the implications of those recommendations from the Eltis evaluation relating to the Board's and Office's responsibilities, and the development and trialling of Computing Skills Assessment for Year 10 students.

During this period, Dr Bennett has also guided the development work and consultation process required for changes to the Education Act and the Board's registration and accreditation process arising from the recommendations of the Review of Non-Government Schools in NSW (the Grimshaw Review) concerning the registration and accreditation requirements for non-government schools.

Significant Relationships

During the reporting period Dr Bennett ensured the Office placed an emphasis on the effective support to teachers, schools and the educational sectors through the statewide program of presentations as part of the release of the new Years 7–10 syllabuses and support materials. He also initiated the establishment of links between the Office and senior officers of the Department of Education and Training. He instigated effective procedures for collecting and analysing advice from teachers and parents attending conferences and presentations seeking to identify ways of improving the level and quality of service provided by the Office to schools and their communities.

Dr Bennett has been actively involved in interstate and national forums, in particular in his capacity as the Office's chief executive as a member of the Australasian Curriculum, Assessment and Certification Authorities (ACACA) group. Dr Bennett has also furthered the Office's international links by participating in international conferences and workshops, including delivering papers highlighting major initiatives implemented in NSW in relation to the assessment of student achievement.

Agency Programs

Dr Bennett's management of the Office has ensured that the Office's programs were completed to a high standard, on time and within budget.

As well as the effective maintenance and operation of the Office's core curriculum, assessment, examination, credentialing and regulatory programs, a number of significant reforms were also effectively managed over the reporting period. These included: the revised Years 7–10 syllabuses and support materials; consolidating the implementation of the Masters Review recommendations relating to the evaluation of the HSC; and the development and release of further support materials to teachers and schools, including the Years 7–10 Assessment for Learning CD-ROMs and Student Answers Booklets.

Strategic Outcomes

Dr Bennett ensured that all the Office programs and services are strategically focused. This focus ensured that the Office's progressive completion of revised Years 7–10 syllabuses and support materials continued to be guided by the Board's K–10 Curriculum Framework. As well, the Office's implementation of the whole of government strategy for information and communication technologies (ICT) realised demonstrable service delivery benefits, including the extension of approaches to online testing; the expansion of online services to students, schools and systems, such as the release of HSC results using SMS; the further enhancement of the Office's ICT infrastructure; and the successful delivery of online and CD-ROM support materials. These achievements were recognised through the Office receiving the Premier's Gold Award in the category of eGovernment.

Managing Resources

In his management of resources, Dr Bennett ensured improvements in services while meeting efficiency targets. Workforce plans, budgets and a project management focus resulted in quality outcomes within time frames and budget parameters, including key initiatives and programs such as the HSC and SC programs, the revision of Years 7–10 syllabuses, trialling of the Computing Skills Assessment for Year 10 students and the development of new and revised VET Frameworks.

Dr Bennett undertook actions to emphasise and strengthen staff culture and identity, and the importance of delivering quality outcomes and maintaining high levels of service delivery. The senior management and branch structures have enabled effective cross-branch cooperation and support that effectively integrate the strategic directions and programs of the Office.

Office of the Board of Studies Branch Descriptions

The branches of the Office of the Board of Studies and their functions are detailed below.

Administration

Manager: Ken Collins

Administration Branch provides administrative and operational support services to assist management and staff in their service to the Board's clients. The branch consists of two distinct functional areas: Human Resources and Corporate Operations.

The Corporate Operations area provides services in records management, building and lease management, purchasing and travel services, administrative policies, motor vehicle fleet management and business continuity planning.

The Human Resources Unit provides services in recruitment, staff entitlements, workers compensation, training, job evaluation and personnel policy development, and offers support and advice to staff regarding human resource issues, such as transfers and career development.

Assessment and Reporting

Director: Carol Taylor

Assessment and Reporting Branch is responsible for producing materials and advice to support the assessment and reporting of student achievement in the Board's K–12 syllabuses.

The Assessment Unit develops performance standards for all syllabuses, including the descriptions used to report performance in the Higher School Certificate, and those used by schools to report performance in School Certificate courses. It also develops the descriptions used to report performance in the School Certificate tests. The unit develops support materials, and provides advice to schools and the public on assessment and reporting in all key learning areas. The unit also manages the quality assurance procedures related to the outcomes of the Higher School Certificate examination and School Certificate test programs.

The Test Development Unit manages the development and production of the Board's examination papers and marking guidelines for the Higher School Certificate examinations and School Certificate tests.

The Measurement and Research Services Unit manages the measurement procedures to produce School Certificate and HSC results and related reports, and monitors the grades awarded by schools for student performance in Stage 5 courses.

Assessment and Reporting Branch provides technical and professional support to the Board on assessment, measurement and reporting issues, and advice to schools and the public on issues related to assessment and examining.

Curriculum

Director: John O'Brien

This branch is responsible for the development of syllabuses and support materials for all key learning areas from Kindergarten to Year 12.

Curriculum Branch is also responsible for the registration and accreditation of non-government schools. It employs Authorised Persons to carry out the function of considering applications for home schooling on behalf of the Minister.

Inspectors are located in Curriculum Branch. A list of their names and key learning area responsibilities is included in Appendix 14. The Inspectors and their teams provide leadership in curriculum through working with Board Curriculum Committees, managing project teams for curriculum development, presentations at conferences, responding to inquiries, developing papers for the Board, and liaising with all educational institutions both within NSW and nationally. They are involved in addressing meetings of teachers, tertiary educators, professional associations, teacher trainees and DET–TAFE personnel to provide guidance and clarification of issues related to each key learning area.

Examinations

Director: Rob Speers

Examinations Branch manages the planning, conduct and marking of Higher School Certificate examinations and School Certificate tests in schools and marking centres across the state. The branch is responsible for the appointment of Supervisors of Marking and markers for each course and ensures the application of the Board's policies and standards in relation to marking.

The branch collects and processes all entry and assessment data for the Higher School Certificate and School Certificate programs, maintains student records and provides advice to schools on credentialing matters. The branch liaises with other authorities in the provision of School Certificate and Higher School Certificate data held on the Office's computer systems.

The branch also manages the Special Provisions program for the School Certificate and Higher School Certificate, the Illness/Misadventure and other appeals programs, the Higher School Certificate Advice Line and Higher School Certificate Inquiry Centre. The branch appoints the Presiding Officers and Supervisors who administer examinations and the markers and clerical staff for the marking operations. The branch is responsible for all security aspects of the conduct and marking of the examinations.

Examinations Branch manages systems to produce and coordinate the distribution of all Certificates, Records of Achievement, Course Reports, Vocational Course credentials and Result Notices for eligible students.

The branch provides advice to the Minister, the Board and its committees, schools and the public on issues relating to examinations and credentialling.

Finance

Manager: Greg Logan

Finance Branch is responsible for the management of the Office's budget allocations. Functions undertaken by the branch include the preparation and monitoring of recurrent, capital and revenue budgets, payroll processing, revenue management, payment of all accounts, financial reporting and the timely production of monthly and annual financial statements.

Finance Branch also ensures the timely payment of salaries for the examination Presiding Officers and Supervisors, examination markers and seasonal clerical staff involved in the School Certificate and Higher School Certificate programs.

Information Services

Manager : Lyndon Sharp

Information Services Branch manages the planning, development and operation of electronic and print publishing, distribution, purchasing and client services systems supporting the Office of the Board of Studies and its programs.

The branch provides editing, intellectual property (IP) management, copyright clearance, design, desktop publishing, website development and management services, warehousing and customer sales and invoicing services and develops interactive curriculum and support materials delivered on CD-ROM and via the internet.

The branch manages the Board of Studies websites and co-located internet services, including partner websites developed with compatible external organisations and shared government services.

The branch provides customer liaison support to schools and the public.

The branch also undertakes research and develops new educational applications of information and communication technologies to support the Office's development and application of teaching, learning, assessment and examinations policy and practice, and manages and conducts projects and processes to support the Office's statewide assessment and examination programs.

Information Technology

Manager: Mitra Bhar

Information Technology Branch manages the planning, development, operation, governance and security of the Office's Information Management and Technology (IM&T) and Information and Communication Technology (ICT) systems. The branch develops, ratifies and implements policies and procedures in relation to IM&T and ICT. The branch is responsible for developing and maintaining application systems and infrastructure supporting the Office's core business and corporate services systems, in particular:

- supporting the School Certificate and Higher School Certificate programs
- administering and maintaining the Office's infrastructure including its local and wide area networks
- managing contracts in relation to IT infrastructure and services
- developing and implementing policies and procedures on IT governance and information security
- sharing services with other authorities in the development of systems, exchange of data, infrastructure support and information hosting.

Policy and Development

Manager: David Patterson

Policy and Development Branch provides advice to the Board and the Office on policy issues, Board of Studies rules and requirements and other matters relating to the Board's responsibilities. The branch provides administrative support to the Board of Studies, including clerical and executive services to meetings of the Board and its standing committees. The Chief Research Officer, Librarian and Board secretariat are located in the branch.

Policy and Development Branch arranges briefings and advisory materials for the Minister and central agencies and provides quality assurance for correspondence prepared by the Office.

The branch coordinates the activities of the regionally based Board Liaison Officers (BOSLOs). It also coordinates a number of joint displays/performance projects with the Department of Education and Training: DesignTECH, OnSTAGE, ENCORE, ARTEXPRESS and the Minister's Young Designers Awards.

Public Affairs and Planning

Manager: David Cashman

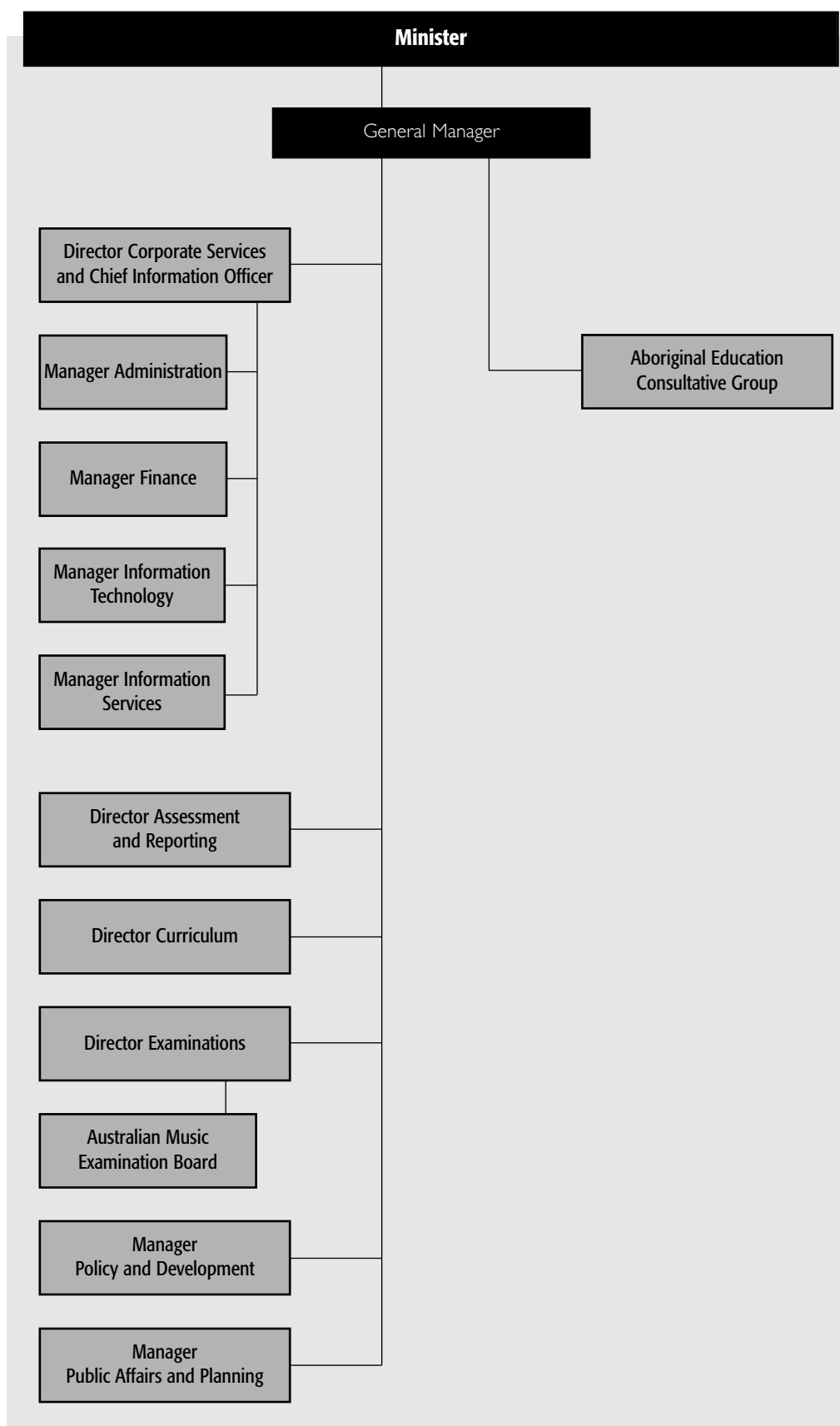
Public Affairs and Planning Branch develops and implements corporate communication strategies and supports the management of strategic issues and priorities for the Board and the Office. The branch is involved in day-to-day contact with the media on a range of educational issues of public interest. The branch also coordinates the development of the strategic plans for the Board and the Office as well as the Office's operational plan.

The branch is focused on supporting productive relationships with schools, teacher and parent organisations, the broader education portfolio, other government agencies and the media. This involves the development of effective and responsive approaches to communicating information on curriculum, assessment, credentialing and school registration matters.

Public Affairs and Planning Branch produces publications including the Board Bulletin, which is the Board's official publication, as well as newsletters, brochures and website information for schools and the public, and regularly provides information and briefings to the media on issues of public interest.

The branch also manages the public relations activities of the Board of Studies and the Office of the Board of Studies, including special functions such as the annual Premier's Awards for Excellence in the Higher School Certificate.

Office of the Board of Studies



Chief Executive Service (CES) and Senior Executive Service (SES) Staff

Level	Total CES/SES 2003–2004	Total CES/SES 2002–2003
8		
7		
6		
5		
4	1	1
3		
2	3	3
1	1	1

Number of positions held by women

Current year	2
Previous year	2

Office of the Board of Studies CES/SES Staff Academic Qualifications

General Manager

Dr John Bennett, BMath, BEdStud, MEd, PhD

Director, Assessment and Reporting

Ms Carol Taylor, BA, DipEd, MEd

Director, Curriculum

Mr John O'Brien, BSc, DipEd, MEd

Director, Corporate Services

Mr David Murphy, BBus(Acc/Econ), ASA

Director, Examinations

Ms Rob Speers, DipTeach

Corporate Governance Framework

The Office's corporate governance framework encompasses a number of committees, policies and procedures, including the following:

Committees: Audit; Finance; Program Planning and Review; Research and Development (R&D); Management; and Information Management and Technology (IM&T)

Polices and Procedures:

Code of Conduct; General Manager's Circulars; Corruption and Fraud Prevention; Grievance Resolution; and Board and Office Delegations Manuals.

Recruitment

During 2003–2004, the average staffing of the Office of the Board of Studies was 247, including 21 positions assisting with the Year 7–10 syllabus development project. Over the course of the preceding year the full-time equivalent of a further 628 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.

Divisions/Branches	2004			2003			2002			2001		
	CES/SES	Other	Total	CES/SES	Other	Total	CES/SES	Other	Total	CES/SES	Other	Total
Senior Management	2	3	5	2	3	5	2	3	5	2	3	5
Policy and Development	–	29	29	–	30	30	–	31	31	–	32	32
Public Affairs and Planning	–	5	5	–	5	5	–	5	5	–	5	5
Curriculum	1	64	65	1	63	64	1	57	58	1	44	45
Examinations	1	45	46	1	40	41	1	41	42	1	39	40
Assessment and Reporting	1	23	24	1	25	26	1	24	25	1	21	22
Finance and Administration	–	21	21	–	23	23	–	20	20	–	19	19
Australian Music Examinations Board	–	10	10	–	10	10	–	11	11	–	10	10
Information Services	–	23	23	–	26	26	–	28	28	–	22	22
Information Technology	–	14	14	–	15	15	–	13	13	–	11	11
Aboriginal Education Consultative Group	–	5	5	–	5	5	–	5	5	–	5	5
Total	5	242	247	5	245	250	5	238	243	5	211	216

Equal Employment Opportunity

Equal Employment Opportunity statistics

A Trends in the Representation of EEO Groups		% of Total Staff				
EEO Group	Benchmark or target	2001	2002	2003	2004	
Women	50%	60%	60%	63%	64%	
Aboriginal people and Torres Strait Islanders	2%	3.4%	3.2%	3%	2.6%	
People whose first language was not English	20%	21%	19%	20%	20%	
People with a disability	12%	6%	6%	5%	4%	
People with a disability requiring work-related adjustment	7%	3.4%	3.2%	3%	3%	
B Trends in the Distribution of EEO Groups		Distribution Index				
EEO Group	Benchmark or target	2001	2002	2003	2004	
Women	100	81	83	86	89	
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a	
People whose first language was not English	100	80	88	88	87	
People with a disability	100	n/a	n/a	n/a	n/a	
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a	

Notes:

- 1 Staff numbers are as at 30 June.
- 2 Excludes casual staff.
- 3 A Distribution Index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO 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 EEO group is less concentrated at lower salary levels. The Distribution Index is automatically calculated by the software provided by ODEOPE.
- 4 The Distribution Index is not calculated where EEO group or non-EEO group numbers are less than 20.

Occupational Health and Safety Performance

In 2003–2004 the new Occupational Health and Safety policy and consultation plan for the Office were passed by management and implemented by the Occupational Health and Safety committee.

To help maintain a safe and healthy working environment, office workplace site inspections were undertaken throughout 2003–2004.

Injuries

Permanent staff

Category	Number
Fall	0
Lifting	2
Strain	2
Other	7

Casual staff/Markers/Presiding Officers

Category	Number
Fall	5
Lifting	1
Strain	0
Other	1

This list includes off-site journey-related, but excludes home/office journey accidents.

Risk Management

The General Manager, directors and managers comprise the chain of responsibility for Risk Management within the Office of the Board of Studies.

Risk exposures identified include:

- staff evacuation
- business continuity
- data security and handling
- building access and control
- asset management.

During the reporting period the Office engaged an external review of its data centre to assess the physical environment in which the Office's IT assets are housed. Concurrent with this review a Business Impact Analysis was undertaken as part of the Business Continuity Management Process. Arising from these reviews the Office has progressed a number of recommendations in response to the findings. The Office will continue to address needs as part of an overall business continuity management cycle.

As part of the IT Governance and ISO 17799 Security Certification initiatives being undertaken by the Office, an effective Disaster Recovery Plan must be in place and tested. To achieve this an organisational Business Continuity Review was undertaken. The Business Continuity Review was completed and an upgraded Disaster Recovery Plan is in the process of implementation.

Payment of accounts

Payment Performance Indicators

The Office of the Board of Studies accounts payable procedures are carried out in accordance with the prompt payment guidelines issued by the Premier and set out in accordance with the Treasurer's Directions and the *Public Finance and Audit Act 1983*.

Aged analysis at the end of each quarter

Quarter	Current (ie within due date) \$	Less than 30 days overdue \$	Between 30 and 60 days \$	Between 60 and 90 days overdue \$	More than 90 days overdue \$
September	9,774,779	314,142	86,545	13,654	21,656
December	22,555,601	1,022,457	161,232	63,531	18,565
March	9,478,702	376,354	194,538	18,736	31,052
June	8,121,509	194,813	88,818	6,263	17,978

Accounts paid on time within each quarter

Total accounts paid on time

Quarter	Target %	Actual %	\$	Total amount paid \$
September	100%	96%	9,774,779	10,210,777
December	100%	95%	22,555,601	23,821,386
March	100%	94%	9,478,702	10,099,382
June	100%	96%	8,121,509	8,429,380

Total dollar amount of accounts paid on time: \$ 49,930,591

Total dollar amount of accounts paid: \$ 52,560,925

Prompt payment results for the year show a percentage of accounts paid on time as 95%. This figure is an acceptable result and maintains the 'Prompt Payment of Accounts' at a respectable level.

The (\$) amount and number of invoices not paid on time represented 5% overall. The main causes of this can be explained by the following:

- invoices not approved for payment until overdue
- invoices lost in the mail
- invoices in dispute with supplier.

No interest for late payment of accounts has been charged.

Exceptional movements in employee wages, salaries or allowances

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received an interim 5.5% salary increase effective on and from 2 January 2004.

Personnel policies and practices

Board officers are employed under one or more of the following Acts:

- Education Act 1990
- Public Sector Employment and Management Act 2002.

The salaries and conditions of employment of the Office's staff are determined by the following awards: Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries January 2002) Award and the Crown Employees (Public Sector Conditions of Employment) Award 2002.

Industrial relations policies and practices

Industrial relations policies and practices at the Office of the Board of Studies accord with the direction and guidance provided by the Department of Industrial Relations, the Public Sector Management Office and relevant government policies.

Recreation leave and extended leave liability

The monetary value of extended (long service) leave and recreation leave as at 30 June 2004 for the Office of the Board was:

Extended leave	\$4,685,505
Recreation leave	\$1,663,615

Contracting and market testing

The Office of the Board of Studies market tests and contracts out a wide range of services and activities.

The Office initiated and concluded a number of strategic contracts following a process of market testing during 2003–2004. These included:

- continued implementation of an information and communication technology infrastructure plan adopting current government policy for acquisition of these assets
- continued market testing of suppliers for the procurement of a wide range of information technology
- procurement of various goods and services
- continued management and expansion of printing contractors for the provision of publishing services to the Office
- continued maintenance and development of the Office's examinations system.

Consultancies

Consultancies equal to or more than \$30,000

There were no consultancies equal to or more than \$30,000

Consultancies less than \$30,000

During the year, three consultancies were engaged in the following area:

Management services	\$ 16,720
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Total consultancies less than \$30,000	\$ 16,720
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Total consultancies	\$ 16,720
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Code of Conduct

The Office of the Board of Studies is committed to ethical conduct. This commitment is reflected in its Code of Conduct which sets the standards of behaviour expected of employees and provides guidance for 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 employees as part of the induction process. There were no changes to the Code during the reporting period.

Commitment to Service

The Office of the Board of Studies has identified the following clients:

The Minister for Education and Training

The Minister for Education and Training can expect the Office of the Board of Studies to respond to government priorities for education and to maximise the efficient use of government funds.

The Board of Studies and its sub-committees

The Board and its committees can expect the Office of the Board to provide appropriate resources to support their activities.

Schools and systems

Schools and systems can expect that the Office of the Board will have a full appreciation and understanding of schools' needs and that officers will meet these needs equitably and continue to consult with schools and systems in the development of Board resources and programs.

Teachers in primary and secondary schools

Teachers are entitled to expect that material published for the Board by the Office of the Board is of the highest quality, that it will be effective in the classroom and that it can be taught within the 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.

Students

Students are entitled to expect that the curriculum will be relevant to their needs. They are also entitled to credentials that adequately and accurately reflect their achievement.

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

Tertiary education bodies such as NSW TAFE and universities can expect curricula that will provide students graduating from school with the skills and knowledge to prepare them for further study, and a credentialing system that accurately reports student achievement.

Standards of service

While the specific expectations of clients may vary, all can expect the Office of the Board to respond to their needs in ways that are quality-driven, reflective of client needs, timely and resource-efficient.

Implementing standards of service

The Office of the Board of Studies meets community expectations for high standards of client service by:

- providing full-time liaison officers in ten regions to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on Board 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 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 and Client Feedback

Central to the Office's management of complaints is its policy of devolving accountability for their resolution to line managers and staff at the point of delivery of services. As a result, the Office is able to directly remedy or resolve problems at the source as they arise. The Office's service standards serve as a reference point for both customers and staff in this process. The Office receives approximately 2290 telephone calls on average per day. The Office's Customer Liaison Unit handles an average of 510 phone calls a month, and more than 400 emails and more than 500 faxes a month.

Most direct involvement with the public occurs in relation to matters of a personal nature, ie special provisions for examinations, the illness/misadventure appeals program, the home

schooling program and in responding to correspondence including email. Complaints arising from these are addressed in accordance with service standards or via structured appeals mechanisms.

Overwhelmingly, customer contact involving parents and students is indirect, ie via schools and teachers. Schools and teachers form the Office's primary source of client feedback on most services. This feedback is facilitated by an extensive program of consultation at each step in the service development process. It applies equally to program development as it does to new services. In this way the Office is able to minimise potential complaint generating problems by addressing feedback from clients before problems arise.

Representation on External Committees (as at 30 June 2004)

Professor G Stanley (President, Board of Studies)

Vocational Education and Training Accreditation Board
Legal Information Access Centre Advisory Board
Strategic Partnerships with Industry – Research and Training
(vocational educational and equity in senior secondary schooling)

Dr J Bennett (General Manager, Office of the Board of Studies)

Australasian Curriculum, Assessment and Certification
Authorities (ACACA) Chief Executive Officers Group
NSW Vice-Chancellors' Conference Technical Committee on
Scaling

Mr J O'Brien (Director, Curriculum)

Assessment and Reporting Framework Implementation
Committee, Qld
Steering Committee, Knowledge Networks Evolving Learning for
Sustainability in Schools (University of NSW)

Ms R Speers (Director, Examinations)

Australian Music Examinations Board (NSW)
Public Service Medal Committee
RSL Scholarship Committee

Ms C Taylor (Director, Assessment and Reporting)

Science Education Assessment Resource Steering Committee
(representing ACACA)
Outcomes Assessment and Reporting Evaluation Reference
Group
Collaborative Curriculum and Assessment Framework for
Languages Reference Group

Mr D Patterson
(Manager, Policy and Development)

TAFE Accreditation Council
TAFE/Board of Studies Credit Transfer Committee
Vocational Education and Training Consultative Forum
Gifted Education Research Advisory Committee (UNSW)

Mr L Sharp
(Manager, Information Services)

HSC Online Board of Management

Mr J Merlino
(Senior Project Officer – Computing Skills Assessment)

ICT Skills Program of the Department of Commerce

Mr G Webb
(Chief Assessment Officer)

Collaborative Curriculum and Assessment Framework for Languages Reference Group
MCEETYA review committee for the national Information and Communication Literacy assessment project

Ms R Hafner
(Board Inspector – Science)

NSW Quality Teacher Program Steering Committee

Mr P Hewitt
(Board Inspector – Personal Development, Health and Physical Education)

Premier's Physical Activity Taskforce

Mr H Kennedy
(Board Inspector – Technology Education)

Department of Education and Training Equipment in Schools Committee
Year of the Built Environment 2004 NSW

Ms J Lawless
(Board Inspector – Human Society and Its Environment)

Premier's History Teachers' Scholarship Committee
Premier's History Awards Committee
Premier's Military Scholarship Committee
National Archives of Australia Consultative Forum

Mr K Lowe
(Chief Education Officer – Aboriginal Curriculum Unit)

Department of Education and Training
Director-General's Advisory Committee
Partnerships – New Way of Doing Business Education Cluster
Culture and Heritage Cluster
DET QTP Aboriginal Languages Reference Group
NSW Aboriginal Languages Reference Committee

Ms M Malone
(Board Inspector – Primary)

Management Committee of Access Asia Program, NSW
Division of Professional Experiences, Partnerships and Development – University of Sydney
Consistency of Outcomes and Stage Assessment Reference Group
Commission on the Rights of the Child
Outcomes Assessment and Reporting Evaluation Reference Group

Ms M Millan
(Board Inspector – Vocational Education and Training)

Australasian Curriculum, Assessment and Certification Authorities Sub-group on Vocational Education in Schools
Qualifications, Recognition and Resource Requirements Committee
Schools Consortium (Vocational Education and Training in Schools)
Strategic Partnerships with Industry – Research and Training (vocational educational and equity senior schooling)

Mr T Moore
(Board Inspector – English)

Premier's Reading Challenge

Dr M Silink
(Board Inspector – Languages)

NSW Community Languages Schools Board
Collaborative Curriculum and Assessment Framework for Languages Reference Group

Overseas Travel

Dr John Bennett

Philadelphia (United States of America), 13–18 June 2004.

Dr Bennett attended the 30th International Association for Educational Assessment (IAEA) Conference on 'Assessment in the Service of Learning'. At the conference Dr Bennett presented a paper entitled 'How can assessment be used to improve student learning in a high stakes environment'.

His paper explained 'Assessment for learning' and the practices associated with it. It compared 'Assessment for learning' with 'Assessment of learning' and then explained the nature and organisation of the NSW Higher School Certificate.

A major theme of the IAEA Conference was the increasing role of technology in supporting the assessment of educational achievement. Many papers covered aspects of what is referred to as eAssessment, including using technology to distribute student scripts to markers, the online delivery of tests and examinations to students and the electronic scoring of student responses.

HSC Markers

Mr Paul Viles (Senior Marker, Drama)

Ms Rosemary Ricketts (Senior Marker, Drama)

Singapore, 10–12 September 2003

Ms Jennifer Carter (Senior Marker, Music)

Ms Annette Hagerman (Senior Marker, Music)

Singapore, 24–26 September 2003

Mr Graeme Colman (Senior Marker, Visual Arts)

Mr Barry Morler (Senior Marker, Visual Arts)

Singapore, 29 October – 31 October 2003

The markers listed above attended the Australian International School, Singapore, to mark HSC Music and Drama performances and Visual Arts bodies of work. The school met the cost of these visits.

Sponsorships

The Office of the Board of Studies would like to thank the sponsors for their support of the following events in 2003–2004:

ARTEXPRESS

Channel Ten

Chroma Australia

Grace Removals

Integral Energy

Radio 2GB

Sir William Dobell Art Foundation

The Sydney Morning Herald

Minister's Young Designers Award

Independent Commission Against Corruption

R E Batger

Taronga Zoo

Waste Reduction and Recycling

The Environment Protection Authority (EPA) approved the Office of the Board of Studies' Waste Reduction and Purchasing Policy (WRAPP) Plan in June 1999. The Office has included WRAPP principles in its corporate plans and operational policies and practices.

The Office has been fully committed to recycling its paper and cardboard waste since 1993. Recycling is part of the 'Waste Reduction Hierarchy' and is one of the waste minimisation strategies that has been included in the Office's WRAPP Plan.

The Office has continued its commitment to recycling its paper and cardboard waste during the reporting period. During the four-year period 2000 to 2004 the Office has recycled an average 17 tonnes of paper and an average 4.5 tonnes of cardboard.

Improving Waste Avoidance and Recycling Systems Across the Office

Waste Avoidance

Since the 2000 WRAPP progress report, the Office has made further progress in its efforts to avoid paper waste by developing and enhancing its online services. The areas that the Office was successful in getting technology to completely replace usage of paper are Students Lists, Entry and Confirmation of Entry for SC and HSC Students. In total, about 500 000 sheets of paper that would normally be used for printing these subjects annually have been saved since 2000/01 year.

Together with the Office's WRAPP Plan strategies, the Office has used technology in the following areas:

- use of intranet and email systems to reduce the Office's overall in-house usage of paper
- electronic publishing of internal newsletters for communication of matters via the Office's email system.

Recycling

Toner cartridges

- All empty toner cartridges are recycled by the Office.

PC monitors and equipment

- The Office recycles its old electrical equipment and items beyond economical repair via auction.

Waste separation to reduce waste going into landfill

- The separation of food and drinks waste from normal refuse has been ongoing since the introduction of the program in 1998. It involves recycling of glass bottles, aluminium cans and P.E.T. bottles.

Increasing the range and quantity of recycled content materials being purchased

- The Office uses 'Green Wrap' recycled paper, made with wastes produced within Australia whenever possible.

Government Energy Management Program

The Government Energy Management Plan (GEMP) was announced by the NSW Government in 1998. It is one of several initiatives aimed at reducing greenhouse gas emissions detailed in the NSW Greenhouse Action Plan 1998.

The Office 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% Green Power from an accredited energy supplier and a reduction in cost as well consumption over the 1995 base year, ie on average 60% of cost and 40% of consumption.

5 Financial Statements

The Office of the Board of Studies

Year ended 30 June 2004

Pursuant to Section 45F 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 Regulations, 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) and Urgent Issues Group (UIG) Consensus Views
- (b) the Statement of Financial Performance presents a true and fair view of the results of the Office of the Board of Studies for the year ended 30 June 2004
- (c) the Statement of Financial Position gives a true and fair view of the state of affairs of the Office of the Board of Studies as at 30 June 2004; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



Dr John Bennett
General Manager

13 October 2004



GPO BOX 12
SYDNEY NSW 2001

INDEPENDENT AUDIT REPORT

Office of The Board of Studies

To Members of the New South Wales Parliament

Audit Opinion

In my opinion, the financial report of the Office of the Board of Studies:

- (a) presents fairly the Office of the Board of Studies financial position as at 30 June 2004 and its financial performance and cash flows for the year ended on that date, in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and
- (b) complies with section 45E of the *Public Finance and Audit Act 1983* (the Act).

The opinion should be read in conjunction with the rest of this report.

The General Manager's Role

The financial report is the responsibility of the General Manager of the Office of the Board of Studies. It consists of the statement of financial position, the statement of financial performance, the statement of cash flows, the summary of compliance with financial directives and the accompanying notes.

The Auditor's Role and the Audit Scope

As required by the Act, I carried out an independent audit to enable me to express an opinion on the financial report. My audit provides *reasonable assurance* to members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing and Assurance Standards and statutory requirements, and I:

- evaluated the accounting policies and significant accounting estimates used by the General Manager in preparing the financial report, and
- examined a sample of the evidence that supports the amounts and other disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the General Manager had not fulfilled his reporting obligations.

My opinion does *not* provide assurance:

- about the future viability of the Office of the Board of Studies,
- that the Office of The Board of Studies has carried out its activities effectively, efficiently and economically,
- about the effectiveness of its internal controls, or
- on the assumptions used in formulating the budget figures disclosed in the financial report.

Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



P J Boulous, CA
Director of Audit

SYDNEY
19 October 2004

The Office of the Board of Studies
Financial Report 30 June 2004

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Statement of Financial Performance for the Year Ended 30 June 2004

	Note	Actual 2004 \$'000	Budget 2004 \$'000	Actual 2003 \$'000
Expenses				
Operating Expenses				
Employee related	3(a)	69,657	67,510	67,803
Other operating expenses	3(b)	22,428	22,212	20,858
Depreciation and amortisation	3(c)	1,392	1,230	1,377
Grants and subsidies	3(d)	247	490	241
Total Expenses		93,724	91,442	90,279
Less: Retained Revenue				
Sale of Goods & Services	4(a)	5,337	4,366	4,476
Investment income	4(b)	134	76	123
Grants and contributions	4(c)	1,096	262	835
Other Revenue	4(d)	145	237	24
Total Retained Revenue		6,712	4,941	5,458
Gain/(Loss) on disposal of non-current assets	5	79	10	(2)
Net Cost of Services	19	86,933	86,491	84,823
Government Contributions				
Recurrent appropriation	20	79,790	80,033	80,181
Capital appropriation	20	700	700	2,800
Acceptance by the Crown Entity of employee benefits and other liabilities	6	5,586	4,973	5,195
Total Government Contributions		86,076	85,706	88,176
SURPLUS/(DEFICIT) FOR THE YEAR FROM ORDINARY ACTIVITIES		(857)	(785)	3,353
SURPLUS/(DEFICIT) FOR THE YEAR		(857)	(785)	3,353
NON-OWNER TRANSACTION CHANGES IN EQUITY				
TOTAL REVENUES, EXPENSES AND VALUATION ADJUSTMENTS RECOGNISED DIRECTLY IN EQUITY				
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS	14	(857)	(785)	3,353

The accompanying notes form part of these statements.

Statement of Financial Position as at 30 June 2004

	Note	Actual 2004 \$'000	Budget 2004 \$'000	Actual 2003 \$'000
ASSETS				
Current Assets				
Cash	7	1,821	2,911	3,096
Receivables	8	642	812	812
Inventories	9	2,014	1,327	1,327
Total Current Assets		4,477	5,050	5,235
Non-Current Assets				
Property, Plant and Equipment – Plant and Equipment	10	5,478	5,459	6,009
Total Property, Plant and Equipment		5,478	5,459	6,009
Total Non-Current Assets		5,478	5,459	6,009
Total Assets		9,955	10,509	11,244
LIABILITIES				
Current Liabilities				
Payables	11	1,119	1,566	1,566
Provisions	12	1,427	1,512	1,462
Total Current Liabilities		2,546	3,078	3,028
Non-Current Liabilities				
Provisions	13	404	354	354
Total Non-Current Liabilities		404	354	354
Total Liabilities		2,950	3,432	3,382
Net Assets		7,005	7,077	7,862
EQUITY				
Accumulated funds	14	7,005	7,077	7,862
Total Equity		7,005	7,077	7,862

The accompanying notes form part of these statements.

Statement of Cash Flows for the Year Ended 30 June 2004

	Note	Actual 2004 \$'000	Budget 2004 \$'000	Actual 2003 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Payments				
Employee-related		(68,432)	(66,116)	(66,221)
Grants and subsidies		(247)	(490)	(241)
Other		(26,266)	(23,903)	(23,827)
Total Payments		(94,945)	(90,509)	(90,289)
Receipts				
Sale of Goods & Services		5,260	4,366	4,519
Interest Received		140	76	122
Other		4,772	2,190	3,873
Total Receipts		10,172	6,632	8,514
Cash Flows from Government				
Recurrent appropriation		79,790	80,033	80,181
Capital appropriation		700	700	2,800
Cash reimbursements from the Crown Entity		3,790	3,629	3,667
Cash transfers to the Consolidated Fund				
Net Cash Flows from Government		84,280	84,362	86,648
NET CASH FLOWS FROM OPERATING ACTIVITIES	19	(493)	485	4,873
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of Plant and Equipment		79	30	1
Purchases of Plant and Equipment		(861)	(700)	(2,905)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(782)	(670)	(2,904)
NET INCREASE/(DECREASE) IN CASH		(1,275)	(185)	1,969
Opening Cash and Cash Equivalents		3,096	3,096	1,127
CLOSING CASH AND CASH EQUIVALENTS	7	1,821	2,911	3,096

The accompanying notes form part of these statements.

Summary of Compliance with Financial Directives

2004					2003			
	Recurrent Appropriation	Expenditure/ Net Claim on Consoli- dated Fund	Capital Appropriation	Expenditure/ Net Claim on Consoli- dated Fund	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Original Budget								
Appropriation/Expenditure								
Appropriation Act	79,543	79,543	700	700	79,939	79,939	2,800	2,800
Additional Appropriations								
s21A PF & AA – special appropriation								
s24 PF & AA – transfers of functions between departments								
s26 PF & AA – Commonwealth specific purpose payments – IESIP	490	247			470	242		
	80,033	79,790	700	700	80,409	80,181	2,800	2,800
Other Appropriations/Expenditure								
Treasurer's Advance								
Section 22 – expenditure for certain works and services								
Transfers from another agency (section 25 of the Appropriation Act)								
Total Appropriations/Expenditure/ Net Claim on Consolidated Fund (includes transfer payments)	80,033	79,790	700	700	80,409	80,181	2,800	2,800
Amount Drawn down against Appropriation		79,790		700		80,181		2,800
Liability to Consolidated Fund								

The Summary of Compliance is based on the assumption that Consolidated Fund moneys are spent first (except where otherwise identified or prescribed).

Notes to the Financial Statements for the Year Ended 30 June 2004

1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Reporting Entity

The Office of the Board of Studies, as a reporting entity, comprises all the operating activities under the control of the Office, which includes supporting the services required by the Board of Studies, Australian Music Examinations Board and the Aboriginal Education Consultative Group. It also encompasses funds that, while containing assets that are restricted for specified uses by the grantor or donor, are nevertheless controlled by the Office.

The Office of the Board of Studies is a single program, the objective of which is to provide leadership in curriculum development and promote the achievement of excellence and equity in education for students from Kindergarten to Year 12 in all New South Wales schools, both Government and non-Government.

As the Office has only one program the Financial Reporting Code for Budget Dependent General Government Sector Agencies does not require details of expenses and revenues to be produced in a Program Statement as this information is already available in the Statement of Financial Performance.

(b) Basis of Accounting

The Office's financial statements are a general purpose financial report that has been prepared on an accruals basis and in accordance with applicable Australian Accounting Standards, other authoritative pronouncements of the Australian Accounting Standards Board (AASB); Urgent Issues Group (UIG) Consensus Views; the requirements of the Public Finance and Audit Act and Regulations; and the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies, or issued by the Treasurer under section 9(2)(n) of the Act. Where there are inconsistencies between the above requirements, the legislative provisions have prevailed.

In the absence of a specific Accounting Standard, other authoritative pronouncement of the AASB or UIG Consensus View, the hierarchy of other pronouncements as outlined in AAS 6 'Accounting Policies' is considered.

The Financial Report is prepared in accordance with the historical cost convention. All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

The accounting policies adopted are consistent with those of the previous year.

(c) Revenue Recognition

Revenue is recognised when the Office has control of the good or right to receive, it is probable that the economic benefits will flow to the Office and the amount of revenue can be measured reliably. Additional comments regarding the accounting policies for the recognition of revenue are discussed below.

(i) *Parliamentary Appropriations and Contributions from Other Bodies*

Parliamentary appropriations and contributions from other bodies (including grants and donations) are generally recognised as revenues when the agency obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash.

An exception to the above is when appropriations are unspent at year-end. In this case, the authority to spend the money lapses and generally the unspent amount must be repaid to the Consolidated Fund in the following financial year. As a result, unspent appropriations are now accounted for as liabilities rather than revenue.

(ii) *Sale of Goods and Services*

Revenue from the sale of goods and services comprises revenue from the provision of products or services (ie user charges). User charges are recognised as revenue when the agency obtains control of the assets that result from them.

(iii) *Investment Income*

Interest revenue is recognised as it accrues.

(d) 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), annual leave and vesting sick leave are recognised and measured in respect of employees' services up to the reporting date at nominal amounts based on the amounts expected to be paid when the liabilities are settled.

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.

(ii) Long Service Leave and Superannuation

The Office's liabilities for long service leave, superannuation and payroll tax on superannuation are assumed by the Crown Entity. The Office 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 Entitlements and other Liabilities'.

Prior to 2003 long service leave liabilities were estimated using the short hand method. Recent studies by the Government Actuary have shown that the liability using the short hand method is materially different to the present value method which requires that liabilities such as long service leave, that are expected to be settled more than 12 months after the reporting date, must be measured as the present value of the estimated future cash outflows to be made by the employer in respect of services provided by employees up to the reporting date. This calculation takes into account future increases in remuneration rates as they will increase the amount that the employer is required to pay to settle the liability.

The increase in the long service leave and related on-cost liability resulting from the adoption of the present value methodology is not attributed to any change in AASB 1028. The adoption of the present value method has arisen as part of a periodic review of the appropriateness of the short hand method. This means that any net increase in liability for on-costs not assumed by the Crown, must be recognised in the Statement of Financial Performance and not adjusted against opening equity.

The superannuation expense for the financial year is determined by using the formula specified in the Treasurer's Directions. The expense for certain superannuation schemes (ie Basic Benefit and First State Super) is calculated as a percentage of the employee's salary. For other superannuation schemes (ie State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employee's superannuation contributions.

(e) Non-Current Assets (Property, Plant and Equipment)**Cost and valuation**

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Office. Cost is determined as the fair value of the assets given as consideration, plus the costs incidental to the acquisition.

Fair value means the amount for which an asset could be exchanged between a knowledgeable, willing buyer and a knowledgeable, willing seller in an arm's length transaction.

Plant and equipment costing \$5,000 and above are individually capitalised.

Physical non-current assets are valued in accordance with the Guidelines for the Valuation of Physical Non-Current Assets at Fair Value (TPP 03-02). This policy adopts fair value in accordance with AASB 1041 from financial years beginning on or after 1 July 2002. There is no substantive difference between the fair value valuation methodology and the previous valuation methodology adopted in the NSW public sector.

Where available, fair value is determined having regard to the highest and best use of the asset on the basis of current market selling prices for the same or similar assets. Where market selling price is not available, the asset's fair value is measured as its market buying price ie the replacement cost of the asset's remaining future economic benefits. The agency is a not for profit entity with no cash generating operations.

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Each class of physical non-current assets is revalued every five years and with sufficient regularity to ensure that the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The last revaluation was completed in 2002.

Depreciation

Depreciation is provided for on a straight line basis against all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the Office.

Useful lives of each major category of depreciable assets are:

	2004	2003
Plant and Equipment		
Computer hardware	4 years	4 years
Computer software (depending on expected usage)	4–10 years	4–10 years
Office furniture	10–15 years	10 years
Office equipment	5 years	5 years
Plant & machinery	10 years	10 years
Building Improvements	10–15 years	10 years

(f) Inventories

Inventories are stated at the lower of cost and net realisable value. Cost comprises direct and indirect labour and materials. Costs are assigned to individual items of stock mainly on the basis of weighted average costs. Obsolete stock is identified and disposed of on a regular basis (refer Note 9).

The Office also maintains a stock of syllabus and support documents for the purpose of free distribution to schools and teachers. Although any surplus stock is available for commercial sale, these products are excluded from inventory totals in accordance with AAS2, which defines inventories as goods 'held for resale in the ordinary course of business'.

The provision for obsolescence has been reduced from 10% to 5%.

(g) Administered Activities

The Office has no administered activities.

(h) Board Fees

Board members are entitled to sitting fees and reimbursement of travel, accommodation and incidental expenses.

(i) Restricted Assets

The Office holds monies donated for the Brother John Taylor Memorial Trust (\$14,196) and for the Mary Besley Biology Teachers award (\$389). 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 investment of these assets is used to provide cash awards to the recipients.

(j) Insurance

The Office's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past experience.

(k) Leased Assets

Operating lease payments are charged to the Statement of Financial Performance in the periods in which they are incurred. The Office has no finance leases.

(l) Accounting for the Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except the amount of GST incurred by the Office as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense. Receivables and payables are stated with the amount of GST included.

(m) Receivables

Receivables are recognised and carried at cost, based on the original invoice amount less a provision for any collectable debts. An estimate for doubtful debts is made when collection of the full amount is no longer probable. Bad debts are written off as incurred.

(n) Payables

These amounts represent liabilities for goods and services provided to the Office.

(o) Budgeted Amounts

The budgeted amounts are drawn from the budgets as formulated at the beginning of the financial year and with any adjustments for the effects of additional appropriations, s21A, s24 and/or s26 of the Public Finance and Audit Act 1983. The budgeted amounts in the Statement of Financial Performance and the Statement of Cash Flows are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the Statement of Financial Position the amounts vary from the Budget Papers, as the opening balances of the budgeted amounts are based on carried forward actual amounts (ie per the audited financial statements rather than carried forward estimates).

(p) Adoption of Australian Equivalents to International Financial Reporting Standards

The Office will apply the Australian Equivalents to International Financial Reporting Standards (AIFRS) from the reporting period beginning 1 July 2005.

The Office is managing the transition to the new standards by allocating internal resources to analyse the pending standards and Urgent Issues Group Abstracts to identify key areas regarding policies, procedures, systems and financial impacts affected by the transition.

As a result of this exercise, the Office has taken the following steps to manage the transition to the new standards:

- The Office's Finance Committee is overseeing the transition. The Manager, Finance is responsible for the project and reports to the Committee on progress against the plan.
- The following phases that need to be undertaken have been identified:
 - scope and impact statement
 - design
 - implementation.

NSW Treasury is assisting agencies to manage the transition by developing policies, including mandates of options; presenting training seminars to all agencies; providing a website with up-to-date information to keep agencies informed of any new developments; and establishing an AIS Agency Reference Panel to facilitate a collaborative approach to manage the change.

The Office has identified a number of significant differences in accounting policies that will arise from adopting AIFRS. Some differences arise because AIFRS requirements are different from existing AASB requirements. Other differences could arise from options in AIFRS. To ensure consistency at the whole of government level, NSW Treasury has advised the Office of options it is likely to mandate, and will confirm these during 2004–05. This disclosure reflects these likely mandates.

The Office's accounting policies may also be affected by a proposed standard designed to harmonise accounting standards with Government Finance Statistics (GFS). This standard is likely to change the impact of AIFRS and significantly affect the presentation of the income statement. However, the impact is uncertain because it depends on when this standard is finalised and whether it can be adopted in 2005–06.

Based on current information, the following key differences in accounting policies are expected to arise from adopting AIFRS:

- (i) AASB 1 First-time Adoption of Australian Equivalents to International Financial reporting requires retrospective application of the new AIFRS from 1 July 2004, with limited exemptions. Similarly, AASB 108 Accounting Policies, changes in Accounting Estimates and Errors requires voluntary changes in accounting policy and correction of errors to be accounted for retrospectively by restating comparatives and adjusting the opening balance of accumulated funds. This differs from current Australian requirements, because such changes must be recognised in the current period through profit or loss, unless a new statement mandates otherwise.
- (ii) AASB 132 Financial Instrument Disclosure and Presentation prohibits in-substance defeasance. Agencies can no longer offset financial assets and financial liabilities when financial assets are set aside in trust by a debtor for the purposes of discharging an obligation, without assets having been accepted by the creditor in settlement of the obligation. This will have the effect of increasing both assets and liabilities but will have no net impact on equity.
- (iii) AASB 139 Financial Instrument Recognition and Measurement results in the recognition of financial instruments that were previously off balance sheet, including derivatives. The standard adopts a mixed measurement model and requires financial instruments held for trading and available for sale to be measured at fair value and valuation changes to be recognised in profit or loss or equity, respectively. Previously they were recognised at cost. This may increase the volatility of the operation result and balance sheet.

To achieve full harmonisation with GFS, entities would need to designate all financial instruments at fair value through profit or loss. However, at this stage it is unclear whether this option will be available under the standard and, if available, whether Treasury will mandate this option for all agencies.

2 BUDGET REVIEW

Net Cost of Services

The actual net cost of services in 2004 was higher than budget by \$0.442m. This was primarily due to additional expenditure and revenue on Commonwealth grants funded programs where revenue was finalised post budget, Years 7–10 Syllabus Project expenditure deferred from 2002–03 post budget and matched by unexpended project funds carried forward from 2002–03 into 2003–04, increases in HSC Special Provisions program costs, and Crown Entity funded liabilities for extended leave and superannuation.

Assets and Liabilities

Current assets were lower than budget by \$0.573m due to increases in receivables and inventories and a decrease in cash. The increase in inventories was due to the publication of new 7–10 curriculum support documents.

Current liabilities were lower than budget by \$0.532m primarily due to a decrease in provisions and payables.

Cash Flows

Net Cash Flows from Operating Activities were lower than budget by \$0.978m due to an increase in net actual payments over receipts.

Net Cash Flows from Investing Activities exceeded budget by \$0.112m due to increases in equipment purchases and asset sale proceeds.

	2004 \$'000	2003 \$'000
3 EXPENSES		
(a) Employee related expenses		
Salaries and wages (including recreation leave)	60,294	58,533
Superannuation	4,552	4,334
Long service leave	816	994
Workers compensation insurance	313	290
Payroll tax and fringe benefit tax	3,682	3,652
	69,657	67,803
(b) Other operating expenses		
Auditor's remuneration—audit of financial report	38	36
Computing expenses	2,083	1,635
Insurance	93	63
Postage	1,239	1,087
Printing and publishing	3,037	2,859
Marking centre rental	3,643	3,440
Operating lease rental	2,889	2,693
Security	1,591	1,559
Travel and accommodation	1,904	1,791
Stationery and consumables	558	653
Motor vehicles	717	753
Furniture and equipment	1,220	1,073
Telephones	411	453
Bad and doubtful debts	(4)	47
Other expenses	3,009	2,716
	22,428	20,858
(c) Depreciation and amortisation expense		
Depreciation		
Building improvements	112	228
Plant and equipment	1,280	1,149
	1,392	1,377
In 2004 a review of the useful life of assets resulted in a number of assets having their estimated life increased. Major building improvements and office furniture were increased from 10 to 15 years as a result of an extension of the office accommodation lease to 2012. Other in-house examination software was increased from 4 to 10 years.		
(d) Grants and subsidies		
Indigenous education initiatives	247	241
	247	241

	2004 \$'000	2003 \$'000
4 REVENUES		
Revenue Arising from Operating Activities		
(a) Sale of goods and services		
Sale of teaching kits and publications	1,272	671
Rendering of services		
HSC and School Certificate user charges	1,199	1,155
Music Examination Advisory Board Fees	2,512	2,417
Exhibition fees	354	233
	5,337	4,476
(b) Investment income		
Interest	134	123
(c) Grants and contributions		
Aboriginal Education	535	40
Vocational Education and Training	287	315
NALSAS Languages	–	79
Street Sense project	–	7
Information Technology projects	215	345
Other	59	49
	1,096	835
(d) Other revenue		
Insurance claims	31	19
Other	114	5
	145	24
5 GAIN/(LOSS) ON DISPOSAL OF NON-CURRENT ASSETS		
Gain/(Loss) on disposal of plant and equipment:		
Proceeds from disposal	79	1
Written down value of assets disposed	–	(3)
Net gain/(loss) on disposal of plant and equipment	79	(2)
6 ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES		
The following liabilities and/or expenses have been assumed by the Crown Entity.		
Superannuation	4,552	4,334
Long service leave	761	601
Payroll tax	273	260
	5,586	5,195
7 CURRENT ASSETS – CASH		
Cash at bank and on hand	1,821	3,096
For the purposes of the Statement of Cash Flows, cash includes cash on hand and cash at bank. Cash assets recognised in the Statement of Financial Position are reconciled to cash at the end of the financial year as shown in the Statement of Cash Flows.		
Cash (per Statement of Financial Position)	1,821	3,096
Closing cash and cash equivalents (per Statement of Cash Flows)	1,821	3,096

	2004 \$'000	2003 \$'000
8 CURRENT ASSETS – Receivables		
Sale of goods and services	115	84
Less: Provision for doubtful debts	(2)	(49)
Sundry government debtors	289	368
Other debtors	212	376
Prepayments	28	33
	642	812
9 CURRENT ASSETS – Inventories		
At Cost		
Publications/Stock	2,120	1,474
Less provision for obsolescence	(106)	(147)
	2,014	1,327
10 NON-CURRENT ASSETS – Property, Plant and Equipment		
Plant and Equipment		
At Fair Value	13,362	13,569
Accumulated Depreciation at Cost	(7,884)	(7,560)
Total Plant and Equipment	5,478	6,009
Total Property, Plant and Equipment at Net Book Value	5,478	6,009

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below.

	Plant and Equipment \$'000	Building Improvements \$'000	Total \$'000
2004			
Carrying amount at start of year	5,000	1,009	6,009
Additions	861	–	861
Disposals	–	–	–
Written down value of assets written off	–	–	–
Depreciation expense	(1,280)	(112)	(1,392)
Carrying amount at end of year	4,581	897	5,478
2003			
Carrying amount at start of year	3,247	1,237	4,484
Additions	2,905	–	2,905
Disposals	(3)	–	(3)
Written down value of assets written off	–	–	–
Depreciation expense	(1,149)	(228)	(1,377)
Carrying amount at end of year	5,000	1,009	6,009

	2004 \$'000	2003 \$'000
11 CURRENT LIABILITIES – Payables		
Accrued Salaries and Wages	143	506
Creditors	600	459
Relief Staff Costs	262	461
Other	114	140
Total Current Liabilities – Payables	1,119	1,566
12 CURRENT LIABILITIES – Provisions		
Employee benefits and related on-costs		
Recreation leave	1,383	1,424
Long service leave on-costs	16	14
Payroll tax on LSL payable	28	24
Total Current Liabilities – Provisions	1,427	1,462
13 NON-CURRENT LIABILITIES – Provisions		
Employee benefits and related on-costs		
Long service leave on-costs	143	128
Payroll tax on LSL payable	261	226
Total Non-current Liabilities	404	354
14 CHANGES IN EQUITY		
Accumulated Funds		
Balance at the beginning of the financial year	7,862	4,509
Surplus/(deficit) for the year	(857)	3,353
Balance at the end of the financial year	7,005	7,862
15 COMMITMENTS FOR EXPENDITURE		
(a) Operating lease commitments		
Future non-cancellable operating lease rentals not provided for and payable:		
Not later than one year	3,397	3,763
Later than one year and not later than five years	10,493	9,142
Later than five years	6,471	–
Total (including GST)	20,361	12,905
(b) Other expenditure commitments		
Aggregate other expenditure for the acquisition of goods and services contracted for at balance date and not provided for:		
Not later than one year	630	825
Total (including GST)	630	825

Operating lease commitments relate to office accommodation, motor vehicles and computer equipment.

The total 'Commitments for Expenditure' above includes input tax credits of \$1.908m that are expected to be recoverable from the Australian Taxation Office.

	2004 \$'000	2003 \$'000
16 CONTINGENT LIABILITIES		
The Office is unaware of any contingent liabilities or assets existing as at 30 June 2004.		
17 CONSULTANCIES		
During the year the Office paid \$16,720 in consultancies. There were no major projects undertaken in excess of \$30,000.		
18 ASSISTANCE PROVIDED BY OTHER PARTIES		
During the year there was no assistance provided to the Office by any other party for which financial consideration was not paid.		
19 RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES		
Net cash used on operating activities	(493)	4,873
Cash flows from Government/Appropriations	(80,490)	(82,981)
Depreciation	(1,392)	(1,377)
(Increase)/decrease in employee entitlements	(15)	(614)
Acceptance by the Crown Entity of employee benefits and other liabilities	(5,586)	(5,195)
Increase/(decrease) in receivables	(170)	(422)
(Increase)/decrease in payables	447	560
Increase/(decrease) in inventories	687	335
Net gain/(loss) on sale of plant and equipment	79	(2)
Net Cost of Services	(86,933)	(84,823)
20 APPROPRIATIONS		
Recurrent Appropriations		
Total recurrent drawdowns from Treasury (per Summary of Compliance)	79,790	80,181
Less: Liability to Consolidated Fund (per Summary of Compliance)	–	–
Total	79,790	80,181
Comprising:		
Recurrent appropriations (per Statement of Financial Performance)	79,790	80,181
Transfer payments	–	–
Total	79,790	80,181
Capital Appropriations		
Total capital drawdowns from Treasury (per Summary of Compliance)	700	2,800
Less: Liability to Consolidated Fund (per Summary of Compliance)	–	–
Total	700	2,800
Comprising:		
Capital appropriations (per Statement of Financial Performance)	700	2,800
Transfer payments	–	–
Total	700	2,800

21 FINANCIAL INSTRUMENTS

(a) Interest rate risk

The Office's exposure to interest rate risk and the effective interest rates of financial assets and liabilities, both recognised and unrecognised at the balance sheet date, are as follows:

	Floating Interest Rate		Non-interest Bearing		Total Carrying Amount as per Balance Sheet		Weighted Average Effective Interest Rate	
	2004	2003	2004	2003	2004	2003	2004	2003
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	%	%
Financial Assets								
Cash	1,821	3,096	–	–	1,821	3,096	4.06	3.75
Receivables	–	–	642	812	642	812	N/A	N/A
TOTAL FINANCIAL ASSETS	1,821	3,096	642	812	2,463	3,908		
Financial Liabilities								
Payables	–	–	976	1,060	976	1,060	N/A	N/A
TOTAL FINANCIAL LIABILITIES	–	–	976	1,060	976	1,060		

There are no fixed interest financial instruments.

(b) Credit risk

The Office has no significant concentration of credit risk.

(c) Net fair value

All financial instruments are carried at net fair value.

(d) Derivative financial instruments

The Office has not entered into any interest rate swap contracts.

(e) Interest earned

Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11 am unofficial cash rate adjusted for a management fee to Treasury.

22 PROGRAMS/ACTIVITIES OF THE AGENCY

Program Objective: To provide leadership in curriculum development and promote the achievement of excellence and equity in education for students from Kindergarten to Year 12 in all New South Wales schools, both government and non-government.

Program Description: Provision of guidance to schools in curriculum and assessment, professional leadership in developing quality education, implementation of registration and accreditation procedures for non-Government schools. Management of public examinations – School Certificate and Higher School Certificate. Administration of music examinations in the State on behalf of the Australian Music Examinations Board.

23 AFTER BALANCE DATE EVENTS

There are no events occurring after reporting date which provide new information that relates to conditions existing at reporting date.

End of Audited Financial Statements

6 Appendices

Appendix 1 Australian Music Examinations Board and Aboriginal Education Consultative Group

This section of the Annual Report concerns the activities of the Australian Music Examinations Board (AMEB) and the Aboriginal Education Consultative Group Inc. (AECG). These agencies are accountable to the Minister for Education and Training through the Office of the Board of Studies.

Australian Music Examinations Board (AMEB)

Contact Details

AMEB (NSW)
Level 6, 117 Clarence Street
SYDNEY NSW 2000

Telephone: (02) 9367 8456
Fax: (02) 9367 8091
Email: office@ameb.nsw.edu.au
Internet: www.ameb.nsw.edu.au

NSW State Chairperson: **Professor Kim Walker**
Dean, Sydney Conservatorium of Music

NSW State Manager: **Ms Marion Sinclair**

The principal activities of the AMEB (NSW) during 2003–2004 are outlined below. Further information about the AMEB is available from the address supplied.

Role and Structure

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 Australian Music Examinations Board 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 that is an incorporated body with representatives from each state.

The AMEB (NSW) processes around 43,000 examinations throughout New South Wales and the Australian Capital Territory each year in almost 80 categories and services nearly 8000 teachers and around 200 examiners and assessors.

Annual Presentation Ceremony

Diploma and higher Certificate graduates received their awards from guest presenter Carl Vine at the Sydney Town Hall. They were rewarded for long years of practice and study and several received more than one diploma.

The AMEB shields were also presented in the following categories:

<i>Private Teacher Pianoforte Category</i>	Preliminary to Sixth Grade
<i>Private Teacher Pianoforte Category</i>	Seventh Grade to Licentiate

<i>Private Teacher Instrumental/Vocal Category</i>	Preliminary to Sixth Grade
<i>Private Teacher Instrumental/Vocal Category</i>	Seventh Grade to Licentiate
<i>Private Teacher Speech Category</i>	Preliminary to Fifth Grade
<i>Private Teacher Speech Category</i>	Sixth Grade to Licentiate
<i>Private Teacher (Written) Category</i>	First to Fourth Grade
<i>Private Teacher (Written) Category</i>	Fifth Grade to Licentiate

Between the presentations the large audience was treated to performances by some of the successful candidates: Jimin Lim (piano), Natalie Lopes and Anita Miller (speech and drama), Yoshika Masuda (cello) and Richard Tierney (clarinet).

MusicLink!

MusicLink! is jointly presented by the Sydney Conservatorium Access Centre and the AMEB (NSW) and since 1996 has provided professional development, performance training and concerts to thousands of teachers and students across regional NSW.

In 2003/2004 the MusicLink! program presented workshops in Temora – piano, Orange – piano and brass/strings, Wagga Wagga – flute, Forbes – piano, and Narrabri – piano/violin. Led by Conservatorium teachers and AMEB examiners, these workshops provided regional music communities with access to valuable information and advice on performance practice, instrumental technique, new syllabus requirements and contemporary pedagogy issues. The average attendance at these workshops was 44.

Diploma Workshops

In February a workshop entitled Sound Performance was conducted for Speech and Drama teachers to assist them when preparing candidates for AMEB examinations. The workshop was led by the AMEB (NSW) Speech and Drama Adviser, Victoria Clancy, and attracted 39 participants.

A workshop for Music teachers and candidates working towards diploma examinations was held in conjunction with the Sydney Conservatorium Access Centre. Led by last year's Federal Examiner, Max Olding, the workshop attracted 117 teachers and diploma candidates. The AMEB (NSW) also participates in the Summer and Winter Music Festivals in association with the Sydney Conservatorium Access Centre.

AMEB (NSW) Board

(as at 30 June 2004)

Principal, Sydney Conservatorium of Music	Associate Professor Peter McCallum (Acting Chairperson)
Private Music Teacher Representatives	Dr Rita Crews (Deputy Chairperson), William Clark, Anne Harvey
Private Speech and Drama Teacher Representative	Victoria Clancy
Examiner Representatives	Richard Morphew, Meriel Owen
Nominee of the NSW Vice-Chancellors' Conference	Professor Robert Constable
Nominee of the Director-General of Education	James Black
Nominee of the Director-General of Education	Patricia Morton
Nominee of the Director-General of Education	Roslynne Moxham
Representative of the Office of the Board of Studies	Rob Speers

Aboriginal Education Consultative Group Incorporated

Contact Details

Aboriginal Education Consultative Group Incorporated
37 Cavendish Street
Stanmore NSW 2048

Telephone: (02) 9550 5666
Fax: (02) 9550 33610
Email: info@nswaecg.com.au
Website: www.nswaecg.com.au

President: **Mr Charles Davison**

Mission and Goals

The NSW Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) is an independent community-based Aboriginal organisation that is the principal advisory body to the Minister for Education and Training on all educational matters as they relate to Aboriginal students, Aboriginal education and Aboriginal perspectives across all curriculum.

The vision of the NSW AECG Inc. is to empower and support all members of the Aboriginal community through building a platform based on the empowerment of the local and regional Aboriginal Education Consultative Groups. The aim is to provide 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 NSW AECG Inc. is a ministerial nominee on the Board of Studies. As such, the NSW AECG Inc. is involved in all aspects of the Board's planning, policy and strategy.

The President of the NSW AECG Inc. chairs the Board of Studies Aboriginal Education Initiatives Advisory Committee (AEIAC). During the reporting period, the degree of responsibility and accountability of this committee continued to broaden and it now advises the Board of Studies, as well as the General Manager of the Office of the Board of Studies.

In partnership with the Office of the Board of Studies, the NSW AECG Inc. endeavours to ensure that it is represented on all Board Curriculum Committees (BCCs). This representation means that Aboriginal people are a major part of the decision-making process and that Aboriginal perspectives are included in many syllabus documents.

The NSW AECG Inc. has contributed enormously with the provision of key strategic advice to many education providers within NSW as well as at a national level, and is committed to upholding its mandate of being the principal advisory body on all matters pertaining to Aboriginal students and Aboriginal education. The NSW AECG Inc. looks forward to continued collaborative approaches to improving outcomes for Aboriginal students within and across all sectors, as well as ensuring that it provides key advice in relation to educating all students about Aboriginal Australia within the context of understanding the true and shared history of our land.

Board Curriculum Committees

Participation on BCCs is of paramount importance. It ensures that curriculum, through pedagogy, assessment, reporting and employment policies and programs effectively meet the needs of Aboriginal students and promote awareness, knowledge and appreciation of Aboriginal Australia. The NSW AECG Inc. continued its representation on BCCs and provided

advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabus, curriculum and teaching.

Aboriginal Languages

The NSW AECG Inc. was instrumental in providing advice to the Aboriginal Curriculum Unit in relation to the Aboriginal Languages K–10 Syllabus and the corresponding support materials. This syllabus was developed as part of the State Government's commitment to the review and development of the Years 7–10 curriculum for NSW schools.

The NSW AECG Inc. advocates that Aboriginal languages are fundamental to strengthening the identity of Aboriginal people and their connections with country. The recognition of the interdependence of language, identity and land underpins the syllabus. Further, all people have the right to learn their own language, particularly in their own country. The NSW AECG Inc. was vigilant in its support of Aboriginal people in NSW to access the right to learn their own languages, and identified that education systems have a vital role in facilitating this. The capacity to learn and use these unique Australian languages will assist students to develop a strong sense of identity and self-esteem.

Consultation continued on syllabus support materials through the Aboriginal Curriculum Unit and the Aboriginal Education Initiatives Advisory Committee (AEIAC) in association with the NSW AECG Inc. The consultation process was fundamental to the development of this syllabus and support materials. The support materials acknowledge the necessity for appropriate consultation during all stages of the program development and implementation.

Partnerships

The NSW AECG Inc. has continued to maintain successful working partnerships with education and training providers through the dedication of individual members and the Association collectively. This commitment has allowed the Association to forge and enhance partnerships with preschool providers, independent VET providers including NAISDA and Tranby and the Catholic Education Commission. The Association has been very successful in establishing frameworks for effective consultation and it is intended that this platform will be further built upon to ensure successes for the future.

Through effective networking, the NSW AECG Inc. continued to ensure that equality of access and equitable and appropriate outcomes were achieved in most instances. However, it is acknowledged that there are still some significant barriers that need to be addressed and that these barriers will only be taken down through appropriate consultation and the building of effective partnerships for change.

During this reporting period, the NSW AECG Inc. and the Department of Education and Training worked together on the Ministerial review of Aboriginal Education. The NSW AECG Inc. facilitated meetings across NSW to inform the review teams about issues affecting Aboriginal student engagement in education across all levels from pre-school to TAFE and university. The NSW AECG Inc. places the highest emphasis on this review affecting policy and strategy to bring about positive improvements. Some recommendations from the review will have implications for the Board of Studies in terms of effective curriculum development and delivery.

Local AECG members took the opportunity to collaborate with education and training providers in designing models and systems intended to create frameworks for change and deliver successful outcomes for Aboriginal students. A revised set of performance indicators and reporting formats was implemented for the development of IESIP Agreements for 2001–2002 with the intention of improving national reporting on the educational outcomes of Aboriginal students.

During the reporting period many additional networks were maintained and established with other agencies such as the Parents and Citizens Association (P&C), NSW Teachers Federation, the Ethnic Communities Council (ECC), Primary Principals' Association and the Secondary Principals' Council.

The NSW AECG Inc. maintained its commitment to Vocational Education and Training through its participation on the Australian Indigenous Training Advisory Council (AITAC) to the Australian National Training Authority (ANTA). The Council was responsible for the development of the National Aboriginal and Torres Strait Islander Strategy for Vocational Education and Training, 2000–2005.

Appendix 2 Exhibitions, Awards and Events

Premier's Awards for Excellence in the Higher School Certificate

The Premier's Awards for Excellence in the Higher School Certificate, held each year, provide the opportunity to recognise and reward outstanding achievement by HSC students.

801 HSC students who achieved Band 6 standard (a mark of 90 or above) in 10 or more units were presented with the prestigious Premier's Trophy by the Premier of New South Wales, the Hon Bob Carr, MP, and the Deputy Premier, Minister for Education and Training, and Minister for Aboriginal Affairs, the Hon Dr Andrew Refshauge MP at a ceremony held at the Sydney Convention and Exhibition Centre, Darling Harbour, in February 2004.

Approximately 2000 people attended the ceremony, including the recipients, their parents, school principals, and representatives from the Board of Studies, the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools.

First in Course Award Ceremony

The Hon Dr Andrew Refshauge MP, Deputy Premier, Minister for Education and Training, and Minister for Aboriginal Affairs, presented certificates to about 120 HSC students who achieved first place within the highest band in a course. More than 400 people attended the ceremony that was held at the Conservatorium of Music on the day of the release of Higher School Certificate results in December 2003.

Brother John Taylor Memorial Prize

The Brother John Taylor Memorial Prize acknowledges students who have overcome significant disability and disadvantage to achieve academic excellence at the Higher School Certificate. The award commemorates the contribution of Brother Taylor as a member of the Board of Studies and its predecessors from 1978 until his death in 1993. Brother Taylor was an energetic advocate of equality of opportunity for all students.

The Deputy Premier, the Hon Dr Andrew Refshauge, MP, presented the prize for 2003 to Alyce Bennett of Oxley High School and Danni McClellan of Roseville College at the annual Premier's Awards for Excellence in the Higher School Certificate.

Ms Bennett and Ms McClellan achieved outstanding HSC results in all courses and Band 6 or Band E4 in ten units of the Higher School Certificate. Both of them were awarded the Premier's Trophy for excellence in the Higher School Certificate. Ms Bennett was also actively involved in a school mentoring program assisting junior students. Ms McClellan was the Captain of Performing Arts of her school and a principal performer in various school drama and musical productions. They were both recognised as inspirations to other students in their schools.

Aboriginal Studies Awards

Each year the Office of the Board of Studies and the NSW Aboriginal Education Consultative Group Inc. jointly honour the achievement of the highest-achieving Aboriginal and non-Aboriginal students in 2 unit Aboriginal Studies. The award is presented at the AECG's Annual General Meeting.

ARTEXPRESS

ARTEXPRESS is an annual exhibition of outstanding artworks by HSC students. In 2003–2004, the work of 257 students from both government and non-government schools was selected for exhibition from almost 8500 submissions for the artmaking component of the 2003 Visual Arts examination. ARTEXPRESS was held in Sydney from January to March 2004 at the Art Gallery of NSW, David Jones' City Store, the UNSW College of Fine Arts, the National Art School and the Hazelhurst Regional Gallery and Arts Centre. Works from the metropolitan exhibitions and additional works were combined for the touring exhibition to galleries in Albury, Campbelltown, Grafton, Newcastle, Orange and Taree.

DesignTECH

DesignTECH is an annual exhibition of outstanding Major Design Projects developed by HSC students as part of their Design and Technology course. The Powerhouse Museum displays the exhibition from early December through to mid-March. The exhibition provides the community with an opportunity to view the talent, creativity and innovation emerging from the Design and Technology curriculum in NSW schools and at the same time is a valuable resource to students and teachers. Student seminars are held in conjunction with the exhibition for students and teachers of the Preliminary and HSC Design and Technology courses.

Between March and May 2004, the exhibition also toured the regional centres of Armidale, Ballina, Newcastle, Nowra, Orange and Wagga Wagga.

ENCORE

The annual ENCORE concert of outstanding performances and compositions from HSC Music students was presented to full houses at both matinee and evening performances in the Concert Hall at the Sydney Opera House on 29 March 2004. The concerts featured a diverse program representing all the HSC Music courses and comprising fourteen performances and five compositions.

OnSTAGE

OnSTAGE is a season of performances and an exhibition of exemplary individual and group works representing the different syllabus categories for study in the HSC Drama course. OnSTAGE ran from 2 to 7 February 2004 at the Seymour Theatre Centre, Sydney. It included matinee and evening performances and an exhibition of 32 projects in the theatre foyer. Writers OnSTAGE/OnSCREEN was extended to four shows in the Everest Theatre at the Seymour Theatre Centre in 2004 and included screening of three video dramas and two rehearsed readings of outstanding scripts.

Minister's Young Designers Awards (MYDA)

At a ceremony in the Muse Gallery, Sydney Institute of TAFE, Ultimo, the Deputy Premier and Minister for Education and Training, Dr Andrew Refshauge MP, presented awards to 39 innovative Design and Technology students in Years 7 and 8. Four of the award-winning projects were a response to a special optional design brief about water conservation in recognition of the United Nations International Year of Freshwater.

Appendix 3 Major Assets

The following major assets were acquired:

	\$'000
Logical partitioning for iSeries computer	149
Teleform scanning software	60
Docuprint 90 laser printer	68
Kodak scanner	80
Computer Skills Assessment software	244
Examination system upgrade	224
Total	825

Appendix 4 Statutory Disclosure Requirements

Funds granted to non-government community organisations

The Office of the Board of Studies did not grant funds to non-government community organisations.

Legal change

The government amended the Education Act 1990 in October 2003 in order to introduce a mandatory Computing Skills test for the School Certificate from 2006.

In March 2004, the government amended the *Education Act 1990* (the Act) to give effect to the enhanced registration requirements for non-government schools recommended by the Grimshaw Review. The Board's *Registered and Accredited Non-government Schools (NSW) Manuals* were revised to operationalise the amendments to the Act. Under the amendments to the Act, the manuals constitute the rules of the Board with respect to registration and accreditation. The amendments to the Act were proclaimed and commenced on 1 May 2004 and the rules in the manuals took effect on 25 June 2004 in accordance with the following transition arrangements:

- with immediate effect, that is, from the proclamation date and effective date of the amendments and rules, respectively, for proposed new non-government schools and non-government schools seeking to provide new Years of schooling
- from 1 January 2005 with respect to the amendments to the Act relating to the minimum curriculum for primary education, the minimum curriculum for secondary education (Years 7 to 10) and the requirements for registration and with immediate effect with respect to the other amendments to the Act for non-government schools whose registration and/or accreditation expires at the end of 2004
- from 1 May 2005 with respect to the amendments to the Act relating to the minimum curriculum for primary education, the minimum curriculum for secondary education (Years 7 to 10) and the requirements for registration and with immediate effect with respect to the other amendments to the Act for all other non-government schools.

The *Public Sector Employment and Management Act 2002* replaced the previous *Public Sector Management Act 1988* as the chief statutory instrument under which the Office employs its core staff. The *Public Sector Employment and Management Act 2002* was commenced during 2002/03 with the exception of those provisions relating to temporary staff, casual employees and across-agency staff mobility, transfers and secondments which were commenced during 2003/04.

Economic/other factors affecting the achievement of operational objectives

There were no specific economic factors affecting the achievement of objectives. Other factors are covered in the body of this report.

Major works in progress

The Office of the Board of Studies had major works in progress during the reporting period associated with the following projects:

Years 7–10 syllabus development – Total expenditure at 30 June 2004 was \$0.5m with a projected total cost of \$0.9m in 2005.

Land disposal

The Office of the Board of Studies does not hold title to any land or buildings and was not involved in the disposal of land by other agencies.

Subsidiaries, partnerships, joint ventures and other associations

The Office's joint ventures with other organisations are listed in the Sponsorships section of this report.

Investment management performance

The Office of the Board of Studies does not have an investment portfolio and is funded by Treasury Consolidated Funds and user charges.

Liability and management performance

The Office of the Board of Studies 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.

Executive remuneration

The following information is supplied regarding remuneration of level 5 and above Senior Executive Service executive officers:

Position title and SES level	President Board of Studies SES Level 5
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Name of occupant	Professor Gordon Stanley
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Total remuneration package	\$219,870
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Additional matters

There were no additional matters arising after 30 June 2003 and prior to the submission of the Annual Report that were expected to have a significant effect on the Board's operations or clientele.

Appendix 5 Credit Card Compliance

The General Manager of the Office of the Board of Studies certifies that credit card usage in the Office has met best practice guidelines in accordance with Premier's Memoranda and Treasurer's Directions 205.1 to 205.8.

Appendix 6 Equal Employment Opportunity

During the reporting period the Office:

- continued its sponsorship of and support for child care arrangements for staff
- maintained its commitment to the Aboriginal Employment Program
- continued efforts to make training and development opportunities available to all staff.

Appendix 7 Disability Action Plan

The Office's continued commitment to the objectives of the government's Disability Policy Framework is demonstrated by:

- incorporation of Life Skills outcomes and content in new Years 7–10 syllabuses. This involves more than 40 syllabuses
- the development of support materials to assist teachers in the implementation of Life Skills in schools
- the Board's standing committee on Special Education continues to provide advice on issues pertaining to students with special education needs
- the Office's Special Provisions Unit continues to evaluate and respond to the needs of students with special needs.

Appendix 8 Privacy Management Plan

The Office maintains a Privacy Management Plan in compliance with the requirements of the *Privacy and Personal Information Protection Act 1998*.

The purpose of the Plan is to:

- maintain a current listing of personal information collected by the Office of the Board of Studies
- identify the policies and strategies that the Office of the Board of Studies uses to ensure compliance with the Act
- provide a mechanism for periodic review of the Office's practices in relation to the handling, maintenance and security of personal information.

Information collected by the Office includes student data related to the Higher School Certificate and School Certificate and personal data concerning employees of the Office.

A copy of the Plan has been included on the Board's website for ease of access. It is also generally available to staff via the Office intranet.

Appendix 9 Ethnic Affairs Priorities Statement

In the reporting period, the Board of Studies continued to implement its Ethnic Affairs Priorities Statement in the following ways:

- An extensive range of language courses has been maintained with 65 Board Developed Courses in 39 languages examined for the 2003 HSC. Seventeen new K–10 syllabuses in languages were also developed as part of the new Years 7–10 curriculum and were distributed to schools in 2003–2004.
- The Board Languages Inspector retains membership of the Community Languages Schools Board.
- Guidelines specifying that examination questions are to be accessible to all candidates and ‘free of culture or gender bias, stereotyping or tokenism’ were used in the development of the 2003 HSC examinations.
- A number of School Certificate and Higher School Certificate 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 for ESL students.

Strategies to promote the Board’s commitment to ethnic affairs in NSW for 2004–2005 include the following:

- Cross-curriculum content statements were used by writers in the revision of the Years 7–10 curriculum. Statements that have guided the development of the materials include ‘Difference and Diversity’ and ‘Multicultural’. Their use ensures that all Years 7–10 students will receive education with a multicultural perspective, regardless of the subjects they are undertaking. The distribution of new syllabuses in 2002–2003 was followed by the distribution of related support materials in 2003–2004.
- Presentations by Board of Studies Liaison Officers to ethnic communities will continue to be expanded to promote community understanding of changes to school curriculum and assessment, particularly with regard to the revision of the Years 7–10 curriculum.
- The review of examination papers from an ESL perspective, in addition to the standard checks to ensure papers are accessible to all students, will be expanded.
- A review of Board materials translated into community languages will be conducted.

Appendix 10 Action Plan for Women

The NSW Government Action Plan for Women 2002–2004 emphasises the government’s commitment to removing barriers to women’s full participation in society. The action plan builds on the government’s 2000–2002 plan and is based on ‘principles of equity, access, rights and participation’. The plan recognises the particular need to improve the position of women who have least access to economic and political resources. In order to achieve its objectives, the government has adopted a whole-of-government approach while building partnerships with the private sector and community organisations.

One of the policy areas targeted by the government in the 2002–2004 Action Plan is education and training, which has a direct relationship with the responsibilities of the Board of Studies. The plan outlines the government’s commitments to achieving gender balance in educational opportunities, curriculum and school facilities. It also focuses on specific vocational education and training needs and conducting school leadership courses for female teachers.

Commitments to which the responsibilities of the Board of Studies are specifically related are as follows:

■ *Achieve a balance in advancing the educational opportunities of boys and girls*

The Board of Studies exercises educational leadership in developing curriculum and assessment material that is accessible to the full range of students. During the reporting period, the Board published the differences in course entries according to gender in Years 11 and 12. Monitoring the gender differences assists the Board in ensuring that the curriculum meets the needs of all students and provides information for use in policy development across agencies, such as the NSW Premier's Department Office for Women and the Department of Education and Training.

■ *Develop the curriculum at the primary and secondary level to maximise the interests and knowledge of both genders and ensure that learning is not constricted by perceptions that particular subjects are the natural domain of either boys or girls*

During the reporting period, the Board of Studies has continued the revision of the Years 7–10 syllabuses and support materials, with specific attention being paid to issues of gender through the use of cross-curriculum content statements. The statements provide guidance to the writers of the new materials to ensure that all students will receive education with inclusive perspectives, regardless of the subjects they are studying. One of the cross-curriculum content statements is specifically devoted to gender and will promote the knowledge and interests of both genders across all subjects in the crucial middle years of schooling.

The Board is guided by its Statement of Equity Principles to ensure that access to its curriculum and credentials continues to be equitable for all students. The Statement assists curriculum and assessment writers in the development of materials that are gender-inclusive, promote the participation of women in all areas and reflect the diversity of their achievements, roles, needs and experiences.

Appendix 11 Profiles of Board Members

President

Emeritus Professor Gordon Stanley, BA(Hons), PhD, FAPS, FACE

Professor Stanley was appointed President of the Board in March 1998. He was previously Chair of the Commonwealth Higher Education Council (1995 to 1997). From 1990 to 1994 he was Chair of the WA Higher Education Council and Chief Executive Officer of the WA Education Policy Coordination Bureau. In 1990 he was appointed Professor Emeritus at the University of Melbourne where he had been Professor of Psychology from 1975 and Deputy Vice-Chancellor from 1985. Professor Stanley has been a member of the Vocational Education and Training Accreditation Board since 1998. He is currently Adjunct Professor of Education at the University of Sydney. In 2003 he was appointed an overseas member of the Hong Kong Council of Academic Accreditation.

Ex-Officio Members

Dr Michelle Bruniges, DipTeach, DipEd, MEd, PhD, MACE

Dr Bruniges was Assistant Director-General, School Educational Services, NSW Department of Education and Training. She was also a member of the Education and Training Statistics Advisory Group to the Australian Bureau of Statistics and a member of the Curriculum Corporation Board and the Asian Education Foundation Board.

Dr Alan Laughlin, BSc, DipEd, MEd, MEd (Admin), PhD, FACE

Dr Laughlin is Deputy Director-General, Teaching and Learning, NSW Department of Education and Training. He has a strong interest in professional development, equity, school improvement and vocational education and training. He has been seconded to work in 2004 on the Futures Project for the NSW Department of Education and Training.

Ms Leslie Loble, BSc, MPubAdmin

Ms Loble is Deputy Director-General, Strategic Planning and Regulation, NSW Department of Education and Training. Previously, Ms Loble was the Department's Director of Skills Development and Workforce Policy. Before coming to Australia in 1998, Ms Loble served in President Bill Clinton's Administration for five years as part of the top management team at the US Department of Labor. Ms Loble is a member of the Department's Board of Management and is a member of several statutory bodies and committees as well as being Chair of the NSW Schools Consortium.

Mr Robin Shreeve, BA(Hons), MA, AFAIM, AFIMA

Mr Shreeve is Deputy Director-General, TAFE and Community Education, NSW Department of Education and Training. He is responsible for the leadership of the ten TAFE NSW Institutes, the Adult Migrant English Service, the Adult and Community Education Unit and the National Art School. He has published in the areas of marketing education, teaching and learning in Vocational Education and Training and the future of post-compulsory education.

Dr Gary Willmott, BEc, DipEd, MEd(Admin), PhD, MACE, MRIPA

Dr Willmott was Assistant Director-General, TAFE Educational Services, NSW Department of Education and Training. He has a strong interest in vocational education curriculum for schools and the further improvement of vocational training packages. Dr Willmott was a member of the Australian Qualifications Framework Advisory Board and chaired the TAFE Accreditation Council.

Mr Trevor Wootten, BA, DipEd

Mr Wootten was Executive Director of Secondary Education, NSW Department of Education and Training. In his previous position he was a Director of Schools in South Western Sydney.

Appointed Members

Mr Ian Baker, BA(Hons), DipEd, BLegalSt, Barrister-at-Law

Mr Baker is Director, Education Policy and Programs, Catholic Education Commission NSW. Formerly a secondary school teacher and subject coordinator, he has been Secretary of the Catholic Secondary Schools Association NSW since 1987.

Ms Caroline Benedet, BEd

Ms Benedet was the inaugural Chairperson of the Council of Catholic School Parents and is actively involved at local, diocesan and state levels. In her professional role, she is Parent Community Educator with the Catholic Education Office, Inner Western Region, Archdiocese of Sydney.

Professor Anthony Blake, AM, BEd, MSc, PhD

Professor Blake was Vice-Chancellor, University of Technology Sydney until August 2002. He is a Director of National ICT Australia Ltd (the national centre of excellence for ICT Research and Development), a member of the governing Council of the Australian Maritime College and Chair of the New South Wales Higher Education Advisory Committee.

Ms Dianne Butland, TPTC, BA (Social Science), MEd

Ms Butland is active in the Federation of Parents and Citizens' Associations at local, district and state levels. Her research interests are in the area of equity and community development and education.

Brother Kelvin Canavan, fms, AM, BA, MS, EdD, FACE

Brother Canavan has been Executive Director of Schools, Catholic Education Office Sydney since 1987. He has worked for the Catholic Education Office for more than 30 years, following ten years teaching in Catholic primary schools. Brother Canavan was the inaugural recipient of the Sir Harold Wyndham Medal from the Australian College of Education in 1994.

Ms Janet Chan, DipTeach, Grad Dip Education Studies (Reading)

Ms Chan is currently Principal, Plumpton Public School and formerly Principal, Tregear Public School. She is an active member of the NSW Primary Principals' Association, being a member of both the Curriculum and Assessment and Reporting Reference Groups and chair of the Sydney West Forum Committee.

Dr Brian Croke, BA(Hons), DipEd, DPhil, FAHA

Dr Croke is the Executive Director of the Catholic Education Commission New South Wales. He is also Adjunct Professor of History at Macquarie University.

Mr Charles Davison

Mr Davison is President of the NSW Aboriginal Education Consultative Group Inc. He holds an Associate Diploma in Social Welfare and is Chairperson of the Board of Studies Aboriginal Education Initiatives Advisory Committee. Mr Davison is also a member of the Australian Indigenous Training Advisory Council of the Australian National Training Authority.

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

Dr Dockett is Associate Professor (Early Childhood Education) at the University of Western Sydney. She has taught in early childhood settings, including the early years of school, and has research interests in the areas of children's thinking, transition to school and child-based curriculum.

Dr Mary Fogarty, BA, DipEd, MEd, EdD, MACE

Dr Fogarty is Deputy Principal at Turramurra High School, Custodian of the NSW Teachers Federation and a member of the Teachers Federation Executive. She has researched the impact of national curriculum developments on teacher workloads in both the US and UK. Her most recent research is in the area of student assessment and exit credentialling.

Ms Sue Gazis, AM, MCom, BA, MA, DipEd

Ms Gazis has 20 years of teaching experience in NSW State high schools and is now Head Teacher, English, St George Girls High School. She is currently Past President, Australian Association for the Teaching of English, and President, Professional Teachers' Council (NSW).

Mr John Gelling, TC, BSc, MEd

Mr Gelling has had 34 years of teaching experience, including 10 years as a secondary principal and a two-year period as Executive Officer of the Australian Secondary Principals' Association. He was Director of Curriculum in the ACT for a number of years and was also a member of the Secondary Colleges Planning Team. Since retirement he has been actively involved in national projects on Leadership and Management Training of Principals, and School Business Industry Links.

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

Mr Grumley has 30 years teaching experience in both secondary (government and private) and tertiary sectors. He has also been involved in HSC and School Certificate marking, examination committees and syllabus development. Mr Grumley is currently Head Teacher, English, Catherine McAuley Westmead.

Mr Phillip Heath, BA(Hons), MA(Hons), DipEd, MACE, MACEA

Mr Heath is Head of School, St Andrew's Cathedral School. He was previously Chair of the Headmasters' Conference (NSW). Mr Heath is currently President of the Australian Anglican Schools Network and Chairman of the Independent Schools Sporting Association.

Mr Stepan Kerkyasharian, AM

Mr Kerkyasharian is Chairman and Chief Executive of the Community Relations Commission of NSW and President of the Anti-Discrimination Board of NSW. He is a Fellow of the University of Technology, Sydney, a member of the Independent Complaints Review Panel of the ABC and a member of the Geographical Names Board of NSW.

Ms Judy King, MA, DipEd

Ms King is Principal, Riverside Girls High School. Between 1993 and 1998 she was an executive member of the Secondary Principals' Council and, from 1991 to 1992, HSIE Curriculum Inspector at the Board of Studies. Ms King has worked extensively in the area of curriculum development during most of her teaching career. She is the elected deputy president of the NSW Secondary Principals' Council from June 2002 to June 2005.

Professor Kevin McConkey, BA(Hons), PhD

Professor McConkey is Chair of the Committee of Chairs of Academic Boards and Senates of Universities in NSW and ACT. He is President of the Academic Board and a Professor of Psychology at the University of New South Wales.

Dr Meredith Martin, MA (Special Ed), PhD (Special Ed)

Dr Martin was a consultant in Special Education. She was previously lecturer in Special Education, Macquarie University and Principal Education Officer in Special Education in the Department of Education and Training.

Mr Ian Morris

Mr Morris is a member of the State Council of the Federation of Parents and Citizens' Associations. In his professional life he was involved in the education of primary school children and had a particular interest in the implementation of technology initiatives. He is currently undertaking research on people with acquired brain injury in an endeavour to improve their educational outcomes and the quality of their lives.

Ms Theresia Zadkovich, BA, DipTeach, DipEnvSt

Ms Zadkovich is currently Deputy Principal at Eschol Park Public School, a NSW Teachers Federation councillor and the Teachers Federation representative on the Department of Education and Training Primary Education Development Committee.

Meetings and Attendance

Board Meetings and Attendance of Members of the Board of Studies

Members	2003					2004		
	5/8	9/9	21/10	9/12	10/2	23/3	4/5	22/6
Mr I Baker (from April to June 2004)							✓	✓
Ms C Benedet	✓	✓	✓	✓	✓	✓	✓	✓
Prof A Blake	✓	✓	✓	✓	✓		✓	✓
Dr M Bruniges (until Dec 2003)	✓	✓	*	*				
Ms D Butland	✓	✓	✓	✓	✓	✓	✓	✓
Br K Canavan	✓	✓	✓	✓		✓	✓	✓
Ms J Chan		✓	✓	✓	✓	✓	✓	✓
Dr B Croke	✓	✓	✓		✓	✓	**	**
Mr C Davison	✓			✓			✓	✓
Assoc Prof S Dockett	***	***	***		✓	✓	✓	✓
Dr M Fogarty	✓		✓	✓	✓	✓	✓	
Ms S Gazis	✓	✓	✓	✓	✓		✓	✓
Mr J Gelling	✓	✓		✓	✓	✓	✓	✓
Mr L Grumley (from Oct 2003)			✓		✓	✓	✓	✓
Mr P Heath		✓		✓	✓	✓		✓
Mr S Kerkyasharian	✓	✓		✓			✓	✓
Ms J King	✓	✓	✓		✓	✓	✓	✓
Dr A Laughlin (from Feb 2004)					✓	✓	✓	✓
Ms L Loble (from June 2004)								✓
Dr M Martin (until April 2004)	✓	✓	✓	✓	✓	✓		
Prof K McConkey			✓		✓	✓		✓
Mr I Morris	✓	✓	✓	✓	✓	✓	✓	✓
Mr R Shreeve (from Dec 2003)				✓	✓	✓	✓	✓
Prof G Stanley	✓	✓	✓	✓	✓	✓	✓	✓
Dr G Willmott (until Sept 2003)		✓						
Mr T Wootten (until May 2004)	✓	✓	****	✓	✓	✓	✓	
Ms T Zadkovich	✓	✓	✓	✓	✓		✓	✓

* Ms J Davey attended in place of Dr M Bruniges

** Dr B Croke on leave of absence, Mr I Baker attended as an alternative member

*** Associate Professor S Dockett on leave of absence

**** Mr N Warner attended in place of Mr T Wootten

Appendix 12 Freedom of Information

Freedom of Information Statistics

These statistics are set out in accordance with the format prescribed in Attachment A to the circular dated 27 June 1991 issued by the Freedom of Information Unit, NSW Premier's Department.

Section A: New requests

FOI request	Personal		Other		Total	
	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03
New (including transferred in)	3	2	5	3	10	5
Brought forward	1	0	1	0	2	0
Total to be processed	4	2	6	3	10	5
Completed	4	1	5	2	9	3
Transferred out	0	0	0	0	0	0
Withdrawn	0	0	1	0	1	0
Total processed	4	1	6	2	10	3
Unfinished (carried forward)	0	1	1	1	1	2

Section B: What happened to completed requests?

Result of FOI requests	Personal		Other	
	2003-04	2002-03	2003-04	2002-03
Granted in full	1	0	0	2
Granted in part	1	0	3	0
Refused	2	1	2	0
Unfinished	0	1	0	1
Completed	4	1	5	2

Section C: Ministerial certificates – number issued during period

Ministerial certificates	2003-04	2003-02
Ministerial Certificates issued	0	0

Section D: Formal consultations

Formal consultations	2003-04	2003-02
Number of requests requiring formal consultation(s)	1	0

Section E: Amendment of personal records

Result of amendment request	2003-04	2002-03
Result of amendment – agreed	0	0
Result of amendment – refused	0	0
Total	0	0

Section F: Notation of personal records

	2003–04		2002–03
Notation of personal records			
Number of requests for notation	0	0	

Section G: FOI requests granted in part or refused

Basis of disallowing or restricting	Personal		Other	
	2003–04	2002–03	2003–04	2002–03
Section 19 (applic. incomplete, wrongly directed)	0	0	0	0
Section 22 (deposit not paid)	0	0	0	0
Section 25 (1)(a1) (diversion of resources)	0	0	1	0
Section 25 (1)(a) (exempt)	3	1	4	0
Section 25 (1)(b)(c)(d) (otherwise available)	0	0	0	0
Section 32 (business affairs)	0	0	0	0
Total	3	1	5	0

Section H: Costs and fees of requests processed

	Assessed costs		FOI fees received	
	2003–04	2002–03	2003–04	2002–03
All completed requests	\$0	\$0	\$390	\$120

SECTION I: Discounts allowed

Type of discount allowed	Personal		Other	
	2003–04	2002–03	2003–04	2002–03
Public interest	0	0	0	0
Financial hardship (pensioner/child)	0	0	0	0
Financial hardship (non-profit organisation)	0	0	0	0
Total	0	0	0	0
Significant correction of personal records	0	0	0	0

Section J: Days to process

Elapsed time	Personal		Other	
	2003–04	2002–03	2003–04	2002–03
0–21 days	4	1	3	1
22–35 days	0	0	0	1
Over 35 days	0	0	1	0
Total	4	1	4	2

Section K: Processing time

Processing hours	Personal		Other	
	2003-04	2002-03	2003-04	2002-03
0-10 hours	3	0	3	1
11-20 hours	1	0	2	1
21-40 hours	0	1	0	0
Over 40 hours	0	0	0	0
Total	4	1	5	2

Section L: Reviews and appeals

	2003-04	2002-03
Number of internal reviews finished	3	1
Number of Ombudsman reviews finished	0	0
Number of District Court appeals finished	1	0

Details of internal review results

Basis of internal review	Personal				Other			
	Upheld*		Varied*		Upheld*		Varied*	
internal review requested	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03
Access refused	0	1	1	0	2	0	0	0
Deferred	0	0	0	0	0	0	0	0
Exempt matter	0	0	0	0	0	0	0	0
Unreasonable charges	0	0	0	0	0	0	0	0
Charge	0	0	0	0	0	0	0	0
Unreasonably incurred	0	0	0	0	0	0	0	0
Amendments refused	0	0	0	0	0	0	0	0
Totals	0	1	1	0	2	0	0	0
Refusal to deal	0	0	0	0	0	0	0	0

*Note: Related to whether or not the original agency decision was upheld or varied by the internal review.

During 2003-04 Freedom of Information procedures had minor impact on the Office's administration.

Freedom of Information: Summary of Affairs

Under the *Freedom of Information Act 1989*, section 14(1)(b) and (3), each government agency is required to publish an annual Summary of Affairs.

Summary of Affairs of the Office of the Board of Studies

June 2004

F.O.I. Agency No.2336 (Including Australian Music Examinations Board (NSW)

F.O.I. Agency No. 1820)

SECTION 1 – Policy Documents

Office of the Board of Studies

Policy documents relating to the following:

Assessing and Reporting Using Stage Outcomes - Part 1: Assessment; Part 2: Reporting (1996)

Assessment, Certification and Examination Manual (2002)

School Certificate Credentialling for Students with Special Education Needs in Stage 5 (1996)

Assessing students with special education needs: guidelines for the provision of alternative assessment tasks and practical work for students with severe physical and sensory disabilities in Stage 5 and 6 (1995)

Guidelines for Accelerated Progression (2000)

Home Education in NSW - Information Package (2004)

Registered and Accredited Individual Non-government Schools (NSW) Manual (2004)

Registration Systems and Member Non-government Schools (NSW) Manual (2004)

Recognition of Prior Learning for the Higher School Certificate (2000)

Guide to the 2004 School Certificate: Rules and Procedures for Students (2004)

Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students (2003)

Rules and Procedures for 2004: Higher School Certificate Candidates (2003)

Statement of Equity Principles (2000)

Syllabus Development Handbook (2003)

Syllabus Model Using Stage Outcomes (1996)

HSC Distinction Courses Information Booklet (2003)

School Developed Board Endorsed Courses Guidelines (2004)

University Developed Board Endorsed Courses Guidelines (2002)

Annual Report

Code of Conduct

Ethnic Affairs Priorities Statement

Recognition of Overseas Schools

Staff Handbook

Disability Action Plan

Privacy Management Plan

Board Bulletin – Official Notices

Corruption Prevention Policy

Aboriginal Education Consultative Group

NSW AECG Rules of Association

NSW AECG Complaints Guidelines

Australian Music Examinations Board (NSW)

Child Protection - Policy

2004 Teachers' Handbook

2004 Manual of Syllabuses

SECTION 2 – Statement of Affairs

The most recent Statement of Affairs for the New South Wales Office of the Board of Studies is incorporated in the Annual Report for 2003/2004.

SECTION 3 – Contact Arrangements

Requests under the FOI Act for access to documents in possession of the Board should be accompanied by a \$30.00 application fee in writing to:

The FOI Coordinator
Office of the Board of Studies
GPO Box 5300
Sydney NSW 2001

Telephone: (02) 9367 8380
Facsimile: (02) 9367 8484

An extensive range of policy, syllabus and syllabus support documents can be found on the Office of the Board of Studies World Wide Web site <http://www.boardofstudies.nsw.edu.au>.

Arrangements can be made to obtain copies of documents or to inspect them between 9:00am and 4:00pm by contacting the FOI Coordinator.

Appendix 13 Publications

Printed Publications

Many of the print documents were also presented in electronic form on the Board of Studies website during the reporting period.

Curriculum, Assessment and Examination Documents

2003 Advice Line – Course availability
2003 HSC Timetable poster
2004 HSC important dates
2004 HSC Languages Speaking exam timetable
2004 HSC Special Provisions form
2004 HSC timetable poster & booklet
2004 Marker Application form
2004 Presiding Officer's Handbook
Advice Line Adviser Application Form
HSC advance timetable
HSC Assessment in a Standards Referenced Framework
HSC Course Prescriptions – Indonesian Extension 2004–2005
HSC Distinction Courses – information booklet
HSC Portfolio 2004
HSC Portfolio Owner's Handbook
HSC Rules & Procedures for 2004
Illness/Misadventure 2003 HSC – appeal form

Illness/Misadventure 2004 HSC – individual
Illness/Misadventure 2003 HSC – group
Illness/Misadventure 2003 HSC – *Guide to Students*
Illness/Misadventure 2003 HSC – principal's memorandum
Illness/Misadventure 2003 HSC – whole-group appeal form
Posters for 2003 HSC SMS, phone & internet results service
Studying for HSC booklet for Year 10

Higher School Certificate

Ancient History Stage 6 Draft Syllabus & Consultation Survey
Business Studies Exemplar
Economics Exemplar
Geography Exemplar
Hospitality Exemplar
English Stage 6 Stimulus booklet
Guide to HSC 2004 – Rules & Procedures
HSC 2003 Examination papers on website
Ancient History Stage 6 Draft Syllabus & Consultation Survey
Modern History Stage 6 Draft Syllabus & Consultation Survey

Studies of Religion Stage 6 Draft Writing
Brief & Survey
HSC Student Answers 2003: Ancient History
HSC Student Answers 2003: Modern History
HSC Student Answers 2003: Business Studies
HSC Student Answers 2003: English Standard
HSC Student Answers 2003: English Advanced
HSC Student Answers 2003: PDHPE
HSC Student Answers 2003: Information Processes & Technology
HSC Student Answers 2003: Information Technology
HSC Student Answers 2003: Studies of Religion I & II
Studies of Religion Questions & Marking Guidelines booklet

School Certificate

CSA10 (Year 10 Computing Skills Assessment) Newsletter mockup
CSA10 Record of Achievement certificate mockup x 6
SC Exemplar English
SC Exemplar History/Geography
SC Exemplar Mathematics
SC Exemplar Science
SC Folios
SC Portfolio Owner's Handbook
SC Student Answers 2003: Australian History, Geography, Civics & Citizenship
SC Student Answers 2003: English-literacy
SC Student Answers 2003: Mathematics
SC Student Answers 2003: Science

K-6

Creative Arts K-6 Units of Work – reprint

K-10

Aboriginal Languages K-10 Syllabus
Arabic K-10 Syllabus
Chinese K-10 Syllabus
Classical Greek K-10 Syllabus
French K-10 Syllabus

German K-10 Syllabus
Hebrew K-10 Syllabus
Indonesian K-10 Syllabus
Italian K-10 Syllabus
Japanese K-10 Syllabus
Korean K-10 Syllabus
Latin K-10 Syllabus
Modern Greek K-10 Syllabus
Russian K-10 Syllabus
Spanish K-10 Syllabus
Turkish K-10 Syllabus
Vietnamese K-10 Syllabus
Advice on Programming & Assessment, Aboriginal Languages K-10 Syllabus
Poster to promote Aboriginal Languages K-10 Syllabus
Descriptions of Levels of Achievement (17 Language subjects)
Guide to the new K-10 Languages Syllabuses (17 Language subjects)

Years 7-8

Technology (Mandatory) Years 7-8 Syllabus
Guide to new Technology (Mandatory) Years 7-8 Syllabus
Descriptions of Levels of Achievement, Technology (Mandatory) Years 7-8 Syllabus

Years 7-10

Aboriginal Studies Years 7-10 Syllabus
Agricultural Technology Years 7-10 Syllabus
Commerce Years 7-10 Syllabus
Dance Years 7-10 Syllabus
Design & Technology Years 7-10 Syllabus
Drama Years 7-10 Syllabus
Food Technology Years 7-10 Syllabus
Geography Years 7-10 Syllabus
Graphics Technology Years 7-10 Syllabus
History Years 7-10 Syllabus
Industrial Technology Years 7-10 Syllabus
Information & Software Technology Years 7-10 Syllabus
Marine & Aquaculture Years 7-10 Syllabus consultation

Marine & Aquaculture Years 7–10 Syllabus
 Music Years 7–10 Syllabus
 Photographic & Digital Media Draft Years
 7–10 Syllabus & Consultation survey
 Photographic & Digital Media Years 7–10
 Syllabus
 Physical Activity & Sports Studies Years 7–10
 Syllabus Writing Brief & survey
 Physical Activity & Sports Studies Draft Years
 7–10 Syllabus consultation & survey
 Science Years 7–10 Syllabus
 Textiles Technology Years 7–10 Syllabus
 Visual Arts Draft Years 7–10 Syllabus &
 consultation survey
 Visual Arts Years 7–10 Syllabus
 Visual Design Draft Years 7–10 Syllabus &
 consultation survey
 Visual Design Draft Years 7–10 Syllabus
 Work Education Years 7–10 Syllabus
 Agricultural Technology Years 7–10 Syllabus
 support document
 English Life Skills – Advice on Planning,
 Programming & Assessment
 Mathematics Life Skills – Advice on
 Planning, Programming & Assessment
 Guide to new Years 7–10 Syllabuses (20
 subjects)
 Descriptions of Levels of Achievement for
 new Years 7–10 Syllabuses (20 subjects)
 Advice on Programming & Assessment for
 new Years 7–10 Syllabuses (20 subjects)

VET

Stage 6 Curriculum Framework –
 Construction (revised) Consultation
 Stage 6 Curriculum Framework –
 Construction (revised) Part A
 Stage 6 Curriculum Framework –
 Construction (revised) Part B
 Stage 6 Curriculum Framework –
 Entertainment Industry Part A draft &
 survey
 Stage 6 Curriculum Framework –
 Entertainment Industry Part B
 Stage 6 Curriculum Framework – Primary
 Industries Parts A & B

Events

ARTEXPRESS 2003 brochure
 ARTEXPRESS 2003 catalogue
 ARTEXPRESS 2003 invitations (6 kinds)
 ARTEXPRESS 2003 SMH advert (2 kinds)
 ARTEXPRESS 2003 selection for Minister
 ENCORE 2003 certificates
 ENCORE 2003 Opera House banners
 ENCORE 2003 postcards
 ENCORE 2003 poster
 ENCORE 2003 program
 DesignTech catalogue
 DesignTech exhibition
 DesignTech invitations
 DesignTech postcards (5 kinds)
 OnStage 2003 billboard poster
 OnStage 2003 certificates
 OnStage 2003 order of appearance card
 OnStage 2003 postcards (4 kinds)
 OnStage 2003 program
 MYDA 2003 brochure
 MYDA 2003 certificates
 MYDA 2003 expressions of interest
 MYDA 2003 flyers
 MYDA 2004 plaques
 MYDA 2004 posters
 MYDA 2004 stickers

Other Printed Publications

2004 Board Endorsement Panel booklet
 AMEB advertisement shopping bag
 AMEB attendance slips
 AMEB CD-ROM covers
 AMEB manuscript paper artwork
 AMEB Newsletter (periodical)
 AMEB Presentation Ceremony Program
 AMEB Teachers Handbook 2004
 APA Book Fair 2003 – badges & signage
Board Bulletin (periodical), Vol 12 2003,
 Vol 13 2004
 BOS Annual Report 2002–2003
 BOS bookmark
 Brother John Taylor Award certificates
 Brochure – HSC Student Answer books

Brochure – SC Student Answer books
 Brochure – Standards Packs 2001–2003
 Brochure – *Young Writers Showcase*
 Christmas cards, OBOS and BOS
 Design icons for CSA10
 Equipment check list for HSC exams & SC tests
 Evaluation of BOS syllabus development process
 Events timetable 2004 (2 kinds)
 Flyer – *Affirmations of Identity*
 Flyer – ARTEXPRESS CD-ROMs
 Flyer – Assessment for Learning CD-ROMs
 Flyer – HSC Exemplar 2002
 Flyer – HSC First in Course
 Flyer – K–6 Teaching Kits
 Flyer – SC Exemplars 2002
 Home Education Information Package
 Icons for CSA10
 Information Services Branch brochure
 Media Guide 2003 HSC & SC
 Media Guide 2003 HSC & SC handout
 Minister's Certificate of Excellence (first in place)
 Poster – English prescribed area of study, electives & texts 2004–5
 Poster – SMS press conference
 Premier's Award invitations
 Premier's Award program
Registration & Accreditation of Non-government Schools Manual
Registration Systems & Member Schools (NSW) Manual
 Results Analysis Package (RAP) brochure
 School Developed Board Endorsed Courses: Guidelines 2004
 Stationery for Certificates of Home Schooling Registration
 Stationery – various
Style Guide for Writers (IS Branch)
 Submission from Board of Studies to the Review of Aboriginal Education
 Survey – 'Registration & Accreditation of Non-government Schools' draft manual
Young Writers Showcase 2003

Publications for other Public Sector Organisations

DET – *Learnsapes*
 IPART – *NSW Public Transport Fees*
 IPART – *Taxi Fares 2003*
 NSW Health – *Evaluation of HIV/AIDS Promotion Plan 2001–2003*
 NSW Health – *Focusing on Patient Care*
 NSW Health – *Live Kidney Donation*
 NSW Health – *Privacy Manual*
 NSW Health – *Simply Active Every Day: Evaluation Report*
 NSW Health – *Using Advance Care Directives (NSW)*

Web-only Publications

Higher School Certificate
 HSC timetable 2003
 Notes from Marking Centre (67 subjects)
 Approved Scientific Calculators 2004
 Univ dev Board Endorsed Course in the new HSC
 Application for Extension to currently endorsed University Board Endorsed Course
 Assessing Students with Special Education Needs
 Studies of Religion ST 6 Consultation Report
 2004 HSC Spec paper Stud of religion
 Explanations of SMS abbreviations in HSC results
 Performance band descriptions Stage 6 (32 subjects)
 2003 HSC Examination papers on Board website

School Certificate

2003 SC Tests on Board website
 2003 CSA10 Trial computing skills test paper

K–6

Mathematics in Indigenous Contexts
 HSIE K–6 Resource File Background Sheet 10
 Linkages K–6 Multistage Units: Leaving
 Linkages K–6 Multistage Units: Perseverance
 PowerPoint Pres – Mathematics K–6

K-10

Aboriginal Languages Draft Syllabus consultation report
 Class Gk & Latin Draft Syllabus consultation report
 Minor languages Draft Syllabus consultation report
 Course prescriptions (13 Language subjects)
 Japanese writing booklet
 PowerPoint Presentation – Aboriginal Languages

Years 7-8

Technology (Mandatory) Draft Syllabus consultation report

Years 7-10

7-10 Syllabus development website
 7-10 Draft Syllabus consultation report (10 subjects)
 Life Skills draft outcomes & content consultation report (2 subjects)
 Draft writing brief consultation report (2 subjects)
 Photographic & Digital Media writing brief
 PowerPoint presentation – Mathematics 7-10 Syllabus
 BOS website disclaimer
 HSC & SC Mult Choice online testing

VET

Primary Industries Curriculum Framework
 Stage 6 consultation report, competency record, resource list, support document
 Business Services Curriculum Framework
 Stage 6 resource list

Events

ARTEXPRESS promotion web page
 DesignTech exhibition
 DesignTech catalogue
 DesignTech promotion on BOS website

Other Web-only Publications

Application for Extension of Currently Endorsed University-developed courses
 Flyer – New Products on Shop Online
Making Multicultural Australia – HOTWORDS, online quizzes, slide shows, timelines
 RMA website – Lesson Plans

CD-ROM Publications

HSC

2002 Standards Packages (3 subjects)
 2003 Standards Packages (4 subjects)

K-6

Mathematics K-6

K-10

2002 Standards Packages (13 subjects)
 Assessment for Learning (17 subjects)

Years 7-10

Assessment for Learning (23 subjects)
 7-10 Syllabus briefing (5 KLAs)

Other

Inside ARTEXPRESS
 OnSTAGE PowerPoint presentation
Understanding Aboriginal Languages

Appendix 14 Inspectors

<i>Aboriginal Education</i>	Mr Kevin Lowe (02) 9367 8198
<i>Creative Arts</i>	Mr Jay McPherson (02) 9367 8030
<i>English</i>	Mr Tony Moore (02) 9367 8276
<i>Human Society and Its Environment</i>	Ms Jennifer Lawless (02) 9367 8151 Mr Lindsay Swan (02) 9367 8150
<i>Languages</i>	Dr Margaret Silink (02) 9367 8152
<i>Mathematics</i>	Mr Peter Osland (02) 9367 8103
<i>Non-government School Review</i>	Ms Rosemary Hafner (02) 9265 8603
<i>Personal Development, Health and Physical Education</i>	Mr Paul Hewitt (02) 9367 8156
<i>Primary Education</i>	Ms Margaret Malone (02) 9367 8199
<i>Science</i>	Ms Gina Grant (02) 9367 8136
<i>Technology Education</i>	Mr Howard Kennedy (02) 9367 8246
<i>Vocational Education and Training</i>	Ms Marianne Millan (02) 9367 8310

Appendix 15 Board of Studies Liaison Officers

Area	Address	Contact Numbers
Metropolitan North Mr Paul Carnemolla	Level 7/117 Clarence Street SYDNEY NSW 2000	Phone: (02) 9367 8356 Fax: (02) 9367 8375 Mobile: 0418 683 608
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