

BOARD OF STUDIES
NEW SOUTH WALES

Annual Report 2003

Board of Studies NSW

Office of the Board of Studies NSW



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Board staff are available outside these hours by arrangement.

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The Honourable Dr Andrew Refshauge, MP

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

Dear Deputy Premier

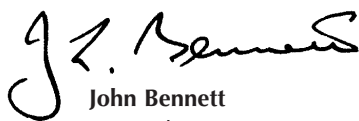
We are pleased to present the Annual Report of the Board of Studies and the Office of the Board of Studies for the year ending June 30, 2003.

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 Minister for Education and Training, the Hon 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

Dr Gary Willmott

Mr Trevor Wootten

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

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 Timothy Horstead (*until May 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 (*from December 2002*)

Mr Stepan Kerkyasharian, AM

Chairperson, Community Relations Commission

Dr Meredith Martin

Consultant in Special Education

Profiles of the Board Members are set out 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 K Bradburn Chief Education Officer, Primary Education and Across Curriculum Programs, Professional Support and Curriculum Directorate, Department of Education and Training (for Mr R Randall, Director, Professional Support and Curriculum Directorate) (*until November 2002*)

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

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

Ms G Lonnon Executive Member, NSW Federation of School–Community Organisations

Ms S Matthews Primary school teacher representing Aboriginal interests

Mr D McInnes Executive Officer, NSW Parents' Council Inc

Ms D Scala Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls' Schools (*from November 2002*)

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 Directorate) (*from February 2003*)

Registration and Accreditation Committee

This Committee monitors non-government schools' compliance with the requirements for registration and accreditation, as specified in the Act. 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 Director, 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

Mr T Chapman Executive Director, Association of Independent Schools

Mr P Lee Deputy General Secretary, NSW/ACT Independent Education Union

Higher School Certificate Consultative Committee

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 course.

The membership of this committee for the 2002 Higher School Certificate:

Board Members

Professor G Stanley

Dr M Bruniges

Non-Board Members

Dr E Chapman School of Education, University of Sydney

Professor G Cooney School of Education, Macquarie University

Emeritus Professor M Cooper

Associate Professor P Coutts School of Education, Macquarie University

Ms D Hoddinott Holroyd High School

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

Emeritus Professor D Spearitt



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 2002 School Certificate:

Board Members

Professor G Stanley

Dr M Bruniges

Ms D Butland

Dr B Croke

Mr P Heath

Ms J King

Non-Board Members

Professor G Cooney School of Education,
Macquarie University

Emeritus Professor D Spearitt

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.

Dr J Bennett Office of the Board of Studies

Dr M Bruniges Department of Education and Training

Dr E Chapman School of Education, University of Sydney

Professor G Cooney School of Education, Macquarie University

Emeritus Professor M Cooper

Associate Professor P Coutts School of Education, Macquarie University

Ms D Hoddinott Holroyd High School

Emeritus Professor J Mack

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

Emeritus Professor D Spearitt

Professor G Stanley Board of Studies NSW

Professor J Tognolini Australian Council for Educational Research

Examination Rules Committee

This committee meets at the end of each year to consider alleged breaches and determine penalties relating to School Certificate Tests and Higher School Certificate Examinations rules and procedures. In 2002 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 and the Australian Association of Special Education.

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 Federation of School and Community Organisations nominee (for K–6 syllabus projects)
- 1 NSW Parents' Council/Council of Catholic School Parents nominee
- 1 Primary Principals' Council 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:

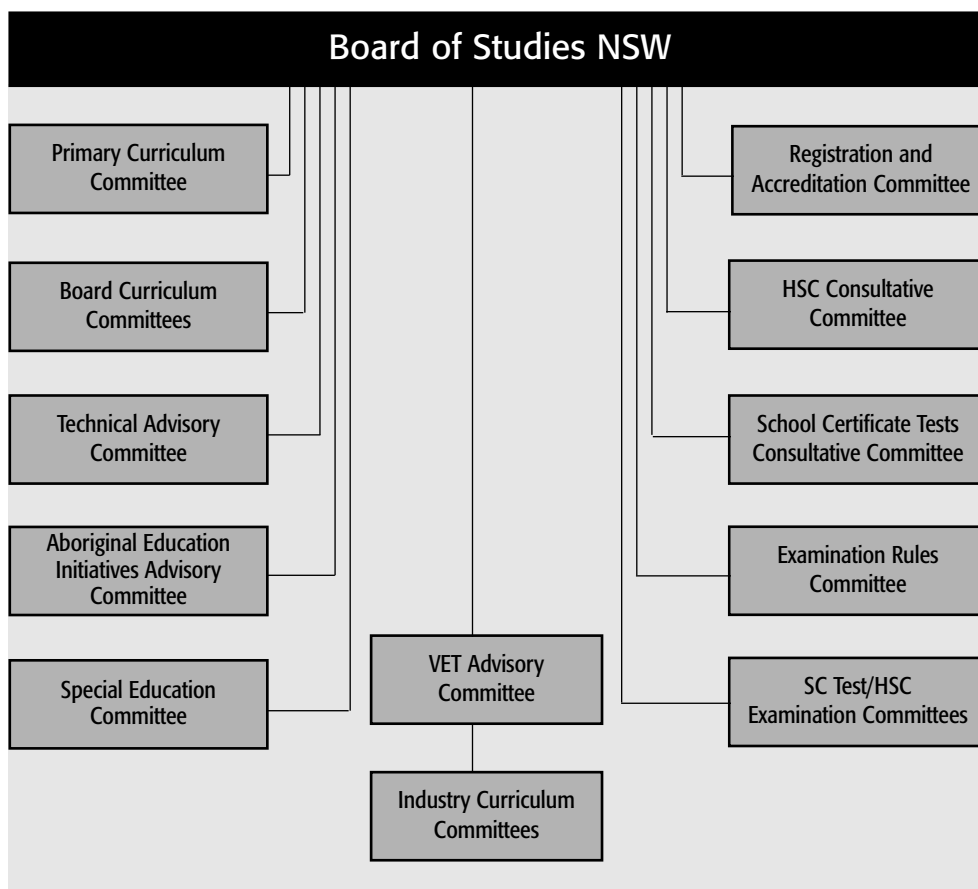
- 2 industry nominees
- 3 NSW Department of Education and Training nominees:
 - 1 TAFE Educational Services Division Program Manager
 - 1 Curriculum Officer from the VET in Schools Directorate (TAFE)
 - 1 Curriculum Officer from either the VET in Schools Directorate (TAFE) or the Curriculum Support Directorate (schools)
- 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 and marking guidelines 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 2002 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.





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 2002, 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 credentials that meet the needs of the full range of students

Key Result Area:

- 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 Area:

- Assuring quality standards in all 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 and communication technology to teaching, learning, assessment and reporting.
- Initiating and conducting research and evaluation activities to enhance the activities and responsibilities of the Office.

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

5. Effectively manage resources in support of educational goals

Key Result Areas:

- Identifying and applying best-practice standards in service delivery support.
- Building strong and effective partnerships with interest groups and the wider community.

The Key Result Areas for each goal were supported by Actions in the Office of the Board of Studies Plan and Performance Indicators were added. 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 objectives in the Office Plan and the responsibilities and priorities of each officer.

3 Review of 2002–2003

During 2002–2003 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*. Work on the revision of the Years 7–10 syllabuses continued during the reporting period. This review will complete 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.

The new Years 7–10 English and Mathematics syllabuses were finalised and distributed to schools in November 2002 ready to be implemented from the beginning of 2004. In April 2003 the Personal Development, Health and Physical Education Syllabus was distributed to schools to be implemented along with all the remaining new syllabuses from 2005. All revised Years 7–10 syllabuses will be distributed to schools by the beginning of 2004.

Life Skills outcomes and content for students with special education needs were developed and 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. Support materials for the Years 7–10 English and Mathematics syllabuses were distributed to schools in November 2002 and work began on the development of an extensive range of additional support materials for these and all other new Years 7–10 syllabuses.

The first compulsory Australian History, Geography, Civics and Citizenship test for Year 10 students was held in November 2002 and became a mandatory requirement for the award of the School Certificate. Approximately 14 000 Year 10 students from 150 schools across NSW participated in the trial 2002 Computing Skills Assessment. The Board continued its research on approaches for online testing through the development of an online version of the Computing Skills test that was trialled by 1000 students in November 2002.

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

After extensive statewide consultation and strong support from science teachers and curriculum experts, the Board revised all of the Stage 6 Science syllabuses to reduce the amount of content to be covered for the Higher School Certificate. The amended syllabuses were distributed to schools in November 2002.

Initiatives in the Primary area included the development and distribution of support materials for the new *K–6 Mathematics Syllabus*. Work was also undertaken to identify key issues that impact on teachers' use of the K–6 syllabuses. A survey was conducted involving key groups as well as 1400 teachers from 120 schools across the State to help the Board to better support primary teachers to develop programs that best achieve their teaching and learning goals. The findings from the survey will be presented to the Board in Term 4, 2003.

Work continued on implementing recommendations resulting from the Masters review of the 2001 Higher School Certificate. Refinements were made to areas of the 2002 Higher School Certificate examination setting, marking and reporting processes identified in the review. The Board prepared for the implementation of recommendations regarding registration and reporting requirements for non-government schools resulting from the Grimshaw report, *Review of Non-Government Schools in NSW: Report 1*. The review of registration manuals commenced in March 2003 and is due for completion in November 2003.

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 infrastructure were consolidated and online services to schools and students were enhanced and expanded.



Over 1100 documents were added to the Board's internet site which continued to experience an increased number of visitors. A range of educational interactive multimedia materials were produced including several educational websites and CD-ROM Standards Packages for each of the 2002 School Certificate tests and Higher School Certificate examinations.

Contact and liaison with the education community was strengthened throughout 2002–2003. 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 Assessment for Year 10 students.

The 2002 School Certificate tests and Higher School Certificate examinations were held for over 140 000 candidates and credentials issued to approximately 210 000 students. Both 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, 2003
Continue implementing the K-10 Curriculum Framework	Syllabuses developed in accordance with the K-10 Framework	37 syllabuses completed Science, Visual Design, Photographic and Digital Media, and Marine and Aquaculture Technology Content Endorsed Course due for completion late 2003
	Assessment advice developed for syllabuses	Assessment advice incorporated in all syllabuses
	K-10 reporting framework developed	K-10 reporting framework developed for consultation with teachers
Complete revision of selected Years 7-10 syllabuses	Writing briefs endorsed	All writing briefs for Years 7-10 syllabuses were endorsed by the Board by May 2003
	Syllabuses approved by the Minister	Three syllabuses approved by the Minister by the end of the reporting period
	Revised syllabuses distributed to schools	The English and Mathematics syllabuses were distributed to schools in November 2002 The PDHPE syllabus was distributed to schools in April 2003 The remaining syllabuses are to be distributed to schools by the beginning of 2004
	Support materials developed and published	First set of support materials for English and Mathematics were published in November 2002 Support materials for all other syllabuses are in the process of being developed



Actions	Key Performance Indicators	Status as at June 30, 2003
Develop and finalise support material for English 7–10 Syllabus	Four-page introduction and draft levels of achievement published	Four-page guide to the syllabus and draft levels of achievement distributed to schools
	Sample assessment tasks, programming advice, units of work and annotated work samples published	Sample assessment activities, programming advice and units of work distributed to schools in November 2002
	Annotated work samples published	Annotated work samples due to be published in November 2003
	Recommended texts list published	<i>Fiction, Film and Other Texts</i> published in June 2003
	Performance descriptions developed	Draft levels of achievement distributed with the syllabus
Develop support material for Mathematics 7–10 Syllabus	Four-page introduction and draft levels of achievement published	Four-page guide to the syllabus and draft levels of achievement distributed to schools
	Sample assessment tasks, programming advice, units of work and annotated work samples published	Sample assessment activities, programming advice and units of work distributed to schools in November 2002
	Annotated work samples published	Annotated work samples due to be published in November 2003
	Performance descriptions developed	Draft levels of achievement distributed with the syllabus
Modify Years 7–10 Science, History and Geography Syllabuses following their review and commence preparation of support materials as needed	Syllabuses approved by the Minister	Science syllabus under development History and Geography syllabuses developed
	Revised syllabuses distributed to schools	On schedule
	Support materials developed and published	Scope statements and test specifications under development
Liaise with key stakeholders on pedagogic implications of Board syllabuses	Briefing at handovers with stakeholders which includes explanations about the pedagogy underpinning the syllabuses	Syllabus briefings for English and Mathematics held in November 2002
		Syllabus briefing for PDHPE held in May 2003
		Briefings for most other syllabuses will occur in October and November 2003
		Syllabus briefing for Science will occur early in 2004

Actions	Key Performance Indicators	Status as at June 30, 2003
Undertake investigation of Stage 6 syllabuses receiving strong comment from key stakeholders following Masters Review	Syllabuses identified and issues investigated	Investigation of the Studies of Religion syllabus undertaken The six extension courses investigated in September 2002
	Stakeholders consulted	Teachers of Studies of Religion and key groups consulted Stakeholders consulted in the investigation of the extension courses
	Solutions proposed	The Studies of Religion syllabus under revision at the time of reporting Research evaluating the relationship between extension courses and their corresponding 2 unit course in English, Mathematics, History, Music and Languages conducted. It was found that each of these extension courses met the criteria for the approval for development of an extension course
Maintain and review existing VET frameworks	Hospitality, Tourism, Information Technology, Primary Industries, Construction, Retail, and Metal and Engineering revised	Hospitality, Tourism, Information Technology and Retail frameworks revised and distributed to schools in Term 4, 2002. Primary Industries currently being revised. Revision of Construction, and Metal and Engineering frameworks awaiting finalisation of review of Training Packages
Identify and develop new VET frameworks	A new VET framework package in Entertainment Industry distributed to schools	Framework distributed in July 2002
	Feasibility study for Film, Television, Radio and Multimedia endorsed by the Board	Feasibility study completed. Development of frameworks not recommended at this stage



Actions	Key Performance Indicators	Status as at June 30, 2003
Evaluate extent of content overload in Science Stage 6 syllabuses	Content that could be set aside identified in each syllabus Consultation undertaken with tertiary educators and teachers Programming feasibility study completed Syllabuses with draft amendments considered by Board Amendments approved by the Minister Schools notified of amendments New syllabuses printed	Content to be set aside identified for each syllabus Tertiary educators and teachers consulted in August and September 2002 Programming feasibility study completed in September 2002 Amended syllabuses endorsed by the Board in September 2002 Amended syllabuses approved by the Minister in September 2002 Schools notified of amendments in October 2002 New syllabuses printed and distributed to schools in November 2002
Commence revision of Stage 6 Beginners Languages syllabuses	Review current Beginners Languages syllabuses – informed by the ‘Provision of Languages’ document Literature Review – experts contracted to research current pedagogical underpinnings of the courses Beginners Languages Evaluation Report Framework for Beginners courses endorsed by the Board Syllabuses developed and endorsed by the Board	Revision of Stage 6 Beginners Languages syllabuses postponed. Due to commence late 2003
Continue revision of K–12 languages policy and recommendations to address decline in languages enrolments	Consultation on ‘Provision of Languages’ undertaken ‘Provision of Languages’ document endorsed by the Board	Project postponed. Due for commencement late 2003
Develop Cognitive Science and continue to identify for development 2 unit Year 12-only courses	Writing brief developed and endorsed by the Board Cognitive Science Syllabus developed and endorsed by the Board Investigation conducted of areas where a course is feasible	Writing brief endorsed by the Board in August 2002 Due to current priorities for schools to consolidate their Stage 6 programs and to engage with the implementation of new Years 7–10 syllabuses along with the change in the HSC pattern of study requirements, endorsement of the Cognitive Science Syllabus was not sought and investigation of other potential Year 12-only courses was postponed

Actions	Key Performance Indicators	Status as at June 30, 2003
Finalise K–6 Mathematics support material	Criteria for judging performance and draft descriptions of levels of achievement refined	Draft model of levels of achievement developed for consultation
	Syllabus support packages for principals, and for parent and community members, released	Principal's Package and Parent and Community Package distributed to schools in November 2002
	Sample units of work, sample assessment activities, annotated student work samples and advice on initial programming released	Sample units of work and advice on programming distributed to schools in April 2003
		Assessment activities, annotated student work samples, sample units of work and advice on programming published on CD-ROM due to be distributed to schools in November 2003
Collect and analyse data and evaluate implementation of existing K–6 and Stage 6 syllabuses	K–6	
	Survey on K–6 support documents evaluated	102 schools surveyed. 1400 teachers and 10 key groups participated in the survey. 2174 comments coded
	Changes if appropriate implemented and implementation of syllabuses monitored	Data is currently being analysed and compiled. Survey findings are due to be submitted to the Board in December 2003
	Stage 6	
	Issues arising from correspondence about implementation of syllabuses reported	Issues informed the agenda of consultation meetings for Science, Ancient History, Modern History and Studies of Religion
	Enrolment data and data on HSC performance collected	Data used in ongoing monitoring of Stage 6 syllabuses
	Stakeholders consulted where appropriate	Key groups and teachers of Science, Ancient History and Modern History consulted
		Science syllabuses amended and distributed in December 2002
		Consultation under way on broad directions for the revision of the Ancient History and Modern History syllabuses



Actions	Key Performance Indicators	Status as at June 30, 2003
Develop and implement plan for implementing findings of Ramsey review	Impact of draft recommendations including possible policy changes, workforce implications and possible implementation timeline analysed	A set of key learning principles was established and endorsed by the Board to guide the development and implementation of syllabuses The Board invited the Chair for an <i>Interim Committee for an Institute of Teachers</i> to deliver a presentation on the work of the committee The Board endorsed two University Developed courses that provide students with advanced standing into university teaching courses
Assist K–10 teachers to effectively assess and report achievement against standards	Assessment and reporting support materials developed for K–10 syllabuses Assessment advice, work samples and support materials completed on CD-ROM, website and available in print form	Model for reporting using levels of achievement developed for consultation Support materials for each Years 7–10 syllabus providing advice on programming and assessment being developed and distributed Assessment CD-ROMs under development
Develop a syllabus review and revision kit to be used to induct writers into project teams	<i>K–12 Framework</i> revised Syllabus development operational instructions revised Kit refined	Project scheduled to commence in Term 4, 2003
Review and enhance the curriculum development, maintenance and rationalisation model	Overview paper to August 2002 Board meeting <i>Syllabus Development using Stage Outcomes</i> revised Checklist for accrediting syllabuses developed Criteria for maintenance and rationalisation of syllabuses Cycle for maintenance of syllabuses proposed	Syllabus evaluation procedures and the implications for a review cycle, timelines and resources due for completion late 2003

Key Result Area 1.2
Educating for work and lifelong learning

Actions	Key Performance Indicators	Status as at June 30, 2003
Develop additional VET frameworks that involve part-time traineeships	Revised frameworks provide part-time traineeship pathway	Revised Hospitality, Tourism and Primary Industries Frameworks continue to provide part-time traineeship pathways
Incorporate cross-curriculum content statements in Years 7–10 syllabuses, particularly work, employment and enterprise, and information communication technologies	Draft syllabuses include directions to syllabus writers to include cross-curriculum content, work, employment and enterprise, and information communication technologies statements	Cross-curriculum content embedded in the content of all syllabuses with a particular focus on work, employment and enterprise, and information communication technologies
Develop Years 7–10 Work Education course	Writing briefs endorsed	Writing brief endorsed by the Board in August 2002
	Syllabus approved by the Minister	Syllabus finalised and awaiting ministerial approval at the end of the reporting period
	Revised syllabus distributed to schools	The revised syllabus will be distributed to schools in October 2003
	Support materials developed and published	Support materials are in the process of being developed
Evaluate University Developed Board Endorsed Courses as courses meeting the needs of the most able students	Existing courses evaluated as to the level achieved by students and the pathways open to them	The Board Appraisal Panel met to consider courses submitted by universities Senior officers of the Board of Studies met with the Committee of Chairs of Academic Boards to develop an action plan
Coordinate operation of the University Developed Board Endorsed Courses program 2002–2003	Program operates efficiently. University personnel provide regular input to cooperative aspects of program	The Board Appraisal Panel met on five occasions and considered 16 courses submitted for endorsement. At June 30, 2003, 10 courses were approved for delivery. A university representative participated in all meetings and decisions of the Panel



Review of Years 7–10 Syllabuses

The revision of the curriculum for Years 7–10 was foreshadowed in the Government's 1997 White Paper for the Higher School Certificate, *Securing Their Future*.

The revision of the Years 7–10 curriculum will be completed by the end of 2003. A total of 37 syllabuses were endorsed by the Board of Studies by June 2003. Syllabuses for English, Mathematics and Personal Development, Health and Physical Education have been distributed to schools. The remaining syllabuses will be distributed to schools by the beginning of 2004.

The majority of syllabuses have been revised. The *K–6 Mathematics Syllabus* was developed concurrently with the revised *Mathematics Years 7–10 Syllabus*. As the History, Geography and Science syllabuses were revised in 1998, they have been amended as a part of this review. A new syllabus has been written for Work Education and for the Marine and Aquaculture Technology Content Endorsed Course. In addition, the Board endorsed the development of the Exercise and Sports Studies Content Endorsed Course.

All revised, amended and new Years 7–10 syllabuses were developed following the Board's syllabus development process. This process is based on the principles of project management, and emphasises consultation and quality assurance. Syllabus development projects have four phases: syllabus review, writing brief development, syllabus development and implementation. In 2003–2004 an evaluation of this process will be undertaken to ensure its effectiveness in consultation procedures and the development of high quality curriculum documents.

All new syllabuses have cross-curriculum content, including Information and Communication Technologies, embedded in course content. Syllabuses for mandatory courses include content specified for that subject in the Cross-curriculum Statements. All other syllabuses have included cross-curriculum content where appropriate within the content of the syllabus.

Life Skills outcomes and content have been included in all syllabuses to cater for the small percentage of students for whom it is determined that this pathway is appropriate.

Board officers will brief representatives from school systems, professional teacher associations, teacher education institutions and other key stakeholders about each syllabus and the accompanying support material.

The Office of the Board of Studies is developing support materials to assist teachers in the implementation of the new syllabuses. An introductory guide to, and draft descriptions of levels of achievement for each new syllabus are distributed with the syllabus.

Advice on programming and assessment for learning, including sample scope and sequence charts, teaching and learning programs and assessment activities for each syllabus, will be provided together with a CD-ROM containing annotated samples of student work and further advice for assessment for learning in a standards-referenced framework which will assist teachers in making judgements of student achievement.

Revision of Stage 6 Science Syllabuses

In November 2002 the Board of Studies released amended syllabuses for each of the Stage 6 Science courses. While content for each course has been refined, the coherence and integrity of the courses have been maintained.

The amendment of the Stage 6 Science syllabuses has had an immediate and positive impact on students by reducing the amount of material to be covered for the Higher School Certificate. Students are now able to achieve the outcomes of the course more comprehensively and teachers are able to deliver the courses more effectively within the indicative time.

Year 12-only courses

In the context of developing Year 12-only courses, the Board commenced the development of a course in Cognitive Science. However, the current priorities for schools to consolidate their Stage 6 programs and to engage with the implementation of new Years 7–10 syllabuses, as well as a change in the HSC pattern of study requirements, were reasons for the Board to reconsider the need for Year 12-only courses. As a result, development of the Cognitive Science syllabus ceased.

Evaluation of Existing Extension Courses

A research project evaluating the relationship between extension courses and their corresponding 2 unit courses was conducted by the Curriculum Branch at the Office of the Board of Studies in response to a recommendation from the Masters Review. The Board had approved extension courses in English, Mathematics, History, Music and Languages.

The research found that each of these extension courses met the conditions for the approval for development of an extension course. Namely it was found that:

- there is additional subject content necessary to achieve the purpose of the subject beyond that which can be accommodated in the 2 unit course(s)
- the content builds on the content of the 2 unit course(s)
- the content is at a more demanding level
- additional curriculum time is required for students to learn.

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 again available for study by eligible students in 2002 and were delivered by distance education through Charles Sturt University (Cosmology and Comparative Literature) and the University of New England (Philosophy).

In 2002, there were 95 students enrolled, 64% of whom came from government schools. Fifty-eight percent of the Distinction Course students in 2002 were female and 42% male. Twenty-six percent of the candidature was drawn from schools beyond the Sydney Metropolitan area.

Ninety-one percent of the 2002 Distinction Courses candidature was awarded a university grade of Distinction or High Distinction.



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 2002 and 2003 Higher School Certificates. One hundred and fifty-four students from more than 100 schools were entered to study one or more of the courses.

Beginners Languages Syllabuses

Initial planning has taken place to set out the process for the revision of the 10 Stage 6 Languages Beginners syllabuses. During the White Paper project, only minor amendments were undertaken.

The project will proceed in collaboration with the Senior Secondary Assessment Board of South Australia and practising teachers from South Australia. As with the small candidature community languages program (CCAFL), this collaboration maximises the resources of the two states to provide opportunities for students to study Languages at Beginners level in the two senior years of secondary school.

Policy for the Provision of Languages in the NSW Curriculum

Guiding the future direction of languages provision in NSW will be the Board's *Provision of Languages Policy*. This policy will inform all decisions made in relation to the possible introduction of new languages into the NSW curriculum, as well as determining the long-term viability of small candidature languages and their possible suspension from the curriculum, until such time as their candidature becomes viable again.

Developments in VET

The Board of Studies has developed nine Industry Curriculum Frameworks derived from 11 Training Packages for the Higher School Certificate. Of the nine, Business Services, Tourism, Hospitality, Information Technology and Retail were revised in 2002.

Each Industry Curriculum Framework consists of units of competency and provides opportunities to study a number of courses at a range of certificate levels. Each Framework contains units of competency and additional information on, and advice about, the Higher School Certificate.

60 364 students received the Higher School Certificate award in 2002.

Qualification	No of students	No of students who received a Statement of Attainment*
Cert I	2015	389
Cert II	11 627	4370
Cert III	119	2

*If a qualification is only partly achieved, a Statement of Attainment can be issued for successful achievement of single or multiple units of competency. At a later date a person can undertake further skill development or training, and be assessed against additional competencies until they have achieved all the competencies required for a full qualification.

Optional Higher School Certificate examinations are available for each Industry Curriculum Framework. In 2002, over 75% of students undertaking the study of a VET Framework elected to sit for the HSC examination.

Current Development Activity and Planned Future Activity

A major review of the Primary Industries Framework will be finalised in 2003. Framework revisions ensure students are undertaking courses based on the most current national training packages and qualification requirements.

NSW continues to contribute to policy debates on VET in schools through officer representation on State and national working groups and committees.

Developments in Special Education

Life Skills outcomes and content have been included in all revised Years 7–10 syllabuses. Life Skills outcomes and content for English and Mathematics Years 7–10 were distributed to schools in April 2003 and were included in the *Personal Development, Health and Physical Education Years 7–10 Syllabus* distributed in May 2003. All other syllabuses will include Life Skills outcomes and content and will be distributed in Term 3, 2003.

Support materials are currently being developed to assist teachers with the implementation of Life Skills outcomes and content. These materials will include advice on accessing a Life Skills course and units of work for each subject. *Advice on Planning, Programming and Assessment* for English and Mathematics Years 7–10 Life Skills outcomes and content will be distributed to schools in Term 3, 2003. Support materials for other syllabuses will be distributed to schools by the beginning of 2004.

The revision of the Life Skills provision reflects the Board's commitment to ensuring access for all NSW students, not only to the School Certificate but to the full range of curriculum options.



School Developed Courses

The term School Developed Board Endorsed Course refers to courses, not developed by the Board of Studies, which 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. School Developed Courses (SDC) may be endorsed for a maximum of four years.

School Developed Courses are written where the particular curriculum needs of Stage 5 or Stage 6 students cannot be met by Board Developed syllabuses or, in the case of Stage 6, by other types of Board Endorsed Courses, ie Content Endorsed Courses, Board Endorsed Vocational Education and Training (VET) Courses, TAFE-Delivered HSC Courses or University Developed Board Endorsed Courses.

Proposals are submitted by schools for the consideration of the Board Endorsement Panel. The panel considers each proposal and makes a recommendation to the Manager, Policy and Development.

Endorsement of a School Developed Course involves consideration and approval by the Board Endorsement Panel, which consists of BOSLOs, Board Inspectors, Curriculum Officers and teachers with particular learning area expertise.

All courses that are developed or endorsed by the Board of Studies must meet the Board's requirements. These are based on recommendations in the Government's White Paper, *Securing Their Future*. Because School Developed Courses are local in scope, the requirements are applied in the context of the school making the proposal.

In 2002–2003, the Board Endorsement Panel considered 246 courses, significantly fewer proposals than were received by the panel in 2001–2002. The number of School Developed Course proposals varies from year to year:

Year		Proposals	Approvals
2002–2003	Stage 5	168	158
	Stage 6	78	70
2001–2002	Stage 5	350	295
	Stage 6	162	122
2000–2001	Stage 5	176	131
	Stage 6	382	317
1999–2000	Stage 5	510	467
	Stage 6	308	285

The variability in the number of courses considered by the panel is influenced by a range of factors. The Board approved new criteria for 2001. This has led to an improved process with a level of consistency in keeping with the demands of the White Paper. New History and Geography requirements in Stage 5 have also had an impact on the viability of some courses that had previously gained approval.

It would appear likely that the number of Stage 6 courses proposed by schools and endorsed by the Board will remain lower than in previous years because of the breadth of syllabus offerings in Stage 6. The panel will continue to monitor the effect of new syllabuses in Stage 5 on the number and type of proposals. New Stage 5 courses in Exercise and Sports Studies, Photographic and Digital Media, Visual Design, and Marine and Aquaculture Technology should lead to significant reductions in the number of School Developed courses in these areas.

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, 21 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.

At the request of the Australasian Curriculum, Assessment and Certification Authorities (ACACA), the Office of the Board of Studies contributed information on its RPL policy to a national survey for a research project coordinated by Southern Cross University, the Canberra Institute of Technology, Adult Learning Australia and the Victorian Curriculum and Assessment Authority. The Office also provided comments on the draft report developed by the research partners.

Mathematics K-6 Syllabus and Support Documents

The *Mathematics K-6 Syllabus* was released to all primary teachers in Term 4, 2002 together with the two documents *Principal's Package* and *Introducing Mathematics K-6 to Parents and Community Members*. The syllabus contains a K-10 scope and continuum of outcomes and key ideas. In Term 1, 2003 *Mathematics K-6 Sample Units of Work* was distributed to schools. The comprehensive 154-page resource includes advice on programming and eight units of work for Early Stage 1 and 10 units for each of Stages 1, 2, and 3.

A CD-ROM to assist teachers in implementing the new syllabus is in development. The *Mathematics K-6 CD-ROM* will be released to schools in Term 4, 2003. It includes:

- sample units of work
- assessment activities embedded in the units of work
- annotated student work samples
- the *Mathematics K-6 Syllabus*
- *Principal's Package*
- *Introducing Mathematics K-6 to Parents and Community Members*.



Primary Curriculum Project

The Primary Curriculum Project has been developed to gather information from teachers about the issues involved in the effective use of the six syllabuses in primary schools. Structured discussions have been held with groups of teachers across the State in government and non-government schools. In Term 4, 2002 and Term 1, 2003 Board of Studies Liaison Officers conducted whole-of-staff meetings in a range of schools. One hundred and two schools were visited, 1400 teachers participated; 2174 comments were received and are to be coded, identifying issues that will impact on the Board's future planning for primary education.

Representatives from government and non-government schools formed a working party to work with Board officers in analysing and synthesising the information collected. The findings of the project will be reported to the Board in December 2003.

Assessment Support for Years K–10 Teachers

A consultation model has been developed showing the number of levels of achievement proposed for each of the stages of learning. Draft Levels of Achievement for consultation have been developed for each subject in Years 7–10.

The Board undertook to produce printed support materials for each subject with advice on programming and assessment. English and Mathematics documents are in schools. PDHPE is due in schools early in Term 3. All other subjects are in development.

Materials for each subject are being developed, with activities addressing a number of outcomes, student work samples and a variety of ways to provide feedback and to record student performance. The English CD-ROM will be distributed to schools in Term 4, 2003. Mathematics and PDHPE will follow, with the other subjects arriving in schools in Term 4, 2003 or Term 1, 2004.

Social Responsibility

Board Officers, together with DET, AIS and CEC personnel developed K–6 and Years 7–12 resources related to social responsibility. The resources support teachers in planning and delivering programs that focus on:

- knowing yourself
- knowing and exercising rights and responsibilities
- living in the community
- staying safe.

The materials identify links with Board syllabuses and other resources available to schools. Also included is a suggested process for establishing a whole-school approach to social responsibility through reviewing:

- policies and practices
- school curriculum
- partnership with parents and community.

The materials were presented at a community forum and distributed to schools.

Establishment of Board Curriculum Committees

The following Board Curriculum Committees were established in the period 2002–2003:

Human Society and Its Environment

Ancient History

Modern History.

Aboriginal Education

Indigenous Education Strategic Initiatives Undertaken by NSW Board of Studies in 2002

During the reporting period the Board continued work on improving educational outcomes for Aboriginal students. Highlights included:

- **development of the *Aboriginal Languages K–10 Syllabus* and support document:** This curriculum project centred on the development of a syllabus that allows students to access a continuous program of study across the mandatory years of schooling, the revision of the *Interim K–10 Aboriginal Languages Framework*, a survey with schools currently undertaking school-based language programs, the development of broad directions for a generic K–10 Aboriginal Languages syllabus leading to the development of the *Draft Aboriginal Languages K–10 Syllabus* and the development of support documents to assist in the implementation of the syllabus.
- **Mathematics K–6 Aboriginal support document:** This project has assisted schools with Aboriginal students to develop contextually based teaching units within the framework of the new *Mathematics K–6 Syllabus*. It has sought to develop positive long-term links between parents and schools in the development and implementation of school-developed curriculum. Work is currently underway for the finalisation of this project with the development of an interactive website.
- **integrated curriculum development K–6:** This project aims to provide 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. The project will also include work samples that demonstrate student achievement in relationship to knowledge, understanding and skills being taught across the primary 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.

**Recommendation 289:**

This recommendation 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:

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 syllabus 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:

This recommendation 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 2002, the Board took part in 10 two-day forums, where community members and parents were able to discuss in detail matters specific to the Board's curriculum development for Years 7–10 and its work ensuring Aboriginal perspectives across the mandatory curriculum. In particular the development of the *Aboriginal Languages K–10 Syllabus* and the *Aboriginal Studies Years 7–10 Syllabus* were discussed.

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:

This recommendation is for a course of study to inform students on social issues.

During 2002, 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 mandatory syllabuses.

The Stages 4–5 Personal Development, Health and Physical Education (PDHPE) syllabus allows schools to develop courses regarding drug use, alcohol use and sex education that meet the local needs of their students. The PDHPE syllabus for Kindergarten to Year 6 also provides a framework for dealing with these issues in the primary years of schooling.

The new *English Years 7–10 Syllabus* requires the study of texts that give insight into Aboriginal experiences. The syllabus is supported by a recommended text list that includes a significant number of texts by Aboriginal authors.

The Board also undertook extensive consultation with communities as part of both its *Aboriginal Languages K–10 Syllabus* development and *Mathematics in Indigenous Contexts K–6* 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:

This recommendation 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.



CCAFL Conference

The annual meeting of the Collaborative Curriculum and Assessment Framework for Languages reference group was held in Adelaide on February 20 and 21, 2003. Agenda items included:

- timelines for 2003
- vetting procedures
- hosting arrangements for 2003 and 2004
- criteria for hosting a language
- models for 'borrowing' languages examinations
- procedures for introducing new CCAFL courses and for reviewing the viability of the very small Languages courses.

The continued success of this collaborative model for the development and delivery of national syllabuses and HSC examinations underlines the commitment of the participating states to the provision of small-candidature community languages. It maximises resources throughout Australia and provides students with the opportunity to access courses that would otherwise be unlikely to be available.

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 over 50 HSC courses into over 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

Review of components of the *Australian Qualifications Framework (AQF) Implementation Handbook*

Policy and Development Branch is participating in two working groups organised under the auspices of the Australasian Curriculum Assessment and Certification Authorities (ACACA) and reviewing the following two components of the *AQF Implementation Handbook*:

- Guidelines for Senior Secondary Certificates of Education (SSCE)
- National Guidelines on Cross-sectoral Qualification Linkages.

Goal 2:**Award high quality, comprehensive credentials that meet the needs of the full range of students****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, 2003
Implement Action Plan addressing Masters Review recommendations as well as other issues as approved by the Board	Masters Review Action Plan implemented for 2002 HSC examination, marking and reporting processes	2002 HSC examination, marking and reporting operations successfully conducted incorporating Masters Review recommendations
Conduct first mandatory School Certificate Australian History, Geography, Civics and Citizenship test	Compulsory 2002 Australian History, Geography, Civics and Citizenship School Certificate test developed, conducted, marked and reported to students	Compulsory 2002 Australian History, Geography, Civics and Citizenship School Certificate test successfully conducted, marked and reported
Continue Year 10 Trial Computing Skills Assessment	A revised online test developed for 2002	Revised online test developed and trialled with 35 schools in 2002 Approximately 600 schools registered for the 2003 Computing Skills Test
	Student data for nominating schools captured and validated	Student data captured and validated and test results from the 2002 trial analysed and reported to participating schools
Review and publish HSC achievement lists	Criteria for achievement lists reviewed	Criteria for placement on the 2003 HSC achievement lists remain the same as for the 2002 lists
	Recipients identified and lists published	2002 HSC achievement lists produced and published
Adapt the HSC standards-setting procedure in order to report student achievement in the 2002 HSC in relation to the performance standards	2001 standards-setting procedure reviewe	HSC standards-setting procedure revised in preparation for the 2002 HSC
	Modified procedures to conduct 2002 operation implement successfully	2002 standards-setting operation successfully conducted
Undertake a program of benchmarking curriculum and assessment materials and practices against other authorities	Program of comparing HSC standards with existing standards from other authorities initiated	Initial contacts made with authorities in the United Kingdom
	Computing Skills Assessment plan for benchmarking developed	Plan developed for considering Computing Skills Assessment in other states
Provide standards packages incorporating materials from 2002 HSC	2002 Standards Package operation completed	The complete set of 66 HSC Standards Packages and 4 SC Standards Packages successfully developed and dispatched to schools



Actions	Key Performance Indicators	Status as at June 30, 2003
Refine HSC performance descriptions by incorporating descriptions of achievement in internal assessment	Subjects requiring amendment identified and internal assessment incorporated into performance descriptions Timeline for release of revised descriptions determined	Software Design and Development, and Engineering Studies identified through Masters Review and performance descriptions amended Revised descriptions to be used in 2004 HSC
Provide guidance for schools in how to apply standards-referencing for internal HSC assessment	Support materials on HSC internal assessment developed and provided to students	Support materials under development
Maintain and review SC and HSC examination and marking programs	Review informs 2003 planning	2002 SC and HSC reviews conducted and findings incorporated into planning for 2003
Update <i>ACE Manual</i> to reflect changes to rules and requirements for SC and HSC	Schools, students, parents and wider community have accurate, consistent information regarding SC and HSC policy <i>ACE Manual</i> reflects any changes to eligibility requirements for School Certificate and Higher School Certificate and clarifies issues raised by schools	<i>ACE Manual</i> completely revised and updated and distributed to all secondary schools in October 2002 All amendments to <i>ACE Manual</i> rules and procedures notified in Official Notices in the <i>Board Bulletin</i>
Prepare examination materials for 2002 School Certificate and Higher School Certificate taking account of evaluations of 2001 program	2002 papers and marking guidelines finalised Processes for 2003 exams in place and on schedule Evaluation of 2002 exams and marking guidelines complete. Feedback for 2003 exams provided	2002 SC and HSC papers and marking guidelines finalised Production of 2003 SC and HSC papers and marking guidelines on schedule Evaluation of 2002 exams and marking guidelines complete and used to inform development of 2003 exams and marking guidelines
Conduct and mark the 2002 School Certificate tests and Higher School Certificate examination taking account of evaluations of 2001 program	Conducting and marking procedures and inquiry programs effectively implemented	2002 School Certificate and HSC programs conducted effectively and within budget
Report student achievement in the 2002 HSC and SC in terms of standards taking account of evaluations of 2001 program	Operational and system changes in place to deliver assessment and reporting requirements 2002 standards-setting procedures developed and implemented HSC and SC results, credentials and related documents produced accurately and on schedule School Certificate grades allocated by schools monitored and confirmed	Changes for the 2002 operations identified and implemented Achieved Achieved Achieved

Overview

Key Result Area 2.1 relates to the implementation of the assessment-related and reporting-related aspects of the Government's White Paper for reform of the School Certificate and Higher School Certificate, *Securing Their Future*.

A compulsory School Certificate Australian History, Geography, Civics and Citizenship test was introduced for all Year 10 students in 2002. The test was trialled with schools across the State for four years before it was made a mandatory requirement for the award of the School Certificate in 2002.

The trialling of the Year 10 Computing Skills Assessment continued in 2002 with the participation of approximately 14 000 students from 150 schools across NSW. One thousand of these students trialled an external online version of the Computing Skills Assessment test.

Implementation of the recommendations from the Masters Review of the Higher School Certificate continued during the reporting period. The Board of Studies further refined its procedures for setting, marking and reporting the HSC examination.

In order to achieve better integration between the setting and marking of the examinations, Professor Masters recommended that the Board of Studies explore the feasibility of appointing a Chief Examiner for each course. The Board developed the new position of Chief Examiner to oversee both the development and the marking of the HSC examinations in each course commencing from the 2003 HSC. The position of Chief Examiner was implemented as far as possible for the 2002 HSC, when many aspects of the role were carried out by the Chair of the Examination Committee.

The Board also undertook to carry out even closer integration of the marking guidelines development process, and the processes for revising marking guidelines, developing marking schemes and identifying benchmark scripts. Further checks were put in place to ensure that the examination paper is a representative sample, focusing on core syllabus outcomes and content, and that optional questions are of a comparable level of difficulty.

The role of the Supervisor of Marking in the setting of HSC examinations was further strengthened and clarified in 2002. The Supervisor of Marking became a member of the planning and review group which is responsible for the development of the examination brief, the selection of the examination committee and the quality assurance of the examination paper. In addition, the Supervisor of Marking's role was extended to review the marking guidelines to ensure that they facilitate marking and allow for all students' responses to be rewarded fairly.

The Masters review also recommended that the Board further clarify and better communicate certain of its processes in examination setting, marking and reporting.

Every senior marker and marker for the School Certificate tests and HSC examinations was provided with a comprehensive handbook that described the development, testing and implementation of the marking guidelines, and the various stages of the standards-setting operation.

Information was published in the *Board Bulletin* and a series of six *HSC Update* newsletters for teachers, and two newsletters for parents was produced. Issues covered in these newsletters included the examination development process, sampling syllabus content, the Chief Examiner, the 'question scaling' that is used in adjusting for variation in difficulty in optional questions, standards-setting and, HSC marks and the UAI rank.

Additionally, a series of more than 50 parent and teacher meetings were conducted at locations across the State to provide the most up-to-date and relevant information about the HSC examinations.



2002 School Certificate

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:

- *testamur*
- Record of Achievement Part A listing all Stage 5 courses completed and, where appropriate, the grades awarded
- 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
- School Certificate Test Report for each test undertaken.

In 2002, 81 839 students were enrolled for the School Certificate.

The 2002 School Certificate was awarded to students during the week commencing 9 December 2002. Each student was given a School Certificate Folio in which to present their certificate, school reports and other records.

School Certificate Grade Monitoring

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.

School Certificate Tests

Tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship were mandatory for all Year 10 students in 2002. A trial Computing Skills test was also developed for those schools that elected to take part in the trial.

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 Chair, 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 Test Development Unit produced 1074 modified papers for students granted special provisions for the tests.

The School Certificate tests were conducted on 12 and 13 November 2002 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 4553 students. This represents an increase of approximately 10% 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 test and the Higher School Certificate examination
- 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.

Marking

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

Students with Special Education Needs

A total of 1828 students with special education needs were awarded the School Certificate testamur, a Record of Achievement and a Student Profile outlining their achievement in each key learning area.

Student achievement for students with special education needs was reported through 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.

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 2002, 1514 individual students submitted appeals; 1497 students had all their appeals upheld.

Students may appeal to the Board if they disagree with the principal's decision. Six students submitted appeals to the Board. One student's appeal was upheld. The principal's decision was confirmed in the other five cases.

Nine whole-group appeals were submitted to the Board by principals. Seven were upheld or partially upheld and two were declined.



First Mandatory School Certificate Australian History, Geography, Civics and Citizenship Test

The Australian History, Geography, Civics and Citizenship test became compulsory for all Year 10 students in 2002. The test consists of two components: Australian History, Civics and Citizenship, and Australian Geography, Civics and Citizenship.

Following advice from teachers, the Board decided to report student achievement in the two components of the test separately. Students received a separate report for each component, with achievement reported as a mark on a performance scale from 0 to 100, related to performance band descriptions developed for each component of the test.

Computing Skills Assessment in Year 10 (CSA10)

Work in this area during the reporting period has resulted in the following significant achievements:

- A reference group was established to monitor the progress of the CSA10 project and to assist the Office with advice to the Board.
- In 2002, the trial Computing Skills Assessment involved approximately 14 000 students from 155 schools – 78 government schools and 77 non-government schools. These trialling schools comprised comprehensive and single-sex schools including central schools, from country and metropolitan regions, across NSW.
- The Office of the Board of Studies held 14 focus group meetings in rural and metropolitan regions with representatives from trialling schools.
- An external test was conducted consisting of a one-and-a-half-hour pen and paper test that assessed the 10 core competencies and identified extension competencies.
- An electronic version of the pen and paper test was also successfully delivered to 1000 students drawn from 35 participating schools.
- 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.
- The Board of Studies decided to extend, by a further year, the trialling of the new Computing Skills Assessment for Year 10 students.

2002 Higher School Certificate

In 2002, 68 207 students successfully completed Preliminary courses. Details of the courses completed by each student were reported on a Record of Achievement. Records of Achievement for students undertaking a Stage 6 Life Skills course in the Preliminary year were issued to 16 students.

In 2002 the Higher School Certificate candidature was 60 364. Students were offered 180 different courses, including three Distinction courses, chosen from 89 subject areas.

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

Fifteen students undertaking Stage 6 Life Skills courses received the award of the HSC.

Preparation of the 2002 Higher School Certificate Examinations

The Board's examinations are produced by examination committees, working under the leadership of a Chair, and in conjunction with a Senior Assessment Officer as project manager. The Board Inspector responsible for the course and the Supervisor of Marking for the examination have roles in ensuring the quality of the examination and marking guidelines.

Each examination committee's task is to develop examination papers and marking guidelines for the HSC examination in the courses for which it is responsible. This includes marking guidelines or other materials related to practical components or submitted tasks. In a standards-referenced system, the marking guidelines are seen as part of the examination, and are developed concurrently with the examination paper. The examinations and marking guidelines are developed in accordance with a set of Board-developed principles, which are designed to ensure that examinations allow students to demonstrate their achievement of the outcomes of the course, and that marks awarded are commensurate with performance.

The parameters for the examination are determined by an examination brief developed by a planning group comprising the Chair of the examination committee, the Board Inspector, the Senior Assessment Officer and the Supervisor of Marking. The examination brief addresses issues such as the range and balance of question types, the targeted performance bands in each section of the paper, the content and outcomes to be addressed in each section of the paper and across the paper as a whole, the extent and type of stimulus material, and the accessibility of the paper to the full range of candidates.

Examination papers undergo a variety of evaluation, review and revision processes in order to ensure quality, accuracy, validity and reliability. When the paper is in its final draft form it is reviewed by a number of people:

- The Inspector, the Supervisor of Marking and the Assessment Officer check the draft examination against the examination brief and the principles for setting examinations.
- The Supervisor of Marking and the Assessment Officer check that the draft marking guidelines follow the principles for marking guidelines, and reflect the intention of the questions.
- An assessor, who is an independent teacher with recent Year 12 teaching experience in the subject, assesses the entire paper.
- Multiple-choice items are reviewed with a focus on identifying any potential problems in the design and construction of these items.
- Specialists in hearing impairment and vision impairment review papers, focusing specifically on identifying word usage, terminology and/or images that could exclude such candidates from answering a question. They also recommend modifications to those papers specifically developed and produced for students with special needs.
- A copy editor reviews the paper for style, grammar, expression, spelling and layout.

In 2002, examination papers and marking guidelines were prepared for almost 154 different examinations, including written examinations, speaking skills examinations, viva voce examinations and listening examinations. The preparation of these examinations involved:

- 80 examination committees
- 339 examination committee members
- 1003 committee meetings
- 25 item writers
- 126 assessors
- printing of 609 000 examination papers, totalling over 11.5 million printed pages
- production of over 900 modified examination papers for students granted special provisions for the examination.



Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

In 2002, the Stage 6 Languages courses developed under the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) were examined for the first time.

CCAFL is a cooperative operation involving all states in Australia except Queensland. Under the CCAFL arrangements, examinations are developed by 'host' states, and are available for use in all the other states as part of their final high school certification. There are 31 CCAFL courses in total, of which 25 are offered to HSC students in NSW.

In 2002, 741 NSW students sat for HSC examinations in the following 21 CCAFL courses: Armenian, Croatian, Czech, Dutch, Filipino, Hindi, Hungarian, Japanese Beginners, Khmer, Korean Continuers, Latvian, Macedonian, Maltese, Persian, Polish, Portuguese, Russian, Serbian, Swedish, Tamil and Turkish. The Board of Studies developed examinations for the Continuers courses in Armenian, Croatian, Czech, Filipino, Serbian, Slovenian and Turkish, and for the Russian Background Speakers course.

The Board of Studies also makes examinations in other courses available to assessment authorities in other states on request. In 2002, agencies in other states sought and were granted permission to use the HSC examinations in Classical Greek, Modern Hebrew and Japanese Background Speakers.

Administration and Conduct of the 2002 HSC Examinations

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 in over 50 language courses
- over 6000 examination supervisors
- 12 written marking sites
- 13 corporate practical marking sites
- over 7500 markers assessing students' written scripts, practical examinations and submitted works
- over 750 casual clerical staff.

Special Examination Provisions

For the 2002 examinations, special provisions were requested for 3169 students with special needs. This represents an increase of approximately 14%.

Electronic Capture of Student Entry Data

The Office of the Board of Studies' interactive website, Schools Online, has been so successful in allowing schools to manage their student entry data, that the service was extended in 2003. Schools can now submit options, assessments, grades, estimated marks and VET competencies via Schools Online. The benefits of this method of submitting data are improved data quality and decreased turnaround time.

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 the cost of a local call, students from anywhere in New South Wales can access expert advice on selected subjects.

In 2002 the Advice Line supported 25 courses. Each course was supported until the evening before the final examination. It operated from Monday 30 September to Wednesday 13 November. Eighty lines were available, with more than 800 teachers providing advice. The Advice Line responded to 29 773 calls in 2002.

Illness and Misadventure Appeals

Students who are prevented from attending an examination (including an oral/aural 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 2002, individual appeals were received from 4297 students. Of these, 3431 were upheld, 386 were partially upheld and 480 were declined. Ninety-four whole-group appeals were received. Seventy-two of these were upheld.

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 2002 approximately 12% of the total marking hours were set aside for day marking, across 11 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 at Homebush Bay.

Metropolitan Day Marking – Sydney Showground, Homebush Bay

Aboriginal Studies
Biology
Business Studies
Community and Family Studies
Modern History
School Certificate English-literacy (Part F)

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.

A World Trade Organisation meeting was held at the Sydney Showground, Homebush Bay, during the HSC marking period. The strict security surrounding the meeting and consequent traffic restrictions resulted in the suspension of marking on Thursday 14 and Friday 15 November. In order to meet the marking completion deadlines, and after consultation with the relevant marker unions, Sunday marking sessions were scheduled in many subjects. All marking completion deadlines were met.

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 2002, 39 teachers were appointed to participate in this program across a variety of subjects.

Special Cases

The Board's Examination Rules Committee considered 11 cases of alleged malpractice or breach of examination rules and made determinations under delegation from the Board.

Marker Reliability Operation

This operation provides feedback to Supervisors of Marking and Senior Markers on the accuracy of their marking operation through the provision of marker summary statistics, so that any problems can be quickly identified and rectified. It runs from about mid-September to late November and operates from the main marking centre at Homebush. When fully operational, there are over 20 seasonal staff working there during the day using networked computers and high-capacity printers. For each marker and marking group, certain statistics are calculated. These are the number of scripts marked, the mean (average) of the marks awarded, the standard deviation (SD) of the marks and the percentages of marks falling into different mark ranges. These statistics are calculated on a session basis and also cumulatively. Statistical tests are applied to determine if a marker's mean and SD are significantly different from those of the group. The statistics are then fed back to the marker's supervisor before the next marking session commences so that any anomalies can be quickly corrected.

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 band descriptions.

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.

In this procedure, teams of highly experienced lecturers/teachers/markers (referred to as judges) 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 decisions. Once the Board accepts the band cut-off marks for each subject, they are used to produce the examination mark for each student as reported on their Record of Achievement.

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 2002, 657 students applied for 1712 clerical rechecks of Higher School Certificate results, which was a significant decrease over the previous year.

Notes from the Marking Centre

Each year the Office of the Board of Studies provides feedback to teachers and students in the form of *Notes from the Marking Centre* for each HSC course examined in that year. The Notes are written at the conclusion of the marking operation by the Supervisor of Marking. The Notes report on the quality of student responses across each examination. They include an overall sense of the strengths and weaknesses of the candidature in the various sections of the examination as well as specific comments on the performance of students in relation to individual questions.

In 2002, *Notes from the Marking Centre* were produced for 97 HSC courses.

HSC Assessments in a Standards-referenced Framework

In late 2002 the Office commenced a project to provide further advice to schools in implementing HSC assessment requirements. The advice will address the current issues raised by schools in relation to school-based assessment practices, and provide a model for the future direction of HSC assessment in a standards-referenced framework.

Refinement of HSC Performance Descriptions to Incorporate Internal Assessment

The Draft Performance Band descriptions were used in the initial standards-setting procedure for the 2001 HSC, and published with the 2001 HSC Standards Packages.

Feedback was collected from Supervisors of Marking and judging teams, as well as the Board's Inspectors, on the feasibility of refining the descriptions and on incorporating aspects of performance that are more appropriately assessed through schools' internal assessment programs. As an extensive analysis of the 2001 HSC processes and results was being conducted by, and as a result of, the Masters Review, changes to the Performance Band descriptions for the 2002 HSC were restricted to those identified by the Review, namely Software Design and Development and Engineering Studies.

Judging teams were again surveyed after the 2002 HSC examinations to obtain feedback on changes that would make the descriptions clearer for teachers and judges to use. The refined versions of the Performance Band Descriptions, incorporating aspects of performance assessed by schools, will be published in the latter half of 2003 for use with the 2004 HSC cohort.



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.

In 2002 a new edition of the *ACE Manual* was published in hard copy and on the Board's website, replacing the previous edition that was published in August 1999. Copies were sent to all NSW schools with secondary students.

Principals were advised to ensure that school policy documents for School Certificate and Higher School Certificate candidates are consistent with the *ACE Manual* and with Official Notices published in the *Board Bulletin*.

2003 Preliminary and HSC Course Entries

Data collected from schools on enrolment patterns for Preliminary and HSC courses in April 2003 suggests that the curriculum is continuing to be successful in realising the aims of the new HSC, namely:

- arresting the decline in advanced-level study
- strengthening English
- enhancing the quality of vocational courses
- providing more flexible study requirements.

Preliminary and HSC course entries reveal that:

- 25% of Preliminary students and 24% of HSC students are enrolled in at least one Extension course
- 40% of preliminary students and 33% of HSC students are enrolled in at least one VET course
- more than 25 000 students are entered for the HSC English (Advanced) course.

Comparison between HSC entries in 2002 and 2003:

- There were increases across all of the more challenging English courses – English (Advanced) increased by 18%, English Extension 1 by 22% and English Extension 2 by 38%.
- Entries in Mathematics Extension 1 were up by 5% and entries in Mathematics Extension 2 increased by 12%.
- Entries in History Extension increased by 37%.
- VET Information Technology and VET Retail Operations have risen by more than 10% while VET Tourism has decreased by a similar percentage.

Reporting Stage 5 Mathematics from 2006

The new *Mathematics Years 7–10 Syllabus* will be implemented in 2004. The Stage 5 Descriptions of Levels of Achievement will be used to report student achievement in the School Certificate from 2006.

Several options for this reporting were developed, and the Office of the Board of Studies consulted with the mathematics community, and the wider education community, on which option was most appropriate. Teachers, as well key groups and associations, were invited to provide feedback through structured focus groups of a representative sample of schools from both metropolitan and country areas, and through a web-based survey.

The Board will make a decision in the second half of 2003 about the way Stage 5 Mathematics will be reported from 2006.

Goal 3:**Develop and administer registration and accreditation requirements and processes that meet the needs and expectations of key groups****Key Result Area 3.1:**

Ensuring quality standards in all sectors of school education

Actions	Key Performance Indicators	Status as at June 30, 2003
Monitor and benchmark revised registration and accreditation processes	Areas in need of clarification in the <i>Registration Manual</i> and the <i>Schools Manual</i> identified through liaison with registration systems	Review of registration process proceeding concurrently with implementation of other Grimshaw Review recommendations
Consider process for implementing Government response to findings from the Review of Non-government Schools	Ongoing liaison with Grimshaw Review team regarding consultation analysis and recommendations Implementation timeline and workforce plan pending approval of recommendation identified Requirements which determine/define a legal entity, a person of good character, a safe and supportive environment for learning, and the safety and welfare of boarders identified through research and liaison with external organisations Draft policies/guidelines and draft amendments to the Education Act based on the Grimshaw recommendations developed if required Consultation with key groups on draft policies conducted	Project plan agreed and implementation proceeding according to schedule



Registration and Accreditation

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; and
- accrediting registered non-government schools – that is, granting permission for schools to present candidates for the School Certificate and/or Higher School Certificate.

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

The major purpose of registration is to ensure that the requirements of the 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, and education of a kind, or for children of a kind, prescribed by the regulations under the Act. The Board's Registration Committee makes recommendations to the Minister on the registration of schools based on inspection of schools or advice from the Registration Systems. The Committee also has responsibility for granting accreditation for non-government schools to present students for the School Certificate and/or Higher School Certificate. The requirements and procedures for the registration and accreditation of non-government schools are detailed in the Board's *Manual for the Registration and Accreditation of Individual Non-Government Schools in New South Wales* and *Manual for Registration Systems of Non-Government Schools in New South Wales*.

The inspection process operates through the submission of documentation by schools, or through visits to schools by Board Inspectors. In 2002–2003 the Board processed six applications from independent schools on the basis of documentation, 98 applications on the basis of inspection, 38 applications on the basis of Registration Systems' recommendations and processed 11 site inspections of schools that had moved premises or added campuses. Board Inspectors visited two schools for monitoring purposes and conducted one advisory visit. Board Inspectors also participated in the registration and accreditation process of schools from the Registration Systems for the purpose of evaluating those processes.

In 2002–2003 the Board's Registration Committee recommended the registration of 42 non-government secondary schools and 41 non-government primary schools to the Minister. Registration was granted to a further 53 non-government schools providing schooling in both the primary and secondary years, including two that were formerly registered as schools of a prescribed kind. Ten of the schools have special school status, including six catering for students with emotional/behavioural problems. Exemption from registration was recommended for one school offering primary and secondary education because of a conscientious objection on religious grounds. The Board declined to recommend the registration of one independent primary school.

The Board granted accreditation to 86 non-government secondary schools. Nine schools with special school status were granted accreditation by the Board.

One school outside New South Wales was granted recognition as a school eligible to present candidates for the School Certificate and the Higher School Certificate. The school was processed by documentation.

The Board's Registration Committee recommended registration for 12 new schools in 2002–2003. A number of established schools had more than one existing campus. Five schools added a new campus.

The Review of Non-Government Schools in NSW

In October 2000, the State Government commissioned a review of non-government schools in NSW. Mr Warren Grimshaw was appointed as reviewer. The review's terms of reference related to:

- the definition of a school
- current Registration and Accreditation criteria
- the reasons for State funding for non-government schools
- financial and educational reporting
- the development of a State funding framework for non-government schools that is effective and equitable
- the impact of Federal Government policy.

The review's report, *Review of Non-Government Schools in NSW: Report 1* included 27 recommendations related to the definition of a school, and registration and accreditation. The Government accepted Recommendations 1–21, 23–25 and 27 in relation to Registration and Accreditation.

As a result of the implementation of the recommendations, the *Manual for the Registration and Accreditation of Individual Non-Government Schools in New South Wales* and the *Manual for Registration Systems of Non-Government Schools in New South Wales* will undergo major revisions.

The revision of the manuals commenced in March 2003 and is scheduled for completion in November 2003.

Home Schooling

Part 7, Division 6 of the Education Act provides for parents to home school their children. Authorised Persons assess applications and provide recommendations to the Minister for Education and Training.

At the conclusion of the reporting period, there were 1538 students registered for home schooling from 920 families.

Part 7, Division 7 of the Act provides for exemption from registration for home schooling on religious grounds. At the end of 2002–2003, exemption had been granted by the Minister to 115 students from 52 families.

Administrative Decisions Tribunal

The Administrative Decisions Tribunal hears applications for review against recommendations by the Board to the Minister that a non-government school not be registered, decisions by the Board that a non-government school not be accredited, and recommendations to the Minister by an Authorised Person that a child not be registered for home schooling.

There were no applications for review lodged by schools. One application for review of decisions concerning home schooling registrations went directly to the Administrative Decisions Tribunal, without the applicant having sought an internal review. The applicant subsequently withdrew the application for review before the Tribunal.

**Goal 4:****Develop policies and practices reflecting contemporary national and international best practice and research****Key Result Area 4.1:**

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

Actions	Key Performance Indicators	Status as at June 30, 2003
Refine intellectual property protocols and practices	Distribution policy finalised and licensing finalised, licensing and market testing stages completed	Registration of key trademarks progressing satisfactorily and staged expansion of model licensing agreements from print and CD-ROM publications to online publications proceeding as planned
Apply innovations in ICT in the production of support materials for teaching and learning	Support materials available on CD-ROM and website	Over 1000 MS Word and pdf files added to the website. 75 separate online surveys conducted for Years 7–10 and Stage 6 curriculum development
Conduct research activities into how new technologies can enhance the Office's operations and service delivery	Advice provided to Board with recommendations for further action	Investigations in development include video-conferencing, internet telephony, wireless technology, printing alternatives, new electronic service delivery initiatives
Further develop and trial online and other computer-based testing and assessment strategies and systems	Online trial tests conducted	CSA10 trialled with 35 schools in 2002, 215 schools registered for the trial in September 2003. 2002 HSC Multiple Choice Online trial conducted successfully
	New strategies and systems researched and recommendations provided to Board	Actions proceeding according to IM&T Strategic Plan

Research on Computing Skills Assessment

The purpose of the research was to assess the equivalence of two modes of delivery of the trial Computing Skills Assessment test for Year 10 students in NSW – pen and paper versus online. Schools were invited to participate in the CSA program by responding to advertisement, yielding a total of 155 schools. Of these, 120 schools elected to do the test predominantly by pen and paper, 14 schools chose to do the test predominantly online and 21 schools decided to offer both modes of testing to their students. Within the latter schools, students were able to choose which mode of testing they wished to take. Both modes of testing were conducted in September 2002.

The online test was available for schools to download onto their school servers on 11 September 2002 from a dedicated password-protected website. Detailed instructions for installing the test and recommended procedures for conducting the test were available on this website. If the school's access to the internet was slow or affected in some other way on the day of the test, the test could be taken offline.

The test was a purely objective test commencing in Section 1 with four matching items where the examinee had to match five descriptive options (A to E) with certain numbered features from various applications on the monitor screen. If all five options were matched correctly for each of the first four questions, this gave a total of 20 marks for Section 1. Section 2 comprised seven parts with 10 questions in each. These were: Word Processing, Spreadsheets, Databases, Multimedia, Graphics, Research and the Internet. The first two questions in each part were True/False and the remaining eight questions were 4-option multiple choice. Section 3 comprised 10 multiple-choice items, giving a total of 100 marks for the whole test.

In the pen and paper version of the test, for each item, the examinees shaded in the appropriate circle on scannable answer sheets. For the online test, examinees clicked the mouse on the appropriate box displayed on the monitor. The matching items in the online version were answered by placing the cursor on the box for the selected answer and dragging it to its appropriate destination box. Navigation for the online test was simple with the questions displayed at the bottom of the monitor screen in blocks of 20 items. Questions in the block could be accessed by clicking on the box. Other blocks of 20 items were accessible by clicking on an arrow pointing right to advance to later items, or by clicking on an arrow pointing left to go back to earlier items.

The two modes of testing gave similar mean scores for the pen and paper and online groups. There were also no significant differences between the performances of males and females. In addition, both testing modes had similar internal consistency reliabilities and similar correlations with other Year 10 measures.



Key Result Area 4.2

Initiating and conducting research and evaluation activities to enhance the activities of the Office

Actions	Key Performance Indicators	Status as at June 30, 2003
Conduct research activities related to student performance in 2001 and 2002 HSC examinations	Advice provided to the Board to inform syllabus review/evaluations	Analyses of the proportions of students in Bands 5 and 6 in the 2001 and 2002 HSC examinations conducted
Conduct research activities arising from the Masters Review	Advice provided to the Board with recommendations for further action	2001 HSC data used to investigate the outcomes of different approaches to setting band cut-off marks in the English Standard and Advanced courses
Identify areas in which to conduct research on support services to students undertaking examinations and tests	Project plan for investigation of appropriate provisions for students with Asperger's syndrome developed	Project plan completed

Courses with Unusually Low Percentages of Students in Bands 5 and 6 in the 2001 HSC

This research project arose from Recommendation 9 of the Masters Review (*Fair and Meaningful Measures? A Review of Examination Procedures in the NSW Higher School Certificate*) and was undertaken to investigate possible explanations for eight courses that had unusually low percentages of students in Bands 5 and 6 in the 2001 HSC. The main aims of the project were to examine the standard reached by students in Bands 5 and 6, particularly in relation to the performance descriptions for the courses; to describe the differences in performance between different bands; and to investigate possible reasons for the percentages of students in Band 5 and 6 in these courses.

The research methodology involved a reference group of experienced markers for each course. The group analysed examination scripts that were placed on or around the Band 5 and Band 6 borderlines for the course in the 2001 HSC. The standard in these scripts was then compared with scripts in a matched course of similar scope and demand. Comparisons were made on both benchmark scripts in the Standards Packages and on paired scripts for students who obtained high band results in both courses. The groups also discussed their perceptions on the relative importance of different factors in explaining the numbers of Bands 5 and 6 results in these courses in 2001. The research was primarily funded within existing resources, supplemented by \$10 000 for teacher relief costs.

A range of interrelated factors was seen as being responsible to varying degrees for the unusually low percentages of Bands 5 and 6 students in these courses. While factors associated with the marking and judging processes and the performance descriptions were most consistently rated as very important across the courses, syllabus and examination paper issues were also highly important in some cases. Issues associated with the course candidatures and teaching and learning were also seen as playing a part, particularly in relation to the changes in courses and examinations with the introduction of the New HSC.

The report noted that action was already under way with regard to many of the issues identified, particularly in relation to the development of examinations and marking guidelines and the marking processes. Additional recommendations related to the standards-setting processes and to curriculum and examination issues for specific courses were endorsed by the Board in August 2002.

Goal 5:
Effectively manage resources in support of educational goals

Key Result Area 5.1:
 Identifying and applying best-practice standards in service delivery support

Actions	Key Performance Indicators	Status as at June 30, 2003
Implement actions from the new IM&T Strategic Plan	Actions implemented or projects in progress	Projects proceeding as planned
Enhance the provision of Board products and services to schools, students and other clients through the use of ICT systems	eBOS Shop Online upgraded and its use promoted	3-fold increase in sales since upgrade of eBOS Shop Online
	eBOS Students Online introduced and operational	Achieved. Release of an enhanced service targeted for September 2003
	Majority of publications available electronically	Online publishing program proceeding in accordance with annual Publications Schedule. Over 1000 MS Word and pdf documents published on the web, 2002–2003
	Marketing Plan for commercial services developed and implemented	Business Plan developed and implemented with selected external clients
Continue implementation of improvements to the Office's information and communications technology infrastructure	Initial investigation of wireless technology options conducted	Proceeding in line with IM&T Strategic Plan with particular emphasis on ensuring data security
	Remote scanning centres refined and infrastructure finalised	Proceeding in line with IM&T Strategic Plan. 2003 centres to be serviced with faster and more efficient ADSL connections
	Implementation of ICT infrastructure finalised	Achieved
	Business Recovery Plan developed and implemented	Revised plan in development
Ensure Office meets 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	Program of General Manager's Circulars proceeding and new financial delegations arising from Office's revised management structure completed. Revision of administrative delegations awaiting full proclamation of <i>Public Sector Employment and Management Act 2002</i>
Implement agency-level measures to achieve public sector reform agenda objectives	2000/2001–2003/04 savings strategy and shared services initiatives developed and implemented	Implementation proceeding as planned



Actions	Key Performance Indicators	Status as at June 30, 2003
Evaluate and revise product marketing and service delivery plans	Marketing and service delivery plans are reviewed and updated	Business Plan developed and implemented with selected external clients
Increase the number of transactions through the various online systems	At least 95% of schools submit all relevant data through Schools Online	Over 99% usage achieved with over 900 schools having actively used the system since January 2003
	eBOS Markers Online operational with at least 20% of markers using this service to apply to mark	Achieved. Nearly 22% of this year's applicants have used the online service
	Markers Online fully implemented	Full implementation deferred to 2004
	Online service for capture of student options and electives opened earlier	Achieved
Implement and refine 2002/2003 – 2005/2006 Budget Strategy and Workforce Plan	Process of program performance review implemented	Shared Corporate Services strategy developed and approved
	Budget negotiations with Treasury successful	Budget maintenance adjustments, capital program and budget enhancement for Grimshaw Review agreed with Treasury
	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	2002/03–2005/06 Budgets developed, allocated and monitored for each branch to ensure Office's core and corporate services adequately resourced
	Teaching Service Staff Award implemented successfully within Government's Wages Policy	Achieved

Developments in Information and Communications Technology (ICT)

Changes to the Office's ICT infrastructure introduced in 2001/2002 have been consolidated and optimised and research has continued on opportunities provided by new technologies during the reporting period. The Office replaced its mid-range computer with an IBM eServer iSeries 890.

The Office has been establishing an information security program aimed at ensuring the ongoing compliance of systems and data security arrangements with Government requirements.

Research and investigation into new uses of information and communications technology to enhance and improve Board communications and services has continued. The Office of the Board has further explored the internet as a communication and business medium, and the redesigned Board of Studies website has had significant growth in traffic.

The Office has further improved and extended the use of online service delivery into additional areas. eBOS Schools Online, which allows schools to enter student data electronically, was provided with additional data collection and reporting functionality. This has resulted in increased accuracy and improved processing times for schools.

Other new or improved eBOS systems include Authorities Online, Markers Online, Registered Training Organisations (RTOs) Online, Vocational Credentialing System (VCS) Online and Students Online.

The eBOS Shop Online service was upgraded and launched in June 2002, and now represents a true e-Commerce shopping facility. There have been significant increases in its usage, with an average of \$5000 worth of sales per month in 2002–2003.

Standards Packages CD-ROMs for the 2002 HSC and SC have been made available to schools.

Actions Implemented from the Office's IM&T Strategic Plan

ICT governance

An Information Management and Technology (IM&T) Committee was established to deal in a more structured way with the Office's responsibilities in the IM&T area. The committee will chiefly have a strategic planning function and will ensure that the Office's IM&T services to internal and external clients are efficient and cost-effective. The Committee comprises the General Manager, the Office's four directors, the Manager, Information Technology and the Manager, Information Services.

Mid-range computer replacement

An IBM eServer iSeries Model 890 computer was acquired and commissioned in the second half of 2002. This computer is chiefly used to run the Office's custom-written system that supports all aspects of the School Certificate and Higher School Certificate programs, and the Australian Music Examinations Board (New South Wales) Examination System. This computer upgrade project was essential for the Office of the Board of Studies to be able to continue to deliver the range of services to the community required by Government and to enhance and extend those services, and reflects the Office's commitment to electronic service delivery by supporting the Office's extensive initiatives in this area.

Data warehouse

The Office's data warehouse project was completed. The data warehouse enables standardised data on school and course enrolments and performances from 1991 to the current year to be stored and accessed in a consistent way.



Access to the data warehouse is available via the Office's Secure Intranet. This provides an easy-to-use tool that allows users to browse the data using a simple graphical user interface (GUI). Data can be easily printed, copied to another application or extracted to a PC file.

Data from the data warehouse is used in the Office's Authorities Online project and all major external reporting. This ensures that all data given to external bodies is consistent and accurate.

A further enhancement to be delivered in 2003 will allow a 'snapshot' of the data warehouse to be taken at predetermined information release dates, once again to improve the accuracy and consistency of data released to the public or to other bodies.

Electronic document management

The Office's standard document management software is Tower Software's TRIM which runs on a networked PC server. Many of the Office's activities that involve extensive correspondence use the Examinations system database on the iSeries computer but also require a TRIM file to be maintained. Work has been completed to allow these two systems to be integrated. Currently the Office's TRIM integration software allows a TRIM file to be created automatically when a Home Schooling applicant is entered onto the examinations system; the assigned TRIM number is then updated on the student's record.

It is intended that this functionality be extended so that electronic copies (as Adobe Acrobat or pdf documents) can be automatically attached to a student's file when it is produced, thereby increasing the accuracy of the correspondence tracking while reducing the required clerical workload.

The TRIM integration may also be extended to non-government School Registration and to HSC and SC Illness and Misadventure processing.

Contact management

The Office's contact management systems were consolidated into a single repository of contact information and related history that contains all contact details of all parties (ie organisations and individuals) of interest to the Office.

Security management

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 added to make working with users and groups easier.

By making this functionality easier to use and making security definitions more transparent, system security and data integrity can be greatly enhanced.

Shared services arrangements

The Office is already well advanced in implementing the State Government's Shared Corporate Services strategy, through the provision of shared IM&T services to the following educational organisations:

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

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

The Internet

From its establishment in 1995, the Board of Studies website (www.boardofstudies.nsw.edu.au) has grown rapidly, both in the number of available documents and in the number of people using it. During 2001, a separate website (www.bosnsw-k6.nsw.edu.au) was developed for K–6 teachers, students and parents to enable easy access to Primary resources produced by the Board. Together, more than 1100 documents were added during the reporting period. The Board of Studies website now holds over 12 000 files.

During the reporting period, the site has been receiving more than 78 000 page-views a day and an average of 3 gigabytes of pdf syllabus and support documents are downloaded each day.

As a repository for many Board-published documents, this rapidly increasing download volume is an indicator that the Board's website provides successful community access to syllabuses, examination papers and support materials. Many of the documents released during the year were made available on the website within an hour of completion.

eBOS Schools Online

eBOS Schools Online is a web-based system enabling schools to enter and retrieve relevant information about their students.

The Office is required to collect a considerable amount of information during the course of a year concerning student options in several HSC courses. This had previously been done by mailing collection forms to schools and manually entering students' HSC course option details.

Work completed this year allowed this information to be collected entirely over the internet through eBOS Schools Online. 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.

Option collection was one of the few remaining large-scale data collection operations to be made available electronically. Its implementation brings the Office closer to its goal of having all transactions with schools available through eBOS Schools Online.

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 is being expanded to allow a number of new online services to be delivered directly to High School students, including:

- personalised HSC written examination timetables
- personalised HSC Advice Line timetable
- personalised Assessment Rank Order Notices.

eBOS Markers Online

A new eBOS Markers Online facility was introduced during the reporting period which allowed applications for marking the School Certificate tests to be submitted online.

A function is being developed to allow Supervisors of Marking (SOMs) to enter their Marker Appointments using the Markers Online facility.



eBOS Shop Online

In 1999 the Office upgraded its warehousing and invoicing software. This was in line with State Government Y2K policies, and added necessary sophistication to the management of a growing list of publications, now in excess of 700 items.

At that time, an online ordering facility was also developed, directly linked to the warehousing management software, to enable schools to order products which were shipped within 24 hours.

Other members of the public, including booksellers, could also open an account and purchase online. Casual customers could print and fax an order. The upgraded online shopping facility now 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's website (www.boardofstudies.nsw.edu.au) or directly at <http://shop.bos.nsw.edu.au>. During the reporting period, more than 60 customers per month have purchased products totalling \$5000.

eBOS Authorities Online

In 2002 eBOS Authorities Online was completed and implemented. This new service has provided education authorities that administer the school sectors (Department of Education and Training, Catholic Education Commission, and Association of Independent Schools) and their sub-authorities (Districts and Dioceses) with online access to:

- 1 School Information – School details and registration information.
- 2 Course Lists – Board Developed Course and non-Board Developed Course enrolments, based on study year and calendar year, disaggregated by sex, for each school in the Authority, for the Authority as a whole and for the State.
- 3 School Statistics – the following information is made available, based on study year and calendar year and disaggregated by sex, for each individual school in the Authority, for the Authority as a whole and for the State:
 - student awards
 - student counts
 - Board Developed Courses
 - Non-Board Developed Courses.
- 4 Performance Data – Distinguished Achievers lists for each school in the Authority. For years prior to 2001, the Order of Merit List is available.
- 5 School Group Statistics – School Group Statistics for each school in the Authority.
- 6 Files that are available for download by the Authority, including Results Analysis Package (RAP) files.
- 7 Reports that are available for download by the Authority, including School Group Statistics reports.

A daily update of the data used in Authorities Online is stored in the Office's Data Warehouse.

Multimedia Materials

During the reporting period, the Office of the Board of Studies continued its successful partnerships 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.

The first, 'Teaching Heritage' (www.teachingheritage.nsw.edu.au) is a professional development website for teachers of History and Geography, and has been built in partnership with the NSW Heritage Office and the NSW Department of Education and Training. The second, 'Visit Gallipoli' (www.anzacsites.gov.au), 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. Development is continuing on a website titled 'Remaking Multicultural Australia for the 21st Century' (www.multiculturalaustralia.gov.au) being built in partnership with the Multicultural Programs Unit of the Department of Education and Training.

The Board has developed a new website for an innovative Aboriginal Education project, called 'Learning Contexts: Aboriginal Mathematics'. This website outlines the process used to develop Stage 2 context-based Mathematics units of work in two NSW schools with significant Aboriginal student enrolments and is available at <http://www.learningcontexts-mathematics-k-6.nsw.edu.au>

CD-ROMs released included Standards Packages for School Certificate Science, English-literacy, Mathematics, and Australian History, Geography, Civics and Citizenship, as well as a complete set of the new HSC Standards Packages for 86 different courses.

The two-year HSC Standards Packages project involved 86 CD-ROMs in 2002 and 66 CD-ROMs in 2003 being delivered to schools, each set within six months of the completion of the HSC examination and marking period.

This project involved the creation of more than 40 000 files, containing more than 60 000 pages of student answers, 350 audio and 100 video samples, several hours of music and listening samples and more than 700 digital photographs of student practical work.

TAFE/BOS Interface

Both the Office of the Board of Studies and TAFE are involved in delivery of VET (Vocational Education and Training) courses with a considerable overlap in students (approximately 16 000). Because VET delivery depends upon the student accumulating modules it is very important that information collected by these two bodies is synchronised in an accurate and timely manner.

Because the large volumes make this a task impractical to perform manually a solution was required that could automate this process. The solution that is now in development takes advantage of the comparatively new Web Services technology, specifically SOAP/XML (Secure Object Access Protocol/Extensible Markup Language). This technology 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.

Use of this technology makes the differences in the two bodies' hardware and incompatible database software irrelevant and insulates both bodies from any future hardware or software changes. Security is maintained through the use of digital certificates (which guarantee the identity of each of the parties) and high-grade encryption.



Bar Coding of Letters

In order to encourage the use of bar coding of letters, Australia Post has moved to make all volume mail discounts dependent upon the mail item being bar-coded. As the Office makes several mail-outs of over 65 000 items each year it was determined that it would be cost-effective for the Board to bar code its mail. After evaluation, the Office acquired the Atlas software package from Hopewiser which runs natively on the iSeries server. The software was integrated into the Examinations System database and subsequent mail-outs attracted the maximum possible discount.

List of Registered Schools on the Web

A facility was developed to allow staff involved in the registration of non-government schools to automatically publish a list of registered schools on the Board's website. This provides members of the public with an authoritative, up-to-date and easy-to-use method of determining the registration status of any non-government school in NSW and it is hoped that the number of calls handled by Office staff will be significantly reduced.

Key Result Area 5.2:

Building strong and effective partnerships with stakeholders and the wider community

Actions	Key Performance Indicators	Status as at June 30, 2003
Provide and monitor a program of regular, ongoing consultation and information-sharing with key groups	Clients receive accurate advice and provide essential feedback on Board policy	The President of the Board of Studies, the General Manager of the Office of the Board of Studies and senior officers meet at least once every school term with representatives of ten peak education interest groups to consult on Board-related issues and activities
Develop and implement a corporate communication strategy	Communication strategies relating to the 2002 HSC, other Board priorities and initiatives (including involvement in portfolio activities) ensure better understanding of and confidence in Board processes and improved stakeholder perception of Board's role <i>Board Bulletin</i> revamped and focuses on information about strategic priority areas Improve processes for identifying emerging issues and promotional opportunities in place Issues-management strategies and promotional initiatives produce positive outcomes	HSC Update Newsletters for teachers and parents distributed to all NSW HSC teachers and students. Newsletters provide information about the 2002 HSC examination-setting, marking and reporting processes and the UAI. Newsletters for parents produced in 3 major community languages Over 50 meetings about key aspects of the 2002 HSC conducted for teachers and parents across NSW Articles addressing current issues published in <i>Board Bulletin</i>, and parent and teacher educational journals Design and layout of <i>Board Bulletin</i> reviewed Process for determining articles reviewed and implemented Improved processes in place 2002 SC and HSC programs reported as the most successful in many years
Monitor implementation of Masters Review recommendations	Timelines and commitments are met	Commitments proceeding to timelines
Develop and implement an internal communication strategy	Strategies reviewed annually and adjusted to reflect evolving need	Climate Survey conducted in June in order to identify changes in the Office's performance against previous surveys
Enhance the provision of data and information between the Office and other educational systems and sectors	Further changes to eBOS VCS system completed eBOS Authorities Online fully operational and scheduled	Enhancements agreed and funded by VET in Schools Consortium Implementation proceeding as planned



Actions	Key Performance Indicators	Status as at June 30, 2003
Evaluate the effectiveness of curriculum consultation and information sharing strategies and improve where necessary	Survey instrument to ascertain the effectiveness of curriculum consultation developed Survey of stakeholders including parents and students implemented Results and implement changes where appropriate analysed	Project scheduled to commence in Term 4 2003
Implement and monitor a strategic communication strategy for new K–10 syllabuses	Key stakeholders have sound understanding of and confidence in new syllabuses	Publications including <i>Board Bulletin</i> articles, feature articles for newspapers and parent journal, media releases and fact sheets produced Support provided for the anticipated release of 34 syllabuses in early July 2003
Achieve public sector benchmarks in corporate governance	Best practice standards achieved in corporate governance, including: • OH&S • EEO • Privacy • Ethical Behaviour • Disabilities Plans • Records Management • Staff Training and Development	Review of corporate policies completed to ensure compliance with sector-wide requirements except for the Office's Privacy Policy which is currently being revised to incorporate the latest advice from Privacy NSW
Obtain regular, systematic feedback from clients on service quality and communications strategies	Processes in place to ensure client feedback on programs and services, including focus group consultations and local evaluations through the BOSLOs	BOSLOs provide monthly reports on consultation meetings with teachers, parents, students and the community which specify number of participants attending, number of meetings held and key issues raised

Interest Group Meetings

The President and senior officers arranged to meet with representatives of 10 key groups at least once a term during the reporting period. Groups included associations of principals and teachers from government and non-government schools, parent organisations, and teacher unions. Meetings were also arranged with special interest groups representing special education and particular subject areas.

The meetings provide a forum for consultation, information-sharing and discussion of immediate and ongoing concerns.

Board of Studies Liaison Officer Program

Board of Studies Liaison Officers provide advice 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, covering all schools, service 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 Clarence Street, 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 2002–2003, BOSLOs gave 870 presentations across the state to secondary schools, primary schools, overseas visitors, parent and community groups and professional associations. Included in these activities were 128 visits to primary schools in order to gather data in connection with the Board's Primary Curriculum Project. There were also a large number of meetings held in secondary schools relating to the revision of the Years 7–10 curriculum.

Overseas Visitors to the Board

In the past year the Office of the Board of Studies received visitors from several countries including the United Kingdom, Hong Kong, China, the United States of America, Korea, Uzbekistan, Bhutan and Fiji, many of them seeking information about the new standards-based Higher School Certificate.

The Board's vocational education and training (VET) HSC courses were the subject of a visit from a group of Her Majesty's Inspectors of Schools from the United Kingdom.

In 2002/2003, the Office presented information sessions on requested topics to the following overseas visitors:

- Two visitors from the Fijian Ministry of Education in April 2003 were given a presentation on the role of the Board and Office and the development of curriculum materials.
- A four-member delegation from Bhutan in April 2003 was provided with information on curriculum development and the HSC examination program.
- Three of Her Majesty's Inspectors of Schools from the United Kingdom visited in March 2003. The Inspectors were investigating the provision of vocational education for students aged 14–19 years in different countries in light of a proposal by their government to enhance the parity of esteem between vocational and academic education. They were interested in the groundbreaking VET curriculum frameworks, which provide dual accreditation for the NSW HSC and Australian Qualifications Framework accreditation.
- A three-member delegation from the Hong Kong Department of Education visited in February 2003. Presentations were given on the role of the Board and the Office, curriculum development, setting and marking the School Certificate and HSC, and the standards-referenced approach.



- A 10-member delegation came from the Chinese Ministry of Education in January 2003. Presentations were given on the role of the Board and the Office and the development of syllabuses and curriculum support materials.
- A small delegation of Korean teachers in January 2003 was provided with information on the NSW education system including curriculum development, the School Certificate and the HSC.
- A 21-member delegation from the Chinese State Administration of Foreign Expert Affairs visited in November 2002. Information was presented on the setting, marking and conduct of the HSC examinations.
- A small delegation from the Korean Institute of Curriculum and Evaluation in September 2002 was provided with information on curriculum development.
- A six-member delegation from the Uzbekistan Ministry of Education visited in September 2002. The country is overhauling its entire education and training systems with the support of UNESCO. Information was presented on the NSW education system, curriculum development, HSC examination setting, HSC examination program conduct and corporate marking, HSC results analysis and standards packages, and a session on the Universities Admission Index was given by Professor George Cooney.
- A 40-member Accomplished Teaching Delegation from the USA, headed by the Chair of the National Board for Professional Teaching Standards, came in August 2002. Presentations were given on curriculum provision for a diverse student population, assessment of student achievement, and information technology in education. Special interest was shown in the unique HSC Standards Packages developed by the Office.

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

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)

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 to prepare for the implementation of 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.

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. He has an active interest in research projects in collaboration with university academics to explore new approaches in learning and assessment.

Following his 2002 visit to the Scottish Qualifications Authority (SQA) and discussion about benchmarking some HSC subjects a closer working relationship has developed with the SQA. Similarly some benchmarking with the German education system has commenced following his 2002 visit to Munich.

Strategic outcomes

To ensure that the Board's major strategic initiatives in K–12 curriculum and assessment were furthered and understood, Professor Stanley liaised 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 Masters Review recommendations relating to the evaluation of the New HSC and the new Years 7–10 syllabuses.



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, BEdStud, MEd, PhD

Level: SES Level 4

Period in position: 21 December 2002 – 30 June 2003

Policy advice and support

Since his appointment to the position of General Manager, Dr Bennett has identified issues of strategic importance for the Minister and the Board including those relating to curriculum and assessment and particularly with respect to completing the program of revising the Years 7 to 10 syllabuses and support materials and leading 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

Throughout Dr Bennett's term of office communication with interest groups significant to the work of the Board was strengthened as key curriculum, assessment and reporting reforms were further evaluated and new materials developed. He instigated effective procedures for collecting 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. Focus groups and forums were successfully used to consult with teachers during the evaluation and review of Stage 6 syllabuses.

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 implementing a structured process of research and development relating to comparisons between the NSW Higher School Certificate policies and practices and those that are part of the end of secondary school examinations and credentials in England and Scotland.

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, credentialling and regulatory programs, a number of significant reforms were also effectively managed over the reporting period. These included: the revised Years 7 to 10 syllabuses; completing the implementation of the Masters Review recommendations relating to the evaluation of the New HSC, including the appointment of Chief Examiners for the 2003 HSC; and the development and release of further support materials to teachers and schools, including HSC and SC Standards Packages.

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 to 10 syllabuses and support materials continued to be guided by the Board's K to 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; the further enhancement of the Office's ICT infrastructure; and the successful delivery of online and CD-ROM support materials, such as the HSC and SC Standards Packages.

Dr Bennett also established the Office's Research and Development Committee to assist the Board and the Office fulfil their respective statutory functions in the delivery of curriculum, assessment, examination, credentialling and regulatory services by commissioning research in areas of strategic importance as well as of topical interest.

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 to 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 restructure implemented following his appointment appropriately reflects, supports and more effectively integrates the strategic directions and programs of the Office.

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

John M Ward, BA, MEd, MPubPol

Level: SES Level 4

Period in position: 1 July – 20 December 2002

Policy advice and support

Throughout the reporting period until his retirement, Mr Ward identified issues of strategic importance for the Minister and the Board, including those relating to developing and implementing the Office's response to the Masters Review recommendations following the evaluation of the new Higher School Certificate examinations and the finalisation and implementation of the K–10 Curriculum Framework. Mr Ward guided development of policies in these areas and also maintained the Office's review of the Board's processes for the registration of schools and the trialling of computing skills assessment.

Significant relationships

Mr Ward led community involvement in the implementation of the Board's K–10 standards framework. New syllabuses in Mathematics and English were completed with strong community consultation and support. Throughout the year, communication with interest groups significant to the work of the Board was strengthened as work continued on the revision of the Years 7 to 10 syllabuses.

Agency programs

Mr Ward's management of the Office ensured that the monitoring and reporting on programs were undertaken to a high standard to ensure the Office's programs remained on time and within budget. These included the 2002 Higher School Certificate and School Certificate programs and ensuring the revision of Years 7 to 10 syllabuses proceeded according to schedule.

Strategic outcomes

Mr Ward ensured a strategic focus to all Office programs and services. He ensured that the Board's policy priorities linking curriculum, assessment and pedagogy were central to its newly developed K–10 Curriculum Framework. Continued emphasis on a three-year planning framework enhanced progress in the achievement of the Government and Board's strategic outcomes in the area of curriculum, assessment, examinations, credentialling and the regulation of non-government schools.

Managing resources

Mr Ward's resource management rested in clearly developed planning of program targets, workforce plans and budgets. This allowed significant improvements in services provided to the Board's clients. Core programs received priority, were appropriately resourced and all initiatives and programs proceeded according to plan.

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 syllabuses K-12.

The Assessment Unit develops performance standards for all syllabuses, including performance descriptions used to report the Board's School Certificate tests and HSC examinations. The unit also develops support materials and provides advice to schools and the public on assessment and reporting in all key learning areas.

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 Test Development Unit also manages the quality assurance procedures related to the outcomes of the HSC and SC examination programs.

The Measurement and Research Services Unit manages the measurement procedures to produce SC 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, and maintains student records and provides advice to schools on credentialling 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 conduct and marking the examination papers.

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 Client Services 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 and operation of the Office's Information Management and Technology (IM&T) and Information and Communication Technology (ICT) systems. The branch investigates, trials and implements new applications of information technology systems and services supporting the School Certificate and Higher School Certificate programs and liaises with other authorities in the development of systems and the provision of data held on the Office's computerised records.

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: Andrew Rolfe

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. It also coordinates the development of the strategic plan for the Board and the Office as well as the Office's operational plan.

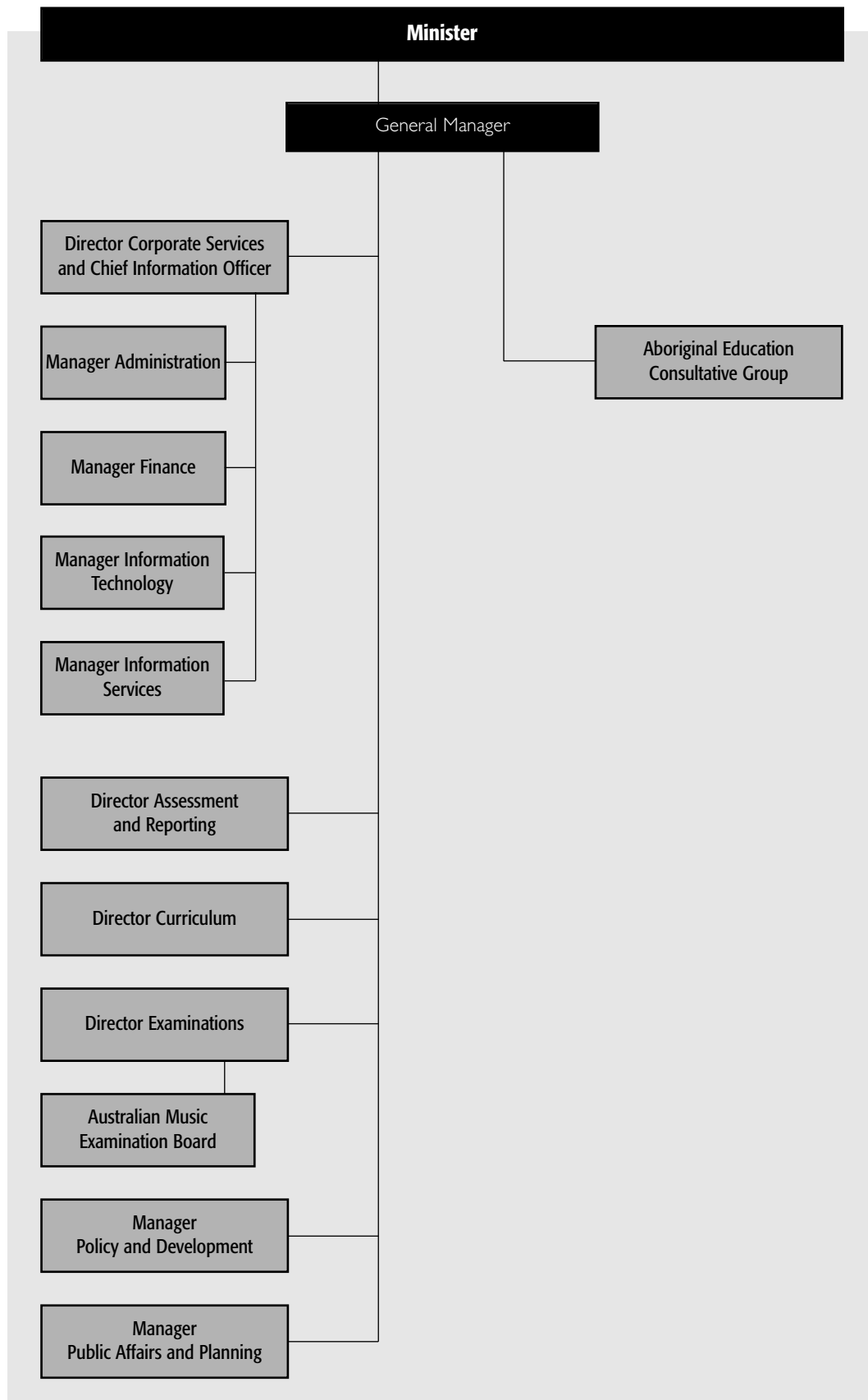
The branch is focused on supporting productive relationships with schools, teacher and parent organisations, the broader education portfolio, other government agencies and the media. This involves the development of effective and responsive approaches to communicating information on curriculum, assessment,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

Public Affairs and Planning Branch produces publications including the *Board Bulletin*, newsletters, brochures and website information for schools and the public, and regularly provides information and briefings to the media on issues of public interest.

Public relations activities of the Board of Studies and the Office of the Board of Studies, including special functions such as the Premier's Awards for Excellence, are also the responsibility of the branch.



Office of the Board of Studies



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

Level	Total CES/SES 2002–2003	Total CES/SES2001–2002
8		
7		
6		
5		
4	1	1
3		
2	3	2
1	1	2

Number of positions held by women

Current year	2
Previous year	1

OBOS CES/SES Staff Academic Qualifications

General Manager (until 20 December 2002)

Mr John Ward, BA, MEd, MPubPol

General Manager (from 21 December 2002)

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

Recruitment

During 2002–2003, the average staffing of the Office of the Board of Studies was 250, including 34 positions assisting with the Years 7–10 syllabus development project. Over the course of the preceding year the full-time equivalent of a further 627 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.



Divisions/Branches	2003			2002			2001			2000		
	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	–	30	30	–	31	31	–	32	32	–	30	30
Public Affairs and Planning	–	5	5	–	5	5	–	5	5	–	5	5
Curriculum	1	63	64	1	57	58	1	44	45	1	51	52
Examinations	1	40	41	1	41	42	1	39	40	1	36	37
Australian Music Examinations Board	–	10	10	–	11	11	–	10	10	–	11	11
Assessment and Reporting	1	25	26	1	24	25	1	21	22	1	28	29
Finance and Administration	–	23	23	–	20	20	–	19	19	–	21	21
Information Services	–	26	26	–	28	28	–	22	22	–	20	20
Information Technology	–	15	15	–	13	13	–	11	11	–	11	11
Aboriginal Education Consultative Group	–	5	5	–	5	5	–	5	5	–	5	5
Total	5	245	250	5	238	243	5	211	216	5	221	226

In February 2003 the Office's management structure was reviewed to reallocate senior executive and functional responsibility for information technology, information services and assessment and reporting activities. Where this has involved significant change, adjustments have been made to the figures in each of the years shown above for comparison purposes.

Equal Employment Opportunity

Equal Employment Opportunity statistics

A Trends in the Representation of EEO Groups		% of Total Staff				
EEO Group	Benchmark or target	2000	2001	2002	2003	
Women	50%	62%	60%	60%	62%	
Aboriginal people and Torres Strait Islanders	2%	0.9%	3.4%	3.2%	3%	
People whose first language was not English	20%	20%	21%	19%	20%	
People with a disability	12%	5%	6%	6%	5%	
People with a disability requiring work-related adjustment	7%	1.75%	3.4%	3.2%	3%	

B Trends in the Distribution of EEO Groups		Distribution Index				
EEO Group	Benchmark or target	2000	2001	2002	2003	
Women	100	79	81	83	86	
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a	
People whose first language was not English	100	80	80	88	88	
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:

- Staff numbers are as at 30 June.
- Excludes casual staff.
- 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.
- The Distribution Index is not calculated where EEO group or non-EEO group numbers are less than 20.

Occupational Health and Safety Performance

The Office's Occupational Health and Safety Committee met on seven occasions during the year 2002–2003. The committee has developed a new Occupational Health and Safety policy and consultation plan for the Office. An Occupational Health and Safety information folder is being established for distribution throughout the Office.

During the reporting year, elections for employee members and management representatives were held to replace those members who had left the organisation. To help maintain a safe and healthy working environment, office workplace site inspections were undertaken throughout 2002–2003.

Injuries

Permanent staff

Category	Number
Fall	3
Lifting	2
Strain	2
Other	5

Casual staff/Markers/Presiding Officers

Category	Number
Fall	18
Lifting	1
Strain	0
Other	7

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

Risk Management

The General Manager, Directors, branch managers and the Management Group 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.

Enhancements to the Office's building access and control arrangements and security generally were made.

Training in data handling and security as an identified risk exposure was developed for delivery as mandatory training for all staff.



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	11,204,619	297,508	19,918	2,809	2,615
December	22,214,672	716,564	49,365	53,072	36,151
March	9,230,640	378,339	110,962	67,984	22,461
June	8,499,012	170,688	61,043	20,910	28,951

Accounts paid on time within each Quarter

Total accounts paid on time

Quarter	Target %	Actual %	\$	Total amount paid \$
September	100%	97%	11,204,619	11,527,470
December	100%	96%	22,214,672	23,069,825
March	100%	94%	9,230,640	9,810,386
June	100%	97%	8,499,012	8,780,603

Percentage of accounts paid on time for the 12-month period is as follows:

Percentage of accounts paid on time for the year:	96%
Total dollar amount of accounts paid on time:	\$51,148,943
Total dollar amount of accounts paid:	\$53,188,284

Prompt payment results for the year show a percentage of accounts paid on time as 96%. 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 4% 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

Administrative and clerical staff employed under the Crown Employees (Public Sector – Salaries January 2002) Award received a salary increase of 4% effective from 3 January 2003.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a 4% salary increase effective from 1 July 2002 and a 5% increase effective from 1 January 2003.

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 2003 for the Office of the Board was:

Extended leave	\$4,186,866
Recreation leave	\$1,424,481

Contracting and market testing

The Office of the Board of Studies has an Action Plan for the market testing and contracting-out of a wide range of services and activities.

The principles of the plan were applied to operations across a number of programs during the reporting period. The Office initiated and concluded a number of strategic contracts following a process of market testing during 2002–2003. These included:

- continued implementation of an information and communication technology infrastructure plan encompassing a facility for the leasing of computer equipment
- continued market testing of suppliers for the procurement of a wide range of information technology
- procurement of various goods and services
- successful management of printing contractors for the provision of publishing services to the Office
- continued maintenance and development of the Office's examinations system
- continued market testing of suppliers for catering services.



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 areas:

Information technology	\$24,170
Management services	\$8,820
Total consultancies less than \$30,000	\$32,990
Total consultancies	\$32,990

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 credentialling 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 2200 telephone calls on average per day. The Office's Client Services Unit receives approximately 119 calls per day and 206 email messages per month from clients seeking assistance with enquiries or problems.

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 2003)

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)

Mr J Ward (General Manager, Office of the Board of Studies – until 20 December 2002)

Australasian Curriculum, Assessment and Certification
Authorities (ACACA) Chief Executive Officers Group
Chief Executives Committee Forum
Small Agencies CEOs Executive Group

Dr J Bennett (General Manager, Office of the Board of Studies – from 21 December 2002)

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)

Schools Consortium (Vocational Education and Training in Schools)
Partnerships: A New Way of Doing Business with Aboriginal
People (Education Cluster)

Ms R Speers (Director, Examinations)

Year 12 Sub-committee of the Technical Committee on Scaling
Public Service Medal Committee
RSL Scholarship Committee
EBOS - VCS Steering 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
 Schools Consortium (Vocational Education and Training in Schools)
 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

Ms R Hafner**(Board Inspector – Science)**

NSW Quality Teacher Program Steering Committee
 QTP Science Reference Group
 Schools Animal Care and Ethics Committee
 DETYA Project: 'Preparing Teachers for the Challenge of Teaching Science, Mathematics and Technology in 21st Century Australia'

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

Premier's Physical Activity Taskforce

Mr H Kennedy (Board Inspector – Technological and Applied Studies)

Department of Education and Training
 Equipment in Schools Committee

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

Premier's History Teachers' Scholarship Committee
 Premier's History Awards
 Premier's Gallipoli Scholarship Committee

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

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

Ms M Malone**(Board Inspector – Primary)**

Management Committee of Access Asia Program, NSW
 Outcomes Assessment and Reporting Evaluation Committee

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

ICT Skills Program of the Department of Commerce (formerly Department of Information and Technology Management)

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
 VET in Schools Working Group (national)
 Strategic Partnerships with Industry – Research and Training (vocational educational and equity senior schooling)
 Enterprise and Career Education Foundation
 State Advisory Committee

Mr T Moore**(Board Inspector – English)**

Premier's Reading Challenge

Mr P Osland (Board Inspector – Mathematics)

Project Reference Group for Numeracy
 Research in NSW Primary Schools Project

Dr M Silink**(Board Inspector – Languages)**

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

Mr G Webb**(Principal Assessment Officer)**

Collaborative Curriculum and Assessment Framework for Languages Reference Group



Overseas Travel

Dr John Bennett

United Kingdom (Scotland and England), 5–22 April 2003

Dr Bennett was invited to visit the Scottish Qualifications Authority and the Qualifications and Curriculum Authority in England to explain details of the HSC standards-setting procedures and related issues developed and implemented as part of the new Higher School Certificate.

Mr David Patterson (Manager, Policy and Development)

United States of America, 14 April – 6 June 2003

Mr Patterson was awarded a Churchill Fellowship for 2002–2003 to undertake research in the United States on provisions for gifted and talented students, in particular the operation of advanced placement programs in the senior years of schooling and the links between school and university study. The Fellowship was funded by the Churchill Trust. The Office of the Board of Studies granted leave to enable Mr Patterson to undertake the study visit.

Mr S Smith (Assistant Supervisor of Marking, Drama)

Ms C Roche (Senior Marker, Drama)

Singapore, 11–13 September 2002

Ms P Morton (Senior Marker, Music)

Mr K Leeson (Senior Marker, Music)

Singapore, 25–27 September 2002

Ms J Stevens (Senior Marker, Visual Arts)

Ms C Fry (Senior Marker, Visual Arts)

Singapore, 30 October – 1 November 2002

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 2002–2003:

ARTEXPRESS

Channel Ten

Chroma Australia

Grace Removals

Integral Energy

Radio 2UE

Sir William Dobell Art Foundation

The Sydney Morning Herald

Minister's Young Designers Awards

Independent Commission Against Corruption

R E Batger

Taronga Zoo

Waste Reduction and Recycling

The Office of the Board of Studies 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 Waste Reduction and Purchasing Plan.

The Office has continued its commitment to recycling its paper and cardboard waste during the reporting period. During the reporting period the total paper recycled was 18.57 tonnes and the total cardboard boxes recycled was 1.00 tonnes. This was an increase of 2.0 tonnes from the 2001–2002 reporting period.

Waste reduction developments

The Office has extended its efforts to avoid paper waste by utilising technology in the following areas:

Continued use of the internet to cut the Office's overall consumption of paper. For example: electronic publishing of internal newsletters for various subjects via the Office's Intranet, and electronic publication of curriculum materials for access by schools via the internet.

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.

The Office's efforts in improving procurement to reduce waste:

- Purchasing products with recycled content and low-waste products is ongoing.
- In the printing area the Office has been printing 100% of the *Board Bulletin* on recycled-content paper compared to 'nil' in 1997. This publication goes to all schools in NSW totalling 3,704,400 pages per annum.

Toner cartridges

- The Office continues to engage a recycling company that accepts all types (and brands) of empty toner cartridges.

Government Energy Management Program

The Office is committed to achieving targets set by the Government for reducing energy consumption including the adoption of greater use of green technologies to reduce greenhouse gas emissions.

This commitment is demonstrated by:

- 1 The purchase of energy (including 6% Green Power) from an accredited energy supplier.
- 2 A reduction of 39% in energy usage over the 1995 base year.
- 3 A cost reduction of 62% over the 1995 base year.

5 Financial Statements

The Office of the Board of Studies

Year ended 30 June 2003

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 2003
- (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 2003; 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

10 October 2003



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 2003 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 failed in 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
13 October 2003

The Office of the Board of Studies
Financial Report 30 June 2003

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Statement of Financial Performance for the Year Ended 30 June 2003

	Note	Actual 2003 \$'000	Budget 2003 \$'000	Actual 2002 \$'000
Expenses				
Operating Expenses				
Employee related	3(a)	67,803	66,277	59,799
Other operating expenses	3(b)	20,858	21,822	19,611
Depreciation and amortisation	3(c)	1,377	1,230	1,670
Grants and subsidies	3(d)	241	470	478
Total Expenses		90,279	89,799	81,558
Less: Retained Revenue				
Sale of Goods & Services	4(a)	4,480	4,247	4,200
Investment income	4(b)	123	74	114
Grants and contributions	4(c)	835	262	1,067
Other Revenue	4(d)	20	231	121
Total Retained Revenue		5,458	4,814	5,502
Gain/(Loss) on disposal of non-current assets	5	(2)	50	(21)
Net Cost of Services	19	84,823	84,935	76,077
Government Contributions				
Recurrent appropriation	20	80,181	78,669	71,703
Capital appropriation	20	2,800	2,800	900
Acceptance by the Crown Entity of employee benefits and other liabilities	6	5,195	5,101	4,025
Total Government Contributions		88,176	86,570	76,628
SURPLUS/(DEFICIT) FOR THE YEAR FROM ORDINARY ACTIVITIES		3,353	1,635	551
SURPLUS/(DEFICIT) FOR THE YEAR		3,353	1,635	551
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	3,353	1,635	551

The accompanying notes form part of these statements.

Statement of Financial Position as at 30 June 2003

	Note	Actual 2003 \$'000	Budget 2003 \$'000	Actual 2002 \$'000
ASSETS				
Current Assets				
Cash	7	3,096	1,831	1,127
Receivables	8	812	1,256	1,234
Inventories	9	1,327	992	992
Total Current Assets		5,235	4,079	3,353
Non-Current Assets				
Property, Plant and Equipment – Plant and Equipment	10	6,009	5,854	4,484
Total Property, Plant and Equipment		6,009	5,854	4,484
Total Non-Current Assets		6,009	5,854	4,484
Total Assets		11,244	9,933	7,837
LIABILITIES				
Current Liabilities				
Payables	11	1,566	2,537	2,126
Provisions	12	1,462	1,252	1,202
Total Current Liabilities		3,028	3,789	3,328
Non-Current Liabilities				
Provisions	13	354	0	0
Total Non-Current Liabilities		354	0	0
Total Liabilities		3,382	3,789	3,328
Net Assets		7,862	6,144	4,509
EQUITY				
Accumulated funds	14	7,862	6,144	4,509
Total Equity		7,862	6,144	4,509

The accompanying notes form part of these statements.

Statement of Cash Flows for the Year Ended 30 June 2003

	Note	Actual 2003 \$'000	Budget 2003 \$'000	Actual 2002 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Payments				
Employee-related		(66,221)	(64,555)	(59,017)
Grants and subsidies		(241)	(470)	(478)
Other		(23,827)	(23,513)	(22,885)
Total Payments		(90,289)	(88,538)	(82,380)
Receipts				
Sale of Goods & Services		4,519	4,247	4,229
Interest Received		122	157	116
Other		3,873	2,184	3,687
Total Receipts		8,514	6,588	8,032
Cash Flows from Government				
Recurrent appropriation		80,181	78,669	71,703
Capital appropriation		2,800	2,800	900
Cash reimbursements from the Crown Entity		3,667	3,735	2,830
Cash transfers to the Consolidated Fund				
Net Cash Flows from Government		86,648	85,204	75,433
NET CASH FLOWS FROM OPERATING ACTIVITIES	19	4,873	3,254	1,085
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of Plant and Equipment		1	250	33
Purchases of Plant and Equipment		(2,905)	(2,800)	(1,013)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(2,904)	(2,550)	(980)
NET INCREASE/(DECREASE) IN CASH		1,969	704	105
Opening Cash and Cash Equivalents		1,127	1,127	1,022
CLOSING CASH AND CASH EQUIVALENTS	7	3,096	1,831	1,127

The accompanying notes form part of these statements.

Summary of Compliance with Financial Directives

2003					2002			
	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	79,939	79,939	2,800	2,800	71,233	71,233	900	900
Additional Appropriations								
s21A PF & AA – special appropriation								
s24 PF & AA – transfers of functions between departments								
s26 PF & AA – Commonwealth specific purpose payments – IESIP	470	242			470	470		
	80,409	80,181	2,800	2,800	71,703	71,703	900	900
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)	80,409	80,181	2,800	2,800	71,703	71,703	900	900
Amount Drawn down against Appropriation		80,181		2,800		71,703		900
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 2003

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.

A reconciliation between the 'Net Cost of Services' and the 'Net Cash Used from Operating Activities' in accordance with accounting standard AAS29 'Financial Reporting by Government Departments' is shown at Note 19.

(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) Accrued Salaries and Wages

As a result of the adoption of Accounting Standard AASB 1044 'Provisions, Contingent Liabilities and Contingent Assets', accrued salaries and wages and on-costs has been reclassified to 'payables' instead of 'provisions' in the Statement of Financial Position and the related note disclosures, for the current and comparative period. On the face of the Statement of Financial Position and in the notes, reference is now made to 'provisions' in place of 'employee entitlements and other provisions'. Total employee benefits (including accrued salaries and wages) are reconciled in Note 12 'Provisions'.

(iii) 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.

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:

	2003	2002
Plant and Equipment		
Computer hardware	4 years	4 years
Computer software (depending on expected usage)	4–10 years	4–10 years
Office furniture	10 years	10 years
Office equipment	5 years	5 years
Plant & machinery	10 years	10 years
Building Improvements	10 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 retained at 10%.

(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 (\$13,678) and for the Mary Besley Biology Teachers award (\$375). 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) Reclassification of Financial Information

Revenue from exhibition fees has been reclassified from other revenue to rendering of services to more accurately reflect its activity (Note 4).

2 BUDGET REVIEW**Net Cost of Services**

The actual net cost of services in 2003 was lower than budget by \$0.112m. This was primarily due to timing differences in the payment of operating expenses and additional revenues being received subsequent to the finalisation of the 2003 budget for vocational education and training, and information technology projects.

Assets and Liabilities

Current assets exceeded budget by \$1.156m due to increases in cash and inventories and a decrease in receivables.

Current liabilities was lower than budget by \$0.761m primarily due to a decrease in payables.

Non-current liabilities exceeded budget by \$0.354m as a result of the adoption of the present value methodology for the calculation of long service leave liabilities.

Cash Flows

Net Cash Flows from Operating Activities exceeded budget by \$1.619m due to an increase in net actual receipts over payments.

Net Cash Flows from Investing Activities exceeded budget by \$0.354m due to an increase in equipment purchases and reduction in asset sale proceeds.

	2003 \$'000	2002 \$'000
3 EXPENSES		
(a) Employee related expenses		
Salaries and Wages (including recreation leave)	58,533	52,405
Superannuation	4,334	3,419
Long service leave	994	394
Workers compensation insurance	290	316
Payroll tax and fringe benefit tax	3,652	3,265
	67,803	59,799
(b) Other operating expenses		
Auditor's Remuneration—audit of financial report	36	35
Computing expenses	1,635	1,047
Insurance	63	72
Postage	1,087	991
Printing and publishing	2,859	2,820
Marking centre rental	3,440	3,224
Operating lease rental	2,636	2,090
Security	1,559	1,537
Travel and accommodation	1,791	1,666
Stationery and consumables	653	593
Motor vehicles	753	678
Furniture and equipment	1,073	1,304
Telephones	453	511
Bad and doubtful debts	47	—
Other expenses	2,773	3,043
	20,858	19,611
(c) Depreciation and amortisation expense		
Depreciation		
Building improvements	228	211
Plant and equipment	1,149	1,459
	1,377	1,670
(d) Grants and subsidies		
Indigenous Education initiatives	241	478
	241	478

	2003 \$'000	2002 \$'000
4 REVENUES		
Revenue Arising from Operating Activities		
(a) Sale of goods and services		
Sale of teaching kits and publications	671	979
Rendering of services		
HSC and School Certificate user charges	953	605
Music Examination Advisory Board Fees	2,417	2,280
Other (FOI, In-service fees, etc)	206	136
Exhibition fees	233	200
	4,480	4,200
(b) Investment income		
Interest	123	114
(c) Grants and contributions		
Aboriginal Education	40	335
Vocational Education and Training	315	425
NALSAS Languages	79	63
Street Sense project	7	15
Information Technology projects	345	197
Other	49	32
	835	1,067
(d) Other revenue		
Insurance claims	19	71
Other	1	50
	20	121
5 GAIN/(LOSS) ON DISPOSAL OF NON-CURRENT ASSETS		
Gain/(Loss) on disposal of plant and equipment:		
Proceeds from disposal	1	33
Written down value of assets disposed	(3)	(54)
Net gain/(loss) on disposal of plant and equipment	(2)	(21)
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	4,334	3,419
Long service leave	601	394
Payroll tax	260	212
	5,195	4,025
7 CURRENT ASSETS – CASH		
Cash at bank and on hand	3,096	1,127
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)	3,096	1,127
Closing Cash and cash Equivalents (per Statement of Cash Flows)	3,096	1,127

	2003 \$'000	2002 \$'000
8 CURRENT ASSETS – Receivables		
Sale of goods and services	84	77
Less: Provision for doubtful debts	(49)	(2)
Sundry government debtors	368	674
Other debtors	376	289
Prepayments	33	196
	812	1,234
9 CURRENT ASSETS – Inventories		
At Cost		
Publications/Stock	1,474	1,102
Less provision for obsolescence	(147)	(110)
	1,327	992
10 NON-CURRENT ASSETS – Property, Plant and Equipment		
Plant and Equipment		
At Fair Value	13,569	10,835
Accumulated Depreciation at Cost	(7,560)	(6,351)
Total Plant and Equipment	6,009	4,484
Total Property, Plant and Equipment at Net Book Value	6,009	4,484

During the year assets with a cost value of \$0.171M and accumulated depreciation of \$0.169M were retired or disposed.

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
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
2002			
Carrying amount at start of year	3,947	1,248	5,195
Additions	813	200	1,013
Disposals	(54)		(54)
Written down value of assets written off			
Depreciation expense	(1,459)	(211)	(1,670)
Carrying amount at end of year	3,247	1,237	4,484
Value of fully depreciated assets held as at 30 June 2003	3,445		3,445

	2003 \$'000	2002 \$'000
11 CURRENT LIABILITIES – Payables		
Accrued Salaries and Wages	506	436
Creditors	459	465
Relief Staff Costs	461	1,151
Other	140	74
Total Current Liabilities – Payables	1,566	2,126
12 CURRENT LIABILITIES – Provisions		
Employee benefits and related on-costs		
Recreation leave	1,424	1,202
Long service leave on-costs	14	–
Payroll tax on LSL payable	24	–
Total Current Liabilities – Provisions	1,462	1,202
13 NON-CURRENT LIABILITIES – Provisions		
Employee benefits and related on-costs		
Long service leave on-costs	128	–
Payroll tax on LSL payable	226	–
Total Non-current Liabilities	354	–
14 CHANGES IN EQUITY		
Accumulated Funds		
Balance at the beginning of the financial year	4,509	3,958
Surplus/(deficit) for the year	3,353	551
Balance at the end of the financial year	7,862	4,509
15 COMMITMENTS FOR EXPENDITURE		
(a) Operating lease commitments		
Future non-cancellable operating lease rentals not provided for and payable:		
Not later than one year	3,763	3,531
Later than one year and not later than five years	9,142	11,690
Later than five years	–	349
Total (including GST)	12,905	15,570
Operating lease commitments relate to office accommodation, motor vehicles and computer equipment.		
(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	825	636
Total (including GST)	825	636

The total 'Commitments for Expenditure' above includes input tax credits of \$1.187m that are expected to be recoverable from the Australian Taxation Office.

	2003 \$'000	2002 \$'000
16 CONTINGENT LIABILITIES		
The Office is unaware of any contingent liabilities or assets existing as at 30 June 2003.		
17 CONSULTANCIES		
During the year the Office paid \$32,990 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	4,873	1,085
Cash flows from Government/Appropriations	(82,981)	(72,603)
Depreciation	(1,377)	(1,670)
(Increase)/decrease in employee entitlements	(614)	413
Acceptance by the Crown Entity of employee benefits and other liabilities	(5,195)	(4,025)
Increase/(decrease) in receivables	(422)	293
(Increase)/decrease in payables	560	106
Increase/(decrease) in inventories	335	345
Net gain/(loss) on sale of plant and equipment	(2)	(21)
Net Cost of Services	(84,823)	(76,077)
20 APPROPRIATIONS		
Recurrent Appropriations		
Total recurrent drawdowns from Treasury (per Summary of Compliance)	80,181	71,703
Less: Liability to Consolidated Fund (per Summary of Compliance)	—	—
Total	80,181	71,703
Comprising:		
Recurrent appropriations (per Statement of Financial Performance)	80,181	71,703
Transfer payments	—	—
Total	80,181	71,703
Capital Appropriations		
Total capital drawdowns from Treasury (per Summary of Compliance)	2,800	900
Less: Liability to Consolidated Fund (per Summary of Compliance)	—	—
Total	2,800	900
Comprising:		
Capital appropriations (per Statement of Financial Performance)	2,800	900
Transfer payments	—	—
Total	2,800	900

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	
	2003	2002	2003	2002	2003	2002	2003	2002
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	%	%
Financial Assets								
Cash	3,096	1,127	–	–	3,096	1,127	3.75	3.46
Receivables	–	–	812	1,234	812	1,234	N/A	N/A
TOTAL FINANCIAL ASSETS	3,096	1,127	812	1,234	3,908	2,361		
Financial Liabilities								
Payables	–	–	1,060	1,690	1,060	1,690	N/A	N/A
TOTAL FINANCIAL LIABILITIES	–	–	1,060	1,690	1,060	1,690		

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 Sharman Pretty**
Principal, Sydney Conservatorium of Music

NSW State Manager: **Ms Marion Sinclair**

The principal activities of the AMEB (NSW) during 2002–2003 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 over 40 000 examinations throughout New South Wales each year in almost 80 categories and services some 8000 teachers and 200 examiners.

Annual Presentation Ceremony

Diploma and higher Certificate graduates received their awards from guest presenter Associate Professor Peter McCallum at the Sydney Town Hall. Several received more than one diploma, but all were rewarded for long years of practice and study.

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

In between the presentations the large audience was treated to performances by some of the successful candidates: Ann Beilby (viola), Jane Duncan (flute), Jacqueline Field (speech and drama) and Joanne Kang (piano).

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 2002/2003 the MusicLink! program presented workshops in Temora, Orange, Moree, Pambula, Dubbo, Goulburn and Forbes. Categories covered included saxophone and clarinet, flute, piano and strings. 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 34.

Diploma Workshops

In February a workshop entitled *Achieving Diploma Excellence* was conducted for Speech and Drama teachers to assist them when preparing candidates for AMEB diploma examinations. The workshop was led by the AMEB (NSW) Speech and Drama Adviser, Victoria Clancy, and attracted 34 participants.

A similar workshop for Music teachers was held in association with the Sydney Conservatorium Access Centre. Led by last year's Federal Examiner, Leah Horwitz, the workshop attracted 238 teachers and diploma candidates.

AMEB (NSW) Board

(as at 30 June 2003)

Principal, Sydney Conservatorium of Music
Private Music Teacher Representatives

Private Speech and Drama Teacher Representative
Examiner Representatives

Nominee of the NSW Vice-Chancellors' Conference

Nominee of the Director-General of Education

Nominee of the Director-General of Education

Nominee of the Director-General of Education

Representative of the Office of the Board of Studies

Professor Sharman Pretty (Chairperson)

Dr Rita Crews (Deputy Chairperson),
Anne Harvey, Richard Mophew

Victoria Clancy

Michael Dyer, Meriel Owen

Professor Robert Constable

James Black

Patricia Morton

Roslynne Moxham

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 3361
Email: info@nswaecg.com.au
Website: www.nswaecg.com.au

President: **Mr Charles Davison**

NSW Aboriginal Education Consultative Group Inc.

The NSW Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) is an independent community-based Aboriginal organisation that prides itself on being 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 curriculums.

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.

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.

This participation on BCCs is of paramount importance. It ensures that curriculum, 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 these Committees; providing advice on all relevant matters as they pertain to inclusive curriculum and the implementation of Aboriginal perspectives in syllabus, curriculum and teaching.

The NSW AECG Inc. was instrumental in providing advice to the Aboriginal Curriculum Unit in relation to the *Aboriginal Languages K–10 Syllabus* June 2003. 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 subsequent consequence of 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 this document through the Aboriginal Curriculum Unit and the Aboriginal Education Initiatives Advisory Committee (AEIAC) in association with the NSW AECG Inc. during the reporting period. The process of consultation was fundamental to the development of this syllabus and the syllabus acknowledges the necessity for appropriate consultation at all stages of the program development and implementation.

When the National Indigenous Literacy and Numeracy Strategy (NIELNS) was launched the Strategy focused heavily in the enhancement of literacy and numeracy skills of Aboriginal students and the other contributing factors that influence the level of achievement, especially school attendance. The National Strategy extended across pre-school and other school systems. However, successes were the outcomes of partnerships developed with the NSW AECG Inc. and education service providers in order for the Strategy to be achieved.

The NSW AECG Inc. worked in partnership with the Aboriginal and Torres Strait Islander Early Childhood Sector Advisory Group Inc. on the development of an educational video 'Otitis Media: Heard of It?' as part of the NIELNS. This video was created to assist parents and carers of Aboriginal children become more aware of how to diagnose, treat and prevent otitis media (OM) from occurring. OM is a major cause of educational problems in Aboriginal children.

In 2001, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) developed a national framework for education. In March of 2002 agreement was undertaken to implement a further phase of work to accelerate progress and address the issues of educational inequity. This work included the model for more culturally inclusive and educationally effective schools. The NSW AECG Inc. has continued to work in partnership with the Commonwealth to ensure that this Strategy is adapted to fit the context of lifelong learning for all education providers.

Local AECG members availed themselves of the opportunity to work in collaboration with education and training providers in designing models and systems that aspire 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.

Further to this, the NSW AECG Inc. coordinated community empowerment workshops and Aboriginal community participation in forums aimed to better inform the community on matters relating to all aspects of education and training for Aboriginal people which was funded under an additional Vocational and Educational Guidance for Aboriginals Scheme (VEGAS) Agreement. These forums included presentations by the Board of Studies Liaison Officers (BOSLOs) who gave an outline of projects developed by the Board of Studies that support curriculum pertaining to Aboriginal Studies. Another important aspect of these workshops included the provision of invaluable information for Aboriginal parents and students about the Office of the Board of Studies, its operations, curriculum and syllabus development.

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 pre-school 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.

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, Federation of Schools and Community Organisations (FOSCO), the Ethnic Communities Council (ECC), Primary Principals' Association and the Secondary Principals' Council.



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.

In order to maintain the objectives and policy direction of the NSW AECG Inc. the developed strategic and operational plans for the Association were implemented and evaluated. These plans assisted in ensuring the delivery of the outcomes contained in the Associations IESIP Agreement during the reporting period.

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.

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.

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.

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.

688 HSC students who achieved the highest Band 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, at a ceremony held at the Sydney Convention and Exhibition Centre, Darling Harbour, in February 2003.

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 Minister for Education and Training, the Hon John Watkins, MP, presented certificates to 124 HSC students who achieved first place within the highest band in a course.

Approximately 400 people attended the ceremony that was held at the Sydney Conservatorium of Music on the day of the release of Higher School Certificate results in December 2002.

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 Minister for Education and Training, the Hon John Watkins, MP, presented the prize for 2002 to Ya'el Frisch of Sydney Girls High School at the annual Premier's Awards for Excellence in the Higher School Certificate. Ms Frisch achieved outstanding HSC results in all courses and Band 6 or Band E4 in all eleven units of her Higher School Certificate. She was awarded the Premier's Trophy for Excellence in the Higher School Certificate. She was also dux of her school in 2002, a member of the Senior Debating Team and runner-up in the State Final. Ya'el has been recognised as an inspiration to other students at the school.

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 AECC's Annual General Meeting.

ARTEXPRESS

ARTEXPRESS is an annual exhibition of outstanding artworks by HSC students. In 2002–2003, the work of 182 students from 119 government and 63 non-government schools was selected for exhibition from over 8500 submissions for the artmaking component of the 2002 Visual Arts examination. ARTEXPRESS was held in Sydney from January to April 2003 at the Art Gallery of NSW, David Jones' City Store, the UNSW College of Fine Arts and the National Art School. Works from the metropolitan exhibitions and additional works were combined for the touring exhibition to galleries in Dubbo, Goulburn, Moree Plains, Newcastle, Port Macquarie and Wagga Wagga.



DesignTECH

DesignTECH is an annual exhibition held at the Powerhouse Museum from December–April. It is a showcase of outstanding Major Design Projects developed by HSC students as part of their Design and Technology course. The exhibition is an opportunity for the community, students and teachers to see the high standard of work produced in this subject. DesignTECH is an excellent teaching resource and student seminars are held in conjunction with the exhibition for students and teachers of the Preliminary and HSC Design and Technology courses.

The exhibition toured a number of regional centres in 2003, including Alstonville, Armidale, Dubbo, Newcastle, Wagga Wagga and Wollongong.

ENCORE

The annual ENCORE concert of outstanding performances and compositions from HSC Music students was expanded in 2003 to include a matinee performance. Both matinee and evening performances were held before full houses in the Concert Hall at the Sydney Opera House on 10 February 2003. The concerts featured a diverse program representing all the HSC Music courses and comprising 14 performances and 5 compositions.

OnSTAGE

OnSTAGE is an annual performance and exhibition of exemplary individual and group works representing the different syllabus categories for study in the HSC Drama course. OnSTAGE ran from 3–8 February 2003 at the Seymour Theatre Centre, Sydney. It included alternating afternoon and evening performances of two different programs and the exhibition of 34 projects in the theatre foyer. Writers OnSTAGE/OnSCREEN was held over two days in the Everest Theatre at the Seymour Theatre Centre and included screening of two videos and two readings of outstanding scripts.

Minister's Young Designers Awards (MYDA)

At a special ceremony in the ANZ Conservation Theatre at Taronga Zoo, the Minister for Education and Training presented awards to 31 innovative Stage 4 Design and Technology students from across NSW. The award-winning projects were displayed in the foyer of the ANZ Conservation Theatre during November 2002.

Appendix 3 Major Assets

The following major assets were acquired:

	\$'000
IBM iSeries 890 Computer System	2,242
Lansa Integrator software	94
Hino Ranger Truck	99
Computer Skills Assessment software	188
Examination system upgrade	237
	\$2,860

Appendix 4 Statutory Disclosure Requirements

1 Funds granted to non-government community organisations

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

2 Legal change

There were no changes to Acts or subordinate legislation nor significant judicial decisions affecting the Board of Studies or the Office of the Board of Studies.

3 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.

4 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:

Electronic service delivery of data to schools – Total expenditure to completion at 30 June 2003 was \$1.55m.

Computing skills assessment – Total expenditure at 30 June 2003 was \$1.0m with a projected total cost of \$1.5m in 2004.

Years 7–10 syllabus development – Total expenditure at 30 June 2003 was \$0.3m with a projected total cost of \$0.9m in 2005.

5 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.

6 Subsidiaries, partnerships, joint ventures and other associations

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

7 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.

8 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.

9 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
Name of occupant	Professor Gordon Stanley
Total remuneration package	\$210,000

10 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

The cornerstone of the Office's EEO planning and maintenance of inclusive strategies during the reporting period was its climate survey of staff. This was the third such survey since 1999. The Office adopted the survey model developed by the NSW Premier's Department and the Office of the Director of Equal Opportunity in Public Employment. Survey results will be analysed and strategies developed based on survey outcomes. One of the benefits of such surveys is the opportunity to benchmark results and therefore measure improvement over time. The Office's Internal Communications Group will have the task of communicating results and developing responses in partnership with the Office's Director of Employment Equity and EEO Coordinator.

During the reporting period the Office:

- continued its sponsorship of and support for child care arrangements for staff
- extended 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 Year 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.

In addition to this work the provision of toilets for the disabled on the Office's premises has facilitated the involvement of disabled people in the Office's work who would otherwise not have this opportunity.

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.

An Office-wide review of arrangements for the handling of personal information was commenced during the reporting period.

The Office's review of the extent of its data collection, methods used to collect it and access to information will lead to adjustments in strategies designed to ensure compliance with Information Protection Principles.

Training in data handling and security focusing on privacy issues including compliance with the Privacy Act was developed for delivery to all Office staff.

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 2002 HSC. Included in these were 23 newly revised courses in community languages offered under the national Collaborative Curriculum and Assessment Framework for Languages (CCAFL). Seventeen new K–10 syllabuses in languages have also been developed as part of the new Years 7–10 curriculum and will be distributed to schools in 2003.
- The Board Languages Inspector retains membership of the Community Languages Schools Board.
- Newsletters on aspects of the 2002 HSC examinations for parents and carers were translated into community languages and made available on the Board's website.
- 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 2002 HSC examinations.
- Board of Studies Liaison Officers gave presentations to ethnic communities about HSC requirements and the revision of Years 7–10 syllabuses, using interpreters where appropriate.

Strategies to promote the Board's commitment to ethnic affairs in NSW for 2003–2004 include the following:

- Cross-curriculum content statements have been used by syllabus writers in the revision of the Years 7–10 curriculum. The distribution of syllabuses in 2002–2003 will be followed by the distribution of support materials, which are based on the syllabuses, in 2003–2004. Statements that have guided the development of the materials include 'Difference and Diversity' and 'Multicultural'. Their use will ensure that all Years 7–10 students will receive education with a multicultural perspective, regardless of the subjects they are undertaking.
- Presentations by Board of Studies Liaison Officers to ethnic communities will 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.

Appendix 10 Action Plan for Women

The *New South Wales 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 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 10, 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 Department for Women.

■ *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 to revise the Years 7–10 syllabuses, 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 syllabuses and related support documents 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 (1995–1997) Chair of the Commonwealth Higher Education Council. 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.

Ex-Officio Members

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

Dr Bruniges is Assistant Director-General, School Educational Services, Department of Education and Training. She is currently 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. She was previously (1992–2002) Director of Strategic Information and Planning within the Department of Education and Training.

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

Dr Willmott is Assistant Director-General, TAFE Educational Services, 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 is a member of the Australian Qualifications Framework Advisory Board and chairs the TAFE Accreditation Council.

Mr T Wootten, BA, DipEd

Mr Wootten is Executive Director of Secondary Education, Department of Education and Training. He was previously a Director of Schools in South Western Sydney.

Appointed Members

Ms C 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 A 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.

Ms D 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 K 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 over 30 years, following 10 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 J Chan, DipT, GradDip Education Studies (Reading)

Ms Chan is currently Principal, Plumpton Public School, and formerly Principal, Tregear Public School. She is an active member of the 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 B 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 C 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 and a member of the NSW Reconciliation Council, the Australian Indigenous Training Advisory Council and the Australian National Training Authority.

Associate Professor S 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 M Fogarty, BA, DipEd, MEd, EdD, MACE

Dr Fogarty is Deputy Principal at Turrumurra 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 credentialing.

Ms S Gazis, MCom, BA, MA, DipEd

Ms Gazis has 19 years teaching experience in NSW State high schools and is now Head Teacher, English, St George Girls' High School. She is currently President, Australian Association for the Teaching of English, and President, Professional Teachers' Council (NSW).

Mr J Gelling, TC, BSc, M Ed

Mr Gelling has had 34 years' teaching experience, including 10 years as a secondary principal and two years as Executive Officer of the Australian Secondary Principals' Association. He was Director of Curriculum in the ACT for one year and 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 P 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.

Mr T Horstead, BA, DipEd, MA

Mr Horstead was formerly Co-ordinator of English at St Patrick's Marist College, Dundas. He has extensive teaching experience in government and non-government schools. Mr Horstead has served as a member of the Executive of the Independent Education Union and member of the IEU's Education Issues Committee.

Mr S Kerkyasharian, AM

Mr Kerkyasharian is Chairman and Chief Executive of the Community Relations Commission of NSW. He is a Fellow of the University of Technology, Sydney, a member of the Board of Directors of Carnivale, and a member of the Independent Complaints Review Panel of the ABC.

Ms J 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 2002–2004.


Professor K 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 M Martin, MA (Special Ed), PhD (Special Ed)

Dr Martin is currently 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 I Morris

Mr Morris is an Executive Member 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 T Zadkovich, BA, DipTeach, DipEnvSt

Ms Zadkovich is currently Deputy Principal at Eschol Park Public School, a member of the NSW Teachers' Federation Executive and the NSWTF 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:

Member	2002						2003		
	6/8	17/9	29/10	10/12	11/2	25/3	6/5	27/5	17/6
Ms C Benedet	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prof A Blake	✓		✓		✓	✓	✓		✓
Dr M Bruniges	✓	✓	✓	✓	✓	✓	✓	✓	
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 (from December 2002)				✓		✓	✓	✓	✓
Mr P Heath	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mr T Horstead (until May 2003)		✓		✓	✓	✓			
Mr S Kerkyasharian	*	*	*	✓	✓	✓	✓		✓
Ms J King	✓		✓	✓	✓	✓	✓	✓	
Dr M Martin	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prof K McConkey		✓	✓	✓	✓	✓		✓	✓
Mr I Morris	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prof G Stanley	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr G Willmott	✓	✓	✓	✓	✓	✓	✓		
Mr T Wootten	✓	✓		✓	✓	✓	✓	✓	✓
Ms T Zadkovich	✓	✓	✓	✓	✓	✓	✓	✓	✓

* Granted leave of absence

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.

FOI request	Personal		Other		Total	
	2002-03	2001-02	2002-03	2001-02	2002-03	2001-02
New (including transferred in)	2	3	3	2	5	5
Brought forward	0	0	0	0	0	0
Total to be processed	2	3	3	2	5	5
Completed	1	3	2	1	3	4
Transferred out	0	0	0	0	0	0
Withdrawn	0	0	0	1	0	1
Total processed	1	3	2	1	3	4
Unfinished (carried forward)	1	0	1	0	2	0

What happened to completed requests?

Result of FOI request

Granted in full	0	2	2	1
Granted in part	0	1	0	0
Refused	1	0	0	0
Unfinished	1	0	1	0
Completed	1	3	2	1

Ministerial Certificates

Ministerial Certificates issued	0	0
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Formal consultations

Number of requests	0	1
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Amendment of personal records

Result of amendment request

Result of amendment – agreed	0	0
Result of amendment – refused	0	0
Total	0	0

Notation of personal records

Number of requests for notation	0	0
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**FOI requests granted in part or refused**

	Personal		Other	
	2002-03	2001-02	2002-03	2001-02
Basis of disallowing or restricting access				
Section 19 (applic. incomplete, wrongly directed)	0	0	0	0
Section 22 (deposit not paid)	0	0	0	0
Section 25(1)(a1) (unreasonable diversion of resources)	0	0	0	0
Section 25 (1)(a) (exempt)	1	0	0	1
Section 25 (1)(b)(c)(d) (otherwise available)	0	0	0	0
Section 32 (business affairs)	0	0	0	1
Total	1	0	0	1

Costs and fees of requests processed

All completed requests	Assessed costs		FOI fees received	
	2002-03	2001-02	2002-03	2001-02
	\$0	\$0	\$190	\$120

Discounts allowed

	Personal		Other	
	2002-03	2001-02	2002-03	2001-02
Type of discount allowed				
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

Days to process

Elapsed time				
0-21 days	1	2	1	0
22-35 days	0	1	1	1
Over 35 days	0	0	0	0
Total	1	3	2	1

Processing time

Processing hours				
0-10 hours	0	3	1	0
11-20 hours	0	0	1	1
21-40 hours	1	0	0	0
Over 40 hours	0	0	0	0
Total	1	3	2	1

Reviews and appeal

	2002-03	2001-02
Number of internal reviews finished	1	0
Number of Ombudsman reviews finished	0	0
Number of District Court appeals finished	0	0

Details of internal review results

Basis of internal review Ground on which internal review requested	Personal				Other			
	Upheld*		Varied*		Upheld*		Varied*	
	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02
Access refused	1	0	0	0	0	0	0	0
Deferred	0	0	0	0	0	0	0	0
Exempt matter	0	1	0	0	0	2	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
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 2002-03 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

FOI Agency No. 2336 (Including Australian Music Examinations Board (NSW) FOI Agency No. 1820).

Section 1 – Policy Documents**Office of the Board of Studies**

The Office's policy and procedural documents are as follows:

Assessing and Reporting Using Staged Outcomes (Part 1 Assessment, Part 2 Reporting)
 Assessment Certification and Examination Manual
 Credentialling for Students with Special Education Needs in Stage 5
 Guidelines for Accelerated Progression
 Guidelines for Registration for Home Schooling
 HSC/TAFE Credit Transfer Guide
 Manual for the Registration and Accreditation of Non-government Schools
 Recognition of Prior Learning for the Higher School Certificate
 Guide to the 2003 School Certificate: Rules and Procedures for Students
 Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students
 2003 Rules and Procedures: Higher School Certificate Candidates
 Statement of Equity Principles
 Syllabus Development Handbook
 Syllabus Model Using Staged Outcomes
 Annual Report
 Code of Conduct
 Ethnic Affairs Priority Statement
 Staff Handbook
 Disability Action Plan
 Privacy Management Plan
 Board Bulletin – Official Notices



Aboriginal Education Consultative Group

NSW AECG Rules of Association
NSW AECG Complaints Guidelines

Australian Music Examinations Board (NSW)

Child Protection – Policy
2003 Teacher's Handbook
2003 Manual of Syllabuses

Section 2 – Statement of Affairs

The most recent Statement of Affairs for the Office of the Board of Studies NSW is incorporated in the Annual Report for 2002/2003.

Section 3 – Contact Arrangements

Requests under the FOI Act for access to documents in possession of the Office 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 Board of Studies website www.boardofstudies.nsw.edu.au

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

Appendix 13 Publications

Printed publications

Print publications during the reporting period included the following. Many of these documents were also presented in electronic form on the Office of the Board of Studies website (www.boardofstudies.nsw.edu.au).

Curriculum, Assessment and Examination Documents

2002 HSC and SC Exam Books
2003 Events Timetable
Distinction Courses – An Information Booklet
HSC 2002 Update newsletter (series of 6)
HSC and SC daily exam and test schedules
Important Dates poster
Marker Application Forms 2003
Presiding Officers Handbook
School Developed BEC Guidelines
Special Examinations Provisions Application Form

Higher School Certificate

HSC 2002 Advice Line material
HSC 2002 Annotated Answers to Examination Questions – Business Studies
HSC 2002 Annotated Answers to Examination Questions – Economics
HSC 2002 Annotated Answers to Examination Questions – Geography
HSC 2002 Annotated Answers to Examination Questions – Hospitality Operations
HSC 2002 Examination Papers
HSC 2002 Illness/Misadventure form (Individual and Group)
HSC 2002 information leaflets
HSC 2002 Media Guide package
HSC 2002 Portfolio and inserts
HSC 2002 Prescribed Area of Study
HSC 2002 Timetable (booklet and poster)
HSC 2003 Rules and Procedures
Studying for the HSC 2003
Young Writers Showcase (book and promotional material)

School Certificate

2002 SC Test Papers 2002
Award Stationery: SC Record of Achievement
School Certificate 2002 Folio and inserts (testamur, Year 10 Record of Achievement)
School Certificate 2003 Guide to Rules and Procedures
School Certificate 2002 Test Questions and Answers – English-literacy
School Certificate 2002 Test Questions and Answers – Mathematics
School Certificate 2002 Test Questions and Answers – Science

K–6

PDHPE K–6 Modules
English K–6 Modules
HSIE K–6 Syllabus
Mathematics K–6 Work Samples
Mathematics K–6 Syllabus
Introducing Mathematics K–6 to Parents and Community Members
Mathematics K–6 Principal's Package

K–10

Languages K–10 Draft Syllabus and Consultation Survey (17 subjects including Aboriginal Languages)

Years 7–10

Advice on programming and assessment (2 subjects)
Design and Technology 7–10 Draft Syllabus
Draft Levels of Achievement (2 subjects)
Draft Syllabus and Consultation Survey (24 subjects)
Draft Writing Brief (2 subjects)
English 7–10 Syllabus
Guide to the new 7–10 Syllabus (2 subjects)
Mathematics 7–10 Draft Lifeskills
Mathematics 7–10 Syllabus
PDHPE 7–10 Syllabus

VET

Stage 6 Syllabuses Parts A & B (5 subjects)
Occupational Health & Safety for Construction
Certificate stationery

**Other Printed Publications**

ACE Manual revision
 APA Book Fair promotional and display material
 AMEB 2003 Teachers Handbook
 AMEB Diploma Certificates
 AMEB Newsletter
 Annual Report 2001–2002
 ARTEXPRESS 2002 (catalogues, postcards, posters, promotional material)
 Board Bulletin (periodical)
 BOS Finance Handbook
 Brother John Taylor Prize (nomination certificate, award certificate)
 Certificates of Appreciation
 Certificates of Registration
 DesignTECH (postcards, poster, catalogues, invitations, seminars booklets, promotional material)
 Distinction Course Certificates
 ENCORE (postcards, posters, invitations, program, certificates, promotional material)
 General stationery, design and print
 HSC 2002 AECG Certificates – Aboriginal Studies
 HSC 2003 English text posters
 Minister's Young Designer Awards 2002 (brochures, catalogues, poster, certificates, invitations, promotional materials)
 OnSTAGE 2002 (postcards, posters, invitations, program, certificates, promotional material)
 Premier's Awards 2002 (invitations, programs)
 Results Analysis Package (RAP) information material
 Royal Easter Show promotional and display material
 Schools Online registration form
 Special Examinations Provisions Application Form 2003

Web-only Publications**Higher School Certificate**

Approved scientific calculators
 Board Developed Courses – HSC Course Description files
 Calculators for General Mathematics
 Engineering Studies formulae sheet
 HSC 2002 Examination
 HSC Chemistry data sheet
 HSC 2002 Examination Timetable
 HSC 2002 Notes from the Marking Centre (97 subjects)
 HSC 2002 Resources and Textbooks
 HSC course descriptions

Mapping grid and marking guidelines – language and non-language (9 subjects)

Physics formulae sheet

Prescriptions: Area of Study Electives and Texts HSC 2004/05

Use of Scientific Calculators in 2003

School Certificate

Core Competencies – Trial Computing Skills Trial Assessment Year 10 (CSA 10)

SC 2002 – Australian History, Geography, Civics and Citizenship: Multiple-choice Answer Key

SC 2002 – English-literacy Multiple-choice Correct Answers

SC 2002 – Specimen Test Papers

SC 2002 Tests Performance Band Descriptions

K–6

Linkages – Aboriginal Perspectives

Mathematics K–6 Syllabus Support Materials

K–10

Aboriginal Languages K–10 Framework and Consultation Report

Years 7–10

7–10 Syllabus Writing Briefs (22 subjects)

7–10 Writing Brief Consultation Reports (16 subjects)

English 7–10 Support Document – Fiction, Film and other Texts

Mathematics 7–10 Syllabus support materials

VET

Business Services Specimen Paper and Consultation Survey 2003

Competency Record (5 subjects)

Entertainment Industry Competency Record

Entertainment Industry Resource List

Entertainment Industry Specimen Paper Package

Entertainment Industry Support Document

Hospitality Curriculum Framework Consultation Report

Hospitality Industry Curriculum Framework Stage 6 Support Document

Other Web-only Publications

Application for extension of a currently endorsed University
 Clerical Recheck Notice
 DesignTECH web page
 Developed Course
 Discuson Paper and Survey – Levels of Achievement in Stage 5 Mathematics
 General Manager's Weekly Update
 OnSTAGE 2002 web page
 Prescribed extracts Stage 6 Extension Courses
 (6 Languages)
 Resource lists
 Retail Industry Curriculum Framework
 Resource List (updated 2002)

University Developed BEC Guidelines
 Website graphics/Shop Online
 Work Education Employers Draft Writing Brief Survey
 Work Studies (CEC) Syllabus
 Working With Aboriginal Communities – MS Word version

CD-ROM Publications

Computing Skills Trial Assessment Year 10
 ENCORE 2002
 HSC Standards Packages (66 subjects)
 SC Standards Packages (4 subjects)
 Young Writers Showcase 200

Appendix 14 Inspectors and Chief Curriculum Officers

<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>Personal Development, Health and Physical Education</i>	Mr Paul Hewitt (02) 9367 8156
<i>Primary</i>	Ms Margaret Malone (02) 9367 8199
<i>Science</i>	Ms Rosemary Hafner (02) 9367 8136
<i>Technological and Applied Studies</i>	Mr Howard Kennedy (02) 9367 8246
<i>Vocational Education and Training</i>	Ms Marianne Millan (02) 9367 8310
<i>Chief Curriculum Officer (Aboriginal Education)</i>	Mr Kevin Lowe (02) 9367 8198



Appendix 15 Board of Studies Liaison Officers

Mr Paul Carnemolla

Metropolitan North
Level 7/117 Clarence Street
SYDNEY NSW 2000
(PO Box 5300 SYDNEY NSW 2001)
Phone: (02) 9367 8356
Fax: (02) 9367 8375
Mobile: 0418 683 608

Clerical Officer: Ms Lesley Brown
Phone: (02) 9367 8287

Ms Vivien Brewer

Metropolitan North West
Suite 3, Level 2, 96 Phillip Street
PARRAMATTA NSW 2150
(PO Box 3513 PARRAMATTA 2124)
Phone: (02) 9806 0931
Fax: (02) 9806 0937
Mobile: 0408 021 193

Clerical Officer: Ms Sarah Maynard
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Ms Jenny Bryant

Metropolitan South West
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96 Phillip Street
PARRAMATTA NSW 2150
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Fax: (02) 9806 0937
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Clerical Officer: Ms Melanie Kisbee
Phone: (02) 9806 0934

Mr John Gildea

South Coast
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WOLLONGONG NSW 2500
(PO Box No 819 WOLLONGONG 2500)
Phone: (02) 4224 9940
Fax: (02) 4227 2775
Car Phone: 0428 424 354

Clerical Officer: Ms Vicki Smede
Phone: (02) 4224 9941

Mr Wilfried Keller

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Fax: (02) 6766 9405
Car Phone: 0428 667 668

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Mr David Lisle

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Ms Edwina McCoy

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Ms Kathleen Prudence

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140 William Street (PO Box 143)
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Fax: (02) 6334 8049
Mobile: 0418 635 920

Clerical Officer: Ms Carmel Stevens
Phone: (02) 6334 8047

Ms Fran Trefry

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78 Avoca Street
RANDWICK NSW 2031
Phone: (02) 9314 7987 or 9314 5293
Fax: (02) 9314 5602
Mobile: 0417 244 139

Clerical Officer: Ms Shereen Matthews
Phone: (02) 9314 5293

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