

# Annual Report 2005



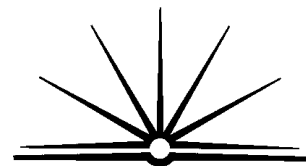
**Board of Studies NSW  
Office of the Board of Studies NSW**



**BOARD OF STUDIES  
NEW SOUTH WALES**

# Annual Report 2005

**Board of Studies NSW  
Office of the Board of Studies NSW**



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

Office of the Board of Studies  
117 Clarence Street  
Sydney NSW 2000

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Postal address:  
Office of the Board of Studies  
GPO Box 5300  
SYDNEY NSW 2001

© Board of Studies NSW 2005

ISBN 1 7414 7275 X

Total external cost: \$11,506 incl GST (printing)

This report is available on the Board of Studies website at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)  
Office hours: 8.30 am – 5.30 pm

Board staff are available outside these hours by arrangement.

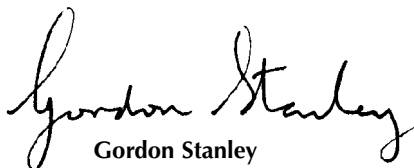
**The Honourable Carmel Tebbutt, MP**

**Minister for Education and Training**

Dear Minister

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, 2005.

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

## CONTENTS

<b>1</b>	<b>Function and Structure</b>	<b>7</b>
<b>2</b>	<b>Mission and Goals</b>	<b>15</b>
<b>3</b>	<b>Review of 2004–2005</b>	<b>17</b>
<b>4</b>	<b>Management and Performance</b>	<b>70</b>
<b>5</b>	<b>Financial Statements</b>	<b>91</b>
<b>6</b>	<b>Appendices</b>	
1	Australian Music Examinations Board and Aboriginal Education Consultative Group	113
2	Exhibitions, Awards and Events	117
3	Major Assets	119
4	Statutory Disclosure Requirements	119
5	Credit Card Compliance	121
6	Equal Employment Opportunity	121
7	Disability Action Plan	121
8	Privacy Management Plan	121
9	Ethnic Affairs Priorities Statement	122
10	Action Plan for Women	122
11	Profiles of Board Members	123
12	Freedom of Information	128
13	Publications	133
14	Inspectors	135
15	Board of Studies Liaison Officers	135
	<b>Index</b>	<b>137</b>

# 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 Carmel Tebbutt, 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 Alan Laughlin** (until December 2004)

**Mr Trevor Fletcher** (from January 2005)

**Ms Leslie Loble**

**Mr Robin Shreeve**

### Appointed Members

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

**Professor Kevin McConkey** (until July 2004)

**Professor Anthony Baker** (from August 2004)

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** (until July 2004)

**Mr Mark Wilson** (from August 2004)

*Representing parents of secondary school children:*

**Ms Dianne Butland** (until July 2004)

**Ms Deborah Lloyd** (from August 2004)

One nominee of the Catholic Education Commission, New South Wales

**Dr Brian Croke**

**Mr Ian Baker** (alternative member in July 2004)

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

**Mr Phillip Heath**

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

**Mr Larry Grumley**

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, 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 Suzette Young**

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** (until April 2005)

*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** (until August 2004)

**Mr Dave Ella** (from August 2004)

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

**Brother Kelvin Canavan, AM**

*Executive Director of Schools, Catholic Education Office Sydney*

**Ms Susan Gazis, AM**

*Head Teacher, English, St George Girls' High School*

**Mr John Gelling**

*Retired high school principal*

**Dr Meredith Martin**

*Consultant in Special Education (from August 2004)*

**Ms Jennifer Neary** (from July 2004)

*Professional company director*

**Vacant**

Profiles of the Board members are included 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.

Membership of this committee:

#### **Board Members**

**Professor G Stanley**

**Ms C Benedet**

**Ms D Butland** (until July 2004)

**Ms J Chan**

**Dr B Croke**

**Associate Professor S Dockett**

**Ms D Lloyd** (from August 2004)

**Mr I Morris** (until July 2004)

**Mr M Wilson** (from August 2004)

**Ms T Zadkovich** (until April 2005)

#### **Non-Board Members**

**Mr G Cook** Primary school principal, representing Aboriginal interests

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

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

**Mr D McInnes** Executive Officer, NSW Parents' Council Inc

**Ms M McKay** Primary school principal, representing Special Education

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

**Ms C Ryan** Early Childhood Education Council of NSW (from March 2005)

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

**Ms C West** Early Childhood Education Council of NSW (until February 2005)

### 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.

Membership of this committee:

#### **Board Members**

**Prof G Stanley**

**Ms C Benedet**

**Dr B Croke**

**Dr M Fogarty**

**Ms D Lloyd** (from August 2004)

**Mr I Morris** (until July 2004)

#### **Non-Board Members**

**Mr T Alegounarias** General Manager, External Relations Policy, Department of Education and Training (until August 2004); Chief Executive Officer, NSW Institute of Teachers (from September 2004)

**Mr T Chapman** Executive Director, Association of Independent Schools (until December 2004)

**Mr M Graham** Assistant Director, Interagency Policy, External Relations Policy Directorate, Department of Education and Training (from April 2005)

**Dr G Newcombe** Executive Director, Association of Independent Schools (from January 2005)

**Mr C Watt** Research Officer, NSW/ACT Independent Education Union

**Mr G Wheaton** NSW State Council of Christian Parent-Controlled Schools Ltd

### Higher School Certificate Consultative Committee

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

Membership of this committee for the 2004 Higher School Certificate:

#### **Board Members**

**Professor G Stanley**

#### **Non-Board Members**

**Professor G Cooney** (School of Education, Macquarie University)

**Emeritus Professor M Cooper**

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

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

**Emeritus Professor D Spearitt**

**Emeritus Professor J Mack**

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

**Professor J Tognolini** (Australian Council for Educational Research)

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

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

**Mr D Wasson** (Educational Measurement and School Accountability Directorate, Department of Education and Training)

### 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.

Membership of this committee for the 2004 School Certificate:

#### **Board Members**

**Professor G Stanley**

**Dr B Croke**

**Mr P Heath**

**Ms S Young**

#### **Non-Board Members**

**Professor G Cooney** (School of Education, Macquarie University)

**Emeritus Professor D Spearitt**

**Professor J Tognolini** (Australian Council for Educational Research)

**Associate Professor P Knapp** (Education Assessment Australia, University of New South Wales)

### Technical Advisory Committee

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

#### **Board Members**

**Professor G Stanley**

#### **Non-Board Members**

**Dr J Bennett** (Office of the Board of Studies)

**Professor G Cooney** (School of Education, Macquarie University)

**Emeritus Professor M Cooper**

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

**Emeritus Professor J Mack**

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

**Emeritus Professor D Spearitt**

**Professor J Tognolini** (Australian Council for Educational Research)

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

### **Examination Rules Committee**

This committee meets at the end of each year to consider alleged breaches and determine penalties relating to School Certificate Tests and Higher School Certificate Examination rules and procedures. In 2004 the membership comprised Board members Ms C Benedet, Ms S Gazis and Mr P Heath.

### **Special Education Committee**

This committee advises the Board on special education issues and on syllabus development from Kindergarten to Year 12 in relation to students with special education needs. The committee is chaired by Board member Dr Meredith Martin, and includes representatives from the Department of Education and Training, the Association of Independent Schools, the Catholic Education Commission, the Australian Association of Special Education, the New South Wales Teachers Federation and the Independent Educators Union.

### **Aboriginal Education 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 Inc (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 Department of Education and Training, the Commonwealth Department of Education, Science and Training, the Catholic Education Commission, the Independent Education Union, the New South Wales Teachers Federation and the Higher Education Network Aboriginal Corporation. It also has representation from the Aboriginal Teachers' Membership Committee (one secondary teacher and one primary teacher).

### **Board Curriculum Committees**

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

Memberships comprise the following:

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

### Board of Studies VET Advisory Committee

This committee advises the Board on matters relating to vocational education and training (VET), including the development of VET courses as part of the Higher School Certificate. It ensures a consistent approach across VET curriculum frameworks.

The membership comprises the following:

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

### Industry Curriculum Committees

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

The membership of each committee is as follows:

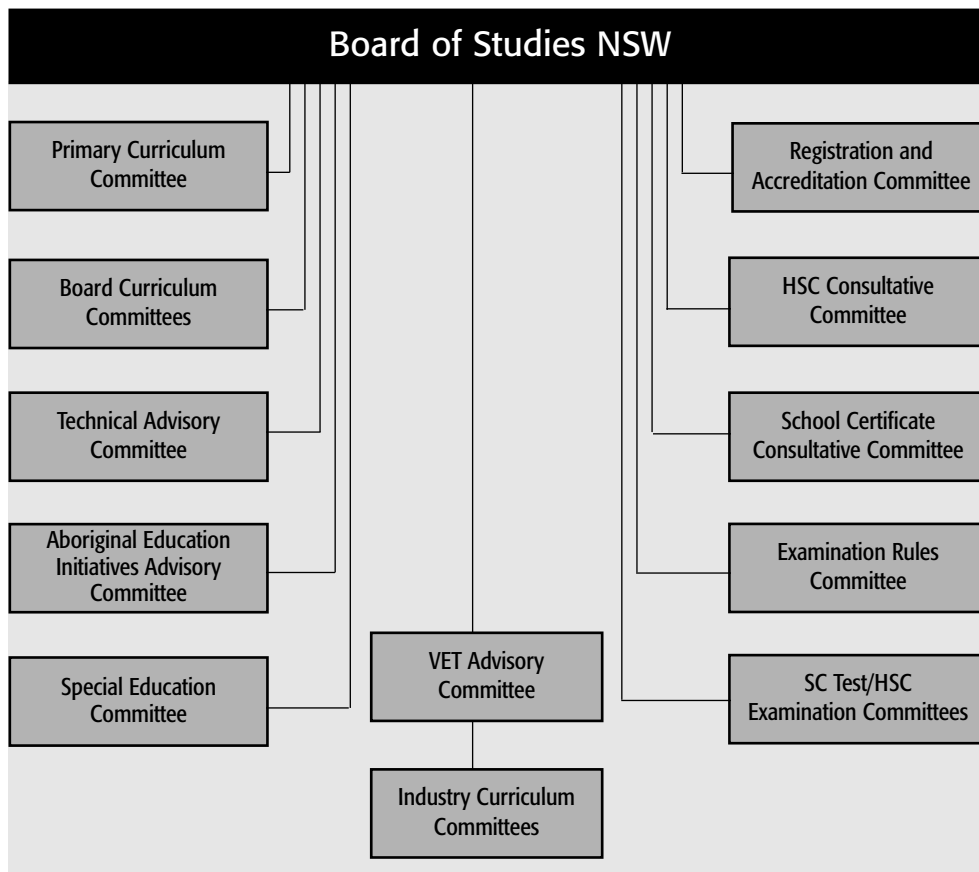
- 2 industry nominees (1 ITAB representative, 1 employer representative)
- 2 NSW Department of Education and Training nominees:
  - 1 TAFE Educational Service Division Program Manager
  - 1 officer from the Vocational Education in Schools Directorate
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 private provider, if appropriate to the industry
- 1 university representative from a related industry area
- 3 practising teachers (2 representing the NSW Teachers Federation (1 TAFE and 1 school) and 1 representing the Independent Education Union)
- Other(s) deemed necessary by the Board.

**School Certificate Test/Higher School Certificate Examination Committees**

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

In 2004 there were five School Certificate test committees and 82 Higher School Certificate examination committees. An additional test committee was formed to develop the trial Computing Skills test for Year 10 students.

**Standing Committees of the Board of Studies**



## 2 Mission and Goals

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

The Board of Studies and the Office of the Board of Studies produce complementary annual planning documents. In 2004 the plans were organised around the following goals and Key Result Areas.

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

*Key Result Areas:*

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

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

*Key Result 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 the non-government sectors of school education

**4. Develop policies and practices that reflect contemporary national and international best practice and research**

*Key Result Areas:*

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

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

**5. Effectively managing resources in support of educational goals**

*Key Result Areas:*

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

For each strategic priority identified for the 2004–2005 reporting year, Actions and corresponding Performance Indicators were added. The resulting documents became the 2004–2005 Operational Plans for the Board and the Office. These were captured in the individual Performance Agreements for Senior Executive Service officers and in Management Plans for each branch of the Office. This promoted a direct link between the priorities in the Strategic Plan, the Actions in the Office Plan and the responsibilities and priorities of each officer.

A full report on the status and outcomes of the major priorities committed to in the 2004–2005 Office Plan follows in Section 3: Review of 2004–2005.

### 3 Review of 2004–2005

During 2004–2005 the Board and the Office continued to implement the Government's White Paper for the reform of the School Certificate and Higher School Certificate, *Securing Their Future*.

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

Revised Stage 6 Ancient History, Modern History and Studies of Religion syllabuses were endorsed by the Board and distributed to schools for implementation in Year 11 from 2006, and syllabus support and examination materials were developed and published. Following consultation, a Stage 6 Beginners Language Syllabus Framework was endorsed by the Board in December 2004. All eight revised Stage 6 Beginners Languages syllabuses and specimen examination papers are scheduled for distribution to schools and for publication on the Board's website in November 2005.

All 42 new or revised Years 7–10 syllabuses have now been finalised and distributed to schools for implementation, and Year 10 students in 2006 will be the first group to be assessed for the School Certificate based on the new syllabuses. Life Skills outcomes and content for students with special education needs are now included in all Years 7–10 syllabuses, reflecting the Board's commitment to ensuring access for all students to the full range of curriculum options.

Nearly 10 000 teachers attended 175 workshops throughout the state in 2003 and 2004 to support teachers and schools in their implementation of the Years 7–10 syllabuses. To further assist teachers and schools implement the syllabuses, materials explaining the process for awarding grades for student achievement of the syllabus outcomes have been developed for publication on the Assessment Resource Centre website and information was also published in the *Board Bulletin* in February 2005. Course Performance Descriptors for the 42 new or revised courses are being finalised for publication. Graded work samples showing the standards for each course have been prepared for 23 courses to assist teachers in their assessment of students' learning at the end of Stage 5.

All schools were invited to participate in the 2004 trial Computing Skills test for Year 10 students (in either pen-and-paper or online form, or a combination of both) and more than 50 000 Year 10 students from over 500 schools across NSW participated in the highly successful trial test. This included more than 25 000 students from over 300 schools who undertook the online version of the trial test, representing an increase of over 80% in schools and more than a threefold increase in students compared with the 2003 trial test. The online test was available for trialling between 11th and 15th November by all schools that were able to participate. The pen-and-paper test was available only on 15th November 2004.

During the reporting period the Board continued its work with a number of Indigenous Education initiatives. Following completion of the *Aboriginal Languages K–10 Syllabus* in 2004, a team approach to Aboriginal Language programs has been facilitated in six pilot programs. Consultations were held with the NSW Aboriginal Language Resource and Research Centre and the Aboriginal Language Steering Committee to initiate an ongoing statewide approach on policy and strategic direction. Aboriginal Language teaching resources were produced and distributed to schools.

A *Mathematics in Indigenous Contexts* Years 6–8 project was also consolidated and published. The project, which involves a collaborative approach with Aboriginal Education Assistants,

teaching staff and community to develop contextual multi-stage mathematics teaching units, is focused on Years 6 to 8 in five regional sites and is scheduled for publication on the Board's website later this year as a model for other schools to consider.

The Board also completed a statewide process of consultation around its response to the recommendations contained in *Time to Teach – Time to Learn*, a report by Professor Ken Eltis on the evaluation of outcomes, assessment and reporting in NSW Government schools. A total of 1500 primary teachers, executives and interest group members attended 28 meetings around the state and consultation surveys were received by more than 600 teachers and 65 interest groups. A consultation report with recommendations for curriculum adjustment was submitted to the Board in July 2005. In the next reporting period, the Board will finalise a revised proposal that focuses on revised stage statements for teaching, assessing and reporting.

During 2004 the Board continued the implementation of the recommendations from the Grimshaw Report *Review of Non-government Schools in NSW: Report 1*, which required substantial revision of the manuals that the Board of Studies provides that operationalise the requirements in relation to registration and accreditation. Statewide information sessions were conducted for non-government school proprietors, non-government school principals and approved system authorities to increase understanding about the enhanced requirements for the registration and accreditation of non-government schools and the evidence that demonstrates compliance with the requirements. Eight statewide public information sessions were also held regarding new home schooling requirements.

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 further enhanced and expanded. In 2004 the Short Message Service (SMS) for HSC examination results delivery, developed by the Office of the Board of Studies, won the Gold Award in the eGovernment category of the Premier's Public Sector Awards. This was the second year running that the Office has received a Gold Award in this category (in 2003 the Office had received the Gold Award for its eBOS suite of online services).

The Office also engaged IT security experts to investigate a small number of security incidents relating to online release of HSC results and to assist in remediating the causes. While there was no breach of student results integrity and no changes to examinations results by the perpetrators, the 2005 HSC results release process has been strengthened by industry best-practice IT security safeguards.

The Board of Studies website marked ten years of public service this year. It is regularly ranked in the top three and has on many occasions ranked first among NSW Government websites. The multiple award-winning website is a leader in providing the latest online education services for teachers, parents and students. It is Australia's biggest education-based website with over 12 000 pages of information and 16 000 individual Acrobat (PDF) documents for viewing or downloading. It currently manages 80 000 page-views a day from schools and individuals in Australia, New Zealand, Singapore, Hong Kong, Canada, the UK and the United States alone.

A special educational website titled *Making Multicultural Australia in the 21st Century* was developed by the Office of the Board of Studies in partnership with the Department of Education and Training's Multicultural Programs Unit. The website, together with another website developed by the Office titled *Australia's War 1939–1945*, were nominated for the Australian Awards for Excellence in Educational Publishing, to be judged in August 2005.

Contact and liaison with the education community was strengthened throughout 2004–2005. Board of Studies Liaison Officers (BOSLOs) participated in 1034 statewide meetings attended by 68 000 people, providing broad professional support and specific presentations on the School Certificate, the Higher School Certificate and the new Years 7–10 curriculum. The BOSLOs also took part in the Overseas Teacher Training program conducted by the

Department of Education and Training. Communication and public relations strategies were also developed and successfully implemented to support key Board programs, and the Board received positive overall media coverage of the 2004 HSC and SC programs, statewide exhibitions of outstanding HSC student major works and a range of new Years 7–10 syllabuses.

In the past twelve months the Office has given presentations on NSW approaches to curriculum, examination-setting, standards-referenced assessment and reporting, and non-government school registration, to groups from countries as diverse as the United States, Papua New Guinea, South Africa, China, Scotland, East Timor and Malaysia.

In 2004, more than 61 000 students were awarded the Higher School Certificate and more than 81 000 students completed the School Certificate.

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**

<b>Actions</b>	<b>Key Performance Indicators</b>	<b>Status as at 30 June, 2005</b>
<p>Finalise the development and distribution of all revised Years 7–10 syllabuses and syllabus support materials in accordance with the K–10 Curriculum Framework</p>	<p>Revised Years 7–10 syllabuses implemented and Descriptions of Levels of Achievement reviewed and revised based on consultation data</p>	<p>All 42 new or revised Years 7–10 syllabuses have been finalised and distributed to schools for implementation. A series of statewide Years 7–10 teacher meetings were completed to support the implementation of the new or revised syllabuses. Consultation data for the review of Descriptions of Levels of Achievement was collected from 23 workshops held during 2004 and 2005. In October 2004 the Board decided to maintain its current approach to school-based reporting retaining course performance descriptors. The Stage 5 course performance descriptors have been reviewed and revised and are scheduled for distribution in hard copy to schools in Term 3, 2005. They will also be available for viewing and printing from the Assessment Resource Centre website.</p>
	<p>Programming and Assessment advice for Years 7–10 Science published and Science test levels of achievement draft reviewed and revised</p>	<p>‘Science Years 7–10: Advice on Programming and Assessment’ published in June 2004 and distributed to schools in hard copy and CD-ROM format. Twenty statewide workshops were conducted prior to this document being produced. The review of the Science test draft levels of achievement was completed and no changes were required.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
	<p>New Years 7-10 Visual Design, Photographic and Digital Media and Physical Activity and Sports Studies syllabuses and support materials and Aboriginal Perspectives in Science programs and work samples distributed</p>	<p>New Years 7–10 Visual Design, Photographic and Digital Media and Physical Activity and Sports Studies syllabuses were distributed to schools in Term 4, 2004. Additional support materials (except for Photographic and Digital Media scheduled for distribution in September 2005) were published on the Board’s website in December 2004. The ‘Assessment for Learning in a Standards-referenced Framework’ CD-ROMs for Visual Design, and Photographic and Digital Media, containing annotated work samples, are scheduled for distribution in Term 3, 2005. Samples of student work which give teachers guidance and support for the implementation of the Years 7–10 Science syllabus with Aboriginal perspectives have been produced.</p>
<p>Develop support materials for the K–10 Aboriginal Languages Syllabus</p>	<p>HSC Aboriginal Studies Information brochure published</p> <p>Mechanisms for ongoing collaboration between Aboriginal community language custodians and linguists to develop school curriculum developed and Aboriginal language teaching resources produced and distributed</p>	<p>An ‘Aboriginal Studies – Information for Parents and Students – 2 unit’ brochure was distributed to schools and published on the Board’s website in June 2005.</p> <p>A team approach to Aboriginal language programs has been facilitated in six pilot programs. Consultations have been held with the NSW Aboriginal Language Resource and Research Centre and the Aboriginal Language Steering Committee to initiate a statewide approach on policy and strategic direction (Project is ongoing). Aboriginal language teaching resources were produced and distributed to schools in May 2005.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
Implement improvements to the delivery of Board services to Indigenous students in accordance with the 'NSW Service Delivery Partnership Agreement – The Way Forward'	Mathematics in Indigenous Contexts Years 6–8 project consolidated and published	The project, which began with two primary schools, has now focused on Years 6 to 8 in five rural sites. The project involves a collaborative approach with Aboriginal Education Assistants, teaching staff and community developing contextual multi-stage Mathematics teaching units. The work is scheduled for publication on the Board's website in December 2005 as a model for other schools to consider.
	Options paper to the Board concerning access by Aboriginal students to Stage 5 VET courses and Stage 5 VET Phase 1 implemented	Options paper was endorsed in principle by the Board in March 2005 and the Phase 1 project is scheduled to start in 2006.
	Joint AEIAC/VETAC and Board/Office meeting	A joint AEIAC/VETAC and Board/Office meeting was held in March 2005.
Implement recommendations from the review of Aboriginal Education relating to the work of the Board	Recommendations incorporated into future plans	Aboriginal Education Review recommendations incorporated into the Office's and the Board's 2005–2009 Strategic Plans.
Establish a curriculum review and syllabus evaluation program	Revised curriculum review and syllabus evaluation program reflecting feedback from consultation approved by the Board	Paper proposing a revised curriculum review and syllabus evaluation program reflecting feedback from consultation was submitted to the Board and approved in May 2005.
Determine the syllabuses to be reviewed and revised in accordance with the curriculum review and syllabus evaluation program and government priorities	Commence implementation of systematic data-gathering process	Project rescheduled for 2006.

Actions	Key Performance Indicators	Status as at 30 June, 2005
<p>Implement recommendations from the Eltis evaluation incorporating findings from the Board’s Primary Curriculum Project</p>	<p>Consultation carried out and policy statement developed and distributed on mandatory outcomes and their use. Framework for each stage of learning for English, Mathematics and other key learning areas and for the use of additional outcomes developed</p> <p>Primary Guidelines document reviewed and multi-stage integrated units of work developed</p> <p>Assessment and Reporting Frameworks in place for K–6 and Years 7–10</p>	<p>A statewide process of consultation was completed in February 2005: 1500 teachers, executives and interest group members attended 28 meetings around the state and consultation surveys were received by more than 600 teachers and 65 interest groups. A consultation report, advice on mandatory outcomes and a draft policy statement was submitted to the Board in July 2005. Assessment and reporting advice was incorporated in the draft policy statement for mandatory outcomes. Frameworks for stages of key learning areas and additional outcomes were developed and included in the consultation report and draft policy statement. The Board of Studies will finalise a revised proposal in the next reporting period that focuses on revised stage statements for teaching, assessing and reporting.</p> <p>Projects are scheduled for completion in the next reporting period. Draft Primary Guidelines document submitted to the October 2005 Board meeting.</p> <p>The Years 7–10 Assessment and Reporting Framework is in place and a K–6 Framework will be developed following finalisation of the Board’s K–6 curriculum adjustment process.</p>
<p>Investigate the feasibility of producing support documents for the K–6 Mathematics Syllabus for students with special education needs</p>	<p>Mathematics K–6 support document for students with special needs published</p>	<p>Discussions with the Primary Curriculum Committee and the Special Education Committee have been held in relation to the development of a support document.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
Continue revision of Stage 6 Beginners Languages syllabuses	<p>Consultation carried out on the generic Draft Stage 6 Beginners Language Syllabus Framework and assessment models and a Framework endorsed by the Board</p> <p>Stage 6 Beginners Languages syllabuses revised, approved and distributed to schools</p>	<p>Following consultation and the publication of a report, a Stage 6 Beginners Language Syllabus Framework was endorsed by the Board in December 2004.</p> <p>All eight revised Stage 6 Beginners Languages syllabuses and specimen examination papers are scheduled for distribution to schools and for publication on the Board's website in Term 4, 2005.</p>
Finalise the revision of the Stage 6 Ancient History, Modern History and Studies of Religion syllabuses and the development of syllabus support materials	<p>Revised Stage 6 Ancient History, Modern History and Studies of Religion syllabuses endorsed by the Board</p> <p>Ancient History, Modern History and Studies of Religion syllabus support and examination materials published</p>	<p>Revised Stage 6 Ancient History and Modern History syllabuses were endorsed by the Board in July 2004 and distributed to schools and published on the Board's website. A Revised Stage 6 Studies of Religion syllabus was distributed to schools and published on the Board's website in Term 2, 2005.</p> <p>Modern History support material was placed on the Board's website in June 2005. Ancient History and Studies of Religion preliminary support materials are scheduled for publication in late 2005.</p> <p>Ancient History and Modern History 2006 Specimen Examination Paper packages were distributed to schools and placed on the Board's website in February 2005. Alternative questions and accompanying marking guidelines for the 2006 Ancient History Examination were published on the Board's website in February 2005. A Studies of Religion 2006 Specimen Examination Paper package is scheduled for distribution to schools and for publication on the Board's website in Term 3, 2005.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
<p>Provide support for teachers of the revised Stage 6 Ancient History, Modern History syllabuses and Studies of Religion syllabuses</p>	<p>Conduct briefing meetings with sectors, academics, professional associations and teachers</p>	<p>Stage 6 Ancient History and Modern History support materials produced in consultation with sectors, academics, professional associations and teachers.</p>
<p>Further develop and implement the Assessment Resource Centre website</p>	<p>Annotated samples of student work published on the Board’s website, a small-scale trial of interactive online facility evaluated and the first subsites launched for all schools</p>	<p>Twenty-three Stage 5 subjects with student work samples and grade commentaries have been developed for publication on the Years 7–10 section of the Board’s Assessment Resource Centre (ARC) website. The addition of work samples and commentaries is an ongoing process with teachers contributing to grade alignment in online groups. Workshop participants completed a written evaluation of the ARC website via a small-scale trial interactive online facility, and development and testing is ongoing.</p> <p>Phase 1 of the Assessment Resource Centre website is due to be launched in Term 4, 2005. The Years 7–10 section has undertaken the most development in order to provide timely support to teachers in assigning grades for the 2006 School Certificate. Other sections of the website are still under development, although there are existing assessment resources available to support K–6 and Years 11–12.</p>
<p>Develop support materials for Assessment of Learning for Years 7–10 syllabuses</p>	<p>Requirements for assessing student achievement in Year 10 clarified for schools and support materials produced that demonstrate to teachers the Assessment of Learning process for priority syllabuses</p>	<p>Materials explaining the process for awarding grades have been developed for publication on the Assessment Resource Centre website. Information was also published in the Board Bulletin in February 2005. Course Performance Descriptors for 42 courses are</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
		being finalised for publication. Graded work samples showing the standards for each course have been provided for 23 courses to assist teachers in their assessment of students' learning at the end of Stage 5.
Investigate the feasibility of developing programs of learning or units of work for students in the transition period between Year 10 and Year 11	Policy statement, guidelines and sample programs published	A 'Programs for the transition from Year 10 School Certificate courses to Year 11 Preliminary courses' Project Plan has been developed. The project is scheduled for development in the next reporting period.
Finalise Performance Band Descriptions for HSC courses	HSC Performance Band Descriptions published on Website	HSC Performance Band Descriptions were reviewed and minor refinements are being made as required.

## Major Programs for Key Result Area 1.1

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

### Primary Curriculum – Stages 1–3

In December 2003, the Board requested that proposed actions arising from the Primary Curriculum Project be reviewed in the light of the recommendations contained in the report *Time to Teach – Time to Learn: An Evaluation of Outcomes, Assessment and Reporting in NSW Government Schools* by Professor Ken Eltis from The University of Sydney. The Board then developed a paper 'Defining Mandatory Outcomes in the K–6 Curriculum' to provide a basis for consultation around proposals for curriculum adjustment.

Consultation on the document began in Term 4, 2004 and continued until the end of February 2005. Approximately 1500 Primary school teachers, executives and interest group members attended meetings in major centres throughout the state. A total of 600 surveys were completed and 65 written submissions were received from interest groups.

As a result of the consultation feedback, the Board proposed that it would be more appropriate for teachers to focus on the strands and stage statements of each key learning area rather than on a defined set of mandatory outcomes. Some strands were combined, giving teachers the flexibility to better manage the teaching and learning cycle of programming, assessment and reporting.

In order to assist Primary teachers to better manage curriculum demands, the central focus of programming, assessing and reporting will be shifted away from the 316 syllabus outcomes and on to six broad statements of essential learning – one statement for each key learning area. The new statements – drawn from the original stage statements – will encompass the key knowledge,

skills and understanding in the K–6 curriculum at a level broader than syllabus outcomes and so describe the standards of student achievement in each stage of learning. Student achievement can be assessed and reported in terms of the new statements of learning and Primary teachers will not need to formally assess, record or report on individual syllabus outcomes.

There will be greater certainty and assurance about the essential knowledge and skills to be developed, but teachers will have the flexibility to select the syllabus outcomes most suited to the needs of their students. Primary teachers will now have the certainty they have been asking for in relation to the questions ‘What do I teach?’ and ‘How do I balance the different subjects?’. Schools will also be provided with suggested weekly time allocations for each key learning area, giving teachers broad guidance about what is a reasonable balance of time to allocate across the curriculum. Schools will receive comprehensive information during Term 4, 2005.

### **Secondary Curriculum – Stages 4 and 5**

Work on the revision of the Years 7–10 syllabuses continued during the reporting period, guided by principles outlined in the K–10 curriculum framework. Three new syllabuses were distributed during the reporting period: Visual Design, Photographic and Digital Media, and Physical Activity and Sports Studies.

The new Visual Design and Photographic and Digital Media syllabuses were developed in response to the many school-developed courses in these areas. These two syllabuses and support materials about programming and assessment were distributed to schools in Term 4, 2004. A CD-ROM *Assessment for Learning in a Standards-referenced Framework* for each new syllabus and featuring sample assessment activities and annotated samples of student works was developed and has been distributed to schools. Ten meetings introducing teachers to the key features of the new syllabuses and support materials were held in Term 2, 2005 in regional and metropolitan venues, with over 260 teachers attending.

The Physical Activity and Sports Studies Content Endorsed Course syllabus was developed to replace a large number of school-developed courses in this area. It was published and distributed to all secondary schools in Term 4, 2004.

The support document *Life Skills Years 7–10 Advice on Planning, Programming and Assessment* was published in August 2004. This document provides advice to teachers of students with special learning needs.

### **Stage 6 Curriculum**

The review and revision of eight Beginners Languages syllabuses continued throughout the reporting period. The revision has been guided by the principles outlined in the NSW Government’s White Paper, *Securing Their Future* and takes into account the findings of educational research relating to national and international practice in the teaching and learning of modern languages.

Evaluation of the current syllabuses against criteria established for all Higher School Certificate courses has been completed and a framework for the syllabuses was endorsed by the Board in December 2004. The draft syllabuses were distributed for consultation in May and June 2005 with the revised syllabuses expected to be distributed to schools in Term 4, 2005.

The Modern History and Ancient History syllabuses were reviewed and amended as part of the Government’s commitment to a quality curriculum in NSW. An independent review of the 2001 HSC examination *Fair and Meaningful Measures*, initiated by the Board of Studies and led by Geoff Masters of the Australian Council for Educational Research, had identified concerns with the old syllabuses. The two revised syllabuses were implemented in 2005 for

Year 11. Support materials for both syllabuses have been developed, with Modern History being published on the Board's website in June 2005 and Ancient History scheduled to be published on the website in late 2005.

The draft Studies of Religion syllabus was distributed to all secondary schools and key groups for consultation in August 2004. The consultation process included meetings with teachers and key groups, along with survey responses from individuals and organisations. The Board Curriculum Committee recommended the *Stage 6 Studies of Religion Syllabus* to the Board of Studies on 8 February 2005. The Board endorsed the syllabus at its meeting on 22 March 2005. The syllabus was distributed to schools in Term 2 and is to be implemented in Year 11 for the Preliminary course from 2006. The first HSC examination based on the new syllabus will be held in 2007.

### **Aboriginal Education**

A 2 unit HSC Aboriginal Studies information brochure was distributed to schools and published on the Board's website in June 2005.

The *Aboriginal Languages K–10 Syllabus* was available for implementation in 2005 with Year 7 and Year 9 students. The syllabus supports the revitalisation of Aboriginal languages and culture in NSW. Three language support projects were initiated in 2004 to assist schools and local Aboriginal communities to implement the syllabus. Teaching and learning materials, including units of work and teaching resources, have been developed as part of these projects.

The *Mathematics in Indigenous Contexts* project continued to progress. The project aims to develop culturally and contextually appropriate teaching units for Mathematics, real and sustainable partnerships between parents, communities, teachers and schools, and ways of teaching the syllabus. Units of work appropriate for students in Years 6 to 8 have been trialled in schools and will be published on the Board's website.

The *Years 7–10 English Support Project* aims to provide secondary English teachers with the skills to use an explicit literacy methodology to improve literacy levels of Aboriginal students. The project focuses specifically on developing strategies that support teachers to develop effective literacy strategies, critically engaging Aboriginal students and parents in student learning and developing effective school and community strategies to engage the development of sustainable learning partnerships. Independent research has been commissioned by the Board to evaluate the effectiveness of this project.

The Board of Studies has committed its support to the ten-year plan to improve service delivery of NSW Government programs and support to Aboriginal communities in accordance with the *NSW service delivery partnership agreement – the way forward*. The Board of Studies facilitates and supports the work of lead agencies, including the Department of Education and Training, to achieve endorsed outcomes relating to education, culture and heritage. Broad indicators for the Board include:

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

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

The Board of Studies has partial responsibility (in conjunction with the NSW Department of Education and Training) for implementing recommendations 289, 290, 291, 292 and 298 of the *Report of the Royal Commission into Aboriginal Deaths in Custody* (RCIADIC) (1991).

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

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

During the reporting period continuing work on four projects sought to improve the learning outcomes for Aboriginal students:

- Mathematics in Indigenous Contexts Years 6–8
- Science in Indigenous Contexts Years 7–10
- Aboriginal Languages K–10: program implementation
- English Years 7–10: Aboriginal literacy project.

**Recommendations 289–292** of the Royal Commission broadly relate to activities of the Board. In response:

- Board syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups and the importance of equity and inclusiveness.
- Curriculum writers are informed by the Board's Equity Principles, which recognise the importance of consultation and direct involvement of Aboriginal people in the process of curriculum development along with the proper and appropriate inclusion of Aboriginal and Indigenous perspectives that provide students with the opportunity to develop knowledge and understanding of Indigenous history and culture in new syllabuses.
- Members of the Aboriginal Curriculum Unit of the Office of the Board of Studies work closely with key stakeholder bodies such as the NSW Aboriginal Education Consultative Group Inc (AECG), the Federation of Aboriginal and Torres Strait Islander Languages (FATSIL) and other regional and local bodies. The Unit attends, participates in, and facilitates meetings and workshops in support of its own projects as well as in conjunction with other government and regional agencies. The Unit provides opportunities for Aboriginal teachers, Aboriginal Education Assistants and community members to take active roles in all projects.
- The Board's Aboriginal Education Advisory Committee (AEAC) meets approximately once each school term to advise the Board of Studies on curriculum issues and Aboriginal education.
- The President of the NSW AECG is chair of the AEAC Committee and is also a member of the Board of Studies.
- All Board Curriculum Committees include a member representing the AECG, 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 298** calls for the participation of Aboriginal parents and community members in decisions regarding the planning, delivery and evaluation of pre-school, primary and secondary education services.

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

- an Aboriginal Board member with 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
- representation of Aboriginal people on advisory, planning and writing groups
- active engagement with parents and Aboriginal community members in all Aboriginal Curriculum projects.

### Curriculum Development Policy

In December 2003, the Board of Studies endorsed a policy paper outlining a systematic approach to manage curriculum change. The systematic approach outlined in the paper will involve regular, ongoing syllabus evaluation and will commence in the next reporting period.

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

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

A joint steering committee comprising members of the Board and the Department was established to implement the recommendations of the Eltis evaluation report *Time to Teach – Time to Learn*. The role of the committee throughout the reporting period was to oversee the development of a consultation paper *Defining Mandatory Outcomes in the K–6 Curriculum* and the Office’s process of consultation, analysis of the feedback and development of adjustments to the K–6 curriculum. The role of the committee is ongoing.

### Key Result Area 1.2: Educating for work and lifelong learning

Actions	Key Performance Indicators	Status as at 30 June, 2005
Review VET course provision for Stage 5	Report developed for the Board on Stage 5 VET course provision	Report developed and submitted to the Board in March 2005. The Board agreed that a project should be supported to explore the links between the delivery of a broadened Stage 5 curriculum that includes a range of Vocational Education programs and improved education and retention outcomes for Aboriginal students in NSW.

Actions	Key Performance Indicators	Status as at 30 June, 2005
<p>Review and revise Information Technology, and Metal and Engineering VET frameworks as training packages are revised and endorsed</p>	<p>Revised Information Technology and Metal and Engineering VET Frameworks developed and distributed to schools</p> <p>Entertainment VET Framework and Construction VET Framework syllabus documents distributed to schools</p> <p>Examination specifications and performance descriptions amended where necessary and specimen paper published where necessary</p>	<p>The revision of the national Information Technology and Metal and Engineering Training Packages was rescheduled for 2006, resulting in deferral of the revision of the Board's VET frameworks.</p> <p>Final syllabus documents for Entertainment and Construction were developed, distributed to schools and published on the Board's website in October 2004.</p> <p>Examination specification amendments were included in the Stage 6 Entertainment and Construction syllabus packages, consistent with current VET examination specifications. No amendments to performance descriptions were required. A specimen paper was not required.</p>
<p>Strengthen links with universities to enable students to undertake university-level courses while still at school</p>	<p>Initial discussions held with university representatives to promote UDBECs through the Committee of Chairs of Academic Boards (CCAB) and to explore offering of first-year university courses to high-ability students</p>	<p>Discussions are ongoing. Eight resubmitted courses and five new courses were approved by the Board in September 2004. Research was undertaken on other current school-university links in operation in government schools.</p>
<p>Explore options to encourage universities and Institutes of TAFE to offer teacher education subjects to students for the HSC</p>	<p>'Step up into Teaching' and 'Springboard into Teaching' offered by Australian Catholic University and Southern Cross University, and other universities consulted through Committee of Chairs of Academic Boards</p>	<p>'Step up into Teaching' and 'Springboard into Teaching' subjects completed by 59 students for the 2004 HSC. All NSW universities were consulted through the Committee of Chairs of Academic Boards (CCAB) and a new CCAB representative has been nominated for the UDBEC panel. Consultation is ongoing.</p>
<p>Evaluate the implementation and operation of the University Developed Board Endorsed Courses program</p>	<p>Consultation with universities on Guidelines and Application Form commenced and Evaluation Surveys formulated</p>	<p>Consultation completed in November 2004 and the Guidelines, Application Form and Evaluation Survey were approved by the Board in December 2004.</p>

## Major Programs for Key Result Area 1.2

### *Educating for work and lifelong learning*

#### **Vocational Education and Training (VET)**

VET curriculum frameworks for the Higher School Certificate are based on Training Packages recognised under the Australian Qualification Framework (AQF). As the training packages are revised and endorsed, the corresponding frameworks need to be revised.

The Board endorsed the revised Curriculum Frameworks for the Construction Industry and the Entertainment Industry in September 2004. These were distributed to schools in October 2004 for implementation from 2005.

With the anticipated endorsement of the revised Training Packages for the Metal and Engineering Industry and the Information Technology Industry, investigation and development of draft revised Metal and Engineering, and Information Technology Curriculum Frameworks commenced in February 2005. Consultation took place in the period May to July 2005 on these draft Frameworks.

#### **2004 AQF credentials issued**

Qualification Level	All Stage 6 VET <sup>1</sup>		Year 12 students <sup>2</sup> (Frameworks only)	
	Certificate	Statement of Attainment	Certificate	Statement of Attainment
Cert I	3329	4461	2063	460 (458)
Cert II	13182	27506	12363 (12338)	4322 (4268)
Cert III	123	173	40	20 (19)

<sup>1</sup> Includes students enrolled in both Framework and Board Endorsed Courses with credentials and excludes students at TAFE.

<sup>2</sup> Includes students doing Framework courses with credentials, and also includes students at TAFE. Figures in parentheses exclude TAFE students doing Framework courses.

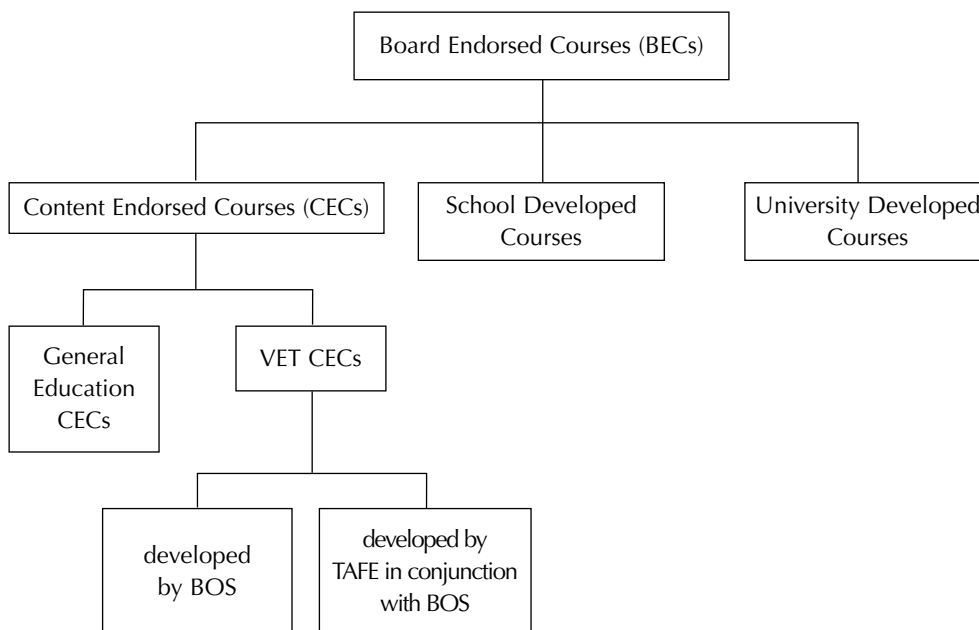
#### **Board Endorsed Courses**

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

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

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

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



**School Developed Courses**

School Developed Board Endorsed Courses 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. In Stage 6, completed courses are included in a student’s pattern of study but may not contribute to the calculation of the Universities Admission Index (UAI). School Developed Courses (SDC) may be endorsed for a maximum of four years.

In 2004–2005, the Board Endorsement Panel considered 76 courses. There was a dramatic decrease in the number of Stage 5 proposals received by the panel in comparison to the figures for previous years. While the number of School Developed Course proposals varies from year to year, the explanation for the decrease is to be found in the availability of new Board syllabuses in Stage 5, particularly in the PDHPE and TAS Key Learning Areas, for all schools in 2005.

Year	Stage	Proposals	Approvals
2004–2005	Stage 5	42	31
	Stage 6	34	30
2003–2004	Stage 5	239	227
	Stage 6	42	39
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

### 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 Higher School Certificate: Guidelines and Application Form*, which is available on the Board's website and was last updated in November 2004.

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

Eleven courses were endorsed for study at the 2004 Higher School Certificate. Two hundred and twenty-two students from more than 100 schools were entered to study one or more of the courses.

### Distinction Courses

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

Distinction Courses in Philosophy, Cosmology and Comparative Literature were again available for study by eligible students in 2004 and were delivered by distance education through Charles Sturt University (Cosmology and Comparative Literature) and the University of New England (Philosophy).

In 2004 there were 93 students enrolled, with 64% from government schools. Sixty-five percent of the Distinction Course students in 2004 were male and 35% female.

Eighty-five percent of the 2004 Distinction Courses candidature were awarded a university grade of Distinction or High Distinction.

### Articulation

#### Recognition of Prior Learning

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

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

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

In the reporting period 25 students were granted credit transfer for post-secondary study completed before they commenced Higher School Certificate study. Schools have continued to seek advice about RPL and to use it as a means of allowing students' previous studies to contribute to the award of the Higher School Certificate.

### HSC/TAFE Credit Transfer

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

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

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

Comprehensive information about HSC/TAFE credit transfer is available at [www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)

## **Goal 2: Award high-quality, comprehensive and flexible credentials that meet the needs of the full range of students**

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

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

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

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

**Key Result Area 2.1:**

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

Actions	Key Performance Indicators	Status as at 30 June, 2005
Conduct 2004 trial School Certificate Computing Skills test for all schools nominating to participate	2004 trial School Certificate Computing Skills test materials developed and a trial test conducted, with the online test available for trialling by all schools that are able to participate	Development of test materials was finalised in September 2004. All schools were invited to participate in the 2004 trial School Certificate Computing Skills test (in either pen-and-paper or online form, or a combination of both). More than 50 000 students from over 500 schools participated in the trial test. The online test was available for trialling between 11 and 15 November 2004 by all schools that were able to participate. More than half of these students from over 300 schools participated in the online 2004 trial test, representing an increase of over 80% in schools and more than a threefold increase in students compared with the 2003 trial test. The pen-and-paper test was available only on 15 November 2004.
	2004 trial School Certificate Computing Skills test marks captured, standards-setting process trialled, test results analysed and reported to trialling schools	The marks capture (for the online and pen-and-paper tests) was completed in December 2004. A standards-setting process will be trialled during the next reporting period using data from the 2005 trial test. Students' scores in the 2004 trial test were provided to schools via the Principals' results list in December 2004. An analysis was also provided to trialling schools in May 2005 comparing the performance of their students with the state average in each of the five computing skill areas tested.

Actions	Key Performance Indicators	Status as at 30 June, 2005
	<p>High quality support provided to schools in the conduct of school-based assessment component of the Year 10 Computing Skills Assessment</p>	<p>The Board decided in March 2005 not to continue with a discrete school-based assessment of computing skills as part of the School Certificate Computing Skills test program.</p>
<p>Assess the readiness and appropriateness of implementing the Computing Skills test for all students using an online approach</p>	<p>Results of online testing program analysed and a technical assessment of trial program and stakeholder consultations evaluated and report produced</p>	<p>A report assessing the trial program and stakeholder consultations was submitted to the Computing Skills test (CST) Steering Committee meeting in February 2005.</p>
<p>Establish the scope and format of the School Certificate tests for 2006 and provide advice</p>	<p>Scope and format of 2006 tests advised to schools, procedures for conduct and marking established within budget allocation and schools advised and supported regarding conduct and marking</p>	<p>Scope statement and format for each test developed and approved by the Board in May 2005 and communicated to schools in the Board Bulletin in June 2005.</p>
<p>Establish the scope, format and arrangements to be used to test and report student achievement in the Computing Skills test for the School Certificate in 2006</p>	<p>Format for reporting of School Certificate Computing Skills test approved by Board and communicated to schools</p> <p>Develop trial statistical and reporting tools to encourage schools to use online testing</p> <p>Procedures for conduct and marking established within budget allocation and schools advised and supported for conduct and marking</p>	<p>Reporting arrangements for the School Certificate Computing Skills test from 2006 will be finalised following the 2005 trial and communicated to schools.</p> <p>Enhanced diagnostic and reporting tools developed for the 2005 trial test including an enhanced test management system in Schools Online and a computer diagnostic test available through Schools Online together with extensive training and development opportunities for school staff responsible for conducting the trial test.</p> <p>Decisions on conduct and marking for the 2006 School Certificate will be reviewed and developed following feedback from the 2005 trial and advice communicated to schools.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
<p>Evaluate and update Assessment, Certification and Examination (ACE) Manual content and format</p>	<p>A reviewed and updated ACE Manual developed in compliance with statutory and Board requirements with content and format that reflects the needs of teachers and schools</p>	<p>The ACE Manual has undergone extensive revision involving formal consultations with government, systemic and independent sectors and Board of Studies Liaison Officers (BOSLOs). Feedback on the updated Years 7–10 Life Skills section was provided by the Special Education Committee. Material has been reviewed to ensure it is clear and concise. The draft manual is under review by school executive personnel. Usability has been improved through restructuring and streamlining; use of simpler, clearer and more explicit language; greater consistency in terminology and inclusion of additional proformas to assist schools determine student eligibility for English (ESL) and Continuers Languages courses. All examination-related content has been checked and updated. A revised ACE Manual is scheduled to be distributed to schools and published on the Board's website in Term 4, 2005.</p>
<p>Maintain and review School Certificate and Higher School Certificate examination and marking programs</p>	<p>Targeted SC and HSC program reviews conducted within the examination cycle and enhancements to programs identified</p>	<p>The 2004 examinations and marking programs were reviewed by January 2005 and relevant feedback provided to senior officers for consideration and implementation. Significant productivity savings were achieved. Enhancements to Markers Online and Students Online were identified and implemented by March 2005. The 2005 examination and marking programs incorporating feedback from the reviews were in place by June 2005.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
	VET Entertainment examination and marking implemented	The first VET Entertainment examination was successfully implemented and marked for 323 students by December 2004.
Provide guidance to schools in assessing student achievement using levels of achievement	Advice regarding assessment of learning provided on the Assessment Resource Centre website	Advice regarding the awarding of grades for the School Certificate has been included on the Assessment Resource Centre and will be available when the website is launched.
Provide guidance to schools on how to apply standards-referencing for internal HSC assessment	Material to support the implementation of internal assessment for the HSC developed and in use	'HSC Assessment in a Standards-referenced Framework – A Guide to Best Practice' booklet was distributed to schools and placed on the Board's website December 2003. Teacher workshops held from March to May 2004. The revised procedures are being implemented.
Develop a strategy to achieve AVETMISS compliance for the Office's VET data	Strategy negotiated and developed with stakeholders within available resources	Memorandum of Understanding with NSW Schools Consortium agreed.
Develop advice relating to assessment, examinations and reporting in VET framework courses for the HSC	Advice related to assessment and examination in VET framework courses provided	Advice has been provided to VET HSC examination committees.

## Major Programs for Key Result Area 2.1

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

## School Certificate Assessment Program

### School Certificate Grading

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

### **Life Skills Student Profiles**

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

A Student Profile reports on the student's achievements in each key learning area where a Life Skills course was undertaken. Schools will report to the Board on the student's individual achievements, determined by the school, based on the student's progress in Stage 5. In 2004, there were 1987 students who received a Student Profile after completing one or more Life Skills courses.

### **School Certificate Tests**

Tests in English-literacy, Mathematics, Science, and Australian History, Geography, Civics and Citizenship were mandatory for all Year 10 students in 2004. A further trial Computing Skills test was undertaken.

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

The School Certificate tests were conducted on 8 and 9 November 2004 in approximately 750 centres under the supervision of Presiding Officers appointed by the Office of the Board of Studies. Approximately 83 000 students sat the tests.

The preparation of these tests involved:

- 5 test committees
- 32 test committee members
- 10 assessors
- 50 committee meetings
- printing of 465 000 test papers.

### **Special Examination Provisions**

Special Examination Provisions for the tests were requested by 5162 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 tests
- communicate their responses.

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

The Test Development Unit produced 1326 School Certificate special provisions papers, including 20 braille papers, 633 coloured papers, 482 large print papers and 191 special papers.

### **School Certificate Marking**

More than 1020 markers were appointed to assess students' responses in the four School Certificate tests. Marking was conducted in various Sydney metropolitan marking venues.

### **Illness and Misadventure Appeals**

The Board has delegated to school principals the authority to determine student illness and/or misadventure appeals for the School Certificate. In 2004, 1156 individual students submitted appeals; 1135 students had all their appeals upheld.

Students may appeal to the Board if they disagree with the principal's decision. Five students submitted appeals to the Board. The appeal of one student was upheld. The principal's decision was confirmed in the other four cases.

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

### **Year 10 Trial Computing Skills Test**

The Board has been trialling a Computing Skills assessment for Year 10 students since 2001, initially in anticipation of mandatory implementation in 2003. In August 2003, the Board recommended to the Deputy Premier to delay the mandatory introduction of the test until 2006, and to extend the trialling program for 2004 and 2005.

To support schools trialling the Computing Skills test in 2004, a test tool, practice test and Help Line were made available in Term 3, 2004. The diagnostic tool enabled schools to check that the test application would run effectively on their computers and network. The practice test enabled students and teachers to familiarise themselves with the technology and format of the online test. The test tool, practice test and online test were available for both Windows and Macintosh platforms. The Help Line was established to assist schools to download and install the pre-test tool, practice test and online test, as well as to answer any general inquiries about the test.

In 2004, for the first time, the online trial Computing Skills test was offered using a flexible delivery approach between Wednesday 10 and Monday 15 November. Students could sit for the online test on any school day during the nominated period, at a time determined by the school. If for any reason students were unable to complete the online test, they could sit for the pen-and-paper test on 15 November.

Over 50 000 Year 10 students from 575 schools took part in the 2004 trial Computing Skills test, which is a similar number to the participation in 2003. However, more than half of these students sat for the test online. This was a significant increase on 2003, when 166 schools, with around 6000 students, completed the electronic version of the test.

Each of the computers used by the school for the online trial required internet access to enable students to log in and to send responses back to the Office of the Board of Studies. Students were required to enter their student ID and PIN when they logged on to attempt the online test. When doing the test, students could scroll through 20 questions at a time, attempt the questions in any order, and review all questions to make sure all questions had been attempted before they submitted their answers. The application included a timer that enabled students to monitor their use of time during the test, and provided a warning five minutes before the time limit was up.

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.

### **School Certificate Reporting and Credentialling**

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

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

In 2004, 82 939 students were enrolled for the School Certificate, of whom 81 161 received a full credential.

The 2004 School Certificate was awarded to students on 9 December 2004. Each student was given a School Certificate Folio in which to present their certificate, school reports and other records.

## **Higher School Certificate Examinations**

### **Administration and Conduct**

The administration and conduct of the HSC examinations involved:

- 18 days of written examinations
- practical examinations/projects in Agriculture, Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design, and Visual Arts
- speaking skills examinations in more than 50 language courses
- more than 6000 examination supervisors
- 12 marking sites for written examinations
- more than 7100 markers assessing students' written scripts, practical examinations and submitted works
- more than 750 casual clerical staff.

### **Special Examination Provisions**

For the 2004 HSC examinations, special provisions were requested by 3889 students. This represents an increase of approximately 16% 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 Higher School Certificate examinations
- communicate their responses.

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

The Test Development Unit produced 1328 Higher School Certificate special provisions papers, including 33 braille papers, 681 coloured papers, 502 large print papers and 98 special papers.

### **Illness and Misadventure Appeals**

Students who are prevented from attending an examination (including a speaking/listening or practical examination), or who consider that their performance has been affected by illness or misadventure immediately before or during an examination, may request special consideration of their examination results. In 2004, individual appeals were received from 4371 students. Of these, 4030 were totally or partially upheld and 341 were declined. Two hundred and thirty-five whole-group course appeals were received. Two hundred and twenty-eight of these were upheld.

### **Special Cases**

The Board's Examination Rules Committee considered 15 cases of suspected malpractice or breach of examination rules and made determinations under delegation from the Board.

### **Higher School Certificate Marking**

#### **Higher School Certificate Metropolitan and Regional Day Marking**

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

In 2004 approximately 12% of the total marking hours were set aside for day marking, across five marking centres in both metropolitan and regional areas. These centres were established in Bathurst, Wagga Wagga, Coffs Harbour, Tamworth (two subjects) and the Sydney Showground.

#### **Metropolitan Day Marking – Sydney Showground, Olympic Park**

Aboriginal Studies

Chemistry

Economics

Engineering Studies

Food Technology

Modern History (core component)

Personal Development, Health and Physical Education

School Certificate English – Part F (marked at Canterbury Racecourse)

### Regional Day Marking

<b>Subject</b>	<b>Venue</b>
Agriculture	Tamworth
English (Standard)	Bathurst
English (Standard)	Wagga Wagga
English (Advanced)	Tamworth
English (Advanced)	Coffs Harbour

The Office meets the full cost of relief to the school for every teacher appointed to a day-marked subject.

### Country Transfer of Duty Marking Program

In a joint initiative with the Department of Education and Training, the Office continues to conduct the Country Transfer of Duty Marking 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 2004, 23 teachers were appointed to participate in this program across a variety of subjects.

### Standards-setting Operation

The Board of Studies reports student achievement in the Higher School Certificate examinations and the School Certificate tests using a standards-referenced approach. This means that, in addition to reporting student achievement in terms of marks, achievement is reported in relation to performance bands which describe different levels of achievement.

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.

The procedure involves using teams of highly experienced markers (referred to as judges) to determine the examination mark that corresponds to the borderline between each performance band. The procedure is conducted over several stages depending on which standards-setting model applies to the course. This multi-staged process allows judges the opportunity to refine initial recommendations.

Minor adjustments have been made to the general standards-setting procedure to accommodate courses that have both a written and a practical/performance component, and small-candidature Languages courses.

Once the Board accepts the band cut-off marks for each course, they are used to produce the examination mark for each student as reported on their Record of Achievement.

## Services for HSC Students

### Higher School Certificate Advice Line

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

In 2004 the Advice Line supported 25 courses. Each course was supported until the evening before the final examination. It operated from Tuesday 5 October to Wednesday 10 November. Eighty lines were available, with more than 580 teachers providing advice. The Advice Line responded to 16 507 calls in 2004.

### Release of HSC Results

A one-page Student Result Summary is mailed to all HSC students to ensure they have access to their results before the end of the year. The Office provides three other services to allow students to access their results on the day that results are released. From 6 am on 17 December until the service was closed, 14 039 students were sent their results via SMS, the results were accessed via the internet 52 672 times and the telephone release of results service was accessed 3071 times.

### HSC Examination Inquiry Centre

The 2004 Higher School Certificate Examination Inquiry Centre opened to coincide with the release of HSC results and operated for two weeks. The centre enabled students to ask questions regarding aspects of their results, including performance bands and assessment marks. There were 5112 inquiries from students across the state.

### 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 2004, there were 1784 course clerical rechecks of Higher School Certificate results.

### Anomalous Results Inquiries

Principals may seek explanation of an individual student's or a group's results where the performance of the individual or group does not fall within expectations. A thorough investigation of each inquiry is undertaken by Office staff and, where appropriate, the Supervisor of Marking also reviews the case and provides feedback. Following the release of results for the 2004 HSC, 47 inquiries were received from schools.

## Higher School Certificate Reporting and Credentialling

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

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

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

In 2004, 73 538 students successfully completed Preliminary courses. Details of the courses completed by each student were reported on a Record of Achievement and, where appropriate, a Statement of Attainment and AQF Certificate.

In 2004 the Higher School Certificate candidature was 65 803 of whom 61 641 received a full HSC. Students were offered 157 different courses, including three Distinction courses, chosen from 82 subject areas.

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

### **Students with Special Education Needs**

There were 1363 students undertaking one or more Board Developed Life Skills courses for their Higher School Certificate.

### **2005 Higher School Certificate Entries**

- At the end of Term 1, 2005 there were 68 132 students enrolled for at least one HSC course.
- 28% of students eligible for an HSC are enrolled in at least one Extension course (note: this does not include students in VET specialist studies).
- 28% of students eligible for an HSC are enrolled in at least one VET course.
- There were increases across all of the more challenging English courses – English (Advanced) increased by 2%, English Extension 1 by 6% and English Extension 2 by 8%.
- Entries in Entertainment (VET) increased by 78%. The Entertainment (VET) course was first offered in 2004. Entries in Studies of Religion II increased by 24%. Both Japanese Extension and Music Extension increased by 15%.

### ***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 the requirements for these awards. An electronic copy of the *ACE Manual* is available on the Board's website.

Schools were notified of any changes to rules and procedures listed in the *ACE Manual* in 2004–2005 through the Official Notices in the *Board Bulletin*. A major revision of the Manual was undertaken in 2004–2005, with the revised Manual to be published in the second half of 2005.

**Goal 3:**  
**Developing and administering registration and accreditation requirements and processes that meet the needs and expectations of key groups**

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

- providing advice and making recommendations to the Minister for Education and Training about the registration of non-government schools – that is, granting permission for schools to operate
- accrediting registered non-government schools – that is, granting permission for schools to present candidates for the School Certificate and/or Higher School Certificate
- providing advice to the Minister about proposals from groups of schools to form registration systems – that is, granting permission for the formation of a system of non-government schools under the Act
- monitoring compliance of registration systems with the requirements of the Act and providing advice to the Minister regarding the monitoring procedures of registration systems.

**Key Result Area 3.1:**

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

<b>Actions</b>	<b>Key Performance Indicators</b>	<b>Status as at 30 June, 2005</b>
Implement revised requirements and procedures for the registration and accreditation of non-government schools resulting from the Grimshaw Review and amendments to the Act	Applications for 2005 received and processed using revised procedures	Three applications for operating new schools, 124 applications for renewal of registration for individual schools and for 718 systemic schools were received during the reporting period.
Develop and implement revised requirements and procedures for home schooling arising from the Grimshaw Review and amendments to the Act	Develop materials to support Home Education	Materials were completed and distributed in September 2005.
Conduct a structured program of meetings and seminars with non-government school proprietors, non-government school principals and approved system authorities to increase understanding about the enhanced requirements for the registration and accreditation of non-government schools and the evidence that demonstrates compliance with the requirements	Non-government schools are informed of the new requirements	Thirteen statewide information sessions were conducted.

Actions	Key Performance Indicators	Status as at 30 June, 2005
	New requirements included in monitoring procedures of registration systems for 2005	Registration systems procedures have been reviewed, and the revised monitoring procedures, including new requirements, have been submitted to the Minister for approval.
Conduct briefing sessions with representatives of the key home education groups and prepare materials for those registered for home education to explain the implications of the changes to the Education Act for home education	Home schoolers are informed of the new requirements	Eight statewide public information sessions were held regarding new home schooling requirements.

## Major Programs for Key Result Area 3.1

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

## Registration and Accreditation of Non-government Schools

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

Non-government schools may be registered either as individual schools or as members of an approved registration system. A registration system is responsible for ensuring its member schools comply with the Act. There are currently 13 registration systems in New South Wales, comprising schools administered by the 11 Catholic Education Offices, the Seventh-Day Adventist Church and Christian Schools Australia. The Board monitors the processes used by registration systems on an annual basis, to ensure that member schools comply with the Act.

Categories of registration include 'primary education', 'secondary education', or 'education of a kind, or for children of a kind as prescribed by the regulations under the Act'. The Board's Registration Committee, under delegation from the Board of Studies, makes recommendations to the Minister for Education and Training on the registration of non-government schools, on the basis of school inspections or through the advice of the registration systems.

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

### **Operationalising enhanced registration requirements**

Operationalising enhanced registration requirements has been coordinated through the Registration and Accreditation Unit, Curriculum Branch. This has involved many steps

including revising the registration process and updating the database. The following describes key projects that have been undertaken during the reporting period.

### Information sessions

During July 2004 the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual* were distributed, as relevant, to non-government schools, key stakeholders and registration systems. To coincide with this distribution, the Office of the Board conducted information sessions for non-government schools and registration systems across NSW. These sessions focused on detailing the new requirements and how they differed from previous requirements. In particular, the sessions explained the evidence of compliance that all non-government schools will need to maintain in order to demonstrate compliance with the new requirements. Further sessions were held for schools whose registration is due to expire at the end of 2005 to outline the new application forms and registration process.

### Online trial

Early in 2005 schools that would be seeking renewal of registration were invited to participate in trialling an online application form. This online service is planned to be available to all non-government schools later in 2005 and is part of the Board's *Registration and Accreditation of Non-government Schools (RANGS)* website. The seven schools that participated in the trial provided critical feedback that will be used to inform further development and improvement of the online facility.

### Analysis of school curriculum documents

During April and May 2005 curriculum documentation that had been submitted to the Board with applications for registration and/or accreditation from schools and proposed schools was assessed. Experienced teachers reviewed the curriculum documentation against specific criteria related to curriculum requirements. The comprehensive checklists and comments resulting from the analysis provided detailed information that contributed to the process of school inspection.

### Annual school reports

One of the new requirements for non-government schools relates to producing an annual school report that is to be publicly disclosed and made available to the Board each year. The first report under this requirement was based on the 2004 school year and to be publicly disclosed by 1 July 2005. Specific educational and financial performance measures as identified in the manuals are required to be included in the report. Schools were advised that reports were to be lodged with the Board using a unique password to access a secure area of the Board's online facility. In 2005 the reports from all individual non-government schools have been reviewed by the Board. A sample of the reports from systemic schools has also been reviewed.

### Teaching staff

The registration requirement in relation to teaching staff was intended to serve as an interim arrangement until the NSW Institute of Teachers legislation became operational. This legislation became effective in January 2005. The manuals have subsequently been amended in relation to the requirement and evidence of compliance for teaching staff. The changes include the provision of a definition of 'teacher' and requirements for supervision and professional development for teachers without formal teaching qualifications. Schools have been informed of these changes through the *Board Bulletin* and have been provided with a copy of the amended pages.

### Review of registration systems procedures

Monitoring the compliance of member schools with the *Education Act 1990* is a primary responsibility of each registration system. Each system has developed specific procedures for this purpose. Every year the Board reviews the operation of each registration system to ensure that the monitoring is undertaken as approved by the Minister. In 2005 the focus of the review was on the way each system has revised its procedures to account for the new registration requirements including additional system requirements and associated evidence of compliance.

### Registration Statistics 2004–2005

In 2004–2005 the Board's Registration Committee, under delegation from the Board of Studies, made the following recommendations in relation to registration:

- A total of 124 individual non-government schools were recommended for renewal of registration. This total comprised 31 primary schools, 32 secondary schools and 61 schools providing both primary and secondary education.
- One individual primary school and 15 individual secondary schools were granted provisional registration for new Years of schooling.
- Provisional registration of three new schools to commence in 2005 was also recommended.
- New campuses were registered for five individual schools, including two schools that each opened two new campuses.
- Five individual schools were recommended for registration as schools of a kind or for children of a kind. Three of these schools were also recognised as special schools. In total, nine independent schools were recognised as special schools.

Renewal of accreditation was granted to 82 individual secondary schools. Eight secondary schools that were registered in 2004–2005 did not seek accreditation for the School Certificate. Provisional accreditation was recommended for 11 schools that had new Years of schooling.

In relation to schools that are members of a registration system, the Registration Committee in 2004–2005 recommended renewal of registration for 613 primary schools and for 105 secondary schools. Registration was recommended for a further 64 schools providing schooling in both primary and secondary years. Provisional registration was recommended for five primary and 15 secondary schools for new Years of schooling.

Registration systems recommended to the Board the renewal of accreditation for 63 secondary schools and the provisional accreditation for 14 schools.

Two schools notified the Board of their pending closure.

### 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 1419 students registered for home schooling from 849 families.

Part 7, Division 7 of the Act provides for exemption from registration for home schooling on religious grounds. At the end of 2004–2005, exemption had been granted by the Minister to 102 students from 56 families.

### Administrative Decisions Tribunal

The Administrative Decisions Tribunal (ADT) hears applications for review of 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 such applications for review lodged with the Administrative Decisions Tribunal during the reporting period.

## Goal 4: Developing policies and practices reflecting contemporary national and international best practice and research

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

### Key Result Area 4.1:

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

Actions	Key Performance Indicators	Status as at 30 June, 2005
Further develop and trial approaches to computer use in marking	Technology to support improved data collection for marker reliability investigated, trial programs implemented in other states researched, and a proposal developed for inclusion in the Office's 2004/05–2007/08 IM&T Plan. Existing interstate programs analysed and evaluated, features compatible with NSW practices and systems identified and a preliminary report identifying possible systems delivered	Arrangements are in place for Examinations officers to observe online marking at the Victorian Curriculum and Assessment Authority (VCAA) in August 2005. Further online marking observation is planned at the Australian Council for Education Research (ACER) in Sydney in August 2005. A proposal has been developed and included in the Office's IM&T Plan. A preliminary report identifying practices and systems has been developed to inform a trial program.
Further develop and trial online testing and assessment strategies and systems	Online delivery and marking of new types of assessment items as part of the School Certificate Computing Skills test trialled with increased flexibility and a proposal for further development and trialling included in Office's 2004/05–2007/08 IM&T Plan	Alternative display techniques were investigated with the triple aim of making online questions easier for writing teams to construct through the use of templates, easier to deliver via the internet by employing different techniques, and to make the

Actions	Key Performance Indicators	Status as at 30 June, 2005
		physical question files smaller in size and simpler in structure to enable questions to be developed in a secure environment with less involvement by specialist developers. More flexible online delivery of the 2004 School Certificate Computing Skills test was trialled, with the test being available over four days. A proposal for further development and trialling has been included in the Office's IM&T Plan.
Apply innovations in ICT to the development of syllabus support materials and resources	Use of new technologies and interactive technologies applied to the development and delivery of support materials and resources	Content Management System implemented in developing online Assessment Resource Centre content.

**Key Result Area 4.2:**

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

Actions	Key Performance Indicators	Status as at 30 June, 2005
Analyse and evaluate student participation and performance data in the HSC since 2001	Student performance data analysed and trends identified and the development of future syllabuses and support proposed, based on the findings	Trends in participation and performance were analysed for 2001–2004, with a report submitted to the Board in May 2005. The report on the development of future syllabuses and support is scheduled for completion in March 2006.
Continue to analyse data on secondary school retention, participation and performance for particular groups of students such as Indigenous and low-SES groups, and develop policy options where appropriate	Analysis undertaken and policy options developed for the Board	Participation and performance of Aboriginal students in Preliminary and HSC courses were analysed and options considered by the Aboriginal Education Advisory Committee in light of the Ministerial Review of Aboriginal Education.

Actions	Key Performance Indicators	Status as at 30 June, 2005
<p>Work collaboratively with other states and territories to identify and formalise articulation pathways and mutual recognition opportunities in the curriculum, and for credentialling purposes</p>	<p>Provide input into the work of ACACA agencies in the investigation and establishment of credit transfer arrangements, and input into MCEETYA projects on credit transfer and Recognition of Prior Learning (RPL)</p>	<p>The 'Leaving School' section of the ACACA website was updated by July 2004 to assist understanding of the different state senior (Year 12) secondary school credentials and to facilitate movement between states. A draft framework for a corresponding site to cover Years 7–10 has been developed and a progress report was presented to the ACACA August 2004 meeting. This project is ongoing. The Board provided input into two AQF Advisory Board projects: the review of the AQF Guidelines for the Senior Secondary Certificate of Education (SCE), and the inclusion of the schools sector in the National Guidelines on Cross-Sector Qualifications Linkages.</p>
	<p>Articulation pathways framework drafted</p>	<p>Project rescheduled for 2006.</p>
<p>Develop an ACACA Quality Assurance process</p>	<p>Research into appropriate Quality Assurance processes undertaken, a process developed and presented to ACACA agencies for feedback and endorsement and a pilot model process trialled</p>	<p>A Quality Assurance process was developed and trialled with other ACACA agencies. The process was distributed to other agencies and feedback and endorsement received. The process was piloted with Examination Development Program in conjunction with other ACACA agencies (Victoria and SA). Additional piloting with syllabus development and examination security programs planned.</p>
<p>Continue a program of comparing the HSC against similar curriculum and assessment</p>	<p>Report on Scottish Benchmarking complete</p>	<p>Report was completed and submitted to the Board in December 2004.</p>
<p>Conduct national and international research into curriculum development to identify future directions and initiatives</p>	<p>Professional partnerships with universities to conduct research negotiated and established</p>	<p>Project rescheduled for 2006.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
Undertake research into benchmarking of HSC languages course against recognised international standards	Framework for benchmarking international language standards drafted	Completed.
Undertake research into validation methods for the Board's standards-setting process	Validation methods for standards-setting process trialled	Trial of 'pairwise comparison' process was completed November 2004.
Monitor the implementation and outcomes of national curriculum and testing programs and their relevance for NSW testing programs	National testing and benchmarking programs undertaken in 2004 monitored	Ongoing. Report to Senior Management July 2004 and June 2005.

## Major Programs for Key Result Area 4.2

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

#### **Quality assurance process for ACACA agencies**

In February 2004 the ACACA authorities agreed to establish a quality assurance process that could be used by agencies, covering the areas of Assessment and Reporting, Examination Logistics and Curriculum development.

Using the test development process as part of a pilot project, a working party consisting of officers from NSW, Victoria and South Australia identified and documented key stages and aspects of that process. The working party produced a template against which ACACA agencies can map their test development processes and documentation, which will provide them with the necessary documentation and materials to audit their operations.

Preliminary work has been undertaken to extend this approach to the functions of syllabus development, and the transportation, storage and distribution of examination papers.

## **Goal 5: Effectively managing resources in support of educational goals**

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

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

Actions	Key Performance Indicators	Status as at 30 June, 2005
Conduct research into best practice for marking examinations	Review of national and international practices for marking HSC (or equivalent) projects and submitted works undertaken	Discussions have been undertaken with education authorities in Scotland and South Africa. The discussions confirmed that the NSW marking processes represent best practice. Alternative approaches used by other authorities that may have the potential to enhance NSW practice are assessed in relation to their appropriateness in the NSW context.
Use feedback from 2004 examinations to inform examination paper evaluation processes	Feedback from Supervisors of Marking provided to Examination Committees and considered in evaluation of 2004 examination papers	The test-development process was modified to include feedback to the examination committee from the Supervisors of Marking (completed February 2005). Examination committees received statistical reports, written and verbal feedback from Supervisors of Marking, and a listing of all issues recorded regarding the previous year's examination (completed March 2005).
Develop a corporate information system that includes enrolment and performance data and information	Proposal developed for inclusion in the Office's 2004/05–2007/08 IM&T Plan	Proposal developed and included in the IM&T Plan.
Conduct further research activities into how new technologies can enhance the Office's operations and service delivery	Proposal developed for inclusion in Office's 2004/05–2007/08 IM&T Plan	Proposals developed and included in the IM&T Plan relate to: <ul style="list-style-type: none"> <li>• consolidation of online services</li> <li>• eBOS eAssessment Project</li> <li>• scanning initiatives, including casual payroll</li> <li>• Interactive Syllabuses Online</li> <li>• expansion of ESD, web-based and SMS services.</li> </ul>
Conduct research into best practice for ensuring the reliability of marking	Research complete and recommendations for implementing best practice in the reliability of marking	Review of practices in other states conducted and refinements to NSW practice made, where appropriate.

**Key Result Area 5.2:  
Identifying and applying best-practice standards in service delivery support**

<b>Actions</b>	<b>Key Performance Indicators</b>	<b>Status as at 30 June, 2005</b>
Implementation of Mini-budget Savings Plan	2004 Mini-budget savings strategy and shared services initiatives developed and implemented	Achieved.
Implement and refine 2004/2005 – 2007/2008 Budget Strategy and Workforce Plan	Program Planning and Review Strategy implemented successfully	Achieved. Committee operating effectively with a strategic and corporate focus, particularly with respect to the Office's Mini-Budget Savings Plan.
	Budget negotiations with Treasury successful	Forward Estimates submission provided by deadline and in revised format required by Treasury. Office's maintenance of effort requirements were met.
	Budgets and workforce plans endorsed by management, implemented and monitored to ensure continuing delivery of core services and achievement of government commitments	Branch budgets and workforce plans developed and agreed in open, transparent manner with directors, managers and staff.
	Human, financial and physical resources used effectively and efficiently in accordance with branch budgets and workforce plans development	2004/05–2007/08 Budgets and Workforce Plans developed, agreed and monitored for each branch to ensure Office's core and corporate services are adequately resourced.
	Implement and further develop the Office's Staff Training and Development Plan with a particular emphasis on performance and career development	Office's Staff Training and Development Plan operating effectively with renewed emphasis and support for career and executive development activities including the Executive Development Program, Tertiary Assistance Program, and CEO and Young Professionals Program.
Implement actions from the Office's IM&T strategic plan	Activities achieved or under way in accordance with plan	Proceeding as planned.

Actions	Key Performance Indicators	Status as at 30 June, 2005
Apply market evaluation and planning principles to aid the development and increased production of the Office's cost recovery and commercial services and products	Office's 2004/05–2007/08 Commercial Products and Services Business Plan developed, agreed and implementation under way	Proceeding as planned. Initiatives leading to a 20% increase in various revenue items included in Mini-budget Savings Plan.
Complete and implement outcomes of the review of the Office's information and communications technology infrastructure	Review of Office's ICT infrastructure completed and implementation of review outcomes under way	ICT Infrastructure Plan strategies approved by October 2004 IM&T Committee. Implementation on schedule and within budget.
Ensure Office meets existing and emerging corporate governance responsibilities	Best-practice standards achieved in corporate governance including: OH&S, EEO, Privacy, Ethical Behaviour, Disabilities Plans, Records	The Office is meeting Central Agency and Whole of Government standards. Ongoing.
	Compliance with new statutory regulatory and government directions in corporate governance, including the development and implementation of related strategies and initiatives	The Office is meeting Central Agency and Whole of Government standards. Ongoing.
Negotiate and implement the new markers award in accordance with the government's wages policy	Negotiation strategy developed and implemented in accordance with the government's wages policy	Markers and examiners awards made in December 2004. Conciliation process relating to additional increase for promotional positions concluded in accordance with government's wages policy.
Identify, promote and successfully negotiate shared service arrangements and collaborative projects with the Department of Education and Training and other agencies	Negotiation with DET and other agencies successful	Printed and online publishing services continuing on a project basis with DET, Health, IPART, RTA and other agencies.
Review the Office's Data Warehouse and lead the development of an overarching Corporate Information System for the Office	Corporate Information System developed and progressively implemented	Proposal approved and included in IM&T Strategic Plan.

Actions	Key Performance Indicators	Status as at 30 June, 2005
Continue implementation and further development of Students Online facility	Students Online fully operational and well received by students and schools	Achieved. Students Online fully operational and well received by students and schools. Further expansion of online features under review.
	System documented, training of staff and handover completed	Achieved. Documentation, staff training and systems handover completed.
Complete implementation of the Markers Online facility	Markers Online facility fully operational	95% of all applications received online.
Implement the HSC Advice Line Online Adviser application process	System specifications identified	System change requests provided to IT Branch. Implementation planned for 2006.
Implement and further develop the Office's Staff Training and Development Plan with a particular emphasis on performance and career development	Implement and further develop the Office's Staff Training and Development Plan with a particular emphasis on performance and career development	Office's Staff Training and Development Plan operating effectively with renewed emphasis and support for career and executive development activities including the Executive Development Program, Tertiary Assistance Program, and CEO and Young Professionals Program.
Develop and implement an internal communication strategy	Internal communication strategy developed and implemented	The Office's Internal Communications Group (ICG) has maintained, developed and advised on a range of communication strategies designed to enhance workplace knowledge and staff interaction generally. Examples include the development of a pilot Staff Shadowing Scheme in conjunction with the young professionals group and the internal communication newsletter. The ICG meets regularly to discuss communication strategies and workplace issues.

Actions	Key Performance Indicators	Status as at 30 June, 2005
Develop and implement a staff recognition and award scheme to appropriately recognise the work of individuals and teams across the Office	Staff recognition and award scheme that appropriately recognises the work of individuals and teams across the Office developed and implemented	The ICG met on a number of occasions to develop proposals for a staff recognition and award scheme. Two of the Office's representatives attended a best-practice workshop as part of a benchmarking partnership to explore and learn from schemes implemented in public and private sector organisations.

## Major Programs for Key Result Area 5.2

### *Identifying and applying best-practice standards in service delivery support*

#### **Security Certification**

The *Premier's Circulars 2001–46* and *2005–06* require all agencies to take particular steps to safeguard their electronic information. It includes the goal of certification to the national standard *AS/NZS 7799–Information Security Management*. The Office has established an Information Security Unit in its Information Technology Branch to oversee the certification process and ensure that the controls and culture of security are implemented at the Office.

#### **Information and Communications Technology (ICT) Infrastructure**

The Office's ICT infrastructure has undergone substantial change in the last year due to two factors: the need to replace leased equipment; and the NSW Government directive to purchase equipment, not lease it. In addition, the opportunity was taken to review the complete ICT infrastructure requirements of the Office. Research into new uses of ICT to enhance and improve the Office's communications and services continues and a number of upgrades have been undertaken.

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

#### **2004 HSC Results Release – Security Incidents**

The 2004 HSC results release experienced two security incidents relating to a small proportion of candidates receiving their results earlier than the authorised release day of 17 December 2004 and reports of three students being able to view the results of other candidates. In both cases, there was no breach of results integrity and no changes to examinations results by the perpetrators. The Office of the Board of Studies engaged the services of IT security experts PricewaterhouseCoopers to investigate these incidents and to assist in remediating the causes. As a result, the 2005 HSC results release process has been strengthened by industry best practice IT security safeguards.

**Premier's Public Sector Awards – Gold Award 2004**

In 2004 the Short Message Service (SMS) for Exam Results Delivery, developed by the Office of the Board of Studies, achieved the Gold Award in the eGovernment category of the Premier's Public Sector Awards. This was the second year running that the Office has received a Gold Award in this category, following the Award in 2003 for its eBOS suite of online services.

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

**Online Transactional Services**

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

<b>ESD Service</b>	<b>2004/05 enhancements</b>
eBOS Schools Online	<p>eBOS Schools Online is a service that allows school principals and selected school staff to view and maintain information held by the Board about their school and students.</p> <p>2004/05 enhancements to the service included the development of a Special Examination Provisions Online module.</p> <p>More than 4000 principals and teachers are now registered users of eBOS Schools Online.</p>
eBOS Shop Online	<p>The online shopping facility now includes a 'What's Hot' section where each month new products and special offers are highlighted. The eBOS Shop Online service can be accessed from the Board of Studies website <a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a> or directly at <a href="http://shop.bos.nsw.edu.au">http://shop.bos.nsw.edu.au</a></p>
eBOS Authorities Online	<p>eBOS Authorities Online is a service that allows Education Authorities and Systems to view entry and statistical information held by the Board about schools under their management.</p> <p>This access to information has improved the Education Authorities' and Sytems' ability to respond to and plan for government initiatives in education, and has facilitated the planning of the development and maintenance of schools in their area.</p>
eBOS Registration and Accreditation of Non-government Schools (RANGS) Online	<p>This service has now been established and is currently being trialled for public release. It includes information about the requirements for registration and accreditation of non-government schools, the requirements for systems of non-government schools and the registration and accreditation process.</p>

ESD Service	2004/05 enhancements
	<p>The project is a major upgrade of the current registration of non-government schools system and will address substantial additional mandatory registration and reporting requirements that have resulted from the amendment to the Education Act.</p> <p>The new system uses some elements of the existing system as well as components of the eBOS infrastructure. It will allow schools and systems to lodge their documentation and manage their mandatory reporting requirements online.</p>
eBOS VCS Online	<p>eBOS VCS Online refers to the Office’s Vocational Education and Training (VET) Credentialing System, which allows education systems to view entry and completion information held by the Board about VET in Schools programs required for mandatory reporting and VET management purposes. eBOS VCS Online has been further enhanced by the development of a TAFE–Office of the Board of Studies link. This provides electronic communication between the TAFE and the Office of the Board of Studies systems to transfer information regarding student participation and performance in TAFE-delivered VET (TVET) and VET courses.</p> <p>The eBOS VCS Online service allows greater authentication and validation for both the TAFE and OBOS systems regarding VET enrolments, competency achievement and qualification attainment. Additional planned development will allow students enrolling in post-school TAFE courses to have their VET and TVET achievements automatically credited to their new course of study, which will improve the articulation between school and TAFE.</p>
eBOS Markers Online	<p>eBOS Markers Online is a service that allows HSC and SC marker applications to be submitted online. Its implementation has introduced significant savings in time, recurrent spending (in printing, dispatch and data entry costs) and paper volume.</p> <p>Printed applications were traditionally sent to schools and to people previously appointed. The online service has made it easier for applicants, especially those in regional areas and outside of the school system to access the appointment process.</p> <p>2004/05 enhancements included an online facility to deal with forgotten PINs, a referee-checking system for applicants who are not employed at a NSW secondary school or TAFE institute, and the development of functionality specific to Supervisors of Marking (SOMs). Online secure access to marking guidelines has now also been provided to SOMs. In past years, marking guidelines had only been available to SOMs in hard copy and on floppy disk and a large number of SOMs had requested that they be made available electronically.</p> <p>In 2005, 8692 of the 9194 applications for marking received were submitted online (95%). In 2004, the first year of operation of the service, these figures were 7248, 9386 and 75%, respectively.</p>

<b>ESD Service</b>	<b>2004/05 enhancements</b>
eBOS Students Online	<p>Since 1998 eBOS Students Online has allowed students to access their HSC results on the internet using their Student Number and a PIN. In 2003, eBOS Students Online was expanded to provide new online services for students. This included personalised HSC written examination timetables, personalised HSC Advice Line timetables and personalised Assessment Rank Order Notices. Students were then provided with online access to information that was previously only available to them via their school, including their personal details (name, address, etc), current year entry details and results from previous years. Links to other useful education and HSC-related sites were also provided via eBOS Students Online.</p> <p>2004/05 enhancements to the service included additional security features and the updating of promotional text.</p> <p>In 2004, from the 65 803 HSC students cohort, 57 573 students visited the eBOS Students Online site prior to the release of results, and 62 824 visited it altogether. This translates to 95.47% of the 2004 HSC students using the eBOS Students Online service in that year. In 2003 the percentage had been 68.98.</p>
eBOS RTOs Online	<p>eBOS RTOs online is a new service that allows Registered Training Organisations (RTOs) to view entry and completion information held by the Board about VET in Schools programs managed by the RTO.</p> <p>Work completed in 2004–05 includes the development of functionality for the online capture of work placement hours, in addition to the previously developed functionality allowing RTOs to enter competency outcomes.</p>

### **Web Services**

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

<b>Website</b>	<b>2004/2005 Developments</b>
<b>Visit Gallipoli</b> www.anzacsite.gov.au	<p>This website is being developed in partnership 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. Winner of the national 2001 'Best Educational Website' award in the Excellence in Educational Publishing Awards by the Australian Publishers Association, new educational materials continue to be added to this website. During this year, the site averaged 21 visitors per hour, with 2500 page-views a day.</p>

Website	2004/2005 Developments
<p><b>Australia's War 1939–1945</b> www.ww2australia.gov.au</p>	<p>This website is being developed in partnership with the Commonwealth Department of Veterans' Affairs, for teachers and students in many subject areas. Short-listed in the national 2005 'Best Educational Website' category in the Excellence in Educational Publishing Awards by the Australian Publishers Association, new educational materials continue to be added to this website related to the 60th anniversary of the end of World War 2. During this year, the site averaged 15 visitors per hour, with 2400 page-views a day.</p>
<p><b>Making Multicultural Australia for the 21st Century</b> www.multiculturalaustralia.gov.au</p>	<p>This website is being developed in partnership with the Multicultural Programs Unit of the Department of Education and Training for all teachers and students in many subject areas. Winner of the national 2005 'Best Educational Website' award in the Excellence in Educational Publishing Awards by the Australian Publishers Association, new educational materials continue to be added to this website. Launched in 2005, the site averages 400 page-views a day at present.</p>
<p><b>Encore</b> www.boardofstudies.nsw.edu.au/encore</p>	<p>Designed, developed and hosted by the Office of the Board of Studies, this website is jointly funded by the Office of the Board of Studies, the Department of Education and Training, and 2MBS-FM, and is updated annually. The website complements the annual Encore CDs and concerts held at the Sydney Opera House which showcase the outstanding performances and compositions by students in the HSC examinations. It provides information about the annual requirements in NSW HSC Music subjects. It also provides profiles of participating Encore students from the last several years, excerpts of student performances in .mp3 format, concert ticketing information and links to eBOS Shop Online for purchasing the Encore CDs.</p>
<p><b>Leaving School</b> www.boardofstudies.nsw.edu.au/acaca</p>	<p>This is a mini-website, managed by the Office of the Board of Studies for ACACA (Australasian Curriculum, Assessment and Certification Authorities). The Office of the Board of Studies coordinates all the state entries and updates to the site. It summarises the types of subjects, courses and various methods of assessing and reporting student achievement in each of the eight public education systems in Australia as well as in the New Zealand system. It also describes the certificates and other records of achievement issued to students when they complete their senior secondary education and outlines the minimum requirements for tertiary entrance.</p>

---

<b>Website</b>	<b>2004/2005 Developments</b>
<b>Changing Schools in Australia</b> acaca.bos.nsw.edu.au	This is a mini-website, managed by the Office of the Board of Studies for ACACA (Australasian Curriculum, Assessment and Certification Authorities). The Office of the Board of Studies coordinates all the state entries and updates to the site. This site summarises the junior secondary curriculum in eight public education systems in Australia as well as in the New Zealand system. It provides an overview of the structure of the secondary system, advice and web links relating to students transferring schools, information about the junior secondary curriculum, subjects and courses, and an outline of the various methods of assessing and reporting student achievement when students complete Year 10. The information on this website is useful for students who move interstate or to/from New Zealand, people who advise secondary school students about curriculum options and career planning and employers who receive job applications from students educated in another state or territory.

---

### **Shared Services Arrangements**

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

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

Specific services include:

#### **Teacher Housing Authority Website ([www.tha.nsw.gov.au](http://www.tha.nsw.gov.au))**

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

#### **AMEB Online Credit Card Verification**

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

**AMEB Connect**

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

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

**Council on the Cost and Quality of Government Review**

The NSW Government has a policy of regularly reviewing the appropriateness, efficiency, effectiveness and prudence of its programs. A cycle of program reviews is commissioned each year by the Government and a number of such reviews occur simultaneously. The reviews are conducted under the auspices of the Council on the Cost and Quality of Government. A Steering Committee, chaired by a Council member, oversees the work and individual review teams, located in the Premier’s Department, undertake the particular project. The purpose of a review is to ensure that programs continue to accord with government policies and achieve desired outcomes and to assess whether the program is being provided in the most efficient way. The Board of Studies and the Office were in the 2004 round of reviews.

The Board and the Office have gained valuable insights from the review into the way the Board’s work is seen by key stakeholders and how the quality of that work can be enhanced. The opportunities for refining and improving the work of the Board identified by the Council on the Cost and Quality of Government review are still under consideration by the Government.

**Key Result Area 5.3:**

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

<b>Actions</b>	<b>Key Performance Indicators</b>	<b>Status as at 30 June, 2005</b>
Enhance the provision of data and information between the Office and other educational systems and sectors	Protocols successfully implemented with stakeholders	Achieved. Memorandum of Understanding with NSW Schools Consortium agreed.
Continue to evaluate the effectiveness of curriculum consultation and information-sharing strategies and improve where necessary	Syllabus Development Process Evaluation report to Board	Report presented to the Board in September 2004.
Obtain regular, systematic feedback from clients on service quality and communications	Monthly data collection from BOSLOs analysed	Completed. Qualitative and quantitative reports produced twice per term distributed to BOSLOs. Summary reports for Senior Management. Ongoing.
Provide and monitor a program of regular, ongoing consultation and information-sharing with key groups	Meeting held each term attended by senior Board officers and key education interest groups to provide feedback on Board policies and initiatives	The President and senior Board officers attended separate consultation meetings with 10 key education groups in each school term during the reporting period.

Actions	Key Performance Indicators	Status as at 30 June, 2005
<p>Develop and implement a corporate communication strategy</p>	<p>Corporate communication strategy evaluated and enhanced in line with public sector agency best practice. Key corporate messages identified and communicated to key groups and strategic articles published in the Board Bulletin, professional journals and other publications. Media Liaison and Issues management protocols, procedures and practices evaluated and enhanced and comprehensive strategic Media Plan implemented. Issues management strategies and promotional initiatives produce positive corporate communication outcomes</p>	<p>Corporate communication strategies were evaluated and enhanced. Strategic messages relating to a range of key Board programs and related emerging issues were developed and communicated to stakeholders through Peak Group consultation meetings, statewide information meetings for Primary school teachers, the Board Bulletin and P &amp; C Journal, the Board's website and through the media. A comprehensive Media Liaison and Issues Management Plan incorporating innovative new approaches to traditional media opportunities was successfully implemented, resulting in positive overall media coverage of the 2004 HSC and SC program, statewide exhibitions of outstanding HSC student major works and a range of new Years 7–10 syllabuses. The media were provided with prompt and effective responses in relation to a number of issues, resulting overall in balanced reporting of Board policies and procedures. The office also designed and staffed an informative promotional stall at a special Education Expo attended by school students, parents and community members at Rosehill Gardens Racecourse.</p>
<p>Implement and monitor a strategic communication strategy for key Board initiatives</p>	<p>Effective communications plans implemented to support the 2004 HSC and SC programs, the trial School Certificate Computing Skills test, Years 7–10 syllabuses, the K–6 / Eltis initiatives and other key initiatives as they arise</p>	<p>Communication strategies were developed and successfully implemented to support implementation of new Years 7–10 syllabuses, the 2004 trial School Certificate Computing Skills test program, the 2004 HSC and SC programs and the Board's response to Eltis recommendations. New strategies for identifying and responding to a range of emerging issues were effectively implemented.</p>

Actions	Key Performance Indicators	Status as at 30 June, 2005
Provide opportunities for involvement of students in relevant consultation and research	Student feedback on Board policies and provisions (eg UDBECs) obtained through surveys and student focus groups	Ongoing.
Establish protocols for enhanced coordination, development and implementation of support materials developed by the Office of the Board of Studies and the Department of Education and Training for the implementation of new syllabuses	<p>Cycle of meetings with DET established</p> <p>Agreed arrangements with DET to support the delivery of new syllabuses established and key advice in relation to assessment and reporting developed</p>	<p>Cycle of meetings established. Meetings held with DET Senior Officers and CEOs regarding the 2006 School Certificate, the Assessment Resource Centre (ARC), and Eltis implementation.</p> <p>A joint coordinated plan outlining agreed arrangements and key advice was established with the DET and implemented.</p>
Implement a structured program of meetings with principals and teachers to elucidate the intentions of new syllabuses and support materials, explain Board and Office priorities and procedures and receive feedback	Program of presentations relating to curriculum and assessment by KLA across BOSLO regions planned	A series of statewide Years 7–10 teacher meetings were completed to support the implementation of the new or revised syllabuses. Ten meetings introducing teachers to the key features of the new Visual Design, Photographic and Digital Media, and Physical Activity and Sports Studies syllabuses and support materials were held in Term 2, 2005 in regional and metropolitan venues, with over 260 teachers attending. The ‘Science Years 7–10: Advice on Programming and Assessment’ support material was published in June 2004 and twenty statewide workshops were conducted prior to this document being produced.

## Major Programs for Key Result Area 5.3

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

#### **Communication and Public Relations Strategy**

Communication and public relations strategies were developed and successfully implemented to support the Board's response to the Eltis recommendations, the 2004 Year 10 trial Computing Skills test program, the implementation of new Years 7–10 syllabuses and the 2004 HSC and SC programs. Key strategic messages were developed and communicated to stakeholders through Peak Group consultation meetings, publications, the Board website, statewide information meetings for Primary school teachers and through the media. The Office also designed and staffed an informative promotional stall at a special Education Expo attended by thousands of school students, parents and community members at Rosehill Gardens Racecourse.

A comprehensive media liaison and issues management plan incorporating innovative new approaches to traditional media opportunities was successfully implemented. The Board received positive overall media coverage of the 2004 HSC and SC program, statewide exhibitions of outstanding HSC student major works and a range of new Years 7–10 syllabuses. New strategies for identifying and responding to a range of emerging issues were effectively implemented. Prompt and effective responses were provided in relation to media reporting of a number of issues, resulting in balanced reporting of related policies and procedures. Strategic articles covering a range of key Board programs and emerging issues were also developed and published in the *Board Bulletin*, the *P&C Journal* and major metropolitan newspapers.

#### **Communications Activities**

##### **Board of Studies Liaison Officer (BOSLO) Activities**

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

BOSLOs operate as field officers of the Board. Ten such officers cover all schools across the state. They are based at Bathurst, Coffs Harbour, central Sydney, Newcastle, Randwick, Parramatta (2), Wagga Wagga, Wollongong and Tamworth. Each BOSLO has the services of a clerical officer (BOSCO). The BOSCO provides an important point of contact and service for schools and the community, especially while the BOSLO is away from the office on field visits.

During the reporting period of 2004–05, BOSLOs participated in 1034 meetings across the state, averaging 26 meetings each week during the school year. Extensive presentations were made by the BOSLOs at 666 of those meetings. The BOSLOs met with secondary and primary teachers, parents, principals and students from government and non-government sectors, as well as with overseas visitors and professional associations. More than 68 000 people attended the meetings, which provided broad professional support and specific presentations on the School Certificate, the Higher School Certificate and the new Years 7–10 curriculum.

Phone inquiries are also a substantial part of the BOSLOs' communications role, and during the reporting period the Liaison Officers in total answered an average of 177 telephone calls per week over the school year. The majority of the phone calls were from government schools with the remainder from non-government schools and other educational institutions.

Board of Studies Liaison Officers have also taken part in the Overseas Teacher Training program conducted by the Department of Education and Training. They have made off-site presentations on the role of the Board of Studies to 16 groups of teachers (comprising more than 200 teachers) who were trained overseas but are now teaching in NSW.

### **Overseas Visitors**

In the last twelve months the Office has given presentations to groups from countries as diverse as the United States of America, Papua New Guinea, South Africa, China, Scotland, East Timor and Malaysia.

Information sessions on requested topics were presented to the following overseas representatives:

- several large groups from the United States of America, one particularly focusing on science education in NSW
- District Superintendents from East Timor on a range of processes and structures, especially curriculum and examinations
- three groupings from different authorities in China, each with a different emphasis – curriculum, examination structures and standards, and non-government school registration
- two groups from Malaysia: one interested in all examination/assessment procedures, the other in curriculum development
- senior administrators from Papua New Guinea who were participating in development programs in leadership, human resources, industrial relations and educational structures
- three senior educators from Scotland discussed key aspects of each system with representatives from the Office, the Department of Education and Training and the Catholic Education Commission. One was particularly interested in our Information Services, looking at various aspects of the Office's award-winning online developments and technology-related initiatives
- two separate delegations from South African state authorities were here to discuss assessment in general and specific issues such as standards-setting, examination setting and quality assurance, school-based assessment, procedures for resolving assessment or examination irregularities and providing examination performance feedback to schools.

## 4 Management and Performance

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

### **Performance Statement of the President, Board of Studies**

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

#### **President, Board of Studies:**

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

Emeritus Professor, University of Melbourne

Adjunct Professor of Education, University of Sydney

Member, NSW Vocational Education and Training Accreditation Board

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

Member, Hong Kong Council for Academic Accreditation

**Level: SES Level 5**

**Period in position: Whole year**

#### **Policy advice and support**

Professor Stanley provided strong leadership and advice to the Board as it responded to the Eltis review. He worked with senior Board and Department of Education and Training officers and representatives of non-government schools education systems to ensure that there was an effective consultation process to address the recommendations.

Meetings were also held on the legislative amendments and revised Board policies and procedures required to implement the Grimshaw recommendations regarding registration and reporting requirements for non-government schools. The Minister, Government and central agencies have been provided with regular, high-quality advice on Board policies and initiatives.

During this period national collaboration and national policy development has had a significant impact on the Board's work. Professor Stanley has acted to ensure that the Board is well positioned to provide advice on the impact of national policy and to accommodate changes when required. This has involved closer cooperation with other sectors and more active involvement of senior Department of Education and Training officers in the work of the Board.

He has continued research projects in collaboration with Board staff and university academics to explore new approaches in learning and assessment as well as evaluating the success of the NSW introduction of standards-referenced reporting. Papers published from this work have led to better international understandings of the NSW education reforms here and overseas.

#### **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.

The New South Wales Branch of the Australian College of Educators awarded Professor Stanley the 2004 Sir Harold Wyndham Medal in recognition of his contribution to education reform in NSW.

During the reporting period he continued the collaborative relationships and synergies between the Board and the Interim Committee for the NSW Institute of Teachers and the NSW Vocational Education and Training Accreditation Board. His involvement as a member of the Hong Kong Council for Academic Accreditation, has provided opportunity to see our NSW work in an international context where the emphasis on quality and benchmark standards is emerging as a significant issue.

### **Strategic outcomes**

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

During this reporting period Professor Stanley has initiated discussions with end users of the Board's qualifications to improve their understanding of the meaning of student achievement and to encourage a more plain language approach to the Board's communications with all stakeholders.

### **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: Whole year**

#### **Policy advice and support**

Throughout the reporting period Dr Bennett has identified issues of strategic importance for the Minister and the Board. These include matters relating to curriculum and assessment, particularly with respect to the Higher School Certificate (HSC) and School Certificate (SC), the implications of those recommendations from the Eltis evaluation relating to the Board and Office's responsibilities, and the development and trialling of Computing Skills Assessment for Year 10 students.

During this period, Dr Bennett has also guided the implementation of the changes to the *Education Act 1990* relating to the Board's registration and accreditation procedures and processes arising from the recommendations of the *Review of Non-government Schools in NSW* ('the Grimshaw Review').

#### **Significant relationships**

During the reporting period Dr Bennett ensured that the Office placed an emphasis on effective support to teachers, schools and the educational sectors through the completion of the statewide program of presentations as part of the release of the new Years 7-10 syllabuses and

support materials. He also initiated the establishment of links between the Office and members of Professional Teachers' Associations that enabled members of the Associations to contribute to the development, analysis and grading of student work samples as part of the Board's online Assessment Resource Centre. He continued to apply effective procedures for collecting and analysing advice from teachers and parents, seeking to identify ways of improving the level and quality of service provided by the Office to schools and their communities.

Dr Bennett has been actively involved in interstate and national forums, in particular in his capacity as the Office's chief executive as a member of the Australasian Committee of Chief Executive Officers of Curriculum, Assessment and Certification Authorities (ACACA). Dr Bennett has also furthered the Office's international links by participating in conferences and meeting with visitors from overseas curriculum and assessment authorities, highlighting major initiatives implemented in NSW in relation to the assessment of student achievement.

### **Agency programs**

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

As well as the effective maintenance and operation of the Office's core curriculum, assessment, examination, credentialling and regulatory programs, a number of significant reforms were also effectively managed over the reporting period. These included: the completion of the revision of the Years 7–10 syllabuses and support materials; refinements to the operation of the HSC and SC programs in relation to marking and standards-setting; and the production of advice from the marking centres, and the HSC and SC *Student Answers* booklets.

### **Strategic outcomes**

Dr Bennett ensured that all the Office programs and services are strategically focused. This focus ensured that the Office's progressive completion of revised Years 7–10 syllabuses and support materials continued to be guided by the Board's *K–10 Curriculum Framework*. As well, the Office's implementation of the whole-of-Government strategy for information and communication technologies (ICT) realised demonstrable service delivery benefits, including: the continued improvement in approaches to online testing in relation to the Year 10 Computing Skills Assessment; the expansion of the Students Online service to provide additional information and support to students; the consolidation of the release of HSC results by SMS; the expansion of other online services to students, schools and systems, including the online practice testing service for students, the consolidation of the Markers Online service, and the delivery of further online and CD-ROM materials. These achievements were recognised through the Office again receiving the Gold Award in the category of eGovernment in the Premier's 2004 Public Sector Awards.

### **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 for all programs, including key initiatives and programs such as the HSC and SC, the consultation relating to the K–6 curriculum, the revision of the Years 7–10 syllabuses, the trialling of the Computing Skills Assessment for Year 10 students, and the implementation of the changes to the procedures relating to registration and accreditation of non-government schools as a result of the changes to the *Education Act 1990*.

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

### Office of the Board of Studies Branch Descriptions

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

#### Administration

##### Manager: Ken Collins

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

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

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

#### Assessment and Reporting

##### Director: Carol Taylor

Assessment and Reporting Branch is responsible for providing advice and producing assessment and reporting materials to support the Board's K–12 syllabuses. The Branch develops performance standards described through syllabus statements and through descriptions of student performance.

Assessment and Reporting Branch develops the Board's HSC examinations and School Certificate tests. The Branch manages the appointment of Chief Examiners and committee members and reviewers for each examination. It manages the secure development of all SC test and HSC examination materials and oversees the printing and production of these materials.

Assessment and Reporting Branch is responsible for the technical processes and procedures that ensure accurate marking by developing and monitoring the application of marking guidelines through the Marker Reliability Program. The Branch monitors the alignment of marks to standards through the Board's standards-setting and Consultative Committee programs.

The Branch conducts the analysis and reporting of the results for the Board's HSC examinations and School Certificate tests.

#### Corporate Services

##### Director and Chief Information Officer: David Murphy

The Director, Corporate Services is responsible to the Office's General Manager for the delivery of high quality and cost effective corporate services to support the core business of the Office and its shared service clients in the areas of:

- workforce planning and human resource management
- industrial relations
- financial accounting
- budget and management accounting
- internal audit and controls
- legal services
- information and communications technology (ICT)

- the Office's electronic and print publishing program
- corporate governance
- information and records management
- staff training and development
- asset and facilities management
- administrative and office services.

The Director, Corporate Services has overall responsibility for the function of the Office's Administration, Finance, Information Services and Information Technology branches.

## Curriculum

### Director: John O'Brien

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

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

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

## Examinations

### Director: Rob Speers

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

The branch collects and processes all entry and assessment data for the Higher School Certificate and School Certificate programs, maintains student records and provides advice to schools on 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 the conduct and marking of the examinations.

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

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

### Finance

#### Manager: Greg Logan

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

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

### Information Services

#### Manager: Lyndon Sharp

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

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

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

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

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

### Information Technology

#### Manager: Mitra Bhar

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

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

## Policy and Development

**Manager: David Patterson (until April 2005)**

**Andrew Goodyer (from May 2005)**

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

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

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

## Public Affairs and Planning

**Manager: David Cashman**

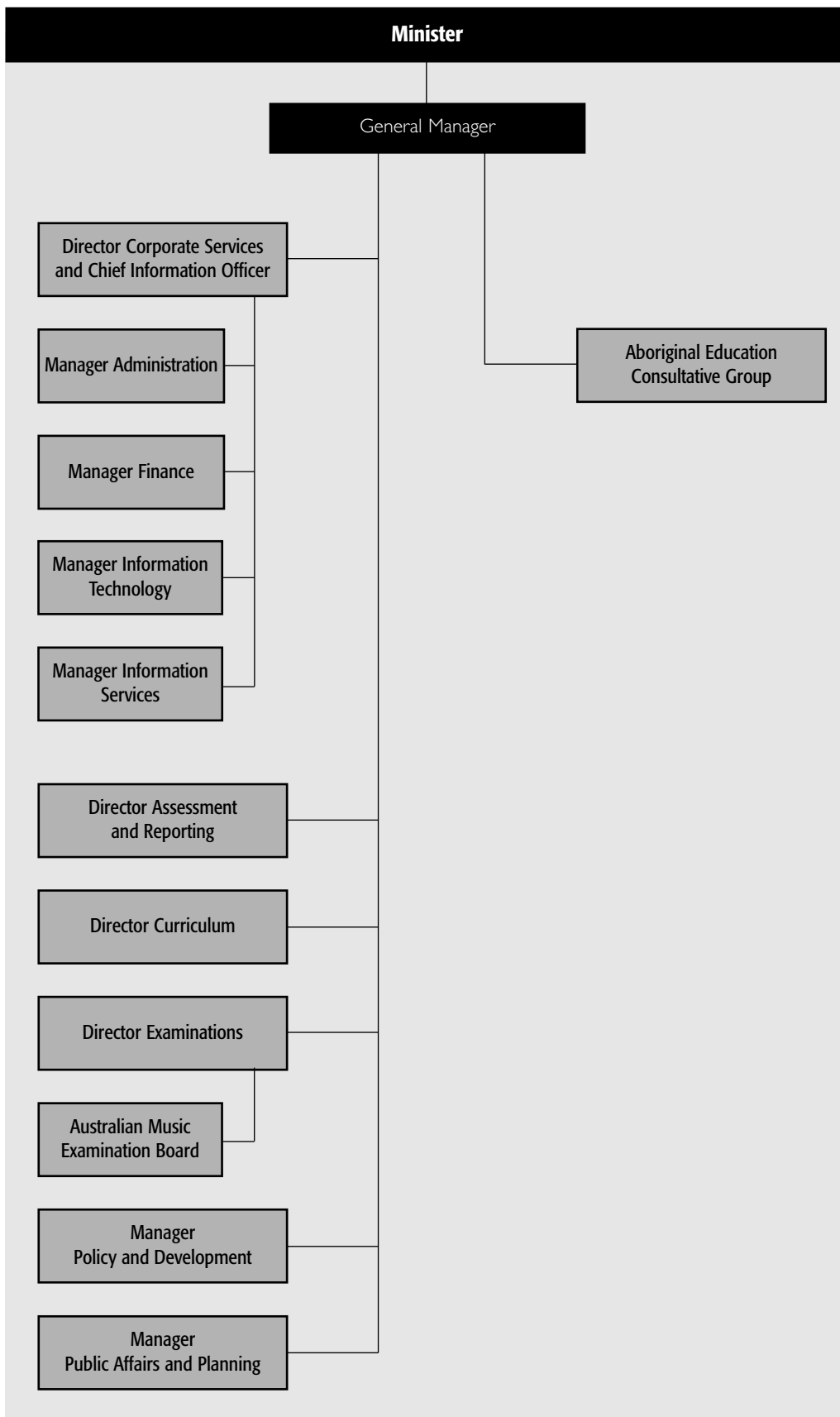
Public Affairs and Planning Branch develops and implements corporate communication strategies and supports the management of strategic issues and priorities for the Board and the Office. The branch is involved in day-to-day contact with the media on a range of educational issues of public interest. The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

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

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

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

Office of the Board of Studies



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

Level	Total CES/SES 2004–2005	Total CES/SES 2003–2004
8		
7		
6		
5		
4	1	1
3		
2	3	3
1	1	1

**Number of positions held by women**

Current year	2
Previous year	2

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

General Manager

**Dr John Bennett**, BMath, BEdStud, MEd, PhD

Director, Assessment and Reporting

**Ms Carol Taylor**, BA, DipEd, MEd

Director, Curriculum

**Mr John O'Brien**, BSc, DipEd, MEd

Director, Corporate Services and Chief Information Officer

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

Director, Examinations

**Ms Rob Speers**, DipTeach

**Corporate Governance Framework**

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

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

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

**Recruitment**

During 2004–2005, the average staffing of the Office of the Board of Studies was 224, including 5 (FTE) positions assisting with the Years 7–10 syllabus development project. Over the course of the preceding year the full-time equivalent of a further 564 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.

Staffing of the Office of the Board of Studies

Divisions/Branches	2005			2004			2003			2002		
	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	-	28	28	-	29	29	-	30	30	-	31	31
Public Affairs and Planning	-	3.5	3.5	-	5	5	-	5	5	-	5	5
Curriculum	1	44.5	45.5	1	64	65	1	63	64	1	57	58
Examinations	1	46	47	1	45	46	1	40	41	1	41	42
Assessment and Reporting	1	24	25	1	23	24	1	25	26	1	24	25
Finance and Administration	-	20	20	-	21	21	-	23	23	-	20	20
Australian Music Examinations Board	-	10	10	-	10	10	-	10	10	-	11	11
Information Services	-	21	21	-	23	23	-	26	26	-	28	28
Information Technology	-	14	14	-	14	14	-	15	15	-	13	13
Aboriginal Education Consultative Group	-	5	5	-	5	5	-	5	5	-	5	5
<b>Total</b>	<b>5</b>	<b>219</b>	<b>224</b>	<b>5</b>	<b>242</b>	<b>247</b>	<b>5</b>	<b>245</b>	<b>250</b>	<b>5</b>	<b>238</b>	<b>243</b>

Equal Employment Opportunity

Equal Employment Opportunity statistics

EEO Group	Benchmark or target	% of Total Staff			
		2002	2003	2004	2005
Women	50%	60%	63%	64%	60%
Aboriginal people and Torres Strait Islanders	2%	3.2%	3.0%	2.6%	2.1%
People whose first language was not English	20%	19%	20%	20%	21%
People with a disability	12%	6%	5%	4%	4%
People with a disability requiring work-related adjustment	7%	3.2%	3.0%	3.0%	2.7%

EEO Group	Benchmark or target	Distribution Index			
		2002	2003	2004	2005
Women	100	83	86	89	88
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	88	88	87	90
People with a disability	100	n/a	n/a	n/a	n/a
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a

Notes:

- 1 Staff numbers are as at 30 June
- 2 Excludes casual staff
- 3 A Distribution Index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO Group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.
- 4 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 complies with the consultative requirements of the *Occupational Health and Safety Act 2000*. The Office's Occupational Health and Safety Committee acts as the cornerstone of these consultative requirements.

The period of engagement of the existing committee expired during the reporting period. Arrangements were made by the Office to facilitate the election of a new committee for the 2005–2007 period.

#### Injuries

##### Permanent staff

Category	Number
Fall	1
Lifting	2
Strain	1
Other	3

##### Casual staff/Markers/Presiding Officers

Category	Number
Fall	4
Lifting	1
Strain	1
Other	3

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

#### Risk Management

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

Risk exposures identified include:

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

As part of the continuing IT Governance and ISO 17799 Security Certification initiatives being undertaken by the Office, an IT Disaster Recovery Plan was prepared and tested. As a result of the testing the IT Disaster Recovery Plan is being revised and further testing is scheduled for the first quarter of 2006.

**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 overdue \$	Between 60 and 90 days \$	More than 90 days overdue \$
September	6,951,849	174,591	15,826	9,057	11,596
December	20,426,696	1,064,975	289,618	16,933	19,050
March	8,675,574	508,235	31,192	151,725	58,690
June	11,484,417	140,922	311,897	4,553	47,482

**Accounts paid on time within each quarter**

Quarter	Total Accounts Paid on Time			Total amount paid
	Target %	Actual %	\$	\$
September	100%	97%	6,951,849	7,162,919
December	100%	94%	20,426,696	21,817,272
March	100%	92%	8,675,574	9,425,416
June	100%	96%	11,484,417	11,989,271

Total dollar amount of accounts paid on time: \$ 47,538,536

Total dollar amount of accounts paid: \$ 50,394,878

Prompt payment results for the year show a percentage of accounts paid on time as 94.3%. This figure is an acceptable result and maintains the 'Prompt Payment of Accounts' at a respectable level.

The (\$) amount and number of invoices not paid on time represented 5.7% 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 3% effective from 2 July 2004.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a 3% plus a 1.5% increase from 2 July 2004 and a 3% plus 1.5% from 1 January 2005.

### **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 these staff are determined by the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries January 2002) Award.

### **Industrial relations policies and practices**

Industrial relations policies and practices at the Office of the Board accord with the direction and guidance provided by the Department of Industrial Relations, the Public Sector Management Office of the Premier's Department 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 2005 for the Office of the Board was:

Extended leave	\$4,862,247
Recreation leave	\$1,313,800

### **Contracting and market testing**

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

The Office initiated and concluded a number of strategic contracts following a process of market testing during 2004–2005. These included:

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

### **Consultancies**

#### **Consultancies equal to or more than \$30,000**

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

#### **Consultancies less than \$30,000**

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

### **Code of Conduct**

The Office of the Board of Studies is committed to ethical conduct. This commitment is reflected in its Code of Conduct which sets the standards of behaviour expected of employees and provides guidance for all staff in being responsive to the needs of customers and key groups. The Code has been distributed to all staff and is provided to new employees as part of the induction process. There were no changes to the Code during the reporting period.

### **Commitment to service**

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

#### **The Minister for Education and Training**

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

#### **The Board of Studies and its sub-committees**

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

#### **Schools and systems**

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

#### **Teachers in primary and secondary schools**

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

#### **Parents**

Parents can expect the curriculum to provide their children with challenge and stimulation across all areas of learning.

#### **Students**

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

#### **Employers**

Employers are entitled to expect that students will receive a range of secondary education credentials that accurately and comprehensively report achievement. They may also expect that the curriculum will provide students with skills and knowledge relevant to the workplace.

#### **Tertiary education sector**

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

### **Standards of service**

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

### **Implementing standards of service**

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

- providing full-time liaison officers in ten regions to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on Board policies and decisions
- researching community opinion on particular initiatives and policies
- responding to correspondence within two weeks
- responding to all requests for publications within five working days
- ensuring that all publications for the general public are in plain English and that they are appropriate for their intended audience
- providing a range of publications in community languages
- providing accurate and timely responses to public and media inquiries
- providing a comprehensive range of value-for-money commercial services and products.

### **Complaints management and client feedback**

Central to the Office's management of complaints is its policy of devolving accountability for their resolution to line managers and staff at the point of delivery of services. As a result, the Office is able to directly remedy or resolve problems at the source as they arise. The Office's service standards serve as a reference point for both customers and staff in this process. The Office receives approximately 2332 telephone calls per day. The Office's Customer Liaison Unit handles an average of 510 phone calls a month, and more than 450 emails and more than 500 faxes a month.

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

### Representation on external committees (as at 30 June 2005)

**Professor G Stanley**  
(President, Board of Studies)

Member, NSW Vocational Education and Training Accreditation Board  
Member, State Library of NSW Legal Information Access Centre Advisory Board  
Member, Hong Kong Council for Academic Accreditation  
Chair, Division of Professional Learning Advisory Board, University of Sydney

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

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

**Mr J O'Brien**  
(Director, Curriculum)

Steering Committee, Knowledge Networks  
Evolving Learning for Sustainability in Schools (University of NSW)

**Ms R Speers**  
(Director, Examinations)

Australian Music Examinations Board (NSW)  
RSL Scholarship Committee

**Ms C Taylor**  
(Director, Assessment and Reporting)

Outcomes Assessment and Reporting Evaluation Reference Group  
Collaborative Curriculum and Assessment Framework for Languages Reference Group

**Mr D Patterson**  
(Manager, Policy and Development to April 2005)

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

**Mr L Sharp**  
(Manager, Information Services)

HSC Online Board of Management  
Premier's Department Channels and Access Working Group

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

Collaborative Curriculum and Assessment Framework for Languages Reference Group  
MCEETYA Review Committee for the National Information and Communication Literacy Assessment project

**Ms G Grant**  
(Board Inspector – Science)

School Animal Care and Ethics Committee

**Ms R Hafner**  
(Board Inspector – Registration and Accreditation)

NSW Quality Teacher Program Steering Committee

**Mr S Browne**  
(Board Inspector – Personal Development, Health and Physical Education)

Premier's Active Lifestyle Scholarship Committee

**Mr H Kennedy**  
(Board Inspector – Technology Education)

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

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

Premier's History Teachers' Scholarship Committee  
Premier's Military Scholarship Committee  
National Archives of Australia Consultative Forum  
Cross-sector HSIE Forum  
NSW History Council

**Mr K Lowe**  
**(Board Inspector – Aboriginal Education)**  
Department of Education and Training  
Director-General’s Advisory Committee  
Partnerships – New Way of Doing Business  
Education Cluster  
Culture and Heritage Cluster  
DET QTP Aboriginal Languages Reference  
Group  
NSW Aboriginal Languages Reference  
Committee

**Ms M Malone**  
**(Board Inspector – Primary)**  
Management Committee of Access Asia  
Program, NSW  
Division of Professional Experiences,  
Partnerships and Development – University  
of Sydney  
Outcomes Assessment and Reporting  
Evaluation Reference Group

**Mr I Balcomb**  
**(Board Inspector – Vocational Education  
and Training)**  
Australasian Curriculum, Assessment and  
Certification Authorities Sub-group on  
Vocational Education in Schools  
Qualifications, Recognition and Resource  
Requirements Committee  
Schools Consortium (Vocational Education  
and Training in Schools)

**Mr D Carter**  
**(Board Inspector – English)**  
Premier’s Reading Challenge

**Dr M Silink**  
**(Board Inspector – Languages)**  
NSW Community Languages Schools Board  
Collaborative Curriculum and Assessment  
Framework for Languages Reference Group

**Mr L Swan**  
**(Board Inspector – Human Society and Its  
Environment)**  
Premier’s Environmental Scholarship  
Committee

---

## **Overseas travel**

### **Senior Board Officers Wellington, New Zealand – 4 to 6 August, 2004**

Professor Gordon Stanley (President, Board of Studies), Dr John Bennett (General Manager, Office of the Board of Studies), Mr John O’Brien (Director, Curriculum), Ms Rob Speers (Director, Examinations) and Ms Carol Taylor (Director, Assessment and Reporting) represented NSW at the ACACA National Conference in Wellington, New Zealand in August 2004 and presented information on NSW curriculum, assessment and examination programs.

### **Mr Peter Osland Santiago, Chile – 14 to 22 May, 2005**

Mr Osland presented a paper on the structure of the NSW Mathematics curriculum, with particular focus on its new strand Working Mathematically. While in Chile, Mr Osland worked with teachers, researchers and a project team on developing new mathematical standards for Chile.

### **Mr Kevin Lowe Victoria, British Columbia and Edmonton, Alberta – 31 May to 30 June, 2005**

In late 2004, Mr Kevin Lowe, Inspector, Aboriginal Education, was invited to present a keynote address to the *12th Annual Stabilizing Languages Conference*. The address explored the similarities and differences between the Indigenous languages of the west coast of Canada and the US and those of NSW. The conference considered the issues of proactive

governmental support for Aboriginal languages, the development of supportive policies and programs and the role that these can play in the development of effective partnerships and programs with Aboriginal communities working on language revitalisation.

Mr Lowe was also asked to participate in an Indigenous languages curriculum support workshop preceding the conference. This drew together educators, Indigenous language teachers and other key personnel across British Columbia to look at factors and educational programs that lead to sustainable school-based programs.

Mr Lowe also attended the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) to investigate first hand, some of the measures being undertaken by education authorities and in schools, communities and the higher education sector to support Indigenous languages. Participants in these programs include undergraduate and graduate students interested in learning an Indigenous language or gaining expertise in the areas of linguistics, language and literacy, curriculum development, second language teaching and research.

These investigations will feed into discussions currently underway with several universities in NSW to establish a similar Institute focusing on the broad range of needs of the Aboriginal languages of eastern Australia. The establishment of this Institute is seen as critical to successful language reclamation and maintenance work in NSW.

### HSC Markers

**Mr Stephen Thomas (Supervisor of Marking, Drama)**

**Ms Miranda Jefferson (Assistant Supervisor of Marking, Drama)**

Singapore, 8–10 September 2004

**Ms Julia Henshaw (Senior Marker, Music)**

**Ms Christina Young (Senior Marker, Music)**

Singapore, 22–24 September 2004

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

**Mr Craig Malyan (Senior Marker, Visual Arts)**

**Mr Julian Beedham (Senior Marker, Visual Arts)**

Singapore, 25–27 October 2004

Hong Kong, 27–29 October 2004

The markers listed above attended the Australian International Schools in Singapore and Hong Kong, to mark HSC Visual Arts bodies of work. The schools 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 2004–2005:

#### ARTEXPRESS

Channel Ten

Chroma Australia

Grace Removals

Integral Energy

Radio 2GB

Sir William Dobell Art Foundation

The Sydney Morning Herald

#### Minister's Young Designers Award

R E Batger

NSW Government Architect

## **Waste reduction and recycling**

The Environment Protection Authority (EPA) approved the Office of the Board of Studies' Waste Reduction and Purchasing Policy (WRAPP) Plan in June 1999. The Office has included WRAPP principles in its Corporate Plans and Operational Policies and Practices.

The Office has been fully committed to recycling its paper and cardboard waste since 1993. Recycling is part of the 'Waste Reduction Hierarchy' and is one of the waste minimisation strategies included in the Office's WRAPP Plan. The Office has continued its commitment to recycling its paper and cardboard waste during the reporting period, during which time the total amount of paper recycled for the Board's Clarence Street premises was 120.0 tonnes and the total cardboard boxes recycled was 5.0 tonnes.

### **Improving Waste Avoidance and Recycling Systems Across the Office**

#### **Waste Avoidance**

The Office has made significant progress in its efforts to avoid paper waste by developing and enhancing its online services. The areas in which the Office was successful in getting technology to completely replace usage of paper are: Students Lists, Entry and Confirmation of Entry for SC and HSC Students.

Since 1998, when the Office's WRAPP Plan strategies were first introduced, the following technologies have been used to avoid waste:

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

#### **Recycling**

##### *Toner cartridges*

Since 2001 the Office has successfully engaged a contractor who accepts all types and brands of empty toner cartridges for recycling.

##### *PC monitors and equipment*

Over the last 14 years the Office has recycled the majority of written-off electronic equipment via auction. This policy will continue in the future.

##### *Waste separation to reduce waste going into landfill*

In 1998 a program was introduced across the Office to separate glass bottles, aluminium cans and P.E.T. bottles from normal refuse for recycling. This program is ongoing.

##### *Increasing the range and quantity of recycled content materials being purchased*

The Office has been purchasing a wide range of recycled paper products for several years, predominantly 'Green Wrap' recycled paper, a product of Fuji Xerox made with wastes produced within Australia.

## **Government Energy Management Program**

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

The Office is committed to achieving and sustaining reduced greenhouse gas emissions and energy cost-savings through improved energy management, greater use of 'green' energy technologies and more efficient energy-related purchasing. During the current reporting period the Office installed an energy-saving device to the fluorescent lighting system to provide energy savings of approximately 30% on normal daily operations.

This commitment is demonstrated by the consistent purchase of energy, which includes 6% Green Power from an accredited energy supplier, and a reduction in cost as well as consumption over the 1995 base year, ie an average 40% of cost and 50% of consumption.

## 5 Financial Statements

### Office of the Board of Studies

#### Year ended 30 June 2005

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 2005;
- (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 2005; 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

14 October 2005



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 2005 and its financial performance and cash flows for the year ended on that date, in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and
- (b) complies with section 45E of the *Public Finance and Audit Act 1983* (the Act).

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

#### The General Manager's Role

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

#### The Auditor's Role and the Audit Scope

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

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

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

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

My opinion does not provide assurance:

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

#### Audit Independence

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

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



P J Boulous CA  
Acting Assistant Auditor-General

SYDNEY  
17 October 2005



**CONTENTS**

<b>Statement of Financial Performance</b>	<b>96</b>
<b>Statement of Financial Position</b>	<b>97</b>
<b>Statement of Cash Flows</b>	<b>98</b>
<b>Summary of Compliance with Financial Directives</b>	<b>99</b>
<b>Notes to and forming part of the Financial Statements</b>	
1 Summary of Significant Accounting Policies	100
2 Budget Review	105
3 Expenses	106
4 Revenues	107
5 Gain on Disposal of Non-Current Assets	107
6 Acceptance by the Crown Entity of Employee Benefits and Other Liabilities	108
7 Current Assets – Cash	108
8 Current Assets – Receivables	108
9 Current Assets – Inventories	108
10 Non-Current Assets – Property, Plant and Equipment	108
11 Current Liabilities – Payables	109
12 Current/Non-Current Liabilities – Provisions	109
13 Changes in Equity	110
14 Commitments for Expenditure	110
15 Contingent Liabilities	110
16 Consultancies	110
17 Assistance Provided by Other Parties	110
18 Reconciliation of Net Cash Flows from Operating Activities to Net Cost of Services	110
19 Appropriations	111
20 Financial Instruments	111
21 Programs/Activities of the Agency	112
22 After Balance Date Events	112

## Annual Report 2005

### Statement of Financial Performance for the Year Ended 30 June 2005

	Note	Actual 2005 \$'000	Budget 2005 \$'000	Actual 2004 \$'000
<b>Expenses</b>				
Operating Expenses				
Employee related	3(a)	71,287	69,838	69,657
Other operating expenses	3(b)	21,245	21,639	22,428
Depreciation and amortisation	3(c)	1,430	1,730	1,392
Grants and subsidies	3(d)	–	490	247
<b>Total Expenses</b>		<b>93,962</b>	<b>93,697</b>	<b>93,724</b>
<b>Less:</b>				
<b>Retained Revenue</b>				
Sale of goods and services	4(a)	5,108	4,429	5,337
Investment income	4(b)	212	110	134
Grants and contributions	4(c)	1,509	400	1,096
Other Revenue	4(d)	410	262	145
<b>Total Retained Revenue</b>		<b>7,239</b>	<b>5,201</b>	<b>6,712</b>
Gain on disposal of non-current assets	5	10	10	79
<b>Net Cost of Services</b>	<b>18</b>	<b>86,713</b>	<b>88,486</b>	<b>86,933</b>
<b>Government Contributions</b>				
Recurrent appropriation	19	82,496	80,951	79,790
Capital appropriation	19	2,218	700	700
Acceptance by the Crown Entity of employee benefits and other liabilities	6	5,702	5,464	5,586
<b>Total Government Contributions</b>		<b>90,416</b>	<b>87,115</b>	<b>86,076</b>
SURPLUS/(DEFICIT) FOR THE YEAR FROM ORDINARY ACTIVITIES		3,703	(1,371)	(857)
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>3,703</b>	<b>(1,371)</b>	<b>(857)</b>
TOTAL REVENUES, EXPENSES AND VALUATION ADJUSTMENTS RECOGNISED DIRECTLY IN EQUITY		–	–	–
<b>TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS</b>	<b>13</b>	<b>3,703</b>	<b>(1,371)</b>	<b>(857)</b>

The accompanying notes form part of these statements.

## Statement of Financial Position as at 30 June 2005

	Note	Actual 2005 \$'000	Budget 2005 \$'000	Actual 2004 \$'000
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash	7	4,026	1,150	1,821
Receivables	8	1,411	642	642
Inventories	9	2,177	2,014	2,014
<b>Total Current Assets</b>		<b>7,614</b>	<b>3,806</b>	<b>4,477</b>
<b>Non-Current Assets</b>				
Property, Plant and Equipment – Plant and equipment	10	5,575	4,428	5,478
Total Property, Plant and Equipment		5,575	4,428	5,478
<b>Total Non-Current Assets</b>		<b>5,575</b>	<b>4,428</b>	<b>5,478</b>
<b>Total Assets</b>		<b>13,189</b>	<b>8,234</b>	<b>9,955</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Payables	11	703	719	1,119
Provisions	12	1,359	1,477	1,427
<b>Total Current Liabilities</b>		<b>2,062</b>	<b>2,196</b>	<b>2,546</b>
<b>Non-Current Liabilities</b>				
Provisions	12	419	404	404
<b>Total Non-Current Liabilities</b>		<b>419</b>	<b>404</b>	<b>404</b>
<b>Total Liabilities</b>		<b>2,481</b>	<b>2,600</b>	<b>2,950</b>
<b>Net Assets</b>		<b>10,708</b>	<b>5,634</b>	<b>7,005</b>
<b>EQUITY</b>				
Accumulated funds	13	10,708	5,634	7,005
<b>Total Equity</b>		<b>10,708</b>	<b>5,634</b>	<b>7,005</b>

The accompanying notes form part of these statements.

## Annual Report 2005

### Statement of Cash Flows for the Year Ended 30 June 2005

	Note	Actual 2005 \$'000	Budget 2005 \$'000	Actual 2004 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Payments</b>				
Employee related		(69,774)	(68,811)	(68,432)
Grants and subsidies		–	(490)	(247)
Other		(24,931)	(23,330)	(26,266)
<b>Total Payments</b>		<b>(94,705)</b>	<b>(92,631)</b>	<b>(94,945)</b>
<b>Receipts</b>				
Sale of goods and services		5,110	4,429	5,260
Interest received		177	110	140
Other		4,507	2,353	4,772
<b>Total Receipts</b>		<b>9,794</b>	<b>6,892</b>	<b>10,172</b>
<b>Cash Flows from Government</b>				
Recurrent appropriation		82,496	80,951	79,790
Capital appropriation		2,218	700	700
Cash reimbursements from the Crown Entity		3,919	4,087	3,790
Cash transfers to the Consolidated Fund		–	–	–
<b>Net Cash Flows from Government</b>		<b>88,633</b>	<b>85,738</b>	<b>84,280</b>
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>	18	<b>3,722</b>	<b>(1)</b>	<b>(493)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Proceeds from sale of Plant and Equipment		10	30	79
Purchases of Plant and Equipment		(1,527)	(700)	(861)
<b>NET CASH FLOWS FROM INVESTING ACTIVITIES</b>		<b>(1,517)</b>	<b>(670)</b>	<b>(782)</b>
<b>NET INCREASE/(DECREASE) IN CASH</b>		<b>2,205</b>	<b>(671)</b>	<b>(1,275)</b>
Opening Cash and Cash equivalents		1,821	1,821	3,096
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	7	<b>4,026</b>	<b>1,150</b>	<b>1,821</b>

The accompanying notes form part of these statements.

## Supplementary Financial Statements

## Summary of Compliance with Financial Directives

	2005				2004			
	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
<b>Original Budget Appropriation/Expenditure</b>								
Appropriation Act	80,461	80,461	2,218	2,218	79,543	79,543	700	700
Additional Appropriations	–	–	–	–	–	–	–	–
s21A PF & AA – special appropriation	–	–	–	–	–	–	–	–
s24 PF & AA – transfers of functions between departments	–	–	–	–	–	–	–	–
s26 PF & AA – Commonwealth specific purpose payments – IESIP	490	–	–	–	490	247	–	–
	<b>80,951</b>	<b>80,461</b>	<b>2,218</b>	<b>2,218</b>	<b>80,033</b>	<b>79,790</b>	<b>700</b>	<b>700</b>
<b>Other Appropriations/ Expenditure</b>								
Treasurer's Advance	–	919	–	–	–	–	–	–
Section 22 – expenditure for certain works and services	–	–	–	–	–	–	–	–
Transfers from another agency (section 27 of the Appropriation Act)	–	1,116	–	–	–	–	–	–
		2,035						
<b>Total Appropriations/ Expenditure/Net Claim on Consolidated Fund</b> (includes transfer payments)	<b>80,951</b>	<b>82,496</b>	<b>2,218</b>	<b>2,218</b>	<b>80,033</b>	<b>79,790</b>	<b>700</b>	<b>700</b>
<b>Amount drawn down against Appropriation</b>		<b>82,496</b>		<b>2,218</b>		<b>79,790</b>		<b>700</b>
<b>Liability to Consolidated Fund</b>								

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

## Notes to and forming part of the Financial Statements for the Year Ended 30 June 2005

### 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### (a) Reporting Entity

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

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

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

#### (b) Basis of Accounting

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

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

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

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

#### (c) Revenue Recognition

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

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

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

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

##### (ii) *Sale of Goods and Services*

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

*(iii) Investment Income*

Interest revenue is recognised as it accrues.

**(d) Employee Benefits and Other Provisions***(i) Salaries and Wages, Annual Leave, Sick Leave and On-Costs*

Liabilities for salaries and wages (including non-monetary benefits), annual leave and vesting sick leave are recognised and measured in respect of employees' services up to the reporting date at nominal amounts based on the amounts expected to be paid when the liabilities are settled.

Unused non-vesting sick leave does not give rise to a liability as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where employee benefits to which they relate have been recognised.

*(ii) Long Service Leave and Superannuation*

The Office's liabilities for long service leave, superannuation and payroll tax on superannuation are assumed by the Crown Entity. The Office accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as 'Acceptance by the Crown Entity of Employee Entitlements and other Liabilities'.

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

The increase in the long service leave and related on-cost liability resulting from the adoption of the present-value methodology is not attributed to any change in AASB 1028. The adoption of the present-value method has arisen as part of a periodic review of the appropriateness of the shorthand 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 employees' 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

## Annual Report 2005

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:

	2005	2004
Plant and Equipment		
Computer hardware	4 years	4 years
Computer software (depending on expected usage)	4–10 years	4–10 years
Office furniture	10–15 years	10–15 years
Office equipment	5 years	5 years
Plant and machinery	10 years	10 years
Building Improvements	10–15 years	10–15 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 5%.

### (g) Administered Activities

The Office has no administered activities.

### (h) Board Fees

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

### (i) Restricted Assets

The Office holds monies donated for the Brother John Taylor Memorial Trust (\$14,271) and for the Mary Besley Biology Teachers award (\$404). The Brother John Taylor Memorial Trust recognises a HSC student who has overcome significant disadvantage to achieve academic excellence. The Mary Besley Biology Teachers award recognises outstanding achievement in Biology. Interest earned from the investment of these assets is used to provide cash awards to the recipients.

**(j) Insurance**

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

**(k) Leased Assets**

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

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

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

**(m) Receivables**

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

**(n) Payables**

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

**(o) Budgeted amounts**

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

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

The Office will apply the Australian equivalents to International Financial Reporting Standards (AEIFRS) from 2005–06.

The following strategy is being implemented to manage the transition to AEIFRS:

- the Office's Finance Committee is overseeing the transition
- the Manager, Finance is responsible for the project and reports to the Committee on progress against the implementation plan.

To date, the Office has identified the key impact areas and taken the necessary steps to implement the changes required. An independent internal audit review has been undertaken to review the impacts identified and provide additional advice.

The Office has determined the key areas where changes in accounting policies are likely to impact the financial report. Some of these impacts arise because AEIFRS requirements are different from existing AASB requirements (GAAP). Other impacts are likely to arise from options in AEIFRS. To ensure consistency at the whole of government level, NSW Treasury has advised agencies of options it is likely to mandate for the NSW Public Sector. The impacts disclosed below reflect Treasury's likely mandates (referred to as 'indicative mandates').

## Annual Report 2005

Shown below are management's best estimates as at the date of preparing the 30 June 2005 financial report of the estimated financial impacts of AEIFRS on the Office's equity and profit/loss. The Office does not anticipate any material impacts on its cash flows. The actual effects of the transition may differ from the estimated figures below because of pending changes to the AEIFRS, including the UIG Interpretations and/or emerging accepted practice in their interpretation and application. The Office's accounting policies may also be affected by a proposed standard designed to harmonise accounting standards with Government Finance Statistics (GFS). This standard is likely to change the impact of AEIFRS and significantly affect the presentation of the income statement. However, the impact is uncertain, because it depends on when this standard is finalised and whether it can be adopted in 2005–06.

### (a) Reconciliation of key aggregates

Reconciliation of equity under existing Standards (AGAAP) to equity under AEIFRS:

	Notes	30 June 2005** \$'000	1 July 2004* \$'000
<b>Total equity under AGAAP</b>		10,708	7,005
Adjustments to accumulated funds			
Recognition of restoration costs	1	(69)	
Effect of discounting long-term annual leave	2	3	
Recognition of inventory distributed for free	3	308	643
<b>Total equity under AEIFRS</b>		<b>10,950</b>	<b>7,648</b>

\*adjustments as at date of transition \*\*cumulative adjustments as at date of transition plus the year ended 30 June 2005

Reconciliation of surplus/(deficit) under AGAAP to surplus/(deficit) under AEIFRS:

Year ended 30 June 2005	Notes	\$'000
Surplus/(deficit) under AGAAP		3,703
Restoration costs	1	(69)
Long-term annual leave	2	3
Recognition of inventory distributed for free	3	(335)
Surplus/(deficit) under AEIFRS		3,302

Based on the above, if AEIFRS were applied in 2004/05 this would increase the Net Cost of Services from \$86,715 to \$87,116.

### Notes to tables above

1. AASB 116 requires the cost and fair value of property, plant and equipment to be increased to include the estimated restoration costs, where restoration provisions are recognised under AASB 137 Provisions, Contingent Liabilities and Contingent Assets. These restoration costs must be depreciated and the unwinding of the restoration provision must be recognised as a finance expense. This treatment is not required under current AGAAP.

2. AASB 119 requires present-value measurement for all long-term employee benefits. Current AGAAP provides that wages, salaries, annual leave and sick leave are measured at nominal value in all circumstances. The Office has long-term annual leave benefits and accordingly will measure these benefits at present value, rather than nominal value, thereby decreasing the employee benefits liability and changing the quantum of the annual leave expense.

3. AASB 102 requires that not-for-profit entities measure inventory held for distribution at no or nominal consideration at the lower of cost and net realisable value.

**(b) Financial Instruments**

In accordance with NSW Treasury's indicative mandates, the Office will apply the exemption provided in AASB 1 *First-time Adoption of Australian Equivalents to International Financial Reporting Standards* not to apply the requirements of AASB 132 *Financial Instruments: Presentation and Disclosures* and AASB 139 *Financial Instruments: Recognition and Measurement* for the financial year ended 30 June 2005. These Standards will apply from 1 July 2005. None of the information provided above includes any impacts for financial instruments. However, when these Standards are applied, they are likely to impact on retained earnings (on first adoption) and the amount and volatility of profit/loss. Further, the impact of these Standards will in part depend on whether the fair value option can or will be mandated consistent with Government Finance Statistics.

**(c) Grant recognition for not-for-profit entities**

The Office will apply the requirements in AASB 1004 Contributions regarding contributions of assets (including grants) and forgiveness of liabilities. There are no differences in the recognition requirements between the new AASB 1004 and the current AASB 1004. However, the new AASB 1004 may be amended by proposals in Exposure Draft (ED) 125 *Financial Reporting by Local Governments*. If the ED 125 approach is applied, revenue and/or expense recognition will not occur until either the Office supplies the revenue-related goods and services (where grants are in-substance agreements for the provision of goods and services) or until conditions are satisfied. ED 125 may therefore delay revenue recognition compared with AASB 1004, where grants are recognised when controlled. However, at this stage, the timing and dollar impact of these amendments is uncertain.

**2 BUDGET REVIEW****Net cost of services**

The actual net cost of services in 2005 was lower than budget by \$1.773m. This was primarily due to lower expenditure arising from greater effectiveness of the Office's cost savings and efficiency measures, and additional revenue from examination fees and Commonwealth grants funded programs.

**Assets and liabilities**

Current assets were higher than budget by \$3.808m due to increases in cash, receivables and inventories. The increase in cash was due to increased hypothecated revenues being received.

Non-current assets were higher than budget by \$1.147m due to increases in asset purchases as a result of supplementary capital funding allocated by Treasury post-budget arising from the change of Government policy leading to the purchase rather than lease of information and communications technology equipment.

**Cash flows**

Net Cash Flows from Operating Activities was higher than budget by \$3.723m due to an increase in net actual receipts over payments.

Net Cash Flows from Investing Activities exceeded the budget by \$0.847m due to increases in equipment purchases as a result of supplementary capital funding allocated by Treasury post budget.

## Annual Report 2005

	<b>2005</b>	<b>2004</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>3 EXPENSES</b>		
<b>(a) Employee related expenses</b>		
Salaries and Wages (including recreation leave)	61,660	60,294
Superannuation	4,682	4,552
Long service leave	756	816
Workers compensation insurance	282	313
Payroll tax and fringe benefit tax	3,907	3,682
	<b>71,287</b>	<b>69,657</b>
<b>(b) Other operating expenses</b>		
Auditor's remuneration		
- audit of financial report	39	38
Computing expenses	2,101	2,083
Insurance	95	93
Postage	875	1,239
Printing and publishing	2,845	3,037
Marking centre rental	3,783	3,643
Operating lease rental	2,872	2,889
Security	1,501	1,591
Travel and accommodation	1,835	1,904
Stationery and consumables	534	558
Motor vehicles	588	717
Furniture and equipment	972	1,220
Telephones	343	411
Bad and doubtful debts	1	(4)
Other Expenses	2,861	3,009
	<b>21,245</b>	<b>22,428</b>
<b>(c) Depreciation and amortisation expense</b>		
Depreciation:		
Building improvements	112	112
Plant and equipment	1,318	1,280
	<b>1,430</b>	<b>1,392</b>
<p>In 2004 a review of the useful life of assets resulted in a number of assets having their estimated life increased. Major building improvements and office furniture were increased from 10 to 15 years as a result of an extension of the office accommodation lease to 2012. Other in-house examination software was increased from 4 to 10 years.</p>		
<b>(d) Grants and Subsidies</b>		
Indigenous Education Initiatives	-	247
	<b>-</b>	<b>247</b>

	<b>2005</b>	<b>2004</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>4 REVENUES</b>		
<b>Revenue Arising from Operating Activities</b>		
<b>(a) Sale of goods and services:</b>		
Sale of teaching kits and publications	888	1,272
Rendering of services:		
HSC and School Certificate user charges	1,158	1,199
Music Examination Advisory Board fees	2,597	2,512
Exhibition fees	465	354
	<b>5,108</b>	<b>5,337</b>
<b>(b) Investment Income</b>		
Interest	<b>212</b>	<b>134</b>
<b>(c) Grants and Contributions</b>		
Aboriginal Education	889	535
Vocational Education and Training	411	287
Information Technology projects	169	215
Other	40	59
	<b>1,509</b>	<b>1,096</b>
<b>(d) Other Revenue</b>		
Insurance claims	79	31
Design and editing services	174	–
Rental income	19	–
Other	138	114
	<b>410</b>	<b>145</b>
<b>5 GAIN ON DISPOSAL OF NON-CURRENT ASSETS</b>		
Gain on disposal of plant and equipment		
Proceeds from disposal	10	79
Written-down value of assets disposed	–	–
<b>Net gain on disposal of plant and equipment</b>	<b>10</b>	<b>79</b>

## Annual Report 2005

	2005 \$'000	2004 \$'000
<b>6 ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES</b>		
The following liabilities and/or expenses have been assumed by the Crown Entity:		
Superannuation	4,682	4,552
Long service leave	739	761
Payroll tax	281	273
	<b>5,702</b>	<b>5,586</b>
<b>7 CURRENT ASSETS – Cash</b>		
Cash at bank and on hand	4,026	1,821
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.		
<b>Cash (per Statement of Financial Position)</b>	<b>4,026</b>	<b>1,821</b>
<b>Closing Cash and cash Equivalents (per Statement of Cash Flows)</b>	<b>4,026</b>	<b>1,821</b>
<b>8 CURRENT ASSETS – Receivables</b>		
Sale of goods and services	77	115
Less: Provision for Doubtful Debts	(2)	(2)
Sundry government debtors	982	289
Other debtors	151	212
Prepayments	203	28
	<b>1,411</b>	<b>642</b>
<b>9 CURRENT ASSETS – Inventories</b>		
At Cost		
Publications/Stock	2,292	2,120
Less provision for obsolescence	(115)	(106)
	<b>2,177</b>	<b>2,014</b>
<b>10 NON-CURRENT ASSETS – Property, Plant and Equipment</b>		
<b>Building Improvements</b>		
At Fair Value	2,280	2,280
Accumulated Depreciation at Cost	(1,496)	(1,384)
	<b>784</b>	<b>896</b>
<b>Plant and Equipment</b>		
At Fair Value	11,286	11,082
Accumulated Depreciation at Cost	(6,495)	(6,500)
	4,791	4,582
<b>Total Property, Plant and Equipment at Net Book Value</b>	<b>5,575</b>	<b>5,478</b>

**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.

	<b>Plant and Equipment \$'000</b>	<b>Building Improvements \$'000</b>	<b>Total \$'000</b>
<b>2005</b>			
Carrying amount at start of year	4,581	897	5,478
Additions	1,527		1,527
Disposals			
Written down value of assets written off			
Depreciation expense	(1,318)	(112)	(1,430)
<b>Carrying amount at end of year</b>	<b>4,790</b>	<b>785</b>	<b>5,575</b>
<b>2004</b>			
Carrying amount at start of year	5,000	1,009	6,009
Additions	861		861
Disposals			
Written down value of assets written off			
Depreciation expense	(1,280)	(112)	(1,392)
<b>Carrying amount at end of year</b>	<b>4,581</b>	<b>897</b>	<b>5,478</b>
	<b>2005</b>	<b>2004</b>	
	<b>\$'000</b>	<b>\$'000</b>	
<b>11 CURRENT LIABILITIES – Payables</b>			
Accrued salaries and wages	70	143	
Creditors	404	600	
Relief staff costs	118	262	
Other	111	114	
<b>Total Current Liabilities – Payables</b>	<b>703</b>	<b>1,119</b>	
<b>12 CURRENT/NON-CURRENT LIABILITIES – Provisions</b>			
<b>Employee benefits and related on-costs</b>			
Recreation leave	1,314	1,383	
Long service leave on-costs	165	16	
Payroll tax on LSL payable	299	28	
<b>Total Provisions</b>	<b>1,778</b>	<b>1,427</b>	
<b>Aggregate employee benefits and related on-costs</b>			
Provisions – current	1,359	1,383	
Provisions – non-current	419	404	
Accrued Salaries and Wages (Note 11)	70	143	
	<b>1,848</b>	<b>1,930</b>	

## Annual Report 2005

	2005 \$'000	2004 \$'000
<b>13 CHANGES IN EQUITY</b>		
<b>Accumulated Funds</b>		
Balance at the beginning of the financial year	7,005	7,862
Surplus/(deficit) for the year	3,703	(857)
<b>Balance at the end of the financial year</b>	<b>10,708</b>	<b>7,005</b>
<b>14 COMMITMENTS FOR EXPENDITURE</b>		
<b>(a) Operating lease commitments</b>		
Future non-cancellable operating lease rentals not provided for and payable:		
Not later than one year	3,112	3,397
Later than one year and not later than five years	9,539	10,493
Later than five years	4,240	6,471
<b>Total (including GST)</b>	<b>16,891</b>	<b>20,361</b>
Operating lease commitments relate to office accommodation, motor vehicles and computer equipment.		
<b>(b) Other expenditure commitments</b>		
Aggregate other expenditure for the acquisition of goods and services contracted for at balance date and not provided for:		
Not later than one year	314	630
<b>Total (including GST)</b>	<b>314</b>	<b>630</b>
The total 'Commitments for Expenditure' above includes input tax credits of \$1.565m that are expected to be recoverable from the Australian Taxation Office.		
<b>15 CONTINGENT LIABILITIES</b>		
<b>Contingent Liabilities</b>		
The Office is unaware of any contingent liabilities or assets existing as at 30 June 2005.		
<b>16 CONSULTANCIES</b>		
The Office did not engage any consultancies during the year ended 30 June 2005.		
<b>17 ASSISTANCE PROVIDED BY OTHER PARTIES</b>		
During the year there was no assistance provided to the Office by any other party for which financial consideration was not paid.		
<b>18 RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES</b>		
Net Cash used on Operating Activities	3,722	(493)
Cash Flows from Government/Appropriations	(84,714)	(80,490)
Depreciation	(1,430)	(1,392)
(Increase)/decrease in employee entitlements	53	(15)
Acceptance by the Crown Entity of employee benefits and other liabilities	(5,702)	(5,586)
Increase/(decrease) in receivables	769	(170)
(Increase)/decrease in payables	416	447
Increase/(decrease) in inventories	163	687
Net gain/(loss) on sale of plant and equipment	10	79
<b>Net Cost of Services</b>	<b>(86,713)</b>	<b>(86,933)</b>

	<b>2005</b>	<b>2004</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>19 APPROPRIATIONS</b>		
<b>Recurrent Appropriations</b>		
Total recurrent drawdowns from Treasury (per Summary of Compliance)	82,496	79,790
Less: Liability to Consolidated Fund (per Summary of Compliance)	–	–
<b>Total</b>	<b>82,496</b>	<b>79,790</b>
Comprising:		
Recurrent appropriations (per Statement of Financial Performance)	82,496	79,790
Transfer payments	–	–
<b>Total</b>	<b>82,496</b>	<b>79,790</b>
<b>Capital Appropriations</b>		
Total capital drawdowns from Treasury (per Summary of Compliance)	2,218	700
Less: Liability to Consolidated Fund (per Summary of Compliance)	–	–
<b>Total</b>	<b>2,218</b>	<b>700</b>
Comprising:		
Capital appropriations (per Statement of Financial Performance)	2,218	700
Transfer payments	–	–
<b>Total</b>	<b>2,218</b>	<b>700</b>

## 20 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	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 %	2004 %
<b>Financial Assets</b>								
Cash	4,026	1,821	–	–	4,026	1,821	4.33	4.06
Receivables	–	–	1,411	642	1,411	642	N/A	N/A
<b>TOTAL FINANCIAL ASSETS</b>	<b>4,026</b>	<b>1,821</b>	<b>1,411</b>	<b>642</b>	<b>5,437</b>	<b>2,463</b>		
<b>Financial Liabilities</b>								
Payables	–	–	633	976	633	976	N/A	N/A
<b>TOTAL FINANCIAL LIABILITIES</b>	<b>–</b>	<b>–</b>	<b>633</b>	<b>976</b>	<b>633</b>	<b>976</b>		

There are no fixed interest financial instruments.

## Annual Report 2005

### (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.

## 21 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.

## 22 AFTER BALANCE DATE EVENTS

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

End of Audited Financial Statements

## 6 Appendices

### Appendix 1 Australian Music Examinations Board and Aboriginal Education Consultative Group

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

#### Australian Music Examinations Board (AMEB)

##### Contact Details

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

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

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

NSW State Manager: **Ms Marion Sinclair**

The principal activities of the AMEB (NSW) during 2004–2005 are outlined below. Further information about the AMEB is available from the address supplied.

##### Role and Structure

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

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

##### Annual Presentation Ceremony

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

The AMEB shields were also presented in the following categories:

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

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

Between the presentations the large audience was treated to performances by some of the successful candidates: Nathaniel Kong (piano), Anna Lau (speech and drama), Patrick Suthers (violoncello) and Amanda Tse (violin).

### 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 2004/2005 the MusicLink! program presented workshops in Temora – piano, Orange – brass/strings/woodwind, Dubbo – brass band, Wagga Wagga – woodwind and Forbes – piano. 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 total attendance at these workshops was 393.

### Diploma Workshops

In February a workshop was conducted for Speech and Drama teachers to launch two new syllabuses, Drama and Performance and Voice and Communication, and to assist them when preparing candidates for AMEB examinations. The workshop was led by the AMEB (NSW) Speech and Drama Adviser, Victoria Clancy, and attracted 45 participants.

A workshop for Music teachers and candidates working towards diploma examinations was held in conjunction with the Sydney Conservatorium Access Centre. Led by last year's Federal Examiner, Dr David Lockett, the workshop attracted 59 teachers and diploma candidates. The AMEB (NSW) also participates in the Summer and Winter Music Festivals in association with the Sydney Conservatorium Access Centre.

### AMEB (NSW) Board

(as at 30 June 2005)

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

### **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](mailto:info@nswaecg.com.au)  
Website: [www.nswaecg.com.au](http://www.nswaecg.com.au)

President: **Mr Dave Ella**

#### **Mission and Goals**

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

The vision of the NSW Aboriginal Education Consultative Group (AECG) Inc is to empower Aboriginal parents and communities to be involved in education and training, and, through community-based advice and advocacy, work with authorities and providers to improve Aboriginal people's outcomes in education and training.

The aim is to provide the highest level of informed decision-making to ensure culturally appropriate delivery of education and training programs for Aboriginal learners and to ensure that all Australians are better informed on Aboriginal history, culture and relevant current issues.

The President of the NSW AECG Inc. is a ministerial nominee on the Board of Studies. As such, the NSW AECG Inc. is involved in all aspects of the Board's planning, policy and strategy.

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

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

The NSW AECG Inc. looks forward to continued collaboration in order to improve outcomes for Aboriginal students in all schooling, as well as ensuring the education of all students about Aboriginal Australia within the context of understanding the true and shared history of our land.

#### **Board Curriculum Committees**

AECG participation on BCCs is of paramount importance. It ensures that curriculum effectively meets the needs of Aboriginal students and promotes awareness and understanding of Aboriginal Australia by all students. The NSW AECG Inc. continues its representation on BCCs and provides advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabus, curriculum and teaching.

BCCs were inactive during this reporting period, as all Board syllabus documents had been completed. However, the NSW AECG Inc. was represented on the Board's Primary Curriculum Committee, which reviewed the mandatory outcomes of the *K-6 Human Society and Its Environment (HSIE) Syllabus*.

### **Aboriginal Languages**

The NSW AECG Inc. was instrumental in providing advice to the Aboriginal Curriculum Unit in relation to the *Aboriginal Languages K-10 Syllabus* and the corresponding support materials, developed as part of the State Government's 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, and that all people have the right to learn their own language, particularly in their own country. The capacity to learn and use these unique Australian languages will assist students to develop a strong sense of identity and self-esteem.

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

From the beginning of the 2005 school year, the Aboriginal Languages syllabus has been implemented in high schools. The participation of local and regional AECGs, facilitated through Board officers, has been instrumental in providing support and guidance to school communities across the State to help them in the process of teaching relevant Aboriginal languages.

### **Partnerships**

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

During this reporting period, the NSW AECG Inc. and the Department of Education and Training continued to work together on the Ministerial Review of Aboriginal Education. The NSW AECG Inc. facilitated meetings across NSW to inform the review teams about issues affecting Aboriginal student engagement in education across all levels from pre-school to TAFE and university. Following the completion of the Review, the NSW AECG Inc. has worked with the Department of Education and Training to implement the recommendations of the Review in the most effective way possible.

The NSW AECG Inc. places the highest emphasis on this review affecting policy and strategy to bring about positive improvements. Some recommendations from the review will have implications for the Board of Studies in terms of effective curriculum development and delivery.

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

## 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.

823 HSC students who achieved Band 6 standard (a mark of 90 or above) in 10 or more units were presented with the prestigious Premier's Trophy by the then Premier of New South Wales, the Hon Bob Carr, MP, and the Minister for Education and Training, the Hon Carmel Tebbutt, MP, at a ceremony held at the Sydney Convention and Exhibition Centre, Darling Harbour, in February 2005.

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

### First in Course Award Ceremony

The Hon Dr Andrew Refshauge, MP, then Deputy Premier, Minister for Education and Training, and Minister for Aboriginal Affairs, presented certificates to about 120 HSC students who achieved first place within the highest band in a course. More than 400 people attended the ceremony that was held at the Sydney Conservatorium of Music on Thursday 16 December 2004, the day prior to the release of Higher School Certificate results.

### 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 Hon Carmel Tebbutt, MP, Minister for Education and Training, presented the prize for 2004 to Nicole Sugden of James Sheehan Catholic High School at the annual Premier's Awards for Excellence in the Higher School Certificate in February 2005.

Ms Sugden completed her HSC with her original cohort, despite having been involved in a serious car accident 18 months earlier. She achieved a mark in the top two performance bands in every course, and gained a place on the distinguished achievers list for Modern History, a course she only began studying at the beginning of Year 12. Ms Sugden is widely recognised in her community as being an inspiration and role model to all students.

### Aboriginal Studies Awards

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

## **ARTEXPRESS**

ARTEXPRESS is an annual exhibition of outstanding artworks by HSC students. In 2004–2005, the works of 288 students from both government and non-government schools were selected for exhibition from over 8500 submissions for the artmaking component of the 2004 Visual Arts examination. ARTEXPRESS was held in Sydney from January to April 2005 at the Art Gallery of NSW, David Jones' City Store, the UNSW College of Fine Arts, the Hazelhurst Regional Gallery and Arts Centre and, for the first time, at Sydney Olympic Park. Works from the metropolitan exhibitions and additional works were combined for the touring exhibition to galleries in Newcastle, Griffith, Bathurst, Lismore, Armidale and Goulburn. Also for the first time, the catalogue was produced in CD-ROM format only.

## **DesignTECH**

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

Between March and May 2005, the exhibition also toured the regional centres of Armidale, Mudgee, Newcastle, Port Macquarie, Wagga Wagga and Wollongong.

## **ENCORE**

The annual ENCORE concert of outstanding performances and compositions from HSC Music students was presented to full houses at both matinee and evening performances in the Concert Hall at the Sydney Opera House on 21 February 2005. The concerts featured a diverse program representing all the HSC Music courses and comprising fourteen performances and five compositions.

## **OnSTAGE**

OnSTAGE is a season of performances and an exhibition of exemplary individual and group works representing the different syllabus categories for study in the HSC Drama course. OnSTAGE ran from 5–12 February 2005 at the Seymour Theatre Centre, Sydney. It included matinee and evening performances and the exhibition of 40 projects in the theatre foyer. Writers OnSTAGE/OnSCREEN was shown in the Everest Theatre at the Seymour Theatre Centre in 2005 and included screening of three video dramas and two rehearsed readings of outstanding scripts.

## **Minister's Young Designers Awards (MYDA)**

At a ceremony in the Muse Gallery, Sydney Institute of TAFE, Ultimo, the then Deputy Premier and Minister for Education and Training, Dr Andrew Refshauge, MP, presented awards to 27 innovative Design and Technology students in Years 7 and 8. With 2004 being the Year of the Built Environment, students were given the optional brief to design a project that would contribute to the built environment.

### Appendix 3 Major Assets

The following major assets were acquired:

	\$'000
Network servers	105
Storage area network	88
HSC web servers	37
Network desktop computers	244
Laptop computers	155
Scanning software	116
Docuprint 90 laser printer	58
Upgrade of Kodak scanner	44
Computer Skills Assessment software	216
Examination system upgrade	354
Mitsubishi truck	42
<b>Total</b>	<b>1,459</b>

### Appendix 4 Statutory Disclosure Requirements

#### Funds granted to non-government community organisations

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

#### Legal change

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

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

secondary education (Years 7 to 10) and the requirements for registration and with effect from the proclamation date and from the effective date of the rules in the manual with respect to the other amendments to the Act for all other non-government schools.

In July 2004, the Government enacted the *Institute of Teachers Act 2004*. This Act amended the registration requirements contained in Section 47(d) of the *Education Act 1990* concerning the experience and qualifications requirements of teaching staff in non-government schools. This amendment commenced in August 2004 and the associated rules in the Board's manuals took effect from August 2005.

#### **Economic/other factors affecting the achievement of operational objectives**

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

#### **Major works in progress**

The Office's total expenditure to completion on enhancements to its computer systems to support the revision of the Board's Years 7 to 10 syllabuses was \$0.9 million to 30 June 2005.

#### **Land disposal**

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

#### **Subsidiaries, partnerships, joint ventures and other associations**

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

#### **Investment management performance**

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

#### **Liability and management performance**

The Office of the Board of Studies does not have a level of debt at or above the level determined by the Treasurer. Accordingly the relevant sections of the Annual Report Acts and Regulations do not apply.

#### **Executive remuneration**

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

Position title and SES level	President Board of Studies SES Level 5
Name of occupant	Professor Gordon Stanley
Total remuneration package	\$228,665

#### **Additional matters**

There were no additional matters arising after 30 June 2004 and prior to the submission of the Annual Report that were expected to have a significant effect on the Board's operations or clientele.

### **Appendix 5 Credit Card Compliance**

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

### **Appendix 6 Equal Employment Opportunity**

During the reporting period the Office:

- continued its sponsorship of and support for child care arrangements for staff
- continued efforts to make training and development opportunities available to all staff.

### **Appendix 7 Disability Action Plan**

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

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

### **Appendix 8 Privacy Management Plan**

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

The purpose of the Plan is to:

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

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

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

## Appendix 9 Ethnic Affairs Priorities Statement

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

- An extensive range of language courses has been maintained with 64 Board Developed Courses in 38 languages examined for the 2004 HSC. Implementation of 17 new K–10 syllabuses in languages began in 2005 with students in Years 7 and 9.
- The Board Languages Inspector continues membership of the Community Languages Schools Board.
- Guidelines specifying that examination questions are to be accessible to all candidates and ‘free of culture or gender bias, stereotyping or tokenism’ were used in the development of 2004 SC and HSC examinations.
- A number of School Certificate and Higher School Certificate papers were provided with an additional review by an expert in literacy and English as a Second Language (ESL) to ensure that the papers were accessible for ESL students in appropriate subject areas.

Strategies to promote the Board’s commitment to ethnic affairs in NSW for 2005–2006 include the following:

- Cross-curriculum content statements were used by writers in the revision of the Years 7–10 curriculum. Statements that have guided these developments include ‘Difference and Diversity’ and ‘Multicultural’. Their use ensures that all Years 7–10 students will receive education with a multicultural perspective, regardless of the subjects they are undertaking. The distribution of syllabuses has been followed by the distribution of related support materials in 2004–2005.
- Presentations by Board of Studies Liaison Officers continue to be expanded to promote community understanding of changes to school curriculum and assessment, particularly with regard to the revision of the Years 7–10 curriculum.
- The review of examination papers from an ESL perspective, in addition to the standard checks to ensure papers are accessible to all students, will continue to be expanded as appropriate.

## Appendix 10 Action Plan for Women

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

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

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

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

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

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

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

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

## Appendix 11 Profiles of Board Members

### President

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

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

### Ex-officio Members

#### **Mr Trevor Fletcher, BEd, DipTeach**

Mr Fletcher is Deputy Director-General, Schools, NSW Department of Education and Training. He has held a number of high-level positions in the educational system in three states, Victoria, South Australia and New South Wales. In his career Mr Fletcher coordinated the design and implementation of an accreditation program for principals and oversaw the

introduction of a performance assessment system for principals. Mr Fletcher places special focus on the building of capacity among teachers and education leaders, and on schools, regions and centre working together in a climate of joint partnership.

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

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

**Ms Leslie Loble, BSc, MPubAdmin**

Ms Loble is Deputy Director-General, Strategic Planning and Regulation, NSW Department of Education and Training. She is a member of the Department's Board of Management and a member of the NSW Board of Vocational Education and Training. Ms Loble chairs the NSW Non-government Schools Advisory Committee, the Board of Vocational Education and Training Curriculum Advisory Committee and the NSW Schools Consortium. National responsibilities include the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Schools Resourcing Taskforce and chairing the Australian Information and Communications Technology in Education Committee (AICTEC). Before coming to Australia in 1998, Ms Loble served in President Bill Clinton's Administration for five years as part of the top management team at the US Department of Labor.

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

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

**Appointed Members**

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

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

**Professor Anthony Baker, BSc(Hons), PhD, FRACI, FAICD**

Professor Baker is Chair of the Committee of Chairs of Academic Boards and Senates of Universities in NSW and ACT. He is Chair of the Academic Board and Professor of Chemistry at the University of Technology, Sydney. Professor Baker is also a member of the Higher Education Advisory Committee of the NSW Department of Education and Training.

**Ms Caroline Benedet, BEd**

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

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

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

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

Brother Canavan has been Executive Director of Schools, Catholic Education Office Sydney, since 1987. He has worked for the Catholic Education Office for more than 30 years, following 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 Janet Chan, DipTeach, 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 NSW Primary Principals' Association, being a member of both the Curriculum and Assessment and Reporting Reference Groups and chair of the Sydney West Forum Committee.

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

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

### **Mr Charles Davison**

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

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

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

### **Mr Dave Ella**

Mr Ella is President of the NSW Aboriginal Education Consultative Group Inc. He holds a Diploma in Education, chairs the Board of Studies' Aboriginal Education Advisory Committee and is a member of the Director-General's Aboriginal Education Advisory Committee for the NSW Department of Education and Training. Mr Ella has a strong interest in professional development and career paths for Aboriginal teachers, equity and vocational education and training to help improve the education outcomes of Aboriginal students.

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

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

### **Ms Susan Gazis, AM, MCom, BA, MA, DipEd**

Ms Gazis has 21 years teaching experience in NSW State high schools. She has been seconded to work with the NSW Institute of Teachers. Ms Gazis is the Head Teacher, English at St George Girls' High School. She has been involved with syllabus development in English, Drama and Society and Culture. Ms Gazis is also a HSC Supervisor of Marking. She is currently the President of the NSW Professional Teachers' Council and is the Past President of the Australian Association for the Teaching of English and the NSW English Teaching Association.

### **Mr John Gelling, TC, BSc, MEd**

Mr Gelling has had 34 years teaching experience, including 10 years as a secondary principal and a two-year period as Executive Officer of the Australian Secondary Principals' Association.

He was Director of Curriculum in the ACT for a number of years and was also a member of the Secondary Colleges Planning Team. Since retirement he has been actively involved in national projects on Leadership and Management Training of Principals, and School Business Industry Links.

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

Mr Grumley has 31 years teaching experience in both secondary (government and private) and tertiary sectors. He has also been involved in HSC and School Certificate marking, examination committees and syllabus development. Mr Grumley is currently Head Teacher, English, Catherine McAuley Westmead.

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

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

**Ms Deborah Lloyd, BSocSci, BEd**

Ms Lloyd is a life member of the Federation of Parents and Citizens' Associations and is active at school, district, regional and state levels. Her interests are in the areas of equity, community development and student-centred curriculum. She brings a rural perspective, and is the parent of school-aged children.

**Professor Kevin McConkey, BA(Hons), PhD**

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

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

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

**Mr Ian Morris**

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

**Ms Jennifer Neary, BA, DipEd, FAIM, FAICD**

Ms Neary was until recently the Head of Knowledge Management at Insurance Australia Group and has had extensive experience as an executive in the insurance industry and in the public sector in a variety of portfolios including Education. She commenced her career as a secondary Mathematics teacher. She is now a professional company director.

**Mr Mark Wilson**

Mr Wilson is a member of the Federation of Parents and Citizens' Associations and active at school, district, regional and state levels.

**Ms Suzette Young, BA, DipEd, MA**

Ms Young is Principal at Willoughby Girls High School and is currently a Deputy President of the NSW Secondary Principals' Council. She has worked in public education for 30 years in a

variety of posts. Ms Young is a past President of the English Teachers Association of NSW, was a Supervisor of HSC Marking and lectured for four years in the teacher education program at Macquarie University. Her interests are in pedagogy, leadership and professional learning.

**Ms Theresia Zadkovich, BA, DipTeach, DipEnvSt**

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

**Board Meetings and Attendance of Members of the Board of Studies**

MEMBER	2004				2005			
	27/7	14/9	26/10	14/12	8/2	22/3	3/5	14/6
Prof A Baker (from August 2004)		✓	✓	✓	✓		✓	✓
Mr I Baker (for July 2004)	✓							
Ms C Benedet	✓	✓	✓	✓	✓	✓	✓	✓
Ms D Butland (until July 2004)	✓							
Br K Canavan	✓	✓		✓		✓	✓	✓
Ms J Chan	✓	✓	✓		✓	✓	✓	✓
Dr B Croke	*	✓	✓	✓	✓		✓	✓
Mr C Davison (until August 2004)	✓							
Assoc Professor S Dockett	✓	**	✓	✓	✓	✓	✓	✓
Mr D Ella (from August 2004)		✓	✓	✓		✓	✓	✓
Mr T Fletcher (from January 2005)					✓	✓	✓	✓
Dr M Fogarty	✓	✓	✓	✓	✓	✓		✓
Ms S Gazis	✓		✓	✓	✓	✓	✓	✓
Mr J Gelling	✓	✓	**	✓	✓	✓	✓	✓
Mr L Grumley	✓	✓	✓	✓	✓	✓	✓	✓
Mr P Heath	✓	✓	✓	✓	✓	✓	✓	✓
Dr A Laughlin (until December 2004)	✓	✓	✓	✓				
Ms D Lloyd (from August 2004)		✓	✓	✓	✓	✓	✓	✓
Ms L Loble	✓	✓	✓	✓	✓	✓		✓
Prof K McConkey (until July 2004)	✓							
Dr M Martin (from August 2004)		✓	✓	✓	✓	✓		✓
Mr I Morris (until July 2004)	✓							
Ms J Neary		✓	✓	✓	✓	✓	**	**
Mr R Shreeve	✓	✓	✓	✓	✓	✓	✓	✓
Prof G Stanley	✓	✓	✓	✓	✓	✓	✓	✓
Mr M Wilson (from August 2004)		✓	✓	✓		✓	✓	
Ms S Young	✓	✓	✓	✓	✓	✓	✓	
Ms T Zadkovich (until April 2005)	✓	✓	✓		✓	✓		

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

\*\* 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.

#### Section A: New requests

FOI request	Personal		Other		Total	
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
New (including transferred in)	3	18	5	8	10	26
Brought forward	1	0	1	0	2	0
Total to be processed	4	18	6	8	10	26
Completed	4	18	5	8	9	26
Transferred out	0	0	0	0	0	0
Withdrawn	0	2	1	2	1	2
<b>Total processed</b>	4	18	6	8	10	26
Unfinished (carried forward)	0	1	1	0	1	1

#### Section B: What happened to completed requests?

Result of FOI requests	Personal		Other	
	2003-04	2004-05	2003-04	2004-05
Granted in full	1	4	0	4
Granted in part	1	2	3	2
Refused	2	12	2	2
Unfinished	0	0	0	0
Completed	4	18	5	8

#### Section C: Ministerial certificates – number issued during period

	2003-04	2004-05
Ministerial certificates issued	0	0

#### Section D: Formal consultations

	2003-04	2004-05
Number of requests requiring formal consultation(s)	1	1

Section E: Amendment of personal records

	2003-04	2004-05
Result of amendment – agreed	0	0
Result of amendment – refused	0	0
<b>Total</b>	<b>0</b>	<b>0</b>

Section F: Notation of personal records

	2003-04	2004-05
Number of requests for notation	0 0	0 0

Section G: FOI requests granted in part or refused

Basis of disallowing or restricting	Personal		Other	
	2003-04	2004-05	2003-04	2004-05
Section 19 (applic. incomplete, wrongly directed)	0	0	0	2
Section 22 (deposit not paid)	0	1	0	0
Section 25 (1)(a1) (diversion of resources)	0	0	1	0
Section 25 (1)(a) (exempt)	3	13	4	2
Section 25 (1)(b)(c)(d) (otherwise available)	0	0	0	0
Section 32 (business affairs)	0	0	0	0
<b>Total</b>	<b>3</b>	<b>14</b>	<b>5</b>	<b>4</b>

Section H: Costs and fees of requests processed

	Assessed costs		FOI fees received	
	2003-04	2004-05	2003-04	2004-05
All completed requests	\$0	\$0	\$390	\$670

Section I: Discounts allowed

Type of discount allowed	Personal		Other	
	2003-04	2004-05	2003-04	2004-05
Public interest	0	0	0	0
Financial hardship (pensioner/child)	0	0	0	0
Financial hardship (non-profit organisation)	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Significant correction of personal records	0	0	0	0

**Section J: Days to process**

Elapsed time	Personal		Other	
	2003-04	2004-05	2003-04	2004-05
0-21 days	4	8	3	3
22-35 days	0	5	0	1
Over 35 days	0	4	1	3

**Section K: Processing time**

Processing hours	Personal		Other	
	2003-04	2004-05	2003-04	2004-05
0-10 hours	3	12	3	5
11-20 hours	1	5	2	2
21-40 hours	0	0	0	0
Over 40 hours	0	0	0	0

**Section L: Reviews and appeals**

	2003-04	2004-05
Number of internal reviews finished	3	2
Number of Ombudsman reviews finished	0	0
Number of ADT appeals finished	1	0

**Details of internal review results**

Basis of internal review	Personal				Other			
	Upheld*		Varied*		Upheld*		Varied*	
Grounds on which internal review requested	03-04	04-05	03-04	04-05	03-04	04-05	03-04	04-05
Access refused	0	1	1	0	2	0	0	1
Deferred	0	0	0	0	0	0	0	0
Exempt matter	0	0	0	0	0	0	0	0
Unreasonable charges	0	0	0	0	0	0	0	0
Charge	0	0	0	0	0	0	0	0
Unreasonably incurred	0	0	0	0	0	0	0	0
Amendments refused	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
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 2004-05 Freedom of Information procedures had minor impact on the Office's administration.

### **Freedom of Information: Summary of Affairs**

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

#### **Summary of Affairs of the Office of the Board of Studies**

June 2005

F.O.I. Agency No. 2336 (including Australian Music Examinations Board ( NSW ) F.O.I. Agency No. 1820).

#### **Section 1 – Policy Documents**

##### **Office of the Board of Studies**

Policy documents relating to the following:

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

Assessment, Certification and Examination Manual (2002)

HSC Assessment in a Standards-referenced Framework (2003)

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

Assessing Students with Special Education Needs: Guidelines for the Provision of Alternative Assessment Tasks and Practical Work for Students with Severe Physical and Sensory Disabilities in Stages 5 and 6 (1995)

Guidelines for Accelerated Progression (2000)

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

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

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

Guide to the 2005 School Certificate: Rules and Procedures for Students (2005)

Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students (2005)

Rules and Procedures for 2005: Higher School Certificate Candidates (2004)

Statement of Equity Principles (2000)

Syllabus Development Handbook (2003)

K–10 Curriculum Framework (2002)

HSC Distinction Courses Information Booklet (2003)

School Developed Board Endorsed Courses Guidelines (2005)

University Developed Board Endorsed Courses Guidelines (2004)

Annual Report

Code of Conduct

Ethnic Affairs Priorities Statement

Recognition of Overseas Schools

Staff Handbook

Disability Action Plan

Privacy Management Plan

Board Bulletin – Official Notices

Corruption Prevention Policy

**Aboriginal Education Consultative Group Inc.**

NSW AECG Rules of Association

NSW AECG Complaints Guidelines

**Australian Music Examinations Board (NSW)**

Child Protection – Policy

Candidates with Special Needs Policy

2005 Teachers' Handbook

2005 Manual of Syllabuses

2005–2006 Manual of Speech Syllabuses

**Section 2 – Statement of Affairs**

The most recent Statement of Affairs for the New South Wales Office of the Board of Studies is incorporated in the Annual Report for 2004/2005.

**Section 3 – Contact Arrangements**

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

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

Telephone: (02) 9367 8380

Facsimile: (02) 9367 8484

An extensive range of policy, syllabus and syllabus support documents can be found on the Office of the Board of Studies website [www.boardofstudies.nsw.edu.au](http://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

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

### Curriculum, Assessment and Examination documents

Advice Line documents  
 2005 HSC important dates  
 2005 HSC Languages Speaking exam timetable  
 2005 HSC Special Provisions form  
 2005 HSC timetable poster & booklet  
 2005 Marker Application form  
 2005 Presiding Officer's Handbook  
 HSC advance timetable  
 HSC Distinction Courses – information booklet  
 HSC Portfolio & owner's handbook  
 HSC Rules & Procedures  
 Illness/Misadventure HSC – appeal forms, instructions etc  
 Studying for HSC booklet for Year 10  
 Course Performance Descriptors (42 subjects) (in progress)

### Higher School Certificate

Guide to HSC 2005 – Rules & Procedures  
*HSC Student Answers 2004: Ancient History*  
*HSC Student Answers 2004: Business Studies*  
*HSC Student Answers 2004: Community & Family Studies*  
*HSC Student Answers 2004: Economics*  
*HSC Student Answers 2004: English Paper 1*  
*HSC Student Answers 2004: English Paper 2 (Standard)*  
*HSC Student Answers 2004: English Paper 2 (Advanced)*  
*HSC Student Answers 2004: English Extension 1*  
*HSC Student Answers 2004: Legal Studies*  
*HSC Student Answers 2004: Modern History*  
*HSC Student Answers 2004: PDHPE*

Stage 6 Syllabus Ancient History

Stage 6 Syllabus Modern History

### School Certificate

SC Portfolio & Owner's Handbook  
*SC Student Answers 2004: Australian History, Geography, Civics & Citizenship*  
*SC Student Answers 2004: English-literacy*  
*SC Student Answers 2004: Mathematics*  
*SC Student Answers 2004: Science*

### Events

ARTEXPRESS 2004 information/promotion  
 ENCORE 2004 certificates & information/promotion  
 DesignTECH 2004 catalogue & information/promotion  
 OnStage 2004 certificates & information/promotion  
 MYDA 2004 certificates & information/promotion

### Other printed publications

*ACE Manual 2005* update  
*AMEB Newsletter* (periodical)  
 AMEB Presentation Ceremony program  
*AMEB Teachers Handbook*  
*Board Bulletin* – Vol 13/2004, Vol 14/2005  
 BOS Annual Report 2003–2004  
 Brother John Taylor Award certificates  
 Education Expo 2005 – OBOS display material  
 Equipment check list for HSC exams & SC tests  
 Events timetable 2005  
 Home Schooling – Registration Certificates, information packages  
*Media Guide 2004 HSC & SC*  
 Minister's Certificate of Excellence (first in place)  
 Miscellaneous (promotional materials for products & services, bookmarks, business cards, Christmas cards etc)

Premier's Awards – invitations & programs

Stationery – various

*Style Guide for Writers* updates

*Young Writers Showcase* 2004

#### **Publications for other Public Sector Organisations**

DET – HSC Online wall planner

DVA – *Operation Click* (book & CD-ROM)

NSW Health – *Analysis of Merit: Residential Rehabilitation Survey Report*

NSW Health – *Framework for Suicide Risk Assessment* (7 documents)

NSW Health – *Infection Control Program Quality Monitoring Indicators: User's Manual*

NSW Health – *NSW Drug and Alcohol Treatment Services 2003–2004*

NSW Health – *NSW Rural Emergency Clinic Guidelines*

NSW Health – *Routine Screening for Domestic Violence Program Snapshot Report*

NSW Health – *Triage and Patient Management in NSW Rural/Remote Emergency Depts*

RailCorp – Annual Report

RailCorp – CountryLink brochures (7 kinds)

SALMAT – Dept of Housing *Property Assessment Survey Training Manual 2005*

SALMAT – Hunter Area Medical Health document amendments (41 kinds)

#### **Selection of web-only publications**

##### **Curriculum, Assessment and Examinations**

2004 HSC Examination papers on Board website

2004 SC Test papers on Board website

Aboriginal Languages Project website

Aboriginal Perspectives in Education websites (Mathematics, Science)

Approved Scientific Calculators 2005

Assessing Students with Special Education Needs

*Assessment Resource Centre* website (ongoing)

Computing Skills online test development (ongoing)

HSC & SC Multiple Choice online testing (ongoing)

Notes from Marking Centre (67 subjects)

Performance Band Descriptors Stage 6 (32 subjects)

#### **Events web pages**

ARTEXPRESS

DesignTECH

Encore

OnStage

#### **Other web-only publications**

*Australia's War 1939–1945* website (ongoing)

*Visit Gallipoli* website (ongoing)

#### **CD-ROM publications**

ARTEXPRESS 2004 catalogue

Assessment for Learning in a Standards-referenced framework (2 subjects)

## Appendix 14 Inspectors

<i>Aboriginal Education</i>	Mr Kevin Lowe (02) 9367 8198
<i>Creative Arts</i>	Mr Jay McPherson (02) 9367 8030
<i>English</i>	Mr Tony Moore ( <i>until January 2005</i> ) (02) 9367 8276 Mr Don Carter ( <i>from February 2005</i> ) (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>Registration and Accreditation</i>	Ms Rosemary Hafner (02) 9367 8313
<i>Personal Development, Health and Physical Education</i>	Mr Stan Browne (02) 9367 8156
<i>Primary Education</i>	Ms Margaret Malone (02) 9367 8199
<i>Science</i>	Ms Gina Grant (02) 9367 8136
<i>Technology Education</i>	Mr Howard Kennedy (02) 9367 8246
<i>Vocational Education and Training</i>	Mr Ian Balcomb (02) 9367 8038

## Appendix 15 Board of Studies Liaison Officers

Area	Address	Contact Numbers
Metropolitan North <b>Mr Paul Carnemolla</b>	Level 7/117 Clarence Street SYDNEY NSW 2000  GPO Box 5300 SYDNEY NSW 2001	Phone: (02) 9367 8356 Fax: (02) 9367 8375 Mobile: 0418 683 608
Metropolitan North West <b>Mr Mark Webber</b>	Suite 3, Level 2, 96 Phillip St PARRAMATTA NSW 2150  PO Box 3513 PARRAMATTA NSW 2124	Phone: (02) 9806 0931 Fax: (02) 9806 0937 Mobile: 0408 021 193
Metropolitan South West <b>Ms Cheryl Russell</b>	Suite 3, Level 2, 96 Phillip St PARRAMATTA NSW 2150  PO Box 3513 PARRAMATTA NSW 2124	Phone: (02) 9806 0932 Fax: (02) 9806 0937 Mobile: 0417 270 680
South Coast <b>Ms Anita Yates</b>	NSW Government Offices Level 1, 84 Crown Street WOLLONGONG NSW 2500  PO Box 819 WOLLONGONG NSW 2500	Phone: (02) 4224 9940 Fax: (02) 4227 2775 Car Ph.: 0428 424 354

Area	Address	Contact Numbers
North West <b>Mr Sam Cannavo</b>	Level 1, Noel Park House 155 Marius Street TAMWORTH NSW 2340  PO Box 600 TAMWORTH NSW 2340	Phone: (02) 6755 5043 Fax: (02) 6766 9405 Car Ph: 0428 667 668
Riverina <b>Mr Ken Lansdown</b>	Level 2, 76 Morgan Street WAGGA WAGGA NSW 2650  PO Box 478 WAGGA WAGGA NSW 2650	Phone: (02) 6937 3889 Fax: (02) 6937 3809 Mobile: 0408 693 063
North Coast <b>Ms Caraline Cloke</b>	Coffs Harbour Education Campus Hogbin Drive COFFS HARBOUR NSW 2457	Phone: (02) 6659 3274 Fax: (02) 6659 3275 Mobile: 0428 660 126
Hunter <b>Ms Philippa Young</b>	Newcastle State Office Block 117 Bull Street NEWCASTLE NSW 2302  Locked Bag 7 HAMILTON DELIVERY CENTRE NSW 2303	Phone: (02) 4924 9976 Fax: (02) 4924 9979 Mobile: 0419 499 176
Western <b>Ms Melanie Meers</b>	NSW Government Offices 140 William Street BATHURST NSW 2795  PO Box 143 BATHURST NSW 2795	Phone: (02) 6334 8048 Fax: (02) 6334 8049 Mobile: 0418 635 920
Metropolitan East <b>Ms Kim Owens</b>	78 Avoca Street RANDWICK NSW 2031	Phone: (02) 9314 7987 or (02) 9314 5293 Fax: (02) 9314 5602 Mobile: 0417 244 139

## Index

This index follows NSW Treasury guidelines to show compliance with statutory disclosure guidelines.

- Action Plan for Women, 122
- AECG Report, 115
- AMEB Report, 113
- Audit Opinion, 97
- Board of Studies
  - Board Members, 7
  - committees, 9
  - Liaison Officers, 135
  - meetings and attendance, 127
  - profiles of Board Members, 123
- Code of Conduct, 83
- Commitment to service, 83
- Complaints management and client feedback, 84
- Consultancies, 82
- Contracting and market testing, 82
- Corporate Governance Framework, 78
- Council on the Cost and Quality of Government Review, 65
- Credit Card Compliance, 121
- Disability Action Plan, 121
- Electronic services delivery, 62
- Equal Employment Opportunity, 121
- Ethnic Affairs Priorities Statement, 122
- Exceptional movements in employee wages, salaries or allowances, 81
- Exhibitions, awards and events, 117
- Freedom of Information, 128
- Government Energy Management Program, 88
- Industrial relations policies and practice, 82
- Inspectors, 135
- Letter of Submission, 3
- Major assets, 119
- Mission and Goals, 15
- Narrative summary of Operations Review of 2004–2005, 17
- Occupational Health and Safety performance, 80
- Office of the Board of Studies
  - Branch descriptions, 73
  - policy documents, 131
  - Statement of Affairs, 132
  - structure, 77
  - Summary of Affairs, 131
- Overseas travel, 86
- Overseas visitors, 69
- Payment of accounts, 81
- Performance statements, 70
- Personnel policies and practices, 82
- Privacy Management Plan, 121
- Publications, 133
- Recreation leave and extended leave liability, 82
- Recruitment, 78
- Representation on external committees, 85
- Research reviews and program evaluations, 17
- Risk management, 80
- Senior Executive Service Profile, 78
- Shared Services arrangements, 64
- Sponsorships, 87
- Standards of service, 84
- Statutory disclosure requirements, 119
- Waste Reduction and Recycling, 88