



Annual Report 2000

Board of Studies NSW
Office of the Board of Studies NSW

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

Telephone: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

Postal address:

Office of the Board of Studies
GPO Box 5300
SYDNEY NSW 2001
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ISBN 0 7313 4701 3

Unit cost of Annual Report: \$9.30 (includes GST)

Quantity printed: 500

Office hours: 8:30am–5:30pm
Board staff are available outside these hours by arrangement.

2000552

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The Honourable John Aquilina, 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, 2000.

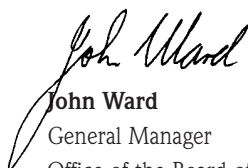
The report highlights the activities and achievements of the Board of Studies and the Office of the Board of Studies over the reporting year. It addresses the requirements of Section 106 of the *Education Act 1990* as well as the *Annual Reports (Statutory Bodies) Act 1984* and the *Annual Reports (Departments)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



Gordon Stanley

President

Board of Studies, New South Wales



John Ward

General Manager

Office of the Board of Studies

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; and
- 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 John Aquilina, MP.

The Board and its Committees

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

Director-General, Department of Education and Training or nominee

Dr Jim McMorrow

Ms Jozefa Sobski

Mr Trevor Wootten

Appointed members

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

Professor Robert Castle

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

Representing parents of primary school children

Mr Ian Morris

Representing parents of secondary school children

Ms Dianne Butland

One nominee of the Catholic Education Commission of New South Wales

Dr Brian Croke

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

Mrs Jolyn Karaolis

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

Ms Sandra White (until September 1999)

Mr Timothy Horstead (from October 1999)

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

Ms Caroline Benedet

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

Representing primary school principals

Ms Adele Mazoudier

Representing secondary school principals

Ms Judy King

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

Primary school teacher

Ms Kathy Deacon

Secondary school teacher

Ms Mary Fogarty

One person with knowledge and expertise in early childhood education

Professor Antoinette Cross (until September 1999 in place of Associate Professor S Dockett)
Associate Professor Sue Dockett

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

Mr Charles Davison

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

Dr Anne Benjamin

Executive Director of Schools, Catholic Education Office, Parramatta

Ms Dorothy Hoddinott

Principal, Holroyd High School

Dr Gregory Hotchkis, OAM

Honorary Associate, School of Education, Macquarie University

Mr Stepan Kerkyasharian, AM

Chair, Ethnic Affairs Commission of New South Wales

Professor Dame Leonie Kramer, AC

Chancellor, University of Sydney

Ms Dagmar Schmidmaier

State Librarian and Chief Executive, State Library of New South Wales

A profile of each current Board member is included in the Appendices.

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; and
- 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 the curriculum implications of strategic issues in education for Kindergarten to Year 6. In this context the Committee considers links between early childhood and the formal school curriculum as well as issues relating to continuity with secondary schooling.

Membership of the committee during the reporting period was as follows:

Board members

Professor G Stanley

Dr A Benjamin

Ms D Butland

Dr B Croke

Prof A Cross (to September 1999 in place of Dr S Dockett)

Ms K Deacon

Dr S Dockett (from October 1999)

Dr G Hotchkis
Mrs J Karaolis
Ms A Mazoudier
Mr I Morris

Non-Board members

Ms S Allen (Chair, K-6 Science and Technology Board Curriculum Committee and Principal, Thurgoona Public School)
Ms D Bartlett (Chair, K-6 Mathematics Board Curriculum Committee and Principal Education Officer, Schools Assessment and Reporting Unit, Department of Education and Training)
Prof A Cross (Director, Research Centre for Child Development, Institute of Early Childhood, Macquarie University)
Ms S Dickerson (Catholic Sector Liaison Officer, Assessment and Reporting, representing the NSW Independent Education Union)
Ms G Lonnon (President, NSW Federation of School-Community Organisations)
Ms M Malone (Chair, K-6 English Board Curriculum Committee and Principal, Pennant Hills Public School)
Ms S Matthews (Primary school teacher, representing Aboriginal interests)
Mr D McInnes (Executive Officer, NSW Parents Council Inc)
Mr R Palmer (Chair, K-6 Creative Arts Board Curriculum Committee and Principal, Fairfield Public School)
Ms L Singleton (Chair, K-6 Human Society and Its Environment Board Curriculum Committee and HSIE K-6 Consultant, Blacktown District Office, Department of Education and Training)
Ms C West (Early Childhood Education Council of NSW and Deputy Principal, Campsie Public School)

Registration and Accreditation Committee

This committee monitors non-government schools' compliance with the requirements for registration and accreditation, as specified in the Act. It advises the Board on 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 the committee during the reporting period:

Board members

Prof G Stanley
Ms C Benedet
Dr B Croke
Ms M Fogarty
Dr G Hotchkis
Mr I Morris

Non-Board members

Mr J Baxter (Director, National Board of Christian Parent-Controlled Schools Ltd)
Mr T Chapman (Executive Director, Association of Independent Schools)
Mr P Lee (Deputy General Secretary, NSW/ACT Independent Education Union)
Mr M Waterhouse (Director, Strategic Relations and Reporting, Department of Education and Training) to October 1999
Mr T Alegounarias (Manager, Coordination and Liaison, Strategic Relations and Reporting, Department of Education and Training) from November 1999

Higher School Certificate Consultative Committee

This committee determines the distribution of scaled Higher School Certificate Examination marks in all Board Developed Courses. It meets with representatives of each Higher School Certificate Examination Committee (see below) following the completion of marking in a subject to consider minor adjustments to the distribution of marks in each course.

Membership of the committee for the 1999 Higher School Certificate was as follows:

Board member

Professor Gordon Stanley

Non-Board members

Dr E Chapman (School of Education, University of Sydney)

Professor G Cooney (School of Education, Macquarie University)

Professor M Cooper (School of Education Studies, University of New South Wales)

Ms K Cortessis (Curriculum Coordinator, Santa Sabina College, Strathfield)

Dr G Haines (Curriculum Coordinator, St Ignatius College, Riverview)

Emeritus Professor J Mack

Mr G McMartin (Principal, Turrumurra High School)

Mr B Shepherd (Principal, St Marys Senior High School)

Emeritus Professor D Spearitt

Associate Professor J Tognolini (Director, Educational Testing Centre, University of New South Wales)

Ms M Varady (Principal, Sydney Girls High School)

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

School Certificate Tests 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 performance band cut-off marks for each test.

Membership of the committee for 1999 was as follows:

Board members

Professor G Stanley

Ms D Butland

Dr B Croke

Ms D Hoddinott

Mrs J Karaolis

Non-Board members

Ms M Bruniges (Manager, Assessment and Reporting Unit, Department of Education and Training)

Professor G Cooney (School of Education, Macquarie University)

Emeritus Professor D Spearitt

Associate Professor J Tognolini (Director, Educational Testing Centre, 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, as well as university personnel with expertise in statistics and educational measurement.

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 1999 the membership comprised Board members Ms C Benedet, Ms D Hoddinott and Mr T Wootten.

Special Education Committee

This committee advises the Board on special education issues and on syllabus development from Kindergarten to Year 12 in relation to students with special education needs. The committee is chaired by a Board member (Dr Greg Hotchkis in 1999–2000) and includes representatives from the Department of Education and Training, the Association of Independent Schools, the Catholic Education Commission and the Australian Association of Special Education.

Aboriginal Education Initiatives Advisory Committee

This committee advises the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the Aboriginal Education Consultative Group (who is also a member of the Board of Studies) and consists of representatives from the NSW Department of Aboriginal Affairs, the Aboriginal Education Consultative Group, the Department of Education and Training, the Commonwealth Department of Education, Training and Youth Affairs, the Catholic Education Commission, the New South Wales Teachers Federation, and a tertiary sector representative.

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 Joint Council of NSW Professional Teachers Associations nominee
- 1 Federation of School and Community Organisations nominee (for K–6 syllabus projects)
- 1 NSW Parents Council nominee (for K–6 syllabus projects)
- 1 Primary Principals Council nominee (for K–6 syllabus projects)

Board of Studies VET Advisory Committee

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

The membership comprises the following:

- 1–2 members of the Board of Studies
- Director, Curriculum (OBOS) or nominee
- 2 NSW Department of Education and Training nominees (1 with school background, 1 with TAFE 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 Training Advisory Board nominee
- 1 Labor Council nominee
- 1 employer representative
- 3 practising teachers (2 representing the NSW Teachers Federation (1 TAFE and 1 school) and 1 representing the Independent Education Union)
- 1 representative from the Federation of Parents and Citizens Associations of NSW
- 1 Australian Heads of Independent Schools Association nominee
- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals Council nominee
- 1 Council of Catholic School Parents nominee

Industry Curriculum Committees

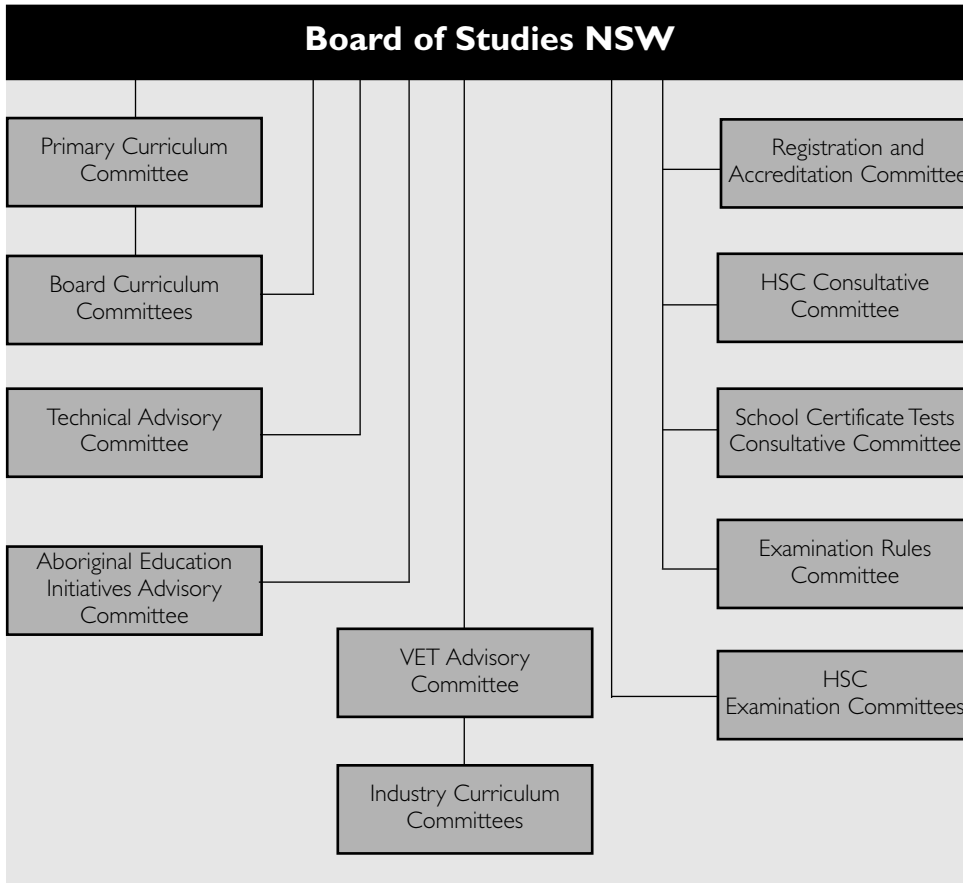
These committees met during 1999 to guide the development of each VET curriculum framework. They acted as a reference point for the views and interests of the industry, training, university and schools sectors. Each of the seven committees had a particular industry area focus.

The membership of each committee was as follows:

- 2 industry nominees
- 3 NSW Department of Education and Training nominees:
 - 1 TAFE Educational Services Division Program Manager
 - 1 Curriculum Officer from the Educational Development Directorate (TAFE)
 - 1 Curriculum Officer from either the Educational Development Directorate (TAFE) or the Curriculum Support Directorate (schools)
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 private provider, if appropriate to the industry
- 1 university representative from related industry area
- 3 practising teachers (2 representing the NSW Teachers Federation (1 TAFE and 1 school) and 1 representing the Independent Education Union)
- other(s) deemed necessary by the Board

School Certificate Test/Higher School Certificate Examination Committees

These committees write the test papers for the School Certificate and the examination papers 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 a panel comprising Board members (or nominees) and staff of the Office of the Board of Studies.



2 Mission and Objectives

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 1999, both plans shared common goals and Key Result Areas as follows:

1 *High quality courses and support materials for primary and secondary education*

Key Result Areas:

- Initiatives to revitalise the middle years of schooling
- Curriculum initiatives supporting the *Ready for Work* plan
- Syllabuses and support materials to address the needs of primary and secondary students

2 *High quality, comprehensive and flexible credentials which meet the needs of the full range of students*

Key Result Areas:

- Assessing and reporting the New HSC and the School Certificate
- Efficient and effective conduct of the 1999 School Certificate and HSC programs and effective preparation for the 2000 School Certificate and HSC

3 *Registration and accreditation requirements and processes that meet the needs and expectations of key stakeholders*

Key Result Area:

- Review of registration and accreditation processes and requirements

4 *Policies and practices reflecting contemporary national and international best practice and research*

Key Result Area:

- New initiatives in curriculum, examining and credentialling underpinned by best practice and research

The Office plan included a fifth goal:

5 *Effective management of resources in support of educational goals*

Key Result Areas:

- High quality, cost-effective programs and services for students, parents and schools
- Resourcing for educational priorities

The Key Result Areas for each goal were supported by Actions in the Office of the Board Plan and Performance Indicators were added. These were captured in the individual Performance Agreements for Senior Executive Service officers and in Management Plans for each branch of the Office. This promoted a direct link between the objectives in the Office Plan and the responsibilities and priorities of each officer.

The planning process is continually monitored to ensure that it reflects best practice. The process for 1999–2000 used an approach that organised programs and initiatives around a number of Key Result Areas. The Areas were themed to reflect the government's priorities for education and public sector administration.

Towards the end of the reporting period, this approach was evaluated and some directions for change were identified. The changes, which feature the development of an Office Strategic Plan with a three-year outlook, take effect from 2000–2001.

3 Review of 1999–2000

Overview

In 1999–2000 the Board and the Office continued to implement the Government's White Paper for the Higher School Certificate, *Securing Their Future*.

The reporting period began with the publication and distribution to deadline of more than 50 revised syllabuses for the New HSC. This milestone represented completion of the first major stage of the reforms.

Following the delivery of the new curriculum to schools, the focus moved to the second stage — developing the assessment and reporting framework for the new standards-based approach.

From June to August of 1999 Examination Assessment and Reporting Supplements for Stage 6 subjects were distributed for consultation. These documents provided teachers with information on the approach to examining, assessing and reporting under the new framework.

The feedback from the consultation informed the development of finalised Specimen Papers for the New HSC, which were completed and made available to schools in March 2000. The publication of this material was supported by a large-scale training and information program for teachers on the new framework.

Development of the Specimen Papers was guided by a set of principles for examination setting within a standards-referenced framework. The principles were adopted by the Board during the year, as were guidelines for the marking of examinations under the new system.

While the focus during the latter part of the reporting period was on assessment and reporting, a number of important curriculum projects also progressed. Eight Stage 6 Life Skills courses for students with special education needs were completed and distributed towards the end of 1999, as were Stage 6 Extension courses for a number of subjects. An evaluation of the full range of Content Endorsed Courses was completed, and work continued on the revision of language syllabuses for the HSC.

The Board was careful to ensure that the focus on Stage 6 was not at the expense of curriculum development for Kindergarten to Year 10. New syllabus packages for Stages 1 to 3 in Personal Development, Health and Physical Education and Human Society and Its Environment were issued early in the reporting period, with development and consultation occurring throughout the year on a new Kindergarten to Year 6 Creative Arts syllabus. Developmental work also occurred on options to revitalise the Stages 4 and 5 curriculum.

While these developments were occurring the Office organised and conducted the 1999 School Certificate and Higher School Certificate programs. Tests and examinations were held for almost 150,000 candidates and credentials issued to approximately 220,000 students. Both programs were conducted on budget and on schedule.

The above achievements would not have been possible without the very substantial input of thousands of teachers, subject specialists, academics and other individuals to curriculum and assessment development and other programs during the period. The Board of Studies and the Office gratefully acknowledge their contribution.

Goal 1: 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 English, Mathematics, Science and Technology, Human Society and Its Environment, and Personal Development, Health and Physical Education. A syllabus for Creative and Practical Arts is in preparation.

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 all other 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.

The syllabus development process

The Board's syllabus development process is based on principles of project management, and emphasises consultation and quality assurance. At the beginning of the reporting period the process involved five distinct stages:

1 Planning and promotion

This stage involved the development of a project plan. Research and consultation also occurred to identify the issues relevant to the syllabus or subject area.

2 Writing brief development

A writing brief is the detailed blueprint for the development of a subsequent syllabus. In this stage, a writing brief that took account of the issues and directions established during planning was prepared. A working draft (or drafts) was disseminated for consultation with key groups and individuals identified in the project plan.

3 *Syllabus development*

During this stage a draft syllabus and then a final syllabus package were prepared. Consultation featured prominently during this stage, with a key focus on the extent to which the draft syllabus met the specifications of the writing brief.

4 *Handover for implementation*

The handover stage involved the production and distribution of the approved syllabus package and the management of its handover to school authorities. This stage featured briefings with school authority staff involved in training and professional development for teachers.

5 *Data collection and evaluation*

Built into the 'life cycle' for each syllabus was a process that allowed for the collection of data on how the course is being used. The strategy for collection of this data was included in the project plan.

This stage of the process led, in turn, back to Stage 1.

In February 2000 the Board decided on some adjustments to the process. The adjustments were made in light of the experience of redeveloping Stage 6 syllabuses for the New HSC. The changes involved renaming 'stages' as 'phases' to avoid confusion with the 'stages' of schooling, and reconfiguring the phases to combine evaluation with planning steps and syllabus development with handover and implementation.

The process of drafting materials was not affected by the changes. This role will continue to be carried out by project teams comprising personnel from the Office of the Board of Studies and contracted writers, identified through open advertisement. A Project Manager is appointed by the Office of the Board for each syllabus project.

To assist with monitoring and quality assurance, the Board establishes representative Board Curriculum Committees. These committees monitor the quality of material produced by project teams and ensure the integrity of the process as a whole. They report directly to the Board of Studies on whether the agreed processes have been followed; whether due attention has been given to the views identified during consultation; whether the syllabus design processes have been observed; and they advise on the quality of the syllabus package in relation to the original, approved writing brief.

Board Curriculum Committees are established to a formula that ensures representation of all key groups involved in education in New South Wales. They are appointed during the Syllabus Review Phase for the duration of a project.

Key Result Area 1.1 Initiatives to revitalise the Stages 4 and 5 curriculums as part of the ‘middle years’ of schooling

Key Result Area 1.2 Curriculum initiatives supporting the *Ready for Work* plan

Actions	Key Performance Indicators	Status as at June 30, 2000
Develop framework of criteria to guide revision of syllabuses for Stages 4 and 5, taking into account broader ‘middle years’ agenda	Criteria for revision of Stages 4 and 5 syllabuses consistent with those for Stages 1–3 and Stage 6	Principles and directions established in September 1999 Framework currently in development
Establish principles to guide syllabus writers in ensuring continuity between courses in the same subject area across stages, particularly Stages 3–4 and 5–6	Principles endorsed by the Board and incorporated in syllabus development procedures	Principles and directions established in September 1999
Develop framework for embedding technology initiatives across Stages 4 and 5 Ensure all new curriculum materials address development of skills and knowledge in computer-based technology	Computer Technology Across the Curriculum requirements developed and incorporated in framework to guide evaluation and revision of Stage 4 and 5 courses	Draft requirements in preparation
Develop plans for Computing Skills assessment for Year 10	Year 10 Computing Skills Assessment proposal developed into feasible implementation strategy	Implementation Plan being finalised
Finalise proposals for Citizenship Education in Stages 4 and 5	Criteria and process for revision of syllabuses incorporate the Board’s citizenship education framework	Framework incorporated in process
Promote community awareness of ‘middle years’ initiatives	Broad community support for ‘middle years’ initiatives	Issue highlighted by media on several occasions
Ensure all new curriculum materials address the development of key competencies	Inclusion of key competencies incorporated within syllabus development processes	Included in revised guidelines for syllabus writers
Increase credit transfer arrangements between HSC courses and TAFE programs	Schools/TAFE credit transfer arrangements reviewed and incorporated within syllabus development processes	Arrangements reviewed, updated and published in June 2000
Develop new curriculum frameworks encompassing part-time traineeships as part of the New HSC	Analysis of need for additional industry curriculum frameworks encompassing a part-time traineeship pathway completed	On hold pending collection and analysis of data from Year 12, 2001

Actions	Key Performance Indicators	Status as at June 30, 2000
Establish future role and scope of Board Endorsed vocational courses	Industry areas for new frameworks identified and development of new frameworks commenced	Completed in June 2000
Develop strategy for addressing literacy and numeracy as part of preparing students for employment	<i>Ready for Work</i> initiatives include literacy and numeracy components	Incorporated in <i>Ready for Work</i> plan, to be implemented in 2000–01

These Key Result Areas draw together a number of related Government policy commitments.

The revitalisation of the curriculum for Years 7–10 (Stages 4 and 5) was foreshadowed in the Government's 1997 White Paper for the Higher School Certificate, *Securing Their Future*, while the *Ready for Work* initiatives respond to aspects of the *Government's Plans for Education and Training 1999–2003*, released in early 1999. The revitalisation of the Stages 4 and 5 curriculum also recalls principles for the development of Kindergarten to Year 10 syllabuses first identified in the 1995 report into the use of outcomes and profiles in schooling, *Focusing on Learning*.

During the reporting period the policy directions from each of these elements were used by the Board to form a comprehensive framework for the revision of all Stages 4 and 5 syllabuses.

The first part of the project involved researching the issues and establishing some principles to guide the revision process. Advice on these matters was prepared for the Board, which agreed early in the reporting period that the revision of each syllabus should be aimed at:

- strengthening rigour
- making content explicit
- specifying outcomes at appropriate levels
- making work-related understanding and skills explicit
- ensuring a focus on fundamental skills and concepts, particularly those related to numeracy and literacy
- accounting for the primary curriculum and the standards being achieved by students at the end of Stage 3
- strengthening the coverage of academic concepts, particularly those which link with Stage 6
- improving the capacity of the courses to support self-directed learning and critical thinking.

These principles informed the development of a curriculum framework, an overarching statement of purpose and a revised syllabus model for Kindergarten to Year 10. These documents were nearing completion at the end of the reporting period and will be used to guide revision of the Years 7–10 English and Mathematics syllabuses, scheduled for 2000–2002. Specific project schedules for the revision of these syllabuses were finalised, with revision of other Stages 4 and 5 syllabuses to follow in subsequent years.

Key Result Area 1.3: Syllabuses and support materials to address the needs of primary and secondary students

Actions	Key Performance Indicators	Status as at June 30, 2000
Review and adapt the syllabus development process to meet requirements of the New HSC	Syllabus development process evaluated and revised as necessary	Process adjusted in February 2000
Develop draft Stages 1–3 Creative Arts syllabus and support materials	Endorsed syllabus and support materials distributed to schools	Syllabus being finalised following extended consultation
Develop K–6 support material for students with special education needs	K–6 support materials for students with special education needs in HSIE and Creative Arts endorsed and distributed to schools	HSIE document released in March 2000; Creative Arts subject to finalisation of syllabus
Revise K–6 Mathematics syllabus	Project plan for revision of K–6 Mathematics completed and endorsed by the Board	To be developed following finalisation of K–10 curriculum framework
Monitor use of K–6 English syllabus	Data collection on the use of the K–6 English syllabus initiated	To be developed following finalisation of K–10 curriculum framework
Review Stages 4 and 5 English and Mathematics curriculum	Planning and promotion stage for English and Mathematics commenced	Project Plans developed
Develop curriculum integration support materials	First stage of Linkages project completed	Range of materials/resources made available on website
Commence revision of Stage 6 Mathematics curriculum	Project brief endorsed by the Board	On hold pending commencement of K–10 Mathematics review
Establish provision for gifted and talented students as part of the New HSC	University Extension Courses developed	Negotiations with universities continuing
Develop Stage 6 Languages syllabuses (Extension courses and Collaborative Curriculum and Assessment Framework for Languages courses)	Stage 6 Language Extension courses syllabuses endorsed and distributed to schools	45 language syllabuses distributed in 1999–2000, including Extension courses and CCAFL syllabuses
Evaluate Content Endorsed Courses	Content Endorsed Courses reviewed and future directions established	Completed in November 1999 and March 2000
	Criteria for Content Endorsed Courses and Board Endorsed Courses reviewed and approved by Board	Criteria for CECs approved in November 1999; BECs in March 2000

Key Result Area 1.3 is concerned with curriculum development for Kindergarten to Year 6 specifically, as well as residual curriculum-related initiatives from the Government's HSC White Paper *Securing Their Future*.

In 1999–2000 the Board continued to develop Kindergarten to Year 6 curriculum documents according to a long-term timeline prescribed by the 1995 *Review of Profiles and Outcomes In New South Wales Schooling*.

Completed during the year was a Personal Development Health and Physical Education package. The package, which represents an update of a document issued in 1992, follows a model established by other K–6 syllabuses released in recent years. Its preparation involved the trialling of new draft outcomes by over 400 teachers in 51 workshops held across the state. Seventeen schools also provided work samples to demonstrate student achievement of the outcomes. The package — syllabus, support document, principal's package and parent information — was distributed to schools at the beginning of the reporting period, together with a support document for students with special education needs.

Also released to schools during the year was the final component of the K–6 Human Society and Its Environment syllabus package. This document, *Human Society and Its Environment Support Document for Students with Special Education Needs*, was developed to assist teachers of students who require additional support to access the outcomes and content of the syllabus. The document was released in hard copy and CD-ROM formats and included advice about developing individualised programs for students who require additional support to access the content and outcomes of the syllabus.

In development during the year was a *Creative Arts K–6 Syllabus* to replace the *Music K–6 Syllabus* (1984) and the *Visual Arts K–6 Syllabus* (1989). Consultation on the draft syllabus and support document took place during the latter half of 1999, with further development based on the consultation during 2000. The syllabus package is scheduled for release in the second half of 2000.

Board Endorsed Courses

Board Endorsed Courses are designed by individual schools in response to local need, interest or resources. These courses, which are not externally examined, can be accredited for the School Certificate or Higher School Certificate.

In 1999–2000, applications for Board Endorsed Courses were considered by a centralised endorsement panel. For the School Certificate, 176 applications were considered, with 131 approved. For the Higher School Certificate, 382 applications were considered, 317 of which were approved.

Content Endorsed Courses are a type of Board Endorsed Course developed from exemplary school-designed courses in popular subject areas and made available state-wide. They are designed to obviate the need for individual schools to develop and submit their own courses.

As part of the review of the Higher School Certificate, all 17 Content Endorsed Courses for Stage 6 were evaluated during the reporting period in terms of the criteria for establishment and maintenance of courses prescribed by the Government's White Paper *Securing Their Future*.

The initial evaluation, which was completed in late 1999, resulted in a decision to phase out four of the courses from 2001 and to review the remaining thirteen. Evaluations of these courses were duly conducted and at the end of the reporting period detailed reports were distributed for consultation. The findings of the consultation will inform further revision and redevelopment of each course during 2000–2001.

Aboriginal education

During the reporting period the Board continued work on projects aimed at improving educational outcomes for Aboriginal students. Highlights included completion of a project to research, design and trial best-practice literacy and numeracy strategies based on work being undertaken in schools to improve K–6 outcomes for Aboriginal students in these core areas of learning. The strategies were being compiled at the end of the reporting period and will be made available to schools in Term 4, 2000.

Another project completed in 2000 was the preparation of case studies of Aboriginal language programs in NSW schools. The six school case studies highlight the essential partnerships that need to exist between schools and the communities in the effective design and delivery of school programs. These case studies will be made available to schools during Term 4, 2000.

During the year the Office worked with the Department of Education and Training and the Department of Aboriginal Affairs to develop a set of protocols for community consultation. The protocols are aimed at assisting schools to develop strong and positive links with local Aboriginal communities and will be finalised in 2000–2001.

Also to be finalised during the year 2000–2001 is an *Aboriginal Visual Artists Kit*. This kit, for students in Stages 4 and 5, explores issues relating to Aboriginal cultural identity and the creative arts in contemporary Australia.

Implementation of Royal Commission into Aboriginal Deaths in Custody Recommendations

Government agencies are required to include in their Annual Reports information concerning their role and progress in implementing recommendations of the Royal Commission.

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

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

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

Recommendation 289:

This recommendation relates to pre-schooling programs.

Board of Studies syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups and the importance of equity and inclusiveness.

Recommendation 290:

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

Curriculum writers are informed by the Board's *Statement of Equity Principles*, which recognises the importance of consultation and involvement of Aboriginal people in the process of curriculum development.

The Statement acknowledges the importance of educating all students about Aboriginal people, cultures and history and meeting the educational needs of Aboriginal students. It includes a section, 'Promoting Indigenous Australian Perspectives,' which reiterates the Board's commitment to the implementation of the education-related recommendations of the RCIADIC.

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

Recommendation 291:

This recommendation relates to the support and participation of the local community in the development of curriculum and other materials.

Members of the Aboriginal Curriculum Unit of the Office of the Board of Studies worked in close consultation with the NSW AECG in attending, and participating in, meetings and workshops at the local, regional and state levels during the reporting period. All writing workshops involved Aboriginal participants, including Aboriginal teachers, Aboriginal Education Assistants and Aboriginal community members. The Office contracts Aboriginal people as writers, consultants and artists in the development of syllabuses and resources.

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

An all-Aboriginal committee has guided and informed the development of the NSW Australian Indigenous Languages Framework.

The President of the NSW AECG is a member of the Board of Studies.

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

Recommendation 292:

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

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

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

Recommendation 298:

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

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

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

Credit Transfer and Recognition of Prior Learning

The HSC/TAFE Credit Transfer program allows students to obtain advanced standing in TAFE courses through completion of certain requirements in selected HSC courses. Advanced standing is based on similarity of outcomes between HSC courses and TAFE subjects/modules, taking into account competencies and industry standards required in employment-related studies. In some instances, more than 80 percent of a TAFE certificate can be achieved as a result of studying a particular combination of HSC courses. During the reporting period credit transfer arrangements were negotiated for the New HSC courses, leading to the release in January 2000 of a new edition of the HSC/TAFE Credit Transfer Guide. Information about credit transfer was also placed on a new credit transfer website — <http://www.det.nsw.edu.au/hsctafe>.

‘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 and/or relevant life experience for the Higher School Certificate.

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.

Distinction Courses

The challenge of a university level, cross-curriculum study undertaken by distance education continued to attract high ability students from across New South Wales to the Distinction Course program in 1999.

Since the introduction of HSC Pathways in 1994, the Board has provided the opportunity for gifted and talented senior high school students, who complete a program of accelerated progression in at least one HSC high-level course, to study Distinction Courses as part of their HSC program.

The 1999 candidature of 87 came equally from government and non-government schools, comprised an equal representation of male and female students, and included a strong proportion of students from schools outside the Sydney metropolitan area.

Involvement in compulsory residential schools throughout the year brought students into personal contact with like-minded peers and experts in the field of study and provided an introduction to university campus life.

With 90 percent of Distinction Course students gaining an assessment of Distinction or High Distinction from the delivering universities, academic achievements in 1999 reached a new peak of excellence.

As part of the implementation of *Securing Their Future*, the Board continued to explore alternatives to Distinction Courses which would offer a wider range of university level courses to a greater number of high ability students and ensure credit transfer to university studies.

Goal 2: High quality, comprehensive and flexible credentials that meet the needs of the full range of students

Key Result Area 2.1: Assessing and reporting the School Certificate and the New Higher School Certificate

Actions	Key Performance Indicators	Status as at June 30, 2000
Develop performance scales for the School Certificate and Higher School Certificate	Performance scales developed for 1999 School Certificate Science	Scales developed and implemented successfully
	Internal assessment information and 1999 examination information incorporated in New HSC performance scales	1999 assessment information and examination data used as part of HSC performance scale study
Modify computer systems to deliver the assessment and reporting requirements of the School Certificate, Year 11 and HSC	Necessary operational and system changes made to deliver the assessment and reporting requirements of the SC and HSC programs	Systems modifications introduced — further development to occur in 2000–2001
	Specification and testing of measurement algorithms performed	Completed
	Review of the printing and production schedules undertaken	Completed
	Disaster recovery testing successfully undertaken	Completed
	Systems in place to support Special Program of Study credentialling from Year 11, 2000	Completed
Develop mechanisms for collection, storage and retrieval of HSC VET achievement data to comply with AVETMISS requirements	Mechanisms for HSC VET data management operational and fully compliant with AVETMISS requirements	In progress
Review and adapt approaches to assessment for the New HSC	New approaches to assessment reflect intentions of revised syllabuses	Advice for teachers on school-based assessment distributed
	Specimen papers completed and distributed	Completed March 2000

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

The White Paper was released in 1997 by the Premier and the Minister for Education and Training. It was the Government's response to *Shaping Their Future*, the report of the review of the HSC carried out by respected educator Professor Barry McGaw.

Shaping Their Future pinpointed a number of concerns with the HSC, including:

- an inconsistent approach to curriculum development;
- overlapping courses beyond the capacity of many schools to implement;
- a significant decline in the number of students undertaking advanced-level courses;
- an assessment and reporting system based on the rank order of students rather than on achievement in individual subjects; and
- an undue focus on university entrance scores.

It also reported widespread concern with the School Certificate and outlined a number of reforms to strengthen the credential. Against this background, the Government requested the Board of Studies to:

- increase the rigour and quality of the HSC curriculum;
- ensure Higher School Certificate marks reflect fairly the standards achieved by all students;
- relate the method of reporting achievement to community expectations; and
- promote more equitable educational outcomes.

For the School Certificate, the Board was requested to:

- discontinue the School Certificate Reference Tests
- extend the school-awarded grades based on course performance descriptors to include English, Mathematics and Science; and
- introduce tests in English-literacy, Mathematics, Science and Australian History, Geography, and Civics and Citizenship.

The reforms to the Higher School Certificate represented the most far-reaching and fundamental changes to the credential since it was introduced in 1967.

While priority attention during 1998–1999 was given to the curriculum-related aspects of the reforms, the focus moved during 1999–2000 to developing and implementing the assessment and reporting initiatives for the HSC.

The process began in July 1999 with the distribution of syllabuses for the New HSC. For each course, examination specifications were published as part of the syllabus document. In most cases, the syllabus package also included sample examination papers based on these specifications. The papers were designed to give teachers and schools an early indication of the types of questions and the coverage of syllabus content and outcomes that could be expected in the examinations for the first cohort of students sitting for examinations under the new framework in Year 12, 2001.

The next step was for subject experts and people with expertise in educational measurement to convert the sample papers into specimen papers. Specimen papers resemble actual examination papers in content as well as appearance. They provide a model for examination committees as they undertake the task of setting actual examination papers.

The experts were aided in redeveloping the sample papers by a consultation process for each paper that involved focus groups and surveys of teachers and schools.

The expert groups were also assisted by a set of principles that had been developed by the Board to guide the process of examination setting within a standards-referenced framework. The principles, which will also be used to train all examination committees setting the 2001 examinations, were systematically applied to each specimen paper.

As a final check, all specimen papers were referred to the appropriate Board Curriculum Committee for comment, prior to final consideration by a committee chaired by the President and comprising Board members and experts in assessment.

The endorsed papers began to appear on the Board's website from March 2000. The papers for all major subjects were distributed in hard copy form to all schools, which also received a full set of papers on CD-ROM.

While the specimen papers were being prepared, the Office continued work on developing performance scales in preparation for the 2001 Higher School Certificate.

Performance scales are a central part of the standards-based approach to assessment and reporting. The scales place a student's performance in each course into one of six bands. Each band corresponds with a description of what students who achieve that level know and can do. The descriptions are derived from the outcomes for each syllabus.

The Office conducted a test of the Board's standards-setting procedure with five subjects during the marking of the 1999 Higher School Certificate examinations. The aims of the test were to:

- identify any operational and logistical problems that might occur in applying this procedure to set standards for HSC courses;
- familiarise key examining personnel with the procedures and how they are applied;
- obtain information on any necessary modifications or refinements to the procedure.

The procedure involved:

- forming a team of approximately eight 'judges' for each subject;
- briefing and training the team to undertake an initial round to determine what examination mark corresponds to each borderline between the performance bands;
- collating the judges' individual decisions;
- bringing the judges together to discuss their decisions in light of statistical data;
- identifying and collating sample student responses that score marks equal to the cut-off points proposed by the judges for each band;
- bringing the judges together again to review these sample responses and confirm or adjust the cut-off points;
- giving the judges an opportunity to review the performance band descriptions and make comments on the process generally.

This procedure reflected the approach to standards-setting used successfully for the 1998 and 1999 School Certificate Tests. It is founded on a body of extensive research and builds on the Office's substantial expertise in educational measurement. It meets the Government's requirement that the procedure for determining results should not consist of complex mathematical techniques and that the reporting of student achievement should be simple and easily understood.

The test confirmed that the approach meets these requirements and that it is well-suited to the type of examination used for the Higher School Certificate. It also demonstrated that the procedure will enable student achievement to be reported in relation to the same standards of performance in different years.

On the basis of the test results, the Office decided to conduct a much larger trial as part of the 2000 Higher School Certificate marking program. The aim of the test in 2000 will be to assess whether operational and support processes are adequate to ensure that the process can be completed successfully for all subjects within the time available.

Key Result Area 2.2: Efficient and effective conduct of the 1999 School Certificate and HSC programs and effective preparation for the School Certificate and HSC 2000

Actions	Key Performance Indicators	Status as at June 30, 2000
Prepare examination materials for 1999 School Certificate and HSC	All SC and HSC examination papers error-free, on time and within budget	Achieved
Organise and conduct 1999 School Certificate and HSC programs	Timelines for examining, marking and delivery of results for 1999 School Certificate and HSC achieved	Achieved
	Earlier release date for HSC results to students in 1999 achieved	Achieved – results available in electronic format by last day of school year
Complete forward planning for 2000 School Certificate and HSC examining, marking and delivery of results	Alternative marking venues for 2000 identified and negotiated within budget	Achieved – alternative venues arranged
	Opportunities identified to optimise use of scanning of marks to achieve earlier credentialling	Achieved – use of scanning expanded for the 1999 SC and HSC programs
	HSC marking supports the introduction of standards-referenced reporting in 2001	Processes trialled at 1999 marking
Provide systems and measurement support for 1999 and 2000 School Certificate and HSC programs	Computer systems operate successfully and to schedule throughout SC and HSC programs	Achieved
Develop communications strategy for 1999 School Certificate and HSC programs	Positive media coverage of 1999 SC and HSC programs, including early release of results	Achieved
Increase use of electronic collection, confirmation and dissemination of data to and from schools	Release of SC and HSC results to schools in electronic form achieved on schedule	Achieved — results released in December, 1999
	Over 100 schools using BOSCentral and Schools Online for School Certificate, Year 11 and HSC in 2000	Achieved — 60% of all entries received electronically

The Board of Studies is responsible for awarding the School Certificate and Higher School Certificate. This responsibility involves developing and applying procedures for assessing, examining and reporting student achievement.

The processes leading to the award of both credentials involve thousands of people and are major logistic operations. The School Certificate Tests and Higher School Certificate Examinations are among the largest of their kind in the world.

In 1999, enrolment data for students entered for the School Certificate, Preliminary (Year 11) Record of Achievement and Higher School Certificate were captured accurately and on time. A significant number of amendments to entries were processed and all grades and assessments were processed to deadline. More than 200 000 individual credentials were delivered to students on time.

1999 School Certificate

The School Certificate is awarded to eligible students who have completed Stage 5 (Years 9 and 10). In 1999, 81 291 students were enrolled for the credential.

Tests in English-literacy, Mathematics and Science were mandatory for all Year 10 students in 1999. A trial test in Australian History, Geography, and Civics and Citizenship was also made available, with 36 percent of schools participating.

The School Certificate Tests were conducted on Monday 8 and Tuesday 9 November, 1999 in 773 centres under the supervision of Presiding Officers appointed by the Office of the Board.

Special Provisions for the tests were provided for 3431 students with special needs. This represents an increase of approximately five percent over the previous year.

The provisions were made in cases where the student's special need would prevent them from either receiving the test questions or from responding as effectively as students without that need. Provisions included examination papers in Braille or large print and the use of a writer, reader, typewriter or computer.

887 markers assessed students' papers at a central marking centre in the Sydney metropolitan area. Over 150 casual clerical staff supported the markers.

A total of 1449 students with special education needs were awarded the School Certificate testamur (the certificate itself), a Record of Achievement and a Student Profile outlining their achievement in each key learning area.

Student achievement for students with special education needs was reported through Generic Life Skills courses. These courses are based on curriculum frameworks that are adapted from the Board's Minimum Curriculum Guidelines. They identify essential aspects of each key learning area in the context of programs developed at the school level.

The 1999 School Certificate was awarded to students during the week commencing December 13, 1999. Each student was given a School Certificate Folio in which to present their Certificate, school reports and other records.

The Board has delegated to school principals the authority to decide student illness and/or misadventure appeals. In 1999, 1117 individual students submitted an appeal.

Students retained the right of appeal to the Board if they disagreed with the principal's decision. 42 student appeals were declined by principals and 12 of these were subsequently appealed to the Board. The principal's decision was confirmed in 10 of these cases.

Six whole group appeals were submitted to the Board by principals. Five appeals were upheld, with one partially upheld.

1999 Higher School Certificate

In 1999, 65 294 students successfully completed Preliminary courses, a decrease of 4493 from 1998. Details of courses completed were reported on a Record of Achievement. Records of Achievement for special programs of study were issued to 532 students.

In 1999 the Higher School Certificate candidature was 66 708, a decrease of 823 over the figure for 1998. Students undertook 131 different courses, chosen from 71 subject areas, plus three Distinction Courses. Most students presented five or six courses, with each course involving at least one paper, typically of three hours duration.

National Assessment Framework for Languages at the Senior Secondary Level examinations in Arabic, Armenian, Croatian, Czech, Dutch, Filipino, Hindi, Hungarian, Khmer, Korean, Latvian, Lithuanian, Macedonian, Maltese, Persian, Polish, Portuguese, Serbian, Slovenian, Swedish, Turkish and Ukrainian were also set and marked in conjunction with the Higher School Certificate. Students from a number of other states also sat for these examinations.

The preparation, administration, conduct and marking of the Higher School Certificate examinations involved:

- 21 days of written examinations
- 345 examination papers
- 750 examination centres
- practical examinations in Classical Ballet, Dance, Drama, Industry Studies, Industrial Technology, Design and Technology, Languages, Music, and Visual Arts
- over 5000 examination supervisors
- 7359 markers assessing students' written scripts, practical examinations and submitted works
- 20 marking sites
- over 750 casual clerical support staff.

For the 1999 examinations, the Board of Studies approved special provisions for 2561 students with special needs. This represents an increase of 13 percent from 1998.

Students who are prevented from attending an examination (including an oral/aural or practical examination), or who consider that their performance has been affected by illness or misadventure immediately before or during an examination, have the right to request special consideration of their examination results. In 1999, 4359 individual appeals were received. Of these, 3610 were upheld, 335 were partially upheld and 418 were declined. 76 whole group appeals were received. 55 of these were upheld, 4 were partially upheld and 17 were declined.

The Board's Examination Rules Committee considered 7 alleged malpractice cases and made determinations under delegation from the Board.

An incident occurred in the administration of the 1999 Higher School Certificate when a contracted security courier company failed to deliver some students' unmarked HSC examination answers to Sydney from Singleton and Port Macquarie. Despite wide-ranging searches and a police investigation, the papers were never located.

The papers related to 8 courses involving 278 students. Most students were affected in one course only.

The Office of the Board provided extensive media briefings and appealed to the public for assistance. Senior officers visited the areas where the students lived to provide advice and assistance to the students and their parents.

The process was well regarded for its openness and genuine concern. The Office operated a dedicated telephone advisory service for the students from December 8 to 24, 1999.

Board officers with expertise in educational measurement and assessment considered all available evidence in determining an estimated examination mark for each student. Following the release of Higher School Certificate results, the students were invited to lodge an appeal if they believed the estimate was inadequate. Only 7 of the 278 students exercised this option, leading to a slight increase for 2 of them.

Higher School Certificate results were available to students via the telephone or Internet on Thursday December 16, 1999, and result summaries were received by students on Tuesday December 21.

The credentials were delivered to candidates on Tuesday January 4, 2000. Students received the Higher School Certificate and a Higher School Certificate Record of Achievement listing results in each course. Where students were ineligible to receive the Higher School Certificate and a Record of Achievement, they received a Result Notice.

For 1999 the Office of the Board provided all Year 12 students with a portfolio in which to present their Higher School Certificate, Record of Achievement and documents issued by their school.

Higher School Certificate Advice Line

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

The Advice Line supports 40 courses in 18 subject areas. Each course is supported until the evening before the final examination. In 1999 it operated from Monday October 11 (nine days before the examinations commenced), to Tuesday November 16. Eighty lines were available, with over 700 teachers providing advice.

The Advice Line was highly successful, with almost 7000 calls received by the end of the first week. A total of 27 677 calls were received over the full period.

Higher School Certificate day marking

Day marking of selected Higher School Certificate examinations was first introduced in 1997. Day marking provides teachers who are not normally available for evening marking an opportunity to gain experience of the Higher School Certificate marking process and an insight into the standards being achieved by students.

In 1999 the Office set aside approximately 12 percent of the total marking hours and made available a total of 1185 appointments for day marking, a 30 percent increase on the figure for 1998. To ensure minimal disruption to normal school classes, principals were consulted when more than two applicants were selected. The subjects to be day-marked were rotated across faculties to further lessen the impact on schools.

In 1999 day marking was conducted in Armidale, Bathurst, Coffs Harbour, Newcastle, Wagga Wagga, Glenfield Park and at the Sydney Showground and Exhibition Complex at Homebush Bay. As in previous years, the initiative provided an opportunity for increased numbers of female appointees to participate in marking as well as teachers from non-metropolitan areas.

Country Transfer of Duty Marking Program

Since 1995, the Department of Education and Training and the Office of the Board of Studies have conducted the Higher School Certificate Transfer of Duty Program as one of a number of strategies to support teachers from non-metropolitan government schools. Under this program, country teachers are based at a metropolitan high school while marking Higher School Certificate papers. In 1999, 32 teachers were appointed to participate in this program, in a variety of targeted subject areas.

Higher School Certificate results over the telephone

For the 1999 Higher School Certificate the Board offered a service which enabled students to have telephone access to their Higher School Certificate results three days ahead of their delivery by post.

From 5 am Friday December 17, 1999 until the middle of January 2000, students were able to key in their student number and a confidential Personal Identification Number to obtain their results. A recorded message gave students their confidential examination and assessment marks as well as their percentile bands. The service was available 7 days a week, 24 hours a day. This service was accessed 26 000 times by more than 20 000 individual students.

Higher School Certificate results over the Internet

The Board continued in 1999 a service initiated in 1998 to allow students to access their Higher School Certificate results over the Internet. By using their student identification number and confidential Personal Identification Number, students were able to read their Higher School Certificate results information on a secure web page on the Internet three days ahead of their delivery by post. The service was available from 5 am on Friday December 17, 1999 until the middle of January 2000, coinciding with the availability of results by telephone. It was available 24 hours a day, 7 days a week and was accessed by almost 36 000 individual students. More than 26 000 students accessed their results on the first day.

Examination Inquiry Centre

The 1999 Higher School Certificate Examination Inquiry Centre opened on December 17, 1999. The centre enabled students to ask questions regarding aspects of their results, including percentile bands and assessment marks. The centre operated for one week. Almost 9300 inquiries were received from students across the state. Bilingual staff were employed to answer inquiries in Arabic, Chinese, Spanish and Vietnamese.

Principals may seek an explanation of the results of the schools' candidature in any course where the performance of the group is below expectations. In 1999, 127 inquiries were received. Each inquiry was thoroughly investigated by Board staff and, where appropriate, supervisors of marking.

3110 applications were received for clerical rechecks of Higher School Certificate results. The recheck is to confirm that all marks have been correctly entered on the Office's corporate computer system. Each application received a response within one week.

Electronic capture of student entry data

Following a successful pilot program in 1998 and a trial in 1999, the Office of the Board invited schools to supply their student details electronically for the 2000 School Certificate, Preliminary Record of Achievement and Higher School Certificate.

A large number of schools participated, resulting in more than 60 percent of all entries being lodged electronically, well above the original target of 40 percent. In most cases data were received and confirmations issued without any intervention by a Board officer, leading to a dramatic reduction in turnaround time and improved data quality.

Use of intelligent scanning technology for the 1999 School Certificate and Higher School Certificate

In 1999 the Office of the Board redesigned a number of data collection forms to allow for the application of scanning technology on a large scale. The use of this technology and accompanying software meant that the processing of marks for both credentials was completed one week earlier than in previous years. Combined with the bringing forward of the examination period, this enabled Higher School Certificate results to be made available to students before Christmas for the first time.

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 prize for 1999 was presented at the annual Premier's Awards ceremony by the Minister for Education and Training, the Hon John Aquilina, MP, to Ms Roberta Carney from Crookwell High School. Ms Carney achieved outstanding HSC results and first ranking at her school in English and Biology despite being ill with cystic fibrosis for 96 out of 150 school days. She also faced the challenge of a daily 120 km round trip from her home to attend school.

Goal 3: Registration and accreditation requirements and processes that meet the needs and expectations of key stakeholders

Key Result Area 3.1: Review of registration and accreditation processes and requirements

Actions	Key Performance Indicators	Status as at June 30, 2000
Work cooperatively with the non-government school sector to monitor and review systems in place to promote quality and standards	Revised Registration and Accreditation Manual distributed to schools and school systems	Revised manual published November 1999
	Program of regular meetings with registration systems in place to share information about system processes, including consideration of effective monitoring of implementation of the New HSC	Annual meetings initiated from December 1999
Develop, discuss and implement measures to enhance the administration of the home schooling program	Consultation process and instrument developed and implemented	Survey developed and conducted by an independent researcher
	Enhanced procedures developed and implemented	Consultation report being prepared
	Number of registration visits, response and processing times meet published standards	All routine applications processed to published standards

Under the Education Act, the Board is responsible for:

- providing advice and making recommendations to the Minister about the registration of non-government schools (that is, granting permission for schools to operate); and
- accrediting registered non-government schools (that is, granting permission for schools to present candidates for the School Certificate and/or Higher School Certificate).

The major aim of registration is to ensure that the requirements of the Education Act are being met. The aim 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 system of schools. A school system is responsible for ensuring its member schools comply with the Act. There are currently 13 registration systems, comprising schools administered by the Catholic Dioceses and Arch-dioceses in New South Wales, the Seventh Day Adventist Church and the Christian Community Schools.

Categories of registration include primary education, secondary education, or education of a kind prescribed by the regulations under the Act. The Board advises the Minister on the registration of schools on the basis of its inspection of schools or through the advice of the registration systems. The requirements and procedures for the registration and accreditation of non-government schools are detailed in the Board's *Manual for the Registration and Accreditation of Non-Government Schools*.

This manual was revised in consultation with the non-government school sector and reissued during the reporting period.

The inspection process operates through the submission by schools of documentation, or through visits to schools by Board Inspectors. In 1999–2000 the Board processed 25 applications from independent schools on the basis of documentation, 78 applications on the basis of inspection, 34 applications on the basis of registration system recommendation and conducted 12 site inspections of schools that had moved premises. Officers visited for monitoring purposes seven schools selected at random. Officers also participated in the registration and accreditation process of at least one school from each registration system for the purpose of evaluating each registration system's monitoring processes.

In 1999–2000 the Board recommended to the Minister the registration of 11 independent secondary schools, 21 independent primary schools and 12 schools of a prescribed kind. Registration was granted to a further 49 independent schools providing schooling in both the primary and secondary years. Exemption from registration was recommended for one school because of a conscientious objection on religious grounds. The Board granted accreditation to 50 independent non-government secondary schools. Four schools of a 'Prescribed Kind' were accredited.

The Board recommended an extension of registration for one year to five schools to facilitate the introduction of the New Higher School Certificate. One established primary school was granted an extension to the end of 2001 to bring it into line with the secondary school on the same campus. One overseas school was granted recognition as a school eligible to present candidates for the Higher School Certificate.

Review of registration and accreditation requirements

During the year the Board continued development of an enhanced policy framework for the registration and accreditation of non-government schools. The process is aimed at enhancing the procedure for registration and accreditation in order to address issues of quality assurance and accountability.

The review was being coordinated by the Board's Registration Committee, comprising representatives of all major non-government school systems. As at the end of the reporting period the review was continuing, with a final report expected towards the end of 2000.

Administrative Decisions Tribunal

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

The schools division of the Tribunal comprises three members:

Judge Kevin O'Connor (President)

The Hon Mr Joseph Riordan, AO (Non-judicial member)

Miss Kathleen McCreddie, AM (Non-judicial member)

There were no appeals to the Tribunal during the reporting period.

Home schooling

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 1698 students registered for home schooling from 987 families.

Division 7 of the Act provides for exemption from registration for home schooling on religious grounds. At the end of 1999–2000, exemption had been granted by the Minister to 54 students from 23 families.

Review of home schooling requirements

During the reporting period the Office of the Board coordinated a public review on the requirements for home schooling.

The Office worked with a group of home schooling parents to develop a consultative process, involving the distribution of information packages to all registered home schooling parents, written submissions from interested organisations, and a survey.

The survey was conducted by an independent research company. At the end of the reporting period a report based on its findings was being prepared.

Goal 4: Policies and practices reflecting contemporary national and international best practice and research

Key Result Area 4.1: New initiatives in curriculum, examining and credentialling underpinned by research and best practice

Actions	Key Performance Indicators	Status as at June 30, 2000
Research the application of information technology to teaching, testing and assessment methods and information dissemination, in line with principles of Government's <i>IM&T Blueprint</i>	Research conducted into the application of information technology in teaching, measurement and assessment programs	Paper by President published October 1999
	A Strategic Plan developed consistent with <i>IM&T Blueprint</i> to expand the use of IT in the dissemination of information and materials to clients	Plan developed and implemented – 60% of entries on-line in 2000
	National and international approaches to special examination provisions using enhanced technology investigated	On hold
Develop and implement processes to ensure systematic research input to all new initiatives and major projects	All major initiatives and projects include research input	Process in place
Organise and conduct research on assessment and measurement issues	Sample papers evaluated for selected courses prior to development of HSC specimen papers	Completed
	Effective program established for analysing SC and HSC examination data to assist in monitoring the effectiveness of new syllabuses and the provision of feedback and advice to examiners	Program developed and implemented for SC/HSC
	National and international practice in standards-referenced credentialling assessed and report prepared	On hold pending completion of HSC program by first New HSC cohort
Engage with national/international organisations, forums and debates	Effective participation in national/international issues	Ongoing – OBOS participation in national conferences in 1999–2000
Initiate benchmarking process for Stage 6 syllabuses and examinations to investigate quality	Staged benchmarking of curriculum against national/international best practice under way	On hold pending implementation of New HSC courses

Preliminary Course entries for the New HSC

In March 2000, the Office collected information from schools on enrolment patterns for Year 11 under the New HSC. The data showed that:

- a significantly larger proportion of students has opted to undertake a higher level of study in English. The English Advanced course had 45 percent more candidates than the previous 2 Unit English Related course
- more than 5700 students had entered for the English Extension course, previously unavailable in Year 11
- Fundamentals of English, which offers assistance to students who require further support in English, attracted over 5000 students
- there were over 23 000 entries in the Board's Vocational Education and Training Industry Curriculum Frameworks. Almost 35 percent of students chose a VET course as part of their program of study
- the percentage of Preliminary students on track to receive a Universities Admission Index at the end of Year 12, 2001, had increased from 89.5 percent in 1999 to 92.8 percent.

The data suggests that the curriculum is proving successful in terms of realising the aims of the HSC review, namely:

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

Research on examination questions

This research was concerned with improving the properties of examination questions for the School Certificate and Higher School Certificate. It comprised an extensive review and analysis of the measurement efficiency of all questions in a sample of large candidature courses. Feedback from the analysis was provided to incoming Test and Examination Committees to assist in the formulation of new papers.

The use of Item Response Theory to improve the scoring of multiple-choice items

In multiple-choice examination questions, the correct answer usually scores one mark and all other options score zero. In this research project, Item Response Theory was used to determine whether test reliability could be improved by giving partial credit to options with partially correct information.

Four large-candidature subjects that use multiple-choice examination questions were analysed. For questions identified as suitable, scoring was changed so that two marks would be awarded for the correct answer; one mark for the wrong answer with the most partial knowledge and zero for other options. While the analysis was found to improve the ‘fit’ of the questions to the IRT model, potential reliability gains from this approach were found to be negligible.

Research on Visual Arts marking procedures

This research project focused on identifying possible changes that could be introduced to improve the efficiency and accuracy of the marking of students’ submitted artworks for HSC Visual Arts.

Different options for the organisation of markers into teams were investigated, as well as an analysis of the various components that contribute to the final mark for an artwork. The findings of this study, which were being compiled at the end of the reporting period, will be implemented for the Higher School Certificate from 2000.

Factors affecting the study of languages

This research project investigated factors affecting enrolment in languages at the Higher School Certificate. The first phase of the project involved a detailed statistical analysis of trends in population and participation in language study and their relationship to enrolment patterns in language courses at Stage 6 level. This was followed by a series of focus group meetings with parents, students and teachers, at which issues having a significant impact on the teaching and learning of languages were discussed.

The findings of the project suggested that while influences on language study are complex and multi-faceted, a fundamental issue is the balance between the perceived benefits and costs of studying languages in relation to vocational, educational, cultural and other needs. Other major issues included the extent of provision for background speakers and community languages, appropriate curriculum and delivery modes and the place of language study in the overall program of primary and secondary education.

Use of dedicated marking centres for Higher School Certificate Music Performance

The examination for Music at the Higher School Certificate has a mandatory performance component. During the reporting period the Office conducted a survey to ascertain the feasibility of establishing a dedicated marking centre for performances.

Responses were received from almost 300 secondary schools. The responses showed very strong support for the continuation of school-based marking, with 90 percent of respondents expressing a preference for this method. The most frequent comment made was that students were more comfortable and were able to perform at their best in a familiar environment with equipment and acoustics to which they are accustomed. Respondents also mentioned the cost and logistics involved in transporting teachers, students and equipment to a regional centre and the possibility of loss or damage to equipment.

Costs for all research and evaluation projects were met within the Office’s normal operating budget.

Goal 5: Effective management of resources in support of educational goals

Key Result Area 5.1: High quality, cost-effective programs and services for students, parents and schools

Key Result Area 5.2: Resourcing for educational priorities

Actions	Key Performance Indicators	Status as at June 30, 2000
Initiate increase in electronic publishing of Board materials	Wide range of Board products and materials made available electronically	All core materials available on website
Continue development and implementation of Quality Action Plan	Strategies adopted following the review of internal communication and planning processes implemented and included in performance agreements and branch management plans	Revised planning process adopted for 2000–2001
Ensure OBOS meets its corporate governance responsibilities	Office adopts strategies to achieve best practice standards in <ul style="list-style-type: none"> • OH&S • EEO • Equitable management of staff • Disability planning • Waste management • Records management • FOI administration • Asset management and purchasing • Workers compensation • Government Energy Management Program 	<i>(Status reported below)</i>
Coordinate high quality and timely advice to the Minister, central agencies and other key groups	Minister, central agencies and other key groups provided with advice by or before required deadlines	Success rate in achieving stated deadlines 95%
Undertake all necessary steps to overcome the Year 2000 computer problem	All measures required by Government undertaken in accordance with directions	All measures implemented – no Y2K-related problems
Implement Government's corporate services reform agenda	Achievement of performance standards provided in agreements with shared service clients	Standards achieved for clients – <ul style="list-style-type: none"> • AMEB • AECG • Teacher Housing Authority
Provide high quality support for meetings of the Board	Board and committees express satisfaction with standard of support	All agendas, minutes, etc despatched to deadline and available on-line

Actions	Key Performance Indicators	Status as at June 30, 2000
Develop model for improved OBOS resource planning and allocation	New, transparent funding model developed and accepted by management	Model implemented in September 1999
Implement 1999–2000 Budget Strategy and Workforce Plan	Process of program performance review developed and implemented	Process implemented in December 1999
	Staff Training and Development Plan developed, accepted by management and implemented	In progress

Quality Action Plan

The Quality Action Plan of the Office of the Board is an outcome of a guided self-assessment process conducted in 1997 and covers operations across a number of areas, including communication, work processes and client services.

In 1999–2000 the focus of the plan was on improving communication and planning processes. A working group comprising staff from across the branches of the Office was formed in April 1999 to develop recommendations for improving internal communication and planning within the Office. The Group's report was released in August 1999.

The report included a number of recommendations, which were further explored in a climate survey of all staff in October 1999. 78 percent of staff responded, with an analysis of findings made available to each branch for further action on issues raised in each area. The findings were also workshopped at a full staff meeting.

For the Office as a whole, the recommendations of the report led to changes to the corporate planning process for 2000–2001 and beyond. The changes aim in part to provide for more involvement by staff in the process at the branch level. The introduction of the new process was accompanied by a whole-staff seminar.

Equal Employment Opportunity

1999–2000 was the final year of operation of the Office's three-year EEO Action Plan. The development of a replacement plan to cover the next reporting period is presently a priority for the Office.

The three-year plan was designed to progressively build on initiatives and strategies and to share responsibility across the Office. It also provided continuity and a ready reference point from one year to the next.

During 1999–2000 the Office:

- continued its sponsorship of childcare arrangements for staff
- undertook an organisational staff climate survey focusing on communication and planning. The results of the survey were provided to staff. As a consequence of the survey benchmarks have been established for improvement strategies and subsequent surveys
- in collaboration with the Office's EEO Planning Group, drafted the Office's Disability Action Plan. This plan has a number of measures designed to provide more inclusive and accessible services for the disabled
- undertook a review of access to staff training opportunities and developed a more equitable approach to the determination of need and funding arrangements.

EEO data is included at page 51.

The Internet

From its establishment in 1995, the Board of Studies World Wide Web site (<http://www.boardofstudies.nsw.edu.au>) has grown rapidly, both in the number of available documents and in the number of people using it. Throughout 1999 there was a daily average of more than 70 000 'hits'. During the first six months of 2000, the daily average rose to 90 000. More than 1.5 gigabytes of files were downloaded each day.

Major documents released on the site during the reporting period included all New HSC syllabus support materials and specimen HSC examination papers. Many of these documents were made available less than an hour after finalisation.

Multimedia materials

During the reporting period the Office continued its successful partnerships with other organisations and industry groups to produce educational interactive multimedia products to support and promote curriculum materials.

A major achievement in 1999–2000 was the release of *Marrickville Speaks — Police and Community Training*, a multimedia educational CD-ROM made in collaboration with the NSW Police Service and the Ethnic Affairs Commission of New South Wales. The resource encourages cross-cultural understanding for both school students and Police Academy trainees.

Other multimedia products developed and released during the year included the *1998 School Certificate Standards* packages for English and Mathematics, *Years 7–10 Music Work Samples*, *Years 7–10 Design and Technology Work Samples* and *ARTEXPRESS '97*.

Year 2000 compliance

(The following report is in a form that conforms to annual reporting regulations.)

a) **Scope and status of the Year 2000 Project**

The Office of the Board undertook a Year 2000 Compliance Project to identify and address potential problems with key resources that support critical business functions. The Project was based on the *Year 2000 Business Risk Analysis Methodology* issued by the Department of Public Works and Services in 1997 and accorded with all relevant NSW Government guidelines and requirements.

The project involved the following phases:

- risk analysis
- rectification planning
- contingency planning
- disaster recovery planning
- legislative review
- compliance warranty adoption
- legal exposure review
- rectification plan implementation.

As a member agency of the Treasury Managed Fund, the Office of the Board was exempt from undertaking an Insurance Policy Review of Year 2000 coverage. The Office complied with the conditions set by the Treasury Managed Fund for insurance coverage for third party Y2K loss claims.

b) Contingency plans

The contingency plans developed by the Office included assessments of the importance of each business function and details of the contingency procedures to be implemented to overcome or prevent the risk of Year 2000-induced disruptions.

c) Independent verification of compliance strategies

The Office's Business Risk Analysis Process, Rectification Plan, Contingency Plans, Disaster Recovery Plan and costings were independently reviewed and certified by a NSW Government Panel Contract ITS2060 Business Risk Analyst. The Analyst confirmed that:

- the Office had been focusing appropriately on the issue since September 1996 and had promoted organisation-wide awareness of the issue and its implications;
- all nominated executive and operational managers had been involved in the development of compliance strategies;
- a comprehensive data collection and analysis process had been conducted across all business units;
- key business functions had been accurately identified and appropriate risk assessments conducted;
- rectification plans had been prepared; and
- contingency plans were in place.

d) Implementation of rectification plan

Tasks identified in the rectification plan were completed by October 1999.

e) Independent Final Assessment

In accordance with the Premier's Department Circular 99–12, an independent assessment of the remediation process was conducted. The assessment established that rectification strategies met relevant requirements. There were no negative findings or areas of concern.

f) Conclusion

The Office's Y2K compliance project was completed on time and below budget and met all government requirements. The project was completed at a total approximate cost of \$800,000.

4 Management and Performance

Performance statements: President, Board of Studies, and General Manager, Office of the Board of Studies

The President of the Board of Studies is a statutory office holder appointed by the Governor under the Education Act. The following statements of the performance of the President, Board of Studies and the General Manager, Office of the Board of Studies, have been authorised by the Minister for Education and Training.

President, Board of Studies: Professor Gordon V Stanley, BA(Hons), PhD, FAPS

Level: SES Level 5

Period in position: Whole year

1 Policy advice and support

Professor Stanley provided highly effective leadership and strategic direction to the Board of Studies during the year. He facilitated timely Board consideration of developments and policy issues consequent upon implementation of the Government's HSC White Paper *Securing Their Future* and provided the Minister, Government and central agencies with informed advice on Board policies and initiatives.

2 Significant relationships

Professor Stanley made a substantial contribution towards maintaining and developing productive and harmonious relationships with the education community. He was proactive in establishing regular contact and liaison with key groups and fostered cooperation and dialogue between the various interests represented on the Board. He developed research and development projects in collaboration with university academics to explore effective use of the information and communication technologies in learning and assessment.

3 Strategic outcomes

Professor Stanley played a leading role in the implementation of the curriculum assessment and reporting-related aspects of the Government's HSC White Paper *Securing Their Future*. He worked to promote community awareness of the New HSC and on behalf of the Board liaised with peak organisations and individuals to broker support for the initiatives. He visited regional areas of the State to ensure that schools and local communities were well informed of the changes and were able to provide direct feedback to the Board.

General Manager, Office of the Board of Studies : John M Ward, BA, MEd, MPubPol

Level: SES Level 4

Period in position: Whole year

1 Policy advice and support

Throughout the reporting period Mr Ward was proactive in identifying issues of key strategic importance for the Government, the Minister and the Board relating to implementation of the Government's White Paper *Securing Their Future* and for steering the development of appropriate policy responses. Mr Ward also ensured that momentum was maintained in respect of other initiatives, including curriculum development for Kindergarten to Year 10.

2 Significant relationships

The Office of the Board operates in a complex environment with high levels of public and media scrutiny. During the reporting period Mr Ward successfully managed relationships with all key stakeholders to secure smooth implementation of sweeping changes to assessment and reporting for the New HSC. He played a significant role in winning community support for the new framework and ensured that all key materials for schools in support of the changes, including Specimen Examination Papers for the New HSC, were developed through a process that included community consultation.

3 Agency programs

Mr Ward's management of the Office ensured that all programs were completed on time and within budget. This achievement encompassed the provision of accurate 1999 School Certificates, Preliminary Course Records of Achievement and Higher School Certificates to over 200 000 individual students.

4 Strategic outcomes

Mr Ward ensured a strategic focus to all Office programs and services. This resulted in the successful roll-out during the year of key materials supporting the introduction of standards-referenced assessment and reporting. He also ensured that all other initiatives and activities were clearly linked to the Government's policy objectives. To further promote this link he instigated the development of a new planning framework to promote the achievement of strategic outcomes over a three-year period. This framework takes effect from 2000–2001.

5 Managing Resources

Mr Ward's guidance of resource planning led to significant improvements in services provided to the Board's clients as well as to cost savings. A strategic approach to workforce and budget planning in support of core programs ensured that all initiatives and programs were completed on time and within budget and that all initiatives were linked clearly to planned priorities and objectives.

Office of the Board of Studies Branch Descriptions

The branches of the Office of the Board 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 units: the Human Resources Unit and the Operations Unit. Services provided by the Operations Unit include records management, mail, switchboard/reception, motor vehicle fleet management, lease and fitout services, building management, purchasing and travel services and School Certificate and Higher School Certificate examination furniture maintenance and procurement. 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

Manager: Carol Taylor

Assessment Branch coordinates the development and production of all Higher School Certificate examinations, School Certificate Test papers and Course Performance Descriptors. The branch provides technical and professional support to the Board on assessment, reporting and credentialling issues and liaises with national and international bodies on assessment matters. The branch develops support material and provides advice to schools and the public on assessment and reporting in all Key Learning Areas, Kindergarten to Year 12. The branch monitors the awards by schools of grades for School Certificate courses and manages the appointment of members to the Board's examination committees.

Curriculum

Director: Robert Randall

This branch is responsible for the development of syllabuses and support materials for all Key Learning Areas, 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 on behalf of the Minister the function of considering applications for home schooling.

The Board's Inspectors are located in Curriculum Branch. A list of their names and Key Learning Area responsibilities is included in the Appendices. 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 and Certification

Director: Rob Speers

The branch manages the planning, conduct and marking of Higher School Certificate Examinations and School Certificate Tests, collects and processes all entry and assessment data for the Higher School Certificate and School Certificate programs, and maintains student records. The branch 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 is responsible for the distribution of all Certificates, Records of Achievement and Result Notices for eligible students. The branch appoints the Presiding Officers and Supervisors who administer examinations and the markers and clerical staff for the marking operations.

Finance

Manager: Les Coulcher (to January 2000)

Greg Logan (Acting from January 2000)

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

Director: Dr John Bennett

Information Services manages the planning, development and operation of the information technology systems and publishing functions supporting the Board of Studies and its programs. The branch investigates, trials and implements new applications of information technology systems and services supporting the School Certificate and HSC programs. It liaises with other authorities in the development of systems and the provision of data held on the Office's computerised records. The branch provides both print and electronic publishing and distribution services for the Board, including editing, copyright, design and desktop publishing services. The branch provides Client Services support to schools and the public, and manages the distribution of Board materials. The branch produces interactive curriculum and support materials on CD-ROM and manages the Board of Studies website. The branch also undertakes research in educational measurement to support the Board's development and application of assessment and examinations policy and practice, and manages and conducts projects and processes to support the Board's statewide assessment and examination programs.

Media and Public Relations

Manager: Nicola Gavel (to September 1999)

Steve Bowley

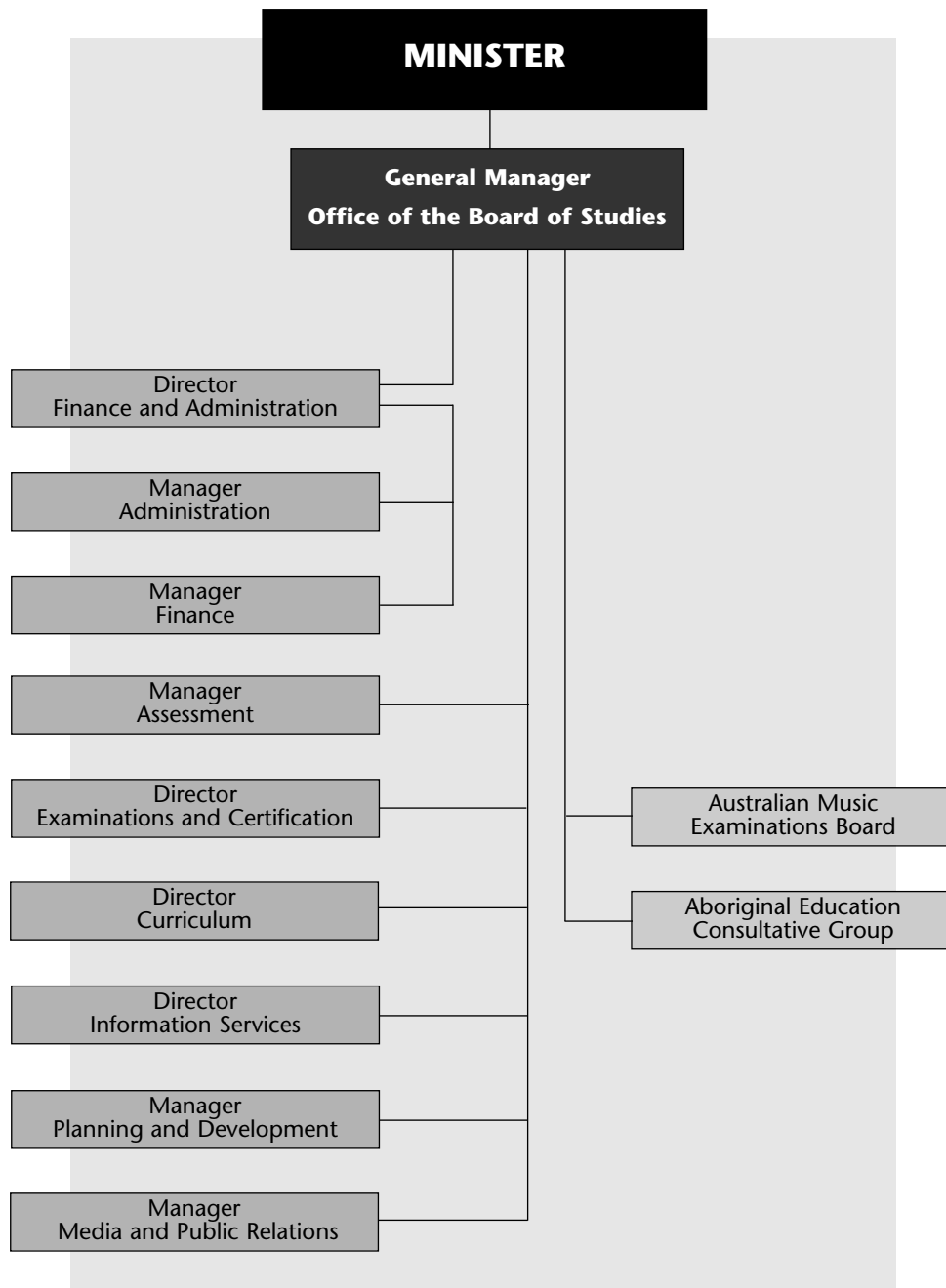
Media and Public Relations Branch is responsible for the media liaison and public relations activities of the Board of Studies and the Office of the Board, including special functions and events such as the Premier's Awards for Excellence and joint Office of the Board of Studies/Department of Education and Training projects: DesignTech, OnSTAGE, ENCORE, ARTEXPRESS, the Minister's Young Designers Awards and the Education and Training portfolio stand at the Royal Easter Show. The branch also produces information publications, including the *Board Bulletin* for schools.

Planning and Development

Manager: David Patterson

Planning and Development Branch clarifies, interprets and evaluates current Board of Studies rules and requirements, and provides advice to the Board and the Office on policy issues and other matters. The branch provides administrative support for the Board of Studies and coordinates the Board and Office planning processes.

Planning and Development Branch coordinates briefings and advisory materials for the Minister and central agencies and provides quality assurance for correspondence prepared by the Office. It also coordinates the activities of the Office's regionally based Liaison Officers. The Chief Research Officer, Librarian and Board secretariat are located in the branch.



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

Level	Total CES/SES 1999-00	Total CES/SES 1998-99
8		
7		
6		
5		
4	1	1
3		
2	1	1
1	3	3

Number of positions held by women

Current year	1
Previous year	1

OBOS CES/SES staff academic qualifications

General Manager

Mr John Ward, BA, MEd, MPubPol

Director, Curriculum

Mr Robert Randall, BAppSci, GradDipEd, MEdMgt

Director, Information Services

Dr John Bennett, BMath, BEdStud, MEd, PhD

Director, Finance and Administration

Mr David Murphy, BBus(Acc/Econ) ASA

Director, Examinations and Certification

Ms Rob Speers, DipTeach

Recruitment

During 1999–2000, the average staffing of the Office of the Board of Studies was 226. This included the full-time equivalent of 23 in addition to the Office's core staffing, to support the implementation of the Government's HSC White Paper reforms. Over the course of the preceding year the full-time equivalent of a further 607 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.

Division/Branch	2000			1999		
	CES/SES	Other	Total	CES/SES	Other	Total
Senior Management	1	3	4	1	3	4
Planning and Development (incl Regional Liaison and Board Support)	–	29	29	–	34	34
Media and Public Relations	–	4	4	–	4	4
Curriculum	1	52	53	1	64	65
Examinations and Certification	1	36	37	1	36	37
Assessment	–	25	25	–	25	25
Finance and Administration	1	22	23	1	22	23
Australian Music Examinations Board	–	11	11	–	10	10
Information Services	1	34	35	1	34	35
Aboriginal Education Consultative Group	–	5	5	–	5	5
Total	5	221	226	5	237	242

Equal Employment Opportunity

Equal Employment Opportunity Statistics

(based on actual staffing as at June 30, 2000)

Representation of EEO target groups within levels

	2000				1998-99				1997-89			
	total staff	women	EM*	FL*	total staff	women	EM*	FL*	total staff	women	EM*	FL*
Below CO 1	0	0	0	0	1	1	0	0	0	0	0	0
						100%	0.0%	0.0%		0.0%	0.0%	0.0%
CO 1	52	34	5	7	47	36	5	8	42	33	6	4
Gd 1		65.4%	9.6%	13.5%		76.6%	10.4%	17%		78.6%	14.3%	9.5%
A&C	27	19	5	5	34	25	7	6	31	25	7	6
Gds 1-2		70.3%	18.5%	18.5%		73.5%	20.6%	17.6%		80.6%	22.6%	19.4%
A&C	41	28	4	4	57	41	5	4	47	33	9	8
Gds 3-5		68.3%	9.8%	9.8%		80%	8.8%	7%		70.2%	19.1%	17.0%
A&C	26	14	5	4	30	17	6	5	29	15	2	2
Gds 6-9		54%	19.2%	15.4%		57%	20%	16.7%		51.7%	6.9%	6.9%
A&C	57	27	3	3	83	47	5	5	71	38	6	5
Gds 10-12		47.4%	5.3%	5.3%		56.6%	6%	6%		53.5%	8.5%	7.0%
Above A&C16	6	1	1	1	12	5	1	1	21	9	0	0
Gd 12		37.5%	6.25%	6.25%		41.7%	8.3%	8.3%		42.9%	0.0%	0.0%
Non SES												
Above Gd 12 SES	6	1	0	0	6	1	0	0	6	0	0	0
		16.7%				16.7%	0.0%	0.0%		0.0%	0.0%	0.0%
Total	225	129	23	24	270	173	29	29	247	153	28	25
		57%	10.2%	10.7%		64%	10.7%	10.7%		61.9%	11.3%	10.1%

*EM — Racial, ethnic or ethno-religious group that is a minority in Australian society

*FL — Employees whose first language is other than English

The percentages show the minimum representation in each classification range.

Representation and recruitment of Aboriginal employees and employees with a physical disability

	2000				1998/1999			
	Total staff	Aboriginal people	PWPD*	ADJ*	Total staff	Aboriginal people	PWPD*	ADJ*
Total employees	225	5	2	3	270	2	2	3
Recruited over the year	44	1	0	0	59	2	0	1

*PWPD — People with a physical disability

*ADJ — Physical disability requiring adjustment at work

Occupational Health and Safety Performance

The Occupational Health and Safety Committee met on four occasions during 1999–2000. Workplace site inspections were undertaken throughout 1999–2000 of Office and Warehouse sites.

Injuries

Permanent staff

Category	Number
Fall	2
Lifting	2
Strain	5
Other	2

Casual staff/Markers/Presiding Officers

Category	Number
Fall	10
Lifting	0
Strain	3
Other	7

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

Risk Management

The General Manager, Directors, Branch Managers and the Risk Manager comprise the chain of responsibility for Risk Management within the Office of the Board of Studies.

A disaster recovery strategy has been developed and implemented to ensure that the Office's data security is maintained and accessible.

Business Continuity Planning

Responses to a number of disaster scenarios have been developed in the form of a Business Continuity Plan. The Plan draws together the four essential elements of the Office's approach to risk management, namely:

- business recovery
- staff evacuation
- access control
- risk assessment.

The Plan draws on existing procedures for staff evacuation and computer data recovery.

The objectives of the Plan are to:

- 1 define responsibilities for the conduct and control of staff evacuation;
- 2 establish procedures for the management of and communication with staff in the event of a disaster, including welfare and counselling services;
- 3 establish priorities for the restoration of critical business functions, including vital records, replacement of damaged equipment and other resources and the identification of alternative workplaces and working arrangements;
- 4 establish recovery processes including recovery team formation and roles, integration with other recovery plans, eg IT, effects on other tenants and recovery team facilities.

The content and process adopted is in compliance with Australian Standard AS3745 for evacuation planning and AS/NZ4360 for risk assessment and business recovery planning.

A Risk Management Group meets on a regular basis. The Group's terms of reference include ensuring that there is:

- clear allocation of responsibility for security measures
- coordination, integration and ongoing maintenance of business continuity policies, procedures and plans
- security training and awareness
- cyclical risk reviews
- ongoing security monitoring and reporting.

Major risk management exposures that have been identified to date are:

- staff evacuation
- business/functional priorities
- vital records
- security, including staff data, assets and core business.

Payment of accounts

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 Public Finance and Audit Act 1983.

For the 1999–2000 financial year, the Office of the Board of Studies achieved 99.24 percent of accounts paid within the vendor's terms of trade. This compares with 98.91 percent of accounts paid within the supplier's terms in the 1998–99 financial year. No claims were made for interest due to late payment.

Exceptional movements in employee wages, salaries or allowances

Administrative and clerical staff employed under the *Crown Employees (Public Sector Salaries January 2000) Award* received a first tier salary increase of two percent, effective from January 7, 2000.

Personnel policies and practices

Officers are employed under one or both of the following Acts:

Education Act 1990

Public Sector Management Act 1988

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 2000) Award*.

Industrial relations policies and practices

Industrial relations policies and practices at the Office of the Board of Studies accord with the direction and guidance provided by the Department of Industrial Relations, the Public Sector Management Office 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 June 30, 2000 for the Office of the Board was:

Extended leave \$2,462,031

Recreation leave \$1,119,306

Contracting and market testing

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

The principles of the plan were applied to operations across a number of programs during 1999–2000. Planning was initiated for the contracting-out of procurement of various goods and services and for the leasing of computer equipment.

Consultancies

Consultancies costing less than \$30,000

There were five consultancies valued at less than \$30,000 during the reporting period for a total cost of \$24,980.

Consultancies costing more than \$30,000

Two consultancies during the reporting period were conducted by Bruce Searles Consulting Pty Ltd and Ernst and Young Pty Ltd, at a total cost of \$77 477.

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 or universities can expect curricula and credentials that will provide students graduating from school with skills and knowledge that prepare them for further study.

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 a full-time liaison officer 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;
- providing all public contact staff with formal training in client service;
- 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.

Client feedback

Any suggestions on ways in which the Office of the Board of Studies can improve its services, policies, and procedures are welcomed. All suggestions will be responded to promptly, by telephone or in writing.

Complaints management

Our policy of devolving accountability to line managers and staff is designed to solve client problems at the source. However, if clients are dissatisfied with the quality of service received, they are invited to contact the General Manager.

Representation on external committees (as at June 30, 2000)

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

Ministerial Advisory Council on the Quality of Teaching
Vocational Education and Training Accreditation Board

Mr J Ward (*General Manager, Office of the Board of Studies*)

HSC On-line Board of Management
Australian Curriculum, Assessment and Certification Authorities (ACACA) Chief Executive Officers
Group
ACACA Curriculum and Assessment in the Compulsory Years Sub-Group
Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) Vocational
Learning Framework Working Group

Dr J Bennett (*Director, Information Services*)

HSC On-line Board of Management
NSW Vice-Chancellors' Conference Technical Committee on Scaling
MCEETYA Taskforce on Vocational Education in Schools — Performance Measures and Data
Working Group

Mr R Randall (*Director, Curriculum*)

Securing Their Future Training and Development Committee
Schools Consortium (Vocational Education and Training in Schools)
Board of Vocational Education and Training Curriculum Advisory Committee
University of Technology, Sydney, Reference Group for ANTA-Funded Projects

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

Public Service Medal Committee
RSL Scholarship Committee

Mr S Bowley (*Manager, Media and Public Relations*)

Joint Projects Management Committee for ENCORE, OnSTAGE, MYDA, DesignTech and
ARTEXPRESS

Mr D Patterson (*Manager, Planning and Development*)

TAFE Accreditation Council
Schools Consortium (Vocational Education and Training in Schools)
TAFE/Board of Studies Credit Transfer Committee
New Apprenticeships Reference Group
Gifted Education Research Advisory Committee (UNSW)

Ms C Taylor (*Manager, Assessment*)

Securing Their Future Training and Development Committee

Ms H Dixon (*Board Inspector – Languages*)

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

Ms R Hafner (*Board Inspector – Science*)

NSW Quality Teacher Program Steering Committee

Ms L Hegerty (*Board Inspector – Human Society and Its Environment*)

Discovering Democracy Schools Material Project Working Party
NSW *Civics and Citizenship* Education Benchmarking Project Consultative Group

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

Premier's Physical Activity Taskforce

Mr P Lambert (*Board Inspector – Primary*)

State Steering Committee — *Access Asia*
Department of Community Services Early Childhood Steering Committee
University of Sydney External Review Committee for Primary Education Courses

Ms M Millan (*Chief Education Officer – Vocational Education and Training*)

Australian Curriculum, Assessment and Certification Authorities Sub-Group on Vocational Education
in Schools
Australian Student Traineeship Foundation State Advisory Committee
Qualifications, Recognition and Resource Requirements Committee
NSW Work Placement Coordination Project Steering Committee

Overseas Visits

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

Denver, United States of America, April 7–16, 2000
The purpose of this visit was to investigate approaches to testing.

Mr G Willems (*Keyboard Adviser and Examiner, Australian Music Examinations Board*)

Hong Kong, November 10–13, 1999
The purpose of this visit was to conduct AMEB examinations in Hong Kong.

Sponsorships

The Office of the Board of Studies would like to thank the sponsors for their support of the following events in 1999–2000:

ARTEXPRESS

Chroma Australia
Grace Removals
Sir William Dobell Art Foundation
Radio 2UE
The Sydney Morning Herald
Channel Ten
Integral Energy

Minister's Young Designers Awards

Independent Commission Against Corruption

Cable and Wireless Optus

R E Batger

Waste reduction and recycling

The Office of the Board has been fully committed to recycling its paper and cardboard waste since 1993. Recycling is part of the 'Waste Reduction Hierarchy' and is one of the waste minimisation strategies that have been included in the Office's Waste Reduction and Purchasing Plan. The plan was approved by the Environmental Protection Authority during the reporting period.

Other strategies for waste minimisation include purchasing products with recycled content and low-waste products, where these are cost-effective and meet performance requirements. The Office has also introduced waste separation not only for its tenancy at Clarence Street, Sydney, but for the entire building.

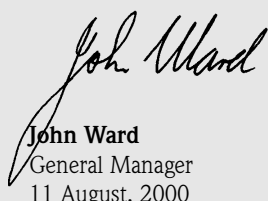
5 Financial Statements

The Office of the Board of Studies

Year ended 30 June, 2000

Pursuant to Section 45F of the *Public Finance and Audit Act 1983* (NSW), I state that:

- (a) The accompanying financial statements have been prepared in accordance with the Statements of Accounting Concepts, applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983* (NSW), the Public Finance and Audit (General) Regulation 1995, and the Financial Reporting Directives published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the Treasurer's Directions other authoritative pronouncements of the Australian Accounting Standards Board (AASB) and Urgent Issues Group (UIG) Consensus Views;
- (b) the Operating Statement presents a true and fair view of the results of the Office of the Board of Studies for the year ended 30 June, 2000;
- (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, 2000; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



John Ward
General Manager
11 August, 2000



BOX 12 GPO
SYDNEY NSW 2001

INDEPENDENT AUDIT REPORT

OFFICE OF THE BOARD OF STUDIES

To Members of the New South Wales Parliament and the General Manager

Scope

I have audited the accounts of the Office of the Board of Studies for the year ended 30 June 2000. The General Manager is responsible for the financial report consisting of the accompanying statement of financial position, operating statement, statement of cash flows and summary of compliance with financial directives, together with the notes thereto, and information contained therein. My responsibility is to express an opinion on the financial report to Members of the New South Wales Parliament and the General Manager based on my audit as required by sections 34 and 45F(1) of the *Public Finance and Audit Act 1983* (the Act). My responsibility does not extend to an assessment of the assumptions used in formulating budget figures disclosed in the financial report.

My audit has been conducted in accordance with the provisions of the Act and Australian Auditing Standards to provide reasonable assurance whether the financial report is free of material misstatement. My procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates.

In addition, other legislative and policy requirements, which could have an impact on the Office of the Board of Studies's financial report, have been reviewed on a cyclical basis. For this year, the requirements examined comprised compliance with:

- core business activities being in accordance with the approved program description;
- the *Public Sector Management Act 1988* and *Public Sector Management (General) Regulation 1996*; and
- the Premier's Department, SES Guidelines in respect of the General Manager's contract.

These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with the requirements of the Act, Accounting Standards and other mandatory professional reporting requirements, in Australia, so as to present a view which is consistent with my understanding of the Office's financial position, the results of its operations and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In my opinion, the financial report of the Office of the Board of Studies complies with section 45E of the Act and presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements the financial position of the Office as at 30 June 2000 and the results of its operations and its cash flows for the year then ended.

S Kalagurjevic FCPA
Director of Audit
(duly authorised by the Auditor-General of New South Wales
under section 45F(1A) of the Act)

SYDNEY
11 August 2000

The Office of the Board of Studies
Financial Report 30 June, 2000

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Operating Statement
For the year ended 30 June, 2000

	Note	Actual 2000 \$'000	Budget 2000 \$'000	Actual 1999 \$'000
Expenses				
Operating Expenses				
Employee related	4(a)	54,845	51,378	57,020
Other operating expenses	4(b)	18,295	14,200	21,049
Maintenance				
Depreciation	4(c)	1,531	1,534	1,775
Grants and subsidies				
Finance costs				
Other expenses				
Total Expenses		74,671	67,112	79,844
Less: Retained Revenue				
Sale of Goods & Services	5(a)	4,067	4,005	4,289
Investment income				
Retained taxes, fees and fines				
Grants and contributions	5(b)	1,432	691	1,111
Other Revenue	5(c)	315	143	90
Total Retained Revenue		5,814	4,839	5,490
Gain/(Loss) on sale of non-current assets	21	62	50	(84)
NET COST OF SERVICES	3	68,795	62,223	74,438
Government Contributions				
Recurrent appropriation		62,974	58,752	66,806
Capital appropriation		1,200	1,200	1,850
(Asset sale proceeds transferred to the Crown Entity)				
Acceptance by the Crown Entity of Employee entitlements and other liabilities	6	3,436	2,250	3,712
Total Government Contributions		67,610	62,202	72,368
SURPLUS (DEFICIT) FOR THE YEAR		(1,185)	(21)	(2,070)
Extraordinary Items				
SURPLUS (DEFICIT) FOR THE YEAR AFTER EXTRAORDINARY ITEMS		(1,185)	(21)	(2,070)

The accompanying notes form part of these statements.

Statement of Financial Position

As at 30 June, 2000

	Note	Actual 2000 \$'000	Budget 2000 \$'000	Actual 1999 \$'000
ASSETS				
Current Assets				
Cash	7	462	797	180
Investments				
Receivables	8	152	514	492
Inventories	9	722	1,398	1,398
Other				
Total Current Assets		1,336	2,709	2,070
Non-Current Assets				
Plant and Equipment	10	4,459	4,849	5,383
Land and Buildings				
Infrastructure Systems				
Investments				
Receivables				
Inventories				
Other				
Total Non-Current Assets		4,459	4,849	5,383
TOTAL ASSETS		5,795	7,558	7,453
LIABILITIES				
Current Liabilities				
Accounts Payable	11	314	296	1,456
Borrowings				
Employee Entitlements	12	2,731	2,507	2,407
Other provisions				
Other	13	345		
Total Current Liabilities		3,390	2,803	3,863
Non-Current Liabilities				
Borrowings				
Employee Entitlements				
Other				
Total Non-Current Liabilities				
TOTAL LIABILITIES		3,390	2,803	3,863
NET ASSETS		2,405	4,755	3,590
Equity				
Capital				
Reserves				
Accumulated funds	14	2,405	4,755	3,590
TOTAL EQUITY		2,405	4,755	3,590

The accompanying notes form part of these statements.

Statement of Cash Flows
For the year ended 30 June, 2000

	Note	Actual 2000 \$'000	Budget 2000 \$'000	Actual 1999 \$'000
Cash Flow from Operating Activities				
Payments				
Employee related		(53,273)	(50,092)	(55,060)
Grants and subsidies				
Finance costs				
Other		(18,766)	(15,360)	(21,860)
Total Payments		(72,039)	(65,452)	(76,920)
Receipts				
Sale of goods & services		4,411	3,981	4,099
Retained taxes, fees and fines				
Interest received		83	98	90
Other		1,664	738	1,111
Total Receipts		6,158	4,817	5,300
Cash Flows from Government				
Recurrent appropriation		63,319	58,752	66,806
Capital appropriation		1,200	1,200	1,850
Asset sale proceeds transferred to the Crown Entity				
Cash reimbursement from the Crown Entity		2,189	2,250	2,320
Cash transfers to the Consolidated Fund				
Net Cash Flows from Government		66,708	62,202	70,976
Net Cash Flows from Operating Activities	22	827	1,567	(644)
Cash Flows from Investing Activities				
Proceeds from the sale of Land and Buildings, Plant and Equipment and Infrastructure Systems	21	183	250	294
Proceeds from sale of investments				
Advance repayments received				
Purchases of Land and Buildings, Plant and Equipment and Infrastructure Systems	21	(728)	(1,200)	(1,241)
Purchases of investments				
Advances made				
Other				
Net Cash Flows from Investing Activities		(545)	(950)	(947)
Cash Flows from Financing Activities				
Proceeds from borrowings and advances				
Repayment of borrowings and advances				
Other				
Net Cash Flows from Financing Activities				
Net Increase/(Decrease) in Cash		282	617	(1,591)
Opening Cash and Cash Equivalents		180	180	1,771
Cash transferred in (out) as a result of administrative restructuring				
Closing Cash and Cash Equivalents	7	462	797	180

The accompanying notes form part of these statements.

Summary of Compliance with Financial Directives

	2000				1999			
	Recurrent Appropriation	Expenditure/ Net Claim on Consolidated Fund	Capital Appropriation	Expenditure/ Net Claim on Consolidated Fund	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Original Budget Appropriation/ Expenditure								
Appropriation Act	57,882	57,772	1,200	1,200	62,621	62,621	1,850	1,850
Additional Appropriations	4,586	4,586			3,440	3,440		
s21A PF & AA - special appropriation								
s24 PF & AA - transfers of functions between departments								
s26 PF & AA - Commonwealth specific purpose payments - IESIP	870	525			745	745		
	63,338	62,883	1,200	1,200	66,806	66,806	1,850	1,850
Other Appropriations/ Expenditure								
Treasurer's Advance								
Section 22 - expenditure for certain works and services	91	91						
Transfers from another agency (section 28 of the Appropriation Act)								
	91	91						
Total Appropriations/ Expenditure/Net Claim on Consolidated Fund (includes transfer payments)	63,429	62,974	1,200	1,200	66,806	66,806	1,850	1,850
Amount drawdown against Appropriation		63,319		1,200		66,806		1,850
Liability to Consolidated Fund		(345)		0				

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

The liability to the Consolidated Fund represents the difference between the 'Amount drawdown against Appropriation' and the 'Total Expenditure/Net Claim on Consolidated Fund'.

The variation of \$455,000 between the recurrent appropriation and expenditure/net claim on Consolidated Fund for the year is due to a reduction in payroll tax of \$110,000 and a reduction in Commonwealth payments for the IESIP program \$345,000.

Section 22 appropriation relates to funding made available for GST implementation costs.

\$1.2M was appropriated from the capital allocation for the purposes of Electronic Service Delivery to Schools, Examination System Upgrade and Minor Works. However, in accordance with accounting standards, expenditure has been reclassified as an expense within the financial statements as follows: Electronic Service Delivery to Schools (\$143,976), Examination System Upgrade (\$87,923) and Minor Works (\$240,000).

Notes to and forming part of the Financial Statements

1 THE 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 and no administered activities, 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 Operating Statement.

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

The agency's financial statements are a general purpose financial report that has been prepared on an accruals basis and in accordance with Statements of Accounting Concepts, applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983* (NSW) (the Act) and Regulations and the Financial Reporting Directives 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, other authoritative pronouncements of the Australian Accounting Standards Board (AASB) and Urgent Issues Group (UIG) Consensus Views.

Where there are inconsistencies between the above requirements, the legislative provisions have prevailed.

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

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

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

A reconciliation between the 'Net Cost of Services' and the 'Net Cash Used from Operating Activities' in accordance with accounting standard AAS29 'Financial Reporting by Government Departments' is shown at Note 22.

(b) Parliamentary Appropriations and Contributions from Other Bodies

From this financial year there is a change in accounting policy for the recognition of parliamentary appropriations. Parliamentary appropriations 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.

The effect of this change for the year ending 30 June 2000 is that \$344,679 which is the amount owing to the Consolidated Fund (excluding any liability in respect of transfer payments), is accounted for as a current liability and not as a revenue as previously. The liability is disclosed in Note 13 as part of 'other current liabilities'. The amount will be repaid and the liability will be extinguished next financial year.

It is impracticable to restate the comparatives for this change in accounting policy, as agencies were not required to determine any final amount owed to the Consolidated Fund for the year ending 30 June 1999.

(c) Employee Entitlements

Liabilities for wages, salaries and annual leave are recognised and measured as the amount unpaid at the reporting date at current pay rates in respect of employee services up to that date. 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 entitlements 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 the employee entitlements to which they relate have been recognised. 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'. Long service leave is measured on a nominal basis. The nominal basis is based on the remuneration rates at year end for all employees with five or more years of service. It is considered that this measurement technique produces results not materially different from the estimate determined by using the present value basis of measurement. 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 (eg State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employee's superannuation contributions.

(d) Operating Revenue

Revenue is recognised when the Office has control of the good or right to receive, and it is probable that the economic benefits will flow to the Office, and the amount of revenue can be measured reliably.

Operating Revenue includes revenue from interest earned on the Office's cash balance. In addition, revenue includes contributions received from third parties to assist in the implementation of some programs. Finally revenue includes income received from services provided by the Office.

(e) Non-Current Assets (Property, Plant & Equipment)

Cost and valuation

The cost method of accounting is used for all acquisitions of assets controlled by the Office. Cost is determined as the fair value of the assets given up at the date of acquisition plus costs incidental to that acquisition.

Plant and equipment costing \$5,000 and above are individually capitalised. Plant and equipment costs are recorded at historical cost. In accordance with Treasury guidelines on 'Accounting policies for revaluation of non-current physical assets', an independent valuation of all non-current assets held by the Office is due to be carried out in 2001.

Depreciation

Depreciation is provided for on a straight line basis against all depreciable assets. Major depreciation periods are:

	2000	1999
Computer Equipment	4 Years	4 Years
Office Furniture	10 Years	10 Years
Office Equipment	5 Years	5 Years
Building Improvement	10 Years	10 Years
Plant & Machinery	10 Years	10 Years
Motor Vehicles	7 Years	7 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 (Note 9).

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

The provision for obsolescence has been reduced to 10% in 2000 (20% in 1999) following the annual stocktake which resulted in the disposal of a large proportion of obsolete items as a result of the new HSC.

(g) Cash

For the purposes of the Statement of Cash Flows, the entity considers cash to include cash on hand and cash equivalents (ie cash in banks). Cash at the end of the reporting period as shown in the Statement of Cash Flows is equivalent to the related items in the Statement of Financial Position.

(h) Financial Instruments

Financial instruments give rise to positions that are a financial asset of either the Office of the Board of Studies or its counterparty and a financial liability (or equity instrument) of the other party. For the Office, these include cash at bank, cash on hand, receivables and creditors.

In accordance with AAS33 'Presentation and Disclosure of Financial Instruments' information is disclosed in Note 24, in respect of the credit risk and interest rate risk of financial instruments. All such amounts are carried in the accounts at net fair value unless otherwise stated. The specific accounting policy in respect of each class of such financial instrument is stated below.

Classes of instrument recorded at cost comprise:

- cash
- receivables
- creditors

All financial instruments including revenue, expenses or other cash flows arising from instruments are recognised on an accruals basis.

Interest rate risk is the risk that the value of the financial instrument will fluctuate due to changes in market interest rates (Note 24).

Credit risk is the risk of financial loss arising from another party to a contract or financial position failing to discharge a financial obligation thereunder. The Office's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the balance sheet (Note 24).

The Office has not entered into any derivative financial instruments (such as swaps, forward rate agreements, futures, options or forwards).

(i) Board Fees

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

(j) Monies Held in Trust

The Office holds monies on trust for the Brother John Taylor Memorial Trust and for the Mary Besley Biology Teachers award.

(k) 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.

(l) Leased Assets

Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.

3. BUDGET REVIEW

Net Cost of Services

The actual net cost of services in 2000 was higher than budget by \$6.572m. This was primarily due to:

- increase in 1999 candidature for HSC and School Certificate
- recurrent costs of the White Paper reforms in 1999/2000
- relocation of SC and HSC Marking Centres from Moore Park to Homebush Showgrounds
- the per annum cost of the 1 January 1999 teacher's salary increase
- additional grant and revenue funded projects.

Assets and Liabilities

The increase in net cost of services resulted in a reduction of Net Assets by \$2.4m reflecting decreases in cash holdings of \$0.3m, receivables of \$0.4m, inventory holdings of \$0.7m, non-current assets of \$0.4m and an increase in current liabilities of \$0.6m.

4 EXPENSES

Actual	Actual
2000	1999
\$'000	\$'000

(a) Employee related expenses comprise the following specific items:

Salaries and Wages (including recreation leave)	48,041	49,940
Superannuation	2,866	2,941
Long service leave	387	569
Workers compensation insurance	297	225
Payroll tax and fringe benefit tax	3,254	3,345

	54,845	57,020
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- (b) Other operating expenses comprise the following items:

	Actual	Actual
	2000	1999
	\$'000	\$'000
Auditor's remuneration (Internal & External)	75	50
Computing expenses	971	1,460
Insurance	99	25
Postage	1,338	1,637
Printing & publishing	4,055	4,605
Rent & accommodation	5,258	5,336
Security	1,377	1,413
Travel & accommodation	1,490	1,699
Stationery & consumables	447	621
Motor vehicles	455	451
Other	2,730	3,752
	18,295	21,049

- (c) Depreciation is charged as follows:

Building improvements	208	208
Computer equipment	1,077	1,157
Office equipment	78	142
Office furniture	110	162
Plant and machinery	9	12
Motor vehicles	49	94
	1,531	1,775

5 REVENUES

Revenue Arising from Operating Activities

- (a) Sale of goods & services comprise the following items:

Sale of teaching kits and publications	1,153	1,254
HSC and School Certificate user charges	713	691
Music Examination Advisory Board Fees	2,197	2,148
Other (FOI, Inservice exams, etc.)	4	196
	4,067	4,289

- (b) Grants and Sponsorship

1,432	1,111
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- (c) Other Revenue

Interest	83	90
Exhibition fees/other	232	

315	90
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6. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE ENTITLEMENTS AND OTHER LIABILITIES

Actual	Actual
2000	1999
\$'000	\$'000

The following liabilities and/or expenses have been assumed by the Crown Entity:

Superannuation	2,866	2,942
Long service leave	387	569
Payroll tax	183	201
Debt and borrowings		
Other operating expenses		

	3,436	3,712
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7. CURRENT ASSETS – Cash and Cash Equivalents

Cash at bank	457	175
Cash on hand	5	5

Closing Cash and Cash Equivalents	462	180
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8. CURRENT ASSETS – Receivables

Trade debtors	80	63
Less: Provision for doubtful debts	(2)	(2)
Sundry government debtors	41	98
Other debtors	33	184
Prepayments		149

	152	492
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9. CURRENT ASSETS – Inventories

Publications/stock	801	1,745
Less provision for obsolescence	(79)	(347)

	722	1,398
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10. NON-CURRENT ASSETS – Plant and Equipment

	Computer Equipment	Office Equipment	Office Furniture	Motor Vehicles	Plant and Machinery	Building Improvements	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
At cost							
Balance 1 July 1999	6,902	415	1,203	362	107	2,080	11,069
Additions	722	6					728
Disposals	(1,098)	(9)	(186)	(126)	(12)		(1,431)
Balance 30 June 2000	6,526	412	1,017	236	95	2,080	10,366

Accumulated depreciation

Balance 1 July 1999	4,359	223	540	82	66	416	5,686
Depreciation for the period	1,077	78	110	49	9	208	1,531
Write back on disposal	(1,075)	(9)	(177)	(45)	(4)		(1,310)
Balance 30 June 2000	4,361	292	473	86	71	624	5,907

Written down value

Balance 1 July 1999	2,543	192	663	280	41	1,664	5,383
Balance 30 June 2000	2,165	120	544	150	24	1,456	4,459

Value of fully depreciated assets held as at 30 June 2000, \$,000.

	Computer Equipment	Office Equipment	Office Furniture	Motor Vehicles	Plant and Machinery	Building Improvements	Total
	2,898	155	182	–	46	–	3,281

	Actual 2000 \$'000	Actual 1999 \$'000
11. CURRENT LIABILITIES – Accounts Payable		
Creditors	314	1,456
	314	1,456
12. CURRENT LIABILITIES – Employee Entitlements		
Recreation leave	1,119	1,181
Accrued salaries and wages	244	206
Relief staff costs/other	1,368	1,020
	2,731	2,407
13. CURRENT LIABILITIES – Other		
Liability to the Consolidated Fund	345	
	345	
14. CHANGES IN EQUITY		
Accumulated Funds		
Balance 1 July 1999	3,590	5,660
Deficit for the year	(1,185)	(2,070)
Balance 30 June 2000	2,405	3,590

15. UNCLAIMED MONIES

All amounts unclaimed are forwarded to the Treasury for credit of Special Deposits Unclaimed Monies Account and are available for refund from that account. No unclaimed amounts have been held in the accounts of the Office in excess of two years.

16. COMMITMENTS FOR EXPENDITURE

(a) Operating Lease Commitments	Actual 2000 \$'000	Actual 1999 \$'000
Aggregate non-cancellable operating lease expenditure contracted for at balance date but not provided for in the accounts		
Not later than one year	2,286	2,126
Later than one year and not later than five years	8,889	7,010
Later than five years.	4,593	4,460
Total (including GST)	15,768	13,596

Contingent Asset

The total 'Operating Lease Commitments' above includes input tax credits of \$1.264m that are expected to be recoverable from the ATO. No adjustment for GST has been made for 1999.

(b) Capital/Other Expenditure Commitments

There was no material capital or other expenditure contracted for at balance date but not provided for in accounts payable.

17. CONTINGENT LIABILITIES

The Office is unaware of any contingent liabilities existing as at 30 June 2000.

18. CONSULTANCIES

During 2000 there were two major projects involving consultants undertaken for a value in excess of \$30,000. Consultants were employed for five minor projects at a total cost of \$24,980.

19. AUDITOR'S REMUNERATION

Audit fees payable to the Audit Office of NSW for 2000 amounted to \$32,000. The fee paid in 1999 amounted to \$30,750. The Audit Office also received a fee of \$3,195 to report on the Office's GST implementation with regard to the NSW Treasury GST Compliance Plan. No other benefits were received by the Audit Office in 2000.

20. ASSISTANCE PROVIDED BY OTHER PARTIES

During the year there was no assistance provided to the Office by any other party for which financial consideration was not paid.

21. CASH FLOW STATEMENT PLANT AND EQUIPMENT

	Actual 2000 \$'000	Actual 1999 \$'000
Purchases of Plant and Equipment		
Additions at cost	728	1,241
Disposal of Plant and Equipment		
Cost or value	1,431	993
Less: Accumulated depreciation	1,310	615
	121	378
Gain/(loss) on disposal	62	(84)
Cash Received	183	294
22. RECONCILIATION OF NET CASH FLOWS FROM OPERATING ACTIVITIES TO THE NET COST OF SERVICES	Actual 2000 \$'000	Actual 1999 \$'000
Net Cash Flows from Operating Activities		
Net Cash Used from Operating Activities	(63,347)	(69,300)
Depreciation	(1,531)	(1,775)
(Increase)/decrease in employee entitlements	(324)	(566)
Acceptance by the Crown Entity of employee entitlements and other liabilities	(3,436)	(3,712)
Increase/(decrease) in receivables	(340)	189
(Increase)/decrease in payables	797	945
Increase/(decrease) in inventories	(676)	(135)
Net gain/(loss) on sale of plant & equipment	62	(84)
Net Cost of Services	(68,795)	(74,438)

23. APPROPRIATIONS	2000	1999
Recurrent Appropriations	\$'000	\$'000
Total recurrent drawdowns from Treasury (per Summary of Compliance)	63,319	66,806
Less: Liability to Consolidated Fund (per Summary of Compliance)	(345)	
Total	62,974	66,806
Comprising:		
Recurrent appropriations (per Operating Statement)	62,974	66,806
Transfer payments		
Total	62,974	66,806
Capital Appropriations		
Total capital drawdowns from Treasury (per Summary of Compliance)	1,200	1,850
Less: Liability to Consolidated Fund (per Summary of Compliance)		
Total	1,200	1,850
Comprising:		
Capital appropriations (per Operating Statement)	1,200	1,850
Transfer payments		
Total	1,200	1,850

24. 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	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 %	1999 %
Financial Assets								
Cash	462	180			462	180	4.25	3.85
Receivables			152	492	152	492	N/A	N/A
TOTAL FINANCIAL ASSETS	462	180	152	492	614	672		
Financial Liabilities								
Creditors			314	1,456	314	1,456	N/A	N/A
TOTAL FINANCIAL LIABILITIES			314	1,456	314	1,456		

There are no fixed interest financial instruments.

(b) Credit Risk

The Office has no significant concentration of credit risk.

(c) Net Fair Value

As stated in Note 1(h), 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.

25. 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.

26. 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

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
Internet: www.ameb.nsw.edu.au

NSW State Chairperson: **Professor Sharman Pretty**
Principal, Sydney Conservatorium of Music

NSW State Manager: **Ms Jennifer Luichareonkit** (acting until September 1999)
Ms Marion Sinclair (from September 1999)

The principal activities of the AMEB (NSW) during 1999–2000 are outlined below. Further information about the AMEB is available from the above address.

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, which has a governing board comprising the Chairpersons of each State organisation.

The AMEB (NSW) processes over 40,000 examinations throughout NSW each year in almost 80 categories and services more than 8,000 teachers and 200 examiners.

Annual Presentation Ceremony

In April 2000, 251 diploma graduates received their awards from guest presenter, John McCallum, at the Sydney Town Hall. Several were recipients of more than one diploma, but all were being rewarded for long years of practice and study. In 1999, 347 candidates passed their diploma examinations in Music and Speech and Drama. The AMEB shields, which are awarded in various categories, were also presented on this occasion.

Private Teacher (Pianoforte Category)

Preliminary to Sixth Grade	Sandra Tot
Seventh Grade to Licentiate	Paul Rickard-Ford

Private Teacher (Instrumental/Vocal Category)

Preliminary to Sixth Grade	Julia Nagy
Seventh Grade to Licentiate	Alex Todicescu

Private Teacher (Speech Category)

Preliminary to Sixth Grade	Roberta Seaberg
Seventh Grade to Licentiate	Susan McBurney

Private Teacher (Written Category)

First to Sixth Grade	Michael Dockery
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Schools Category Sydney Grammar School

In between the presentations the large audience was treated to performances by some of the successful candidates: Jia Wang (Piano), Clarissa Foulcher (Voice), Danielle Hodda (Speech and Drama) and Rebecca Grubb (Saxophone).

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 1999–2000 MusicLink! ‘linked up’ with 23 regional centres and over 1200 students, teachers and community members from Bathurst, Broken Hill, Canberra, Dubbo, Forbes, Gilgandra, Moree, Orange, Tamworth, Taree, Temora, Wagga Wagga and Young. Led by Conservatorium teachers and AMEB examiners, these workshops give regional music communities access to invaluable information and advice on performance practice, instrumental technique, new syllabus requirements and issues in contemporary pedagogy.

AMEB (NSW) Board (as at June 30, 2000):

Chairperson

Prof Sharman Pretty (Principal, Sydney Conservatorium of Music)

Private Music Teacher Representatives

Rita Crews (Deputy Chairperson)

Anne Harvey

Richard Morphew

Private Speech and Drama Teacher Representative

Victoria Clancy

Examiner Representatives

Michael Dyer

Meriel Owen

Nominee of the NSW Vice-Chancellors' Conference

Robert Constable

Nominees of the Director General, Department of Education and Training

James Black

Patricia Morton

Roslynn Moxham

Representative of the Office of the Board of Studies

David Murphy

Aboriginal Education Consultative Group

Contact Details

Aboriginal Education Consultative Group

37 Cavendish Street

STANMORE NSW 2048

Telephone: (02) 9550 5666

Fax: (02) 9550 3361

President: **Mr Charles Davison**

The Aboriginal Education Consultative Group Inc (AECG) is an independent, community-based Aboriginal organisation established as an incorporated body to provide the New South Wales Government and its agencies with advice on the educational needs and aspirations of Aboriginal communities.

The AECG is funded by the NSW Government via the Office of the Board of Studies. It is controlled by a Board of Directors, which elects a full-time President every three years.

The AECG's activities are coordinated by a small secretariat, which is attached for administrative purposes to the Office of the Board of Studies. The secretariat also administers grants made under a number of Commonwealth Government programs.

The following is an overview of some of the highlights of the operations of the AECG during the reporting period. Comprehensive information about the AECG's operations and achievements is provided in the Group's *1999 Annual Report*, available from the AECG's Stanmore office.

The objectives of the AECG are:

- 1 to provide a duly constituted and functional network of state, regional and local meetings for reporting, advice and information on Aboriginal education and training;
- 2 to provide independent advice to the Commonwealth and State governments on Aboriginal education and training;
- 3 to identify, promote and monitor implementation of priorities in Aboriginal education and training;
- 4 to promote Aboriginal perspectives to the general education and training community;
- 5 to provide support and advice at a regional and local level to Aboriginal communities in education and training matters;
- 6 to participate in Indigenous Education Strategic Initiatives Program (IESIP) monitoring; and
- 7 to maintain goals of the AEP (Aboriginal Education Policy) and the IESIP in relation to Indigenous employment.

A key focus for the AECG in 1998 was its community empowerment role and its responsibility to provide informed, community-based advice to the Minister for Education and Training on Aboriginal education and training in New South Wales. The AECG continued during the year to fulfil its role of educating decision-makers, present and future, about Aboriginal education and Aboriginal Australia.

To assist the AECG to monitor Aboriginal participation in education and training programs and the outcomes being achieved, a Partnership Agreement was signed during the year with the Department of Education and Training. The Agreement reflects the commitment of both organisations to working together in ensuring educational equity for Aboriginal communities.

The AECG is committed to building and maintaining partnerships in education. During the year the AECG improved links with the Catholic Education Commission of New South Wales. The AECG worked during the year to encourage contact between Aboriginal communities, the AECG and a number of Catholic schools. The Commission also appointed a Aboriginal Education Officer.

Another main partner for the AECG in school education is the Board of Studies. The AECG is represented on the Board and the AECG President chairs the Board's Aboriginal Education Initiatives Advisory Committee. The AECG also has representation on the Board's Primary Curriculum Committee and AECG nominees are members of all Board Curriculum Committees. The AECG wishes to acknowledge the efforts of all members who represented it on Board committees during the year.

The area of vocational education and training is extremely important for Aboriginal people, both in providing more relevant curriculum in schools and in addressing the career needs of Aboriginal communities. The AECG was pleased to note during the year the accreditation of a TAFE Diploma in Aboriginal Studies. The Diploma forms part of the range of quality courses and programs for Aboriginal people made available by this provider.

During the previous year the AECG had provided input to the development of a national strategy for training needs of Aboriginal people, *Partners in a Learning Culture*. In 1999–2000 the AECG worked with the Australian National Training Authority to develop a business plan to support the strategy.

The AECG also worked with the Board of Adult and Community Education to develop an action plan for the involvement of Aboriginal and Torres Strait Islander people in education and training programs.

The AECG continued its relationship with the NSW/ACT Aboriginal Higher Education Network throughout the year. Members of the AECG contributed to the Network's draft constitution. The AECG and the Network also worked together to provide submissions to a number of reviews, including the Review of Abstudy and the Review of Teacher Education in New South Wales.

In early childhood education the AECG consolidated links with the Aboriginal and Torres Strait Islander Early Childhood Sector Advisory Group and continued to promote appropriate programs for the early childhood education sector.

The AECG supports Aboriginal independent providers. During the reporting period the AECG worked with the Aboriginal Dance Theatre Redfern and the National Aboriginal and Islander Skills Development Association to develop strategies to improve student retention rates and community involvement in the performing arts area. This work was supported by a conference that involved participants from performing arts and education and training organisations.

The AECG is a partner with the NSW Teachers Federation, the NSW Federation of Parents and Citizens Associations, the Federation of School and Community Organisations and the Aboriginal Student Support and Parent Awareness Committees. During the year the AECG continued to work with the Teachers Federation to support Aboriginal teachers in their roles in schools. An issue of ongoing interest is that of involving more Aboriginal teachers in the AECG at the local level. This objective will be further pursued during 2000–2001, as will the involvement of Aboriginal Education Assistants in local AECG committees.

The National Aboriginal and Torres Strait Islander Education Policy Committee is administered by the NSW AECG. The AECG also administers the Inter-Departmental Committee on Otitis Media. Through this committee the AECG is able to have input into resources relating to other areas of health that affect the education outcomes of Aboriginal students.

Successful participation and input of the AECG across many diverse fronts during the year would not have been possible without the dedication and commitment of its members, office bearers and staff. The AECG acknowledges that its achievements rest on the work of many individuals who share its aim of ensuring that Aboriginal education and training priorities are integral to the core aims, objectives, strategies and outcomes of all agencies, systems and institutions. The AECG is committed to changing the frame of reference so that Aboriginal Australia is part of the main agenda for education at all levels and will continue to work towards achieving this aim during 2000–2001 and beyond.

2 Exhibitions, awards and events

Premier's Awards for Excellence in the Higher School Certificate

More than 200 HSC students with outstanding records of academic excellence were presented with awards by the Premier of New South Wales, the Hon Bob Carr, MP, and the Minister for Education and Training, the Hon John Aquilina, MP, at a ceremony in February 2000.

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.

For 1999, 77 students were awarded the prestigious Premier's Trophy for achieving 90 percent or higher in at least 11 units of HSC courses. Certificates for Excellence in the Higher School Certificate were awarded to 144 students placed first in a course where they achieved a mark of over 90 percent.

A special presentation was made by the Premier to Heidi Bugmy, who was the first student of Wilcannia Central School to be awarded the Higher School Certificate or its equivalent in the 105-year history of the school.

Over 800 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.

ARTEXPRESS

ARTEXPRESS is an annual exhibition of outstanding artworks presented by students as part of their Higher School Certificate Visual Arts examination. In 2000, exhibitions of work from the 1999 Higher School Certificate were held at the Art Gallery of New South Wales, the UNSW College of Fine Arts, David Jones' Sydney City store windows, the State Library of New South Wales and the National Art School before touring regional galleries in Newcastle, Wollongong, Dubbo, Bathurst,

Wagga Wagga, Armidale, Murwillumbah and Grafton. The exhibition included the artworks of nearly 300 students, chosen from a pool of approximately 14,000 marked for the Visual Arts examination. As in previous years, ARTEXPRESS met with great critical acclaim.

DesignTech

DesignTech is an annual exhibition of outstanding Major Design Projects developed by students as part of their HSC Design and Technology course. The program aims to provide the community, students and teachers with the opportunity to see the work being produced by students in the HSC Design and Technology area.

In 2000, DesignTech involved student projects chosen from all over the state and was shown at Sydney's Powerhouse Museum for a four-month period, attracting thousands of visitors. It also toured a number of regional centres.

ENCORE

ENCORE is an annual concert of outstanding music performances and compositions from HSC Music students. The inaugural concert was held in 1989 and since 1993 has been presented in the Concert Hall of the Sydney Opera House.

ENCORE 1999 was a sell-out concert that featured 25 outstanding performers and composers representing excellence in each of the music courses available for study in the HSC. The repertoire performed was extremely varied and the student compositions provided an exciting addition to the concert. ENCORE 1999 challenged all previous standards in terms of maturity of presentation and the technical skills exhibited by students.

OnSTAGE

OnSTAGE is an annual showcase performance and exhibition of individual projects and group presentations by HSC Drama students. In 2000, the selection of projects and performances was presented over a six-day period at Sydney's Seymour Theatre Centre.

The event involved group and individual performances, and included an exhibition of original scripts and research, set, poster and costume design, and videos.

Writers OnSTAGE was a single performance of rehearsed readings of exemplary scripts, and presented for the second time in 2000.

Minister's Young Designers Awards

1999–2000 was the seventh year of the Minister's Young Designers Awards, which were introduced to support the Stage 4 Design and Technology syllabus. More than 3,000 entries were received from students in Years 7 and 8 around the state, with winning projects displayed in the Sydney Visitors Centre at The Rocks in Sydney from November 1999 to January 2000. The projects attracted more than 55,000 visitors.

The program encourages students to develop a design project based on a clearly defined need. All students who entered received a certificate from the Minister for Education and Training, who also presented awards to the winners.

Schools Constitutional Convention

During 1999–2000 the Office of the Board of Studies was the organiser of the New South Wales Constitutional Conventions. The Conventions are an initiative of the Constitutional Centenary Foundation, which was established in 1991 to encourage public discussion, understanding and review of the Australian constitutional system of government. The conventions are part of the Foundation's community citizenship program.

More than 1,000 students from both government and non-government schools participated in a series of state-wide conventions held throughout the year. Approximately 120 delegates from these conventions attended a New South Wales State convention at Parliament House in November 1999. Delegates from the state convention joined students from schools across Australia to discuss the topics 'The Senate: Its role and powers' and 'Referendums: What do people want to know?' at the National Schools Constitutional Convention, held at Old Parliament House in Canberra in March 2000.

3 Major Assets

An upgrade to the Office's corporate computer system to provide for changes in marks tabulation and reporting for the New HSC and the enhancement of electronic service delivery to schools was completed at a total cost of \$478,000.

4 Statutory Disclosure Requirements

1 Funds granted to non-government community organisations

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

2 Legal change

Clauses 2, 4 and 5 of Schedule 1 of the *Education Reform Amendment Act 1997* were proclaimed to commence from January 1, 2000. These clauses amended the *Education Act 1990* to give effect to the changes to the curriculum for Years 11 and 12.

The *Education Amendment (Special Courses of Study) Act* was proclaimed to commence from January 14, 2000. This Act amended the *Education Act 1990* to provide for the award of the Higher School Certificate to students with special education needs and validated the award of School Certificates to students with special education needs who followed a special program of study.

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

3 Economic/other factors affecting the achievement of operational objectives

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

4 Major works in progress

The Office of the Board of Studies did not initiate any major works during the reporting period.

5 Land disposal

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

6 Subsidiaries, partnerships, joint ventures and other associations

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

7 Investment management performance

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

8 Liability and management performance

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

9 Executive remuneration

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

Position title and SES level	President Board of Studies SES Level 5
Name of occupant	Professor Gordon Stanley
Total remuneration package	\$170,165
Performance payment	\$12,000
Summary of criteria determining performance payment	Performance Statement for President at Section 4 refers

10 Additional matters

There were no additional matters arising after June 30, 2000 and prior to the submission of the Annual Report that were expected to have a significant effect on the Board's operations or clientele.

5 Disability Action Plan

The Office's Disability Action Plan covers the three-year period 2000–2002.

The Plan was developed in accordance with the Government's Disability Policy Framework and the requirements of Section 9 of the *Disability Services Act 1993*.

The Plan demonstrates the Office's commitment to the provision of inclusive services for the disabled. Progress against the Plan is monitored as part of the Office's strategic and operational planning process.

The Plan is published on the Office's website and is available on request. Major features of the Plan include an introduction to the Board of Studies, the Office's context and role and priority areas for action, goals, strategies and performance indicators.

Priority areas for the Office to the end of the year 2000 include, among a range of measures, improved staff awareness of the needs of the disabled, improved access to services including a review of Office communication devices, and maintenance of unimpeded access for the disabled.

6 Privacy Management Plan

The Office has developed 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:

- identify personal information collected by the Office of the Board of Studies; and
- identify the policies and strategies that the Office of the Board of Studies will use to ensure compliance with the Act.

A copy of the Plan has been included on the Office's website for ease of access.

Information collected by the Office includes student data related to the Higher School Certificate and School Certificate. Also held is personal data concerning employees of the Office. This data is extensive and requires stringent security arrangements to govern storage and access.

The Office's review of the extent of its data collection, methods used to collect it and access to information has been a feature of the development of the Privacy Plan and strategies to ensure compliance with the new legislation and the Information Protection Principles.

The monitoring and evaluation of progress against the Plan has been included in the Office's strategic and operational planning.

7 Ethnic Affairs Policy Statement

The Board has issued a *Statement of Equity Principles*. The Statement provides a guide to writers of syllabus and support materials on developing materials which are inclusive of the needs of all students and which incorporate a range of perspectives including the multicultural. The *Statement* is supported by a *Checklist for Developing Inclusive Curriculum*, which assists writers of syllabus and support materials to meet the requirements of the *Statement*.

Material for parents on changes to the School Certificate and the New Higher School Certificate (including the brochures *What will my child learn in Primary school? Information for parents* and *The Higher School Certificate and the School Certificate*) is available in the community languages of Arabic, Chinese, Korean, Spanish, Filipino, Turkish and Vietnamese.

Other expressions of the Principles include:

- the collection of ethnicity data from School Certificate entry forms;
- the provision of multilingual officers to serve on the HSC Inquiry Centre;
- Mr Stepan Kerkyasharian, AM, Chairman of the Ethnic Affairs Commission, who is one of six people on the Board of Studies having 'in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in NSW.'

8 Action Plan for Women

The NSW Government recognises that the full economic and social participation of women is fundamental to a fair society. It also recognises that all areas of Government must take responsibility for this by integrating the needs and concerns of women into their everyday work.

The NSW Government *Action Plan for Women* acknowledges that there are still many barriers to overcome before women can participate fully in all aspects of society.

- Women earn less than men and are more likely to find employment in a smaller range of jobs at lower levels.
- Women are under-represented in decision-making positions at all levels of society, in private enterprise, the public sector and in the community, and their leadership and contribution in the community are not fully recognised.
- Women are concentrated in areas of education and training where rewards are lower, and have fewer post-school qualifications.
- The way women are depicted publicly still does not accurately reflect the diversity of their achievements, roles, needs and experiences. Limited and patronising portrayals of women are still common.

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

The Board of Studies has a responsibility to ensure that:

- processes are in place to address inequalities of access between females and males to the courses it provides;
- the way women are depicted in the Board's syllabuses, support and assessment materials accurately reflects the diversity of their achievements, roles, needs and experiences.

The Office of the Board of Studies took action under three of the key objectives of the Government's *Action Plan for Women* during the reporting year:

- promoting workplaces that are equitable, safe and responsive to all aspects of women's lives;
- promoting the position of women in all aspects of society;
- promoting access to and successful outcomes for women in all parts of the education and training system.

With respect to the key objective of promoting workplaces that are equitable, safe and responsive to all aspects of women's lives, the Office of the Board of Studies has:

- implemented and monitored an EEO Action Plan, in accordance with the EEO Outcomes specified by the Office of the Director of Equal Opportunity in Public Employment;
- maintained its EEO Planning Group (including one of the two Spokeswomen for the Office of the Board of Studies) which developed and is overseeing the implementation of the Plan;
- extended its support of the Spokeswomen's Program, sponsoring two Spokeswomen;

- sponsored five places at the Nanbaree Child Care Centre;
- established a range of services that promote the health of women and men, under the auspices of the Occupational Health and Safety Committee;
- undertaken a staff climate survey covering a range of issues including equitable access to planning processes and training opportunities. The results of the survey have been and are being used to guide the development of strategies by the EEO Planning Group and the Staff Development and Training Group. The conduct of a second survey is being planned to gauge the success of these and other strategies.

With respect to the key objective of promoting the position of women in all aspects of society, the Board of Studies has:

- developed a *Statement of Equity Principles*, which provides a guide to writers of syllabuses, support materials and assessment materials on developing materials that are gender-inclusive and depict women in a way that accurately reflects the diversity of their achievements, roles, needs and experiences;
- developed a *Checklist on Developing Inclusive Curriculum* to assist writers of syllabus and support materials in determining the degree to which their materials meet the requirements of the Board's *Statement of Equity Principles*;
- provided training to Office staff involved in the curriculum development process, which will define what a gender perspective is, and how gender perspectives can be developed in syllabuses and support materials;
- developed a *Gender Equity Perspectives Conceptual Framework* to provide a guide to writers of syllabus and support materials on how to address issues of gender in each of ten subject areas.

9 Government Energy Management Policy

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

During the reporting period an Energy Management Plan for the Office was implemented. Under the Plan the Office began purchasing its energy, which includes 6 percent Green Power, from an accredited energy supplier from November 1999.

The Office will continue to work towards the identification of further opportunities for cost-effective energy efficiency upgrades in facilities, such as lighting improvement and increasing use of green energy. A reduction of 46 percent in consumption and a cost reduction of 57 percent were achieved during the year over the 1995 baseline.

10 Profiles of Board members

President

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

Professor Stanley was appointed President of the Board in March 1998. He was previously (1995 to 1997) Chair of the Commonwealth Higher Education Council. From 1990 to 1994 he was Chair of the WA Higher Education Council and Chief Executive Officer of the WA Education Policy Coordination Bureau.

Ex-officio members

Dr J McMorrow, BEc, MEd, PhD

Dr McMorrow is Deputy Director-General, Policy and Planning, Department of Education and Training. He was Executive Officer of the Review of the NSW Higher School Certificate and Executive Officer of the Review of Curriculum Profiles and Outcomes in Schools (the Eltis Review).

Ms J Sobski, BA(Hons), DipEd, MEd

Ms Sobski is Deputy Director-General, Development and Support, Department of Education and Training. She was previously Director, South Western Sydney Institute of TAFE, the 1996 Australian National Training Authority's Provider of the Year. In 1997 she was recognised with the AUSTAFE award for leadership in vocational education and training.

Mr T Wootten, BA, DipEd

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

Appointed members

Ms C Benedet, BEd

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

Dr A Benjamin, Teaching Certificate, BA(Hons), PhD

Dr Benjamin is currently Executive Director of Schools, Catholic Education Office, Parramatta. She was previously Director of Human Services at Parramatta and has taught in teacher education since 1975 at Newcastle College of Advanced Education and the institutions which now form the Australian Catholic University.

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

Ms Butland is active in the Federation of Parents and Citizens Associations at local, regional and state levels. In her professional life she is involved in teacher education at the University of Sydney.

Prof R Castle, BEc, MEc

Professor Castle is Director of International Programs and Chair of the Academic Senate, University of Wollongong.

Dr B Croke, BA(Hons), DipEd, DPhil, FAMA

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

Prof A Cross, BA, PhD

Professor Cross is Foundation Professorial Chair of Early Childhood Studies and Director of the Research Centre for Child Development in the Institute of Early Childhood at Macquarie University.

Mr C Davison

Mr Davison is President of the Aboriginal Education Consultative Group. He holds an Associate Diploma in Social Welfare. He is chairperson of the Board of Studies' Aboriginal Education Initiatives Advisory Committee and chairperson of the National Aboriginal and Torres Strait Islander Education Policy and Strategic Initiatives Committee. He is also a member of the NSW State Reconciliation Committee, the Aboriginal and Torres Strait Islander Peoples Training Advisory Council and the Australian National Training Authority.

Ms K Deacon, BEd

Ms Deacon is Assistant Principal at Hampden Park Public School. Her background in education has been in the Disadvantaged Schools Program (DSP) for primary schools with students from a non-English speaking background. Ms Deacon is on the State executive of the NSW Teachers Federation.

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

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

Ms M Fogarty, BA, DipEd, MEd

Ms Fogarty is Head Teacher (Social Sciences) at Willoughby Girls High School. She has researched national curriculum developments and national testing and assessment programs in both the USA and UK.

Ms D Hoddinott, BA, DipEd, MA, FACEA

Ms Hoddinott is Principal of Holroyd High School. She has been active in English and ESL education, and in professional teaching associations at State and national levels. She is a past president of the Association of Teachers of English to Speakers of Other Languages (ATESOL) and the Joint Council of NSW Professional Teachers Associations (now Professional Teachers Council).

Mr T Horstead, BA, DipEd, MA

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

Dr G Hotchkis, OAM, BA(Hons), PhD

Dr Hotchkis is Honorary Associate (School of Education) at Macquarie University. He was previously Senior Lecturer (Special Education) at that university, Assistant Director of Macquarie University Special Education Centre and Co-ordinator of the Macquarie University Master of Arts Program in Special Education.

Mrs J Karaolis, BA(Hons), DipEd, MEd(Hons)

Mrs Karaolis is Headmistress, St Catherine's School, Waverley. She was convenor of the Academic Committee of AHISA (NSW) between 1993 and 1997. In 1996 she was appointed a Fellow of the Australian College of Education.

Mr S Kerkyasharian, AM

Chairman of the Ethnic Affairs Commission of NSW, Mr Kerkyasharian is a Fellow of the University of Technology, Sydney.

Ms J King, MA, DipEd

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

Dame Leonie Kramer, AC, DBE, BA, MA(Hons), DPhil, HonDLitt, Hon LLD

As well as being Chancellor of the University of Sydney, Dame Leonie is a Senior Fellow of the Institute of Public Affairs. She is Chair of the Board of Directors of the National Institute of Dramatic Art and also of *Quadrant*.

Ms A Mazoudier, BEd

Ms Mazoudier is Principal of Kent Road Public School, Eastwood. Her educational experiences include serving as Regional Curriculum Consultant Literacy K–12 (North West Region) and as a member of the Eltis Review and the NSW Primary Principals Association State Council.

Mr I Morris

Mr Morris is Senior Vice-President of the Federation of Parents and Citizens Associations. He is active at school, regional, state and national levels. In his professional life he is involved in the education of primary school children with a particular interest in the implementation of technology initiatives.

Ms D Schmidmaier, BA, DipLib, MLib, HonDLitt

Ms Schmidmaier has been State Librarian and Chief Executive, State Library of New South Wales since 1995. Between 1992 and 1995 she was Director, Open Training and Education Network, TAFE.

Ms S White, BA, DipEd, MSc (Applied), Graduate Diploma of Teacher Librarianship

Ms White has over twenty years' experience in a range of subject areas K–12 in Catholic, Government and Independent schools. She is a member of the Course Advisory Committee for Teacher Librarianship at Charles Sturt University and is a member of the Executive of the NSW Independent Education Union.

Attendance at meetings

Board meetings and attendance of members of the Board of Studies

Member	1999					2000				
	20/7	10/8	14/9	12/10	9/11	7/12	15/2	21/3	23/5	27/6
Ms C Benedet	+	+	+	+	+	+	+	+	+	
Dr A Benjamin		+	+	+	+	+	+			
Ms D Butland	+	+	+	+	+	+	+	+	+	+
Prof R Castle	+	+	+	+	+		+	+	+	+
Dr B Croke		+	+	+		+	+	+	+	+
Prof A Cross (to September 1999)		+								
Mr C Davison			+	+		+		+		
Ms K Deacon	+	+	+	+	+	+	+			+
Assoc Prof S Dockett (from October 1999)	*	*	*	+	+	+	+	+	+	+
Ms M Fogarty	+	+	+		+	+	+	+		+
Ms D Hoddinott	+		+	+	+	+	+	+		
Mr T Horstead (from October 1999)				+	+	+	+	+	+	+
Dr G Hotchkis	+	+	+	+	+	+	+	+	+	+
Mrs J Karaolis	+	+	+		+		+	+	+	+
Mr S Kerkyasharian	+			+		+	+			
Ms J King	+	+	+	+	+	+	+	+	+	+
Dame Leonie Kramer	+	+	+		+	+	+		+	
Ms A Mazoudier	+	+	+	+	+	+	+		+	+
Dr J McMorrow	+	+	+		+	+	+	+	+	+
Mr I Morris	+	+	+	+	+	+	+	+	+	+
Ms D Schmidmaier		+		+	+		+	+		+
Ms J Sobski		+	+	+			+	+	+	+
Prof G Stanley	+	+	+	+	+	+	+	+	+	+
Ms S White (to September 1999)	+	+	+							
Mr T Wootten	+	+		+	+	+	+		+	+

* Assoc Prof Dockett was on leave until September 1999

11 Freedom of Information Statistics

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 and issued by the Freedom of Information Unit, NSW Premier's Department.

New requests

FOI requests	Personal		Other		Total	
	1999-00	1998-99	1999-00	1998-99	1999-00	1998-99
New (including transferred in)	2	6	2	4	4	10
Brought forward	0	1	0	1	0	2
Total to be processed	2	7	2	5	4	12
Completed	2	7	1	4	3	11
Transferred out	0	0	0	0	0	0
Withdrawn	0	0	0	1	0	1
Total processed	2	7	1	5	3	12
Unfinished (carried forward)	0	0	1	0	1	0

What happened to completed requests?

Result of FOI request

	Personal		Other	
	1999-00	1998-99	1999-00	1998-99
Granted in full	2	5	1	5
Granted in part	0	0	0	0
Refused	0	2	0	2
Unfinished	0	0	1	0
Completed	2	7	1	7

Ministerial certificates

	1999-00	1998-99
Ministerial Certificates issued	0	0

Formal consultations

	1999-00	1998-99
Number of requests requiring formal consultation(s)	0	0

Amendment of personal records

Result of amendment request

	1999-00	1998-99
Result of amendment – agreed	0	0
Result of amendment – refused	0	0
Total	0	0

Notation of personal records

	1999-00	1998-99
Number of requests for notation	0	0

FOI requests granted in part or refused

Basis of disallowing or restricting access	Personal		Other	
	1999-00	1998-99	1999-00	1998-99
Section 19 (applic. incomplete, wrongly directed)	0	0	0	0
Section 22 (deposit not paid)	0	0	0	0
Section 22 (unreasonable diversion of resources)	0	0	0	0
Section 25 (1)(a) (exempt)	0	2	0	1
Section 25 (1)(b)(c)(d) (otherwise available)	0	0	0	0
Section 25 (1)(e) (documents more than 5 years old)	0	0	0	0
Section 25 (4) (deletions)	0	0	0	0
Section 24 (4) (deletions)	0	0	0	0
Section 32 (business affairs)	0	0	0	1
Total	0	2	0	2

Costs and fees of requests processed

	Assessed costs		FOI fees received	
	1999-00	1998-99	1999-00	1998-99
All completed requests	\$0	\$0	\$120	\$470

Discounts allowed

Type of discount allowed	Personal		Other	
	1999-00	1998-99	1999-00	1998-99
Public interest	0	0	0	0
Financial hardship (pensioner/child)	0	0	0	0
Financial hardship (non-profit organisation)	0	0	0	0
Total	0	0	0	0
Significant correction of personal records	0	0	0	0

Days to process

Elapsed time	Personal		Other	
	1999-00	1998-99	1999-00	1998-99
0-21 days	2	7	0	4
22-35 days	0	0	0	1
Over 35 days	0	0	1	0
Total	2	7	1	5

Processing time

Processing hours	Personal		Other	
	1999-00	1998-99	1999-00	1998-99
0-10 hours	2	6	0	3
11-20 hours	0	1	1	1
21-40 hours	0	0	0	1
Over 40 hours	0	0	0	0
Total	2	7	1	5

Reviews and appeals

	1999-00	1998-99
Number of internal reviews finished	0	3
Number of Ombudsman reviews finished	0	0
Number of District Court appeals finished	0	0

Details of internal review results

Basis of internal review Ground on which internal review requested	Personal				Other			
	Upheld *		Varied *		Upheld *		Varied *	
	99-00	98-99	99-00	98-99	99-00	98-99	99-00	98-99
Access refused	0	1	0	0	0	0	0	0
Access refused	0	0	0	0	0	0	0	0
Deferred	0	0	0	0	0	0	0	0
Exempt matter	0	1	0	0	0	2	0	0
Unreasonable charges	0	0	0	0	0	0	0	0
Charge	0	0	0	0	0	0	0	0
Unreasonably incurred	0	0	0	0	0	0	0	0
Amendments refused	0	0	0	0	0	0	0	0
Refusal to deal	0	0	0	0	0	0	0	0

*Note: Related to whether or not the original agency decision was upheld or varied by the internal review. During 1999-00 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 Statement of Affairs.

Summary of affairs of the Office of the Board of Studies
 FOI Agency No.2336
 (Including Australian Music Examinations Board (NSW)
 FOI Agency No. 1820)

Section 1 – Policy Documents

Office of the Board of Studies

Policy and procedural documents relating to the following:

Assessing and Reporting Using Stage Outcomes (Part 1 Assessment, Part 2 Reporting)
Assessing Students with Special Needs
Assessment Certification and Examination Manual
Citizenship Education Framework K–10
Credentiailling for Students with Special Needs in Stage 5
Environmental Perspectives
Guidelines for Accelerated Progression
Guidelines for Registration for Home Schooling
Guidelines for Syllabus Writers on Asian Perspectives
Higher School Certificate Distinction Course: An Information Book
HSC Assessment: A Guide to Developing Procedures in Schools
HSC/TAFE Credit Transfer Guide
Key Learning Area Handbooks
Languages Other Than English: K–6 Generic Syllabus Framework
Making a Difference: A guide to the Education-related Recommendations of the Royal Commission into Aboriginal Deaths in Custody
Manual for the Registration and Accreditation of Non-Government Schools
New South Wales Aboriginal Languages Interim Framework K–10
New South Wales Charter for Equity in Education and Training: A Plan for the Board of Studies
Recognition of Prior Learning for the Higher School Certificate
Guiding Statement on Curriculum Integration
Some Guiding Principles for the Primary Curriculum
Statement of Equity Principles
Strategies to Support Students with Special Education Needs in the Context of Syllabus Development
Syllabus Development Handbook
Syllabus Model Using Stage Outcomes
The Primary Curriculum: An Overview 1998
Annual Report
Code of Conduct
EEO Annual Report and Action Plan
Guidelines for Accelerated Progression
Staff Handbook

Aboriginal Education Consultative Group

NSW AECG Staff Handbook
NSW AECG Rules of Association
Annual Report

Australian Music Examinations Board (NSW)

Child Protection
Manual of Syllabuses
Teacher's Handbook (Annual)
Teacher's Newsletter (Annual)

Section 2 – Statement of Affairs

The Office of the Board of Studies Statement of Affairs is available as a separate document. It can be obtained (free of charge) by contacting the Freedom of Information Coordinator.

Section 3 – Contact Arrangements

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

The FOI Co-ordinator
Office of the Board of Studies
GPO Box 5300
Sydney NSW 2001
Telephone: (02) 9367 8195
Facsimile: (02) 9367 8484

12 List of Publications

The following publications were issued over the period 1 July 1999 to 30 June 2000. Many of these were also made available in electronic form, via the Office of the Board of Studies website <http://www.boardofstudies.nsw.edu.au>

Syllabuses, Support Documents

Assessment Guides	Aboriginal Studies Stage 6 Ancient History Stage 6 Drama Stage 6 Economics Stage 6 English Stage 6 Modern History Stage 6 Society and Culture Stage 6 Vietnamese Stage 6 Visual Arts Stage 6
Draft Syllabuses, etc	Citizenship and Society Life Skills Creative Arts Life Skills English Life Skills Mathematics Life Skills PDHPE Life Skills Science Life Skills Technical and Applied Studies Life Skills Workplace and Community Life Skills
Drama Stage 6 Course Prescriptions	

EARS	Biology Chemistry Design and Technology Earth and Environmental Science Engineering Science English Standard and Advanced French Continuers General Mathematics Information and Technology Japanese Continuers Music 1 Music 2 Physics Senior Science Software Design Spanish Continuers Textiles and Design
New HSC Assessment Document and Support Document	
New HSC Specimen Papers	
PDHPE K-6 Special Edition Support Document	Syllabus Parents Book
Stage 6 Syllabuses and Course prescriptions	Aboriginal Studies Arabic Beginners Biology Business Services Chemistry Chinese Beginners Chinese Continuers Classical Languages Extension Construction Earth and Environmental Science Extension Languages French Beginners French Continuers General Mathematics German Beginners Indonesian Beginners Information Processes and Technology Information Technology Italian Beginners Japanese Beginners Korean Beginners Metal and Engineering Modern Greek Beginners Physics

Primary Industry
Retail
Senior Science
Society and Culture
Spanish Beginners
Spanish Continuers
Textiles and Design
Tourism and Hospitality
Visual Arts

Syllabus Support Documents (kit)

General publications

Annual Report 1999
ARTEXPRESS Catalogue 1999
ARTEXPRESS CD-Rom 1997
Board Bulletin (periodical)
DesignTech Program
DesignTech Catalogue
Encore CD
HSC Examination Timetable
HSC Illness/Misadventure Forms
HSC Information Flyer and Brochure
HSC Portfolio and Owner's Handbook
HSC Rules and Procedures
Minister's Young Designers Awards catalogue
Minister's Young Designers Awards Poster
New HSC Parents Booklet
New HSC CD-Rom (revised)
New School Certificate Brochure
Onstage Video
Street Sense Project

Teacher Resource Books
Story Books
Pedestrian Facilities Pack
Stop-Think Pack
Picture packs Stages 1 and 2
Group Activity Board

13 Board of Studies Inspectors and Chief Curriculum Officers

Creative Arts – **Ms Kerry Thomas** (02) 9367 8161

English – **Ms Kerry Edmeades** (02) 9367 8276

Human Society and Its Environment – **Ms Libby Hegerty** (02) 9367 8151
Mr Lindsay Swan (02) 9367 8150

Languages – **Ms Hilary Dixon** (02) 9367 8152

Mathematics – **Mr Peter Osland** (02) 9367 8103

Personal Development, Health and Physical Education – **Mr Paul Hewitt** (02) 9367 8156

Primary – **Mr Phil Lambert** (02) 9367 8199

Science – **Ms Rosemary Hafner** (02) 9367 8136

Technological and Applied Studies – **Mr Howard Kennedy** (02) 9367 8246

Chief Curriculum Officer (Aboriginal Education) – **Mr Kevin Lowe** (02) 9367 8198

Chief Curriculum Officer (Vocational Education) – **Ms Marianne Millan** (02) 9367 8310

14 Board of Studies Liaison Officers

Mr Christopher Bounds

Metropolitan North

Level 7/117 Clarence Street, Sydney

(PO Box 5300 SYDNEY NSW 2001)

Phone: (02) 9367 8356

Fax: (02) 9367 8375

Clerical Officer: Lesley Brown

Phone: (02) 9367 8287

Ms Peta O'Keefe

Metropolitan South West

Office of the Board of Studies

9 Albert Street (Cnr O'Connell St)

NORTH PARRAMATTA NSW 2151

Phone: (02) 9806 1547

Fax: (02) 9806 1556

Clerical Officer: Ms Christel Dan

Phone: (02) 9806 1551

Mr David Cashman

Metropolitan North West

Office of the Board of Studies

9 Albert Street (Cnr O'Connell St)

NORTH PARRAMATTA NSW 2151

Phone: (02) 9806 1549

Fax: (02) 9806 1556

Clerical Officer: Ms Carla Hayes

Phone: (02) 9806 1550

Ms Susan Wynn

Western

NSW Government Offices

140 William Street, Bathurst

(PO Box 143 BATHURST NSW 2795)

Phone: (02) 6334 8048

Fax: (02) 6334 8049

Clerical Officer: Ms Carmel Stevens

Phone: (02) 6334 8047

Ms Diane Trist

South Coast
NSW Government Offices
Level 1/84 Crown Street, Wollongong
(PO Box No 819 WOLLONGONG EAST 2520)
Phone: (02) 4226 8607
Fax: (02) 4227 2775
Clerical Officer: Ms Mirjana Akmacic
Phone: (02) 4226 8608

Ms Carolyn Ryan

North Coast
Coffs Harbour Education Campus
Hogbin Drive
COFFS HARBOUR NSW 2457
Phone: (02) 6659 3274
Fax: (02) 6659 3275
Clerical Officer: Ms Lois Houston
Phone: (02) 6659 3273

Mr Stuart Hemmings

North West
Level 2/Noel Park House
155 Marius Street, Tamworth
(PO Box 600 TAMWORTH NSW 2340)
Phone: (02) 6755 5043
Fax: (02) 6766 9405
Clerical Officer: Ms Leanne Davidson
Phone: (02) 6755 5044

Ms Amanda McLaughlan

Hunter
Newcastle State Office Block
117 Bull Street, Newcastle
(Locked Bag 7, Hamilton Delivery Centre 2303)
Phone: (02) 4924 9976
Fax: (02) 4924 9979
Clerical Officer: Ms Jenny Lincoln
Phone: (02) 4924 9978

Ms Lindy Walker

Riverina
Level 2
76 Morgan Street, Wagga Wagga
(PO Box 478 WAGGA WAGGA NSW 2650)
Phone: (02) 6937 3889
Fax (02) 6937 3809
Clerical Officer: Ms Merle Moncrieff
Phone: (02) 6937 3890

Ms Denise Harris

Metropolitan East
Catholic Education Office
38 Renwick Street, Leichhardt
(PO Box 217 LEICHHARDT 2040)
Phone: (02) 9568 8218
Fax: (02) 9568 8217

Clerical Officer: Ms Rita Millen
Phone: (02) 9568 8249



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This index follows NSW Treasury guidelines to show compliance with statutory disclosure guidelines.

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