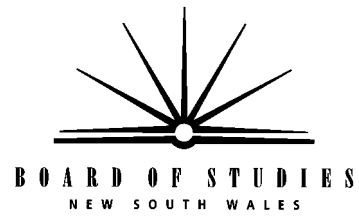




Annual Report 1999



Board of Studies NSW
Office of the Board of Studies NSW



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Board of Studies NSW
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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, 1999.

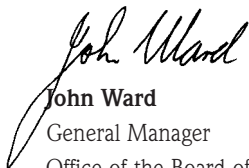
The report highlights the activities and achievements of the Board of Studies and the Office of the Board of Studies over the reporting year. It fulfils the requirements of Section 106 of the *Education Act 1990* as well as the *Annual Reports (Statutory Bodies) Act 1984* and the *Annual Reports (Departments) 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;
- grant permission to 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 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. There are 19 appointed members, a full-time President and three persons who are members by virtue of their office (*ex-officio* members).

Ten new members were appointed to the Board from July 4, 1998, while 13 members were re-appointed. 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 Terry Burke (until August 1998)

Mr Trevor Wootten (from August 1998)

Ms Jozefa Sobski

Dr Jim McMorrow

Appointed Members

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

Professor Jeremy Davis (until August 1998)

Professor Robert Castle (from September 1998)

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

Representing parents of primary school children

Mr Ian Morris

Representing parents of secondary school children

Ms Dianne Butland

One nominee of the Catholic Education Commission New South Wales

Dr Brian Croke

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

Mrs Jolyn Karaolis

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

Ms Sandra White

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

Dr Gregory Haines (until August 1998)

Ms Caroline Benedet (from August 1998)

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

Mr Terry Sanders (until August 1998)

Ms Adele Mazoudier (from August 1998)

Representing secondary school principals

Ms Judith King

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

Primary school teacher

Mr Charles Simpson (until August 1998)

Ms Kathy Deacon (from August 1998)

Secondary school teacher

Ms Mary Fogarty

One person with knowledge and expertise in early childhood education

Dr Sue Dockett (on leave)

Professor Antoinette Cross (from October 1998)

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

Ms Linda Burney (until August 1998)

Mr Charles Davison (from August 1998)

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 (from August 1998)

Executive Director of Schools, Catholic Education Office, Parramatta

Ms Dorothy Hoddinott (from August 1998)

Principal, Holroyd High School

Dr Gregory Hotchkis, OAM

Honorary Associate, School of Education, Macquarie University

Mr Stepan Kerkyasharian, AM

Chairman, Ethnic Affairs Commission

Professor Dame Leonie Kramer, AC

Chancellor, University of Sydney

Ms Dagmar Schmidmaier (from August 1998)

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 (approval to operate) and accreditation (approval to present candidates for the secondary certificates);
- technical aspects of the School Certificate and Higher School Certificate programs;
- special cases arising from the School Certificate Tests and the Higher School Certificate examinations.

Primary Curriculum Committee

The role of this committee is to advise the Board on strategic issues relating to primary education.

The committee also considers policies relating to Kindergarten to Year 6 generally, including the links between the primary curriculum and early childhood, and links with the secondary curriculum.

Membership of the committee during the reporting period:

Board Members

Prof G Stanley

Dr A Benjamin

Ms D Butland

Dr B Croke

Prof A Cross (from October 1998 in place of Dr S Dockett)

Ms K Deacon (from August 1998)

Dr S Dockett (on leave)
Dr G Hotchkis
Mrs J Karaolis
Ms A Mazoudier (from August 1998)
Mr I Morris
Mr T Sanders (until August 1998)
Mr C Simpson (until August 1998)

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)
Ms S Dickerson (Catholic Sector Liaison Officer, Assessment and Reporting and 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, Hilltop Road 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)
Mr L Wasson (Director, Curriculum Support, Department of Education and Training)
Ms C West (Deputy Principal, Campsie Public School — Early Childhood Education Council of NSW)

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)
Dr B Cowling (Director, School Education Policy, Department of Education and Training)

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 completion of marking in a subject to consider minor adjustments to the distribution of marks in each course.

Membership of the committee for the 1998 Higher School Certificate:

Board Member

Prof Gordon Stanley

Non-Board Members

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

Prof G Cooney (School of Education, Macquarie University)

Prof 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 Prof J Mack

Mr G McMartin (Principal, Turrumurra High School)

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

Emeritus Prof D Spearitt

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

Ms M Varady (Principal, Sydney Girls High School)

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

School Certificate Tests Consultative Committee

This committee was established in 1998 as part of the introduction of testing for the School Certificate. The role of the committee is to monitor progressively the development of standards and performance scales for the Tests.

Membership of the committee for 1998:

Board Members

Prof G Stanley

Dr B Croke

Ms D Hoddinott

Mrs J Karaolis

Ms D Butland

Non-Board Members

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

Prof G Cooney (School of Education, Macquarie University)

Emeritus Prof J Mack

Emeritus Prof D Spearitt

Associate Prof 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 1998 the membership comprised Board members Ms C Benedet, Ms D Hoddinott and Mr T Wootten.

President's Aboriginal Education Initiatives Advisory Committee

This committee advises the President of the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the Aboriginal Education Consultative Group and consists of representatives from the Aboriginal and Torres Strait Islander Commission; 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.

Aboriginal Languages Framework Committee

This committee has coordinated the development of a draft framework for the teaching of NSW Aboriginal languages from Kindergarten to Year 10. Its membership is drawn from the NSW Aboriginal Languages Committee; the Aboriginal Education Consultative Group and representatives of the major education systems and organisations in New South Wales.

Board Curriculum Committees

During the reporting period, the Board established 33 Board Curriculum Committees. Board Curriculum Committees replace Syllabus Advisory Committees, whose term of office expired at the beginning of July, 1998.

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 (1 with school background, 1 with TAFE background) nominees
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 Tertiary sector (nominated by the Committee of Chairs of Academic Boards) nominee
- 1 Aboriginal Education Consultative Group (AECG) nominee
- 1 Industry Training Advisory Board (ITAB) nominee
- 1 Vocational Education and Training Accreditation Board (VETAB) nominee
- 1 Labor Council nominee
- 1 Employer representative
- 3 Practising teachers (2 representing the 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 (AHISA) nominee
- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals Council nominee
- 1 NSW Parents Council nominee

Industry Curriculum Committee(s)

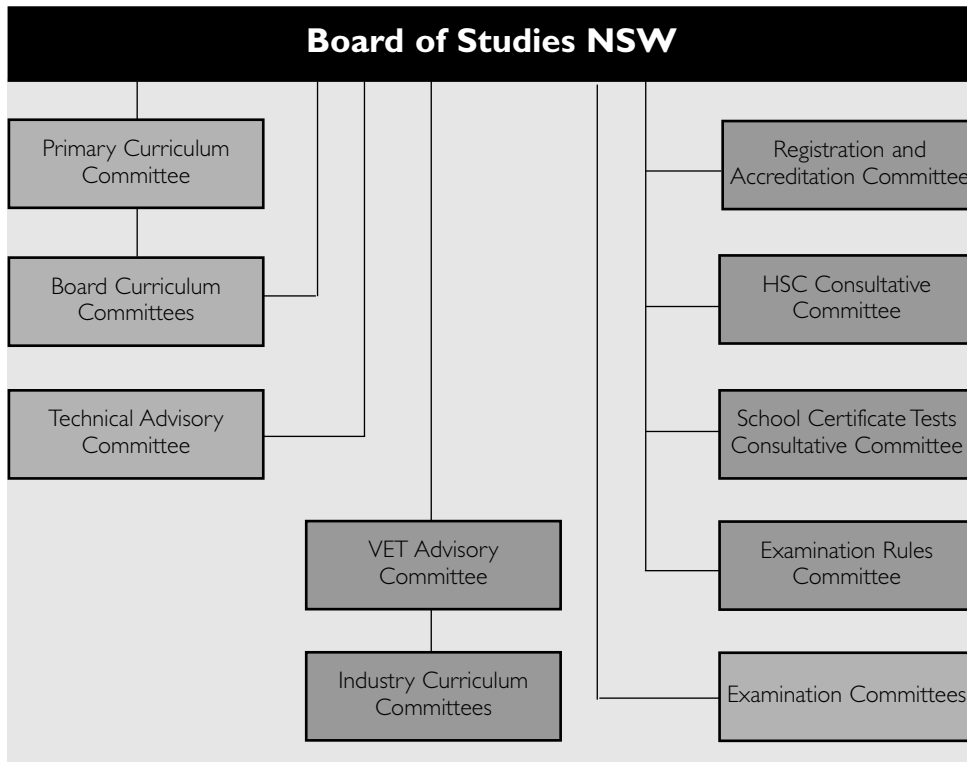
These committees guide the development of each VET curriculum framework. They act as a reference point for the views and interests of the industry, training, university and schools sectors. Each Committee has a particular industry area focus.

In 1998–99 seven Industry Curriculum Committees were established, with each membership comprising the following:

- 2 industry nominees
- 3 NSW Department of Education and Training nominees:
 - 1 TAFE Educational Service Division Program Manager
 - 1 Curriculum Officer from Educational Development Directorate (TAFE)
 - 1 Curriculum Officer from either Educational Development Directorate (TAFE) or Curriculum Support Directorate (School)
- 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 Teachers' Federation, 1 TAFE and 1 school, and 1 representing the Independent Education Union)
- other(s) deemed necessary by BOS

Examination Committees

These committees write the examination papers for the Higher School Certificate and prepare 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 planning documents. The Board Plan focuses on broad educational objectives, while the plan of the Office of the Board concentrates on the programs and other activities supporting the achievement of these objectives. The Office Plan also includes objectives relating to the Office's responsibilities as a government department.

The Board had four goals in 1998–99. These were:

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

The objective for this goal is to provide relevant and timely curriculum materials for Kindergarten to Year 12.

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

The objective for this goal is to ensure that the School Certificate and Higher School Certificate provide the community with meaningful information about student achievement.

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

The objective for this goal is to ensure that the registration and accreditation processes make a positive contribution to the standard of schooling in the non-government sector.

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

The objective for this goal is to ensure that the Board's curriculum, credentialling and other policies and practices are informed by research and best practice both in Australia and overseas.

The Office Plan includes a fifth goal:

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

The objective for this goal is high quality, cost-effective delivery of programs and services.

The objectives identified by the Board for each goal are replicated in the Office of the Board of Studies Plan and performance indicators are added. These are captured in the individual performance agreements for Senior Executive Service officers and in Management Plans for each branch of the Office. This ensures a direct link between the objectives in the Office of the Board of Studies Plan and the responsibilities and priorities of each officer.

The planning process is monitored to ensure that it reflects best practice. The process was adjusted in 1998–99 to delineate more clearly the respective accountabilities of the Board of Studies and the Office of the Board of Studies. The process was further refined towards the end of the reporting period with the aim of involving officers more closely in the development of priorities and performance indicators.

3 Review of 1998–99

Overview

1998–99 was the second year in which priorities were shaped by the Government's White Paper for the Higher School Certificate, *Securing Their Future*.

The planning and development for the White Paper that occurred during 1997–98 was put into effect during 1998–99. During the reporting period:

- a new curriculum structure for the HSC was determined;
- Board Developed Stage 6 (Years 11 and 12) syllabuses in all major subjects were comprehensively evaluated and revised;
- new HSC syllabuses in English, science and computing were developed;
- a framework was put in place for the development of high-quality, industry-recognised vocational education and training courses for the HSC;
- new School Certificate Tests were introduced in English-literacy and Mathematics, with trial testing of Science and Australian History, Geography, Civics and Citizenship;
- a standards-based system of assessing and reporting student achievement was developed and implemented.

To ensure quality syllabuses, a new process of syllabus development was introduced. The process emphasised monitoring and quality assurance and utilised project management techniques. The quality of material produced and the integrity of the process were monitored by new Board Curriculum Committees, comprising representatives of key groups in education.

While effort was concentrated on Stage 6, the Board ensured a continuing focus on syllabus development for Kindergarten to Year 10. New syllabuses for Stages 1 to 3 in Personal Development, Health and Physical Education and Human Society and Its Environment were issued, with work progressing on the new Creative Arts syllabus. New syllabuses in Science, History and Geography were released for Years 7 to 10.

A new approach to testing for the School Certificate was put into effect in 1998. New tests for Year 10 in English-literacy and Mathematics were introduced, with trial testing of Science and Australian History, Geography, Civics and Citizenship. The tests were part of a new system of reporting, with the individual results of each student reported against syllabus standards for the first time.

The above is a summary of achievements over the reporting period. The following pages report on these achievements in greater detail and on other initiatives commenced or completed during the year.

4 Key Result Areas

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 is providing syllabuses in English, Mathematics, Science and Technology, Human Society and Its Environment, Creative and Practical Arts, and Personal Development, Health and Physical Education.

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

A new process of syllabus development was implemented at the beginning of the reporting period.

Securing Their Future had established a need for a thorough and comprehensive evaluation of all Higher School Certificate syllabuses against criteria aimed at ensuring rigour and subject integrity. It also indicated that revised, quality-assured syllabuses developed as a result of the evaluation should be made available to all schools by July, 1999.

To assist the Board to achieve this goal, a review of curriculum development processes was completed during 1997–98. The review resulted in the introduction, from July 1998, of a process based on principles of project management and consultation.

The new process, which also places greater emphasis on monitoring and quality assurance, involves five distinct stages:

1 Planning and promotion

This stage involves the development of a project plan. Research and consultation also occurs 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 takes account of the issues and directions established during planning is prepared. A working draft (or drafts) is 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 are prepared. Consultation features prominently during this stage, with a key focus on the extent to which the draft syllabus meets the specifications of the writing brief.

4 Handover for implementation

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

5 Data collection and evaluation

Built into the cycle for each syllabus is a process that allows for the collection of data on how the course is being used. The strategy for collection of this data is included in the project plan. This stage of the process leads, in turn, back to Stage 1.

The drafting of materials is typically carried out by project teams. These teams comprise personnel from the Office of the Board of Studies and will at times include contracted writers, identified through a process of open advertisement. A Project Manager is appointed by the Office of the Board of Studies 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 and advise 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 on the quality of the syllabus package in relation to the original approved writing brief. Board Curriculum Committees comprise representatives from a broad range of key groups involved in education in New South Wales.

Key Result Areas

The key result areas for goal 1 are detailed below.

Key Result Area 1.1 Staged implementation of HSC White Paper curriculum recommendations

Key Result Area 1.2 Strategic support for implementation of White Paper curriculum recommendations

Action	Key Performance Indicator	Status as at June 30, 1999
Develop advice to Board of Studies on Stage 6 course structures	General and specific course structures for Years 11/12 endorsed by Board	Endorsed April, 1998
Revise Stage 6 courses in terms of White Paper criteria	Revised syllabuses reflect White Paper criteria	All new syllabuses reflect criteria
Establish credit transfer arrangements between HSC courses and tertiary programs	In-principle agreement reached with tertiary sector	New credit transfer arrangements issued in October, 1999
Implement framework for future development of vocational courses	New vocational HSC courses developed in accord with framework	Seven frameworks developed and distributed June, 1998
Finalise proposals for Citizenship Education in Stages 4 and 5	Minister accepts Board's recommendations for Citizenship Education in Stages 4 and 5	Revised Stages 4 and 5 History and Geography syllabuses incorporating citizenship education content distributed December, 1998
Adjust Stages 4 and 5 HSIE curriculum in light of mandatory testing requirements in Year 10	Revised Stages 4 and 5 Geography and History syllabuses completed	Revised syllabuses distributed December, 1998
Develop and implement improved curriculum development processes	New procedures understood and accepted by key groups	Key groups participating indicate acceptance of new procedures
	Information and materials relating to curriculum changes approved by Board and endorsed by Minister at 'first pass'	Revised procedures endorsed by the Board and Minister in June, 1998
Develop framework for credentialling of students with special education needs in Years 11 and 12	Curriculum and credentialling arrangements endorsed by the Board	Arrangements endorsed October, 1998

Action	Key Performance Indicator	Status as at June 30, 1999
Develop and implement revised structure for languages in the HSC in terms of White Paper and Review of Languages Policy	Revised structures developed and implemented	Continuers syllabuses approved by Board and Minister in June, 1999
Provide high quality and timely advice to the Minister, central agencies and other stakeholders on White Paper curriculum issues	Comprehensive, high-quality and timely advice provided to deadline	All briefings completed to schedule
Monitor and coordinate the White Paper implementation program	Implementation program functioning effectively	Regular meetings held. Schedules revised and updated. All key dates achieved
Develop and implement communications strategy around White Paper curriculum changes	Focus groups confirm that teachers, students, parents and the community are well-informed on key curriculum changes	Focus groups arranged as required. Feedback positive from all participants
Produce and disseminate information and materials relating to curriculum changes	Positive feedback from teachers, parents and community on production quality and relevance of White Paper material	Feedback indicates that material has been clear and informative
Effectively monitor White Paper human and financial resources and provide accurate and timely advice as required	Minister, Office of the Board of Studies and central agencies provided with timely and accurate information concerning White Paper human and financial resources	Advice provided as required
Provide input to system's White Paper training programs and information materials	Monitoring of system's training programs and information shows Board of Studies information presented accurately and comprehensively	Board of Studies information and requirements presented accurately and comprehensively in 1998-99 training programs

In August 1997, the Premier and the Minister for Education and Training released *Securing Their Future*, the Government's White Paper for reform of the Higher School Certificate and School Certificate.

Securing Their Future was the Government's response to *Shaping Their Future*, the report of the review of the Higher School Certificate carried out during 1996 and 1997 by respected educator Professor Barry McGaw.

Shaping Their Future was based on the most comprehensive, open and consultative review of the Higher School Certificate since its introduction in 1967.

The review pinpointed a number of concerns with the Higher School Certificate, 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;
- an undue focus on university entrance scores.

The review 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 Higher School Certificate curriculum;
- ensure Higher School Certificate marks reflect fairly the standards achieved by all students;
- relate the method of reporting achievement to community expectations;
- 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;
- introduce tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship.

These reforms represented the most far-reaching and fundamental changes to the Higher School Certificate since its introduction in 1967. As in the previous year, developing and implementing the initiatives was the major focus for the work of the Board of Studies and hence for the Office of the Board of Studies during the reporting period.

Early in the reporting period, the curriculum structure for the New HSC was announced. The announcement, which represented completion of the initial research and development phase of the *Securing Their Future* process, was the outcome of subject evaluations that were carried out in the previous reporting year. The structure affirmed the 2 unit course as the basic building block of the New HSC curriculum, with the majority of subjects to be offered in 2 unit components.

Following the announcement of the new curriculum structure, work commenced on the redesign of Stage 6 syllabuses. The work took account of the new course arrangements, the findings of the subject evaluations, and changes to assessment practices outlined in *Securing Their Future*. Project teams were convened to draft materials, with guidance from representative Board Curriculum Committees.

More than 140 community seminars were conducted across New South Wales during September, 1998 to provide parents with detailed information about the New HSC structures as well as information about the changes to the School Certificate. A special New HSC Information Phonenumber also operated from late July to Early September.

The parent seminars, which were attended by more than 20,000 parents in total, were followed during October and November by a series of seminars for teachers held in Sydney and major regional centres.

The teacher seminars were part of a coordinated program of training and development for schools. The program, which was developed and implemented in collaboration with the major school systems, aimed to ensure that teachers understand the new courses for the HSC and the bases for assessment and reporting.

New tests for the School Certificate were implemented in November, 1998. The first of the *Securing Their Future* reforms to be implemented in schools, the tests in English-literacy and Mathematics were mandatory for all Year 10 students in 1998. The 1998 program also included trial testing in Science and Australian History, Geography, Civics and Citizenship. The Science test becomes mandatory from 1999, while the test in Australian History, Geography, Civics and Citizenship will be trialled again in 1999, with optional participation in 2000 and 2001. The test becomes mandatory from 2002.

Results from all tests were provided direct to students in a reporting format which, for the first time, linked results to specific standards of achievement. The test results were provided to students in a Portfolio that comprised the School Certificate, a Record of Achievement Part A and a Record of Achievement Part B.

The Record of Achievement Part A was a cumulative record of all Stage 5 courses completed, along with grades awarded by the school. The Record of Achievement Part B recorded the results achieved by the student in the School Certificate Tests and incorporated a page for each test, with a mark reported against specific descriptions of knowledge and skills.

A consequence of introducing tests in Australian History, Geography, Civics and Citizenship was the redevelopment during 1998 of the Stages 4 and 5 History and Geography syllabuses. The focus of changes to both syllabuses was to ensure proper emphasis on the study of Australia by all students during each of Years 7 to 10 and to ensure inclusion of explicit references to civics content. The revised syllabuses were released to schools in October, 1998.

The introduction of the tests and the new form of reporting was supported by an extensive information campaign for schools and parents that involved direct mail letters to all parents of students in Years 7, 8 and 9; the distribution of brochures explaining the new School Certificate and reporting system; parent information meetings around the state; an information hotline; and the posting of information on the Internet.

From September, 1998 to May, 1999 the Board and the Office undertook developmental work and consultation on the development of the New HSC curriculum.

A standard process was adopted for the redevelopment of each syllabus. The first step was a literature review, focusing on the current scope of the subject area and evaluating contemporary approaches. The findings of each review were published in mid 1998. Timelines for the development of individual courses were also publicised.

Information gathered from the reviews and feedback from teachers provided direction and advice for the development of draft writing briefs, which were developed and circulated for consultation during the latter half of the year. Following consultation on the writing briefs, draft syllabuses were produced for consultation during early – mid 1999. Feedback on the drafts was obtained from several sources — key group meetings; focus groups involving teachers; and a survey sent to all schools and interest groups. The consultation feedback was provided to independent evaluation teams who prepared consultation reports for the Board.

The announcement of the new course structure was complemented by a comprehensive community information strategy involving the distribution of printed material, the placement of information on the Internet, and a series of forums, seminars, meetings and focus groups.

By the end of the reporting period, syllabuses in all major subjects had been finalised in time for distribution on schedule to schools in July 1999.

The syllabuses released to schools included two entirely new courses: Software Design and Development, and Information Processes and Technology. In addition, seven new vocational frameworks were produced: Information Technology; Tourism and Hospitality; Primary Industries; Retail; Construction; Metal and Engineering; and Business Services (Administration). The frameworks were developed in response to the needs of the industry and were designed to provide training and education opportunities and industry-recognised qualifications for the full range of HSC students.

Also finalised during the year was a new HSC English curriculum. The development of a new English syllabus was a key element of the HSC reforms and was aimed at raising standards and challenging all students. The syllabus, which was finalised at the end of the reporting period, includes provision for students to study up to 4 units of English in the HSC year. It provides a comprehensive range of courses to suit the needs and preferences of all students and comprises an English (Standard) course; an English (Advanced) course; two new English (Extension) courses; a Fundamentals of English course and a new English as a Second Language course.

In May 1999, the Board advised schools of pattern of study requirements for the New Higher School Certificate and advice on transitional arrangements for students completing their studies over the period 1999–2001 and beyond. Schools also received detailed information packages that included outlines of the new courses, assessment and reporting information and advice for distribution to parents. The package was provided as a CD-ROM to allow schools to customise the information for their Year 10 students.

Some aspects of the changes over the reporting period were controversial. The Office was careful to consider all concerns raised in relation to individual syllabuses and ensured that substantive issues were addressed during consultations and the further development of draft materials. By the end of the reporting period, this attention to consultation helped to resolve issues connected with individual subjects.

The Board of Studies believes that the quality of the syllabuses and other materials will, together with ongoing professional development, enable schools and teachers to deliver the best educational opportunities for students.

The completion of the syllabus development phase of the reforms within the timetable established by *Securing Their Future* would not have been possible without the interest and commitment of

thousands of teachers, subject specialists, academics and other individuals who gave freely of their time and expertise in participating in the development of draft syllabuses and other materials throughout the reporting period. The Board of Studies gratefully acknowledges their contribution.

Key Result Area 1.3 Staged implementation of Eltis Review recommendations

Key Result Area 1.4 Syllabuses and support materials addressing the distinctive needs of education from Kindergarten to Year 6

Action	Key Performance Indicator	Status as at June 30, 1999
Complete <i>HSIE K-6 Syllabus</i>	Syllabus endorsed by Board and Minister	Syllabus endorsed and approved October, 1998
Develop draft <i>Creative Arts K-6 Syllabus</i>	Draft syllabuses made available for trialling and consultation	Consultation to be completed Aug-Oct, 1999
Complete <i>PDHPE K-6 Syllabus</i>	Syllabus completed and available for implementation	Syllabus approved June, 1999
Complete <i>Science Stages 4 and 5 Syllabus</i>	Syllabus completed and available for implementation	Syllabus approved November, 1998
Develop standards framework approach for K-10 syllabuses	Framework available to guide development/revision of K-10 syllabuses	K-6 Standards paper considered and endorsed by Board May, 1999
Include in all draft K-6 syllabuses, outcomes and content providing links to early childhood education and experiences	Feedback from stakeholders indicates that early Stage 1 content and outcomes in new K-6 syllabuses link appropriately to pre-school experience	Early Stage 1 material included in K-6 PDHPE, HSIE and Mathematics
Develop K-6 support materials for students with special education needs	K-6 Mathematics, PDHPE and HSIE support materials developed and submitted to Board	K-6 PDHPE completed. Draft HSIE document in preparation
Develop K-6 syllabuses in French and German, using K-6 Generic Languages Framework as basis	K-6 syllabuses in French and German successfully developed and approved	On hold pending completion of Stage 6 Languages syllabuses
Include education issues pertaining to Indigenous peoples in draft <i>HSIE K-6 Syllabus</i> and in citizenship framework	Positive feedback from stakeholders concerning coverage of Indigenous issues	HSIE syllabus and draft framework positively received by AECG and other groups
Implement common framework for K-6 syllabuses	K-6 syllabuses prepared to common format and layout	Common format applied
Develop curriculum integration support materials	Linkages support document developed and distributed to schools	Linkages material published on OBOS website Nov, 98; Mar and June, 99

Key Result Area 1.3 concerns actions from the review carried out in 1995 of profiles and outcomes in New South Wales schooling (the 'Eltis Review'). Key Result Area 1.4 relates specifically to initiatives for Kindergarten to Year 6.

While most recommendations from the Review of Profiles and Outcomes were implemented in previous years, some were longer-term and therefore relevant to the work of the Board in 1998–99.

The first of these was the development of a five-stage model for outcomes in syllabuses. Work continued during 1998–99 on ensuring all syllabuses in development included outcomes organised around the six stages of schooling.

A second recommendation was the prescription of a long-term timeline for the development and release of K–6 syllabuses.

In 1998–99, the Board and Office continued to develop and release K–6 syllabus documents in accordance with the timeline. Following consultation on a final draft and support documents in the latter half of 1998, the *Human Society and Its Environment K–6 Syllabus* package was completed and distributed to schools in February, 1999. As part of the handover of the syllabus to schools and school systems, ten briefing sessions were conducted at locations throughout New South Wales. Information for parents about the syllabus was produced in seven community languages and a CD-ROM of the course and support documents was distributed to schools. A support document for students with special education needs is in preparation.

Also completed during the year was the *Personal Development, Health and Physical Education K–6 Syllabus* package. The package, which represents an update of the document released in 1992, follows the model established for English K–6 and Human Society and Its Environment. Its preparation involved the trialling of new draft outcomes by 408 teachers in 51 workshops held across the state. Seventeen schools also provided work samples to demonstrate student achievement of the outcomes. At the end of the reporting period, the syllabus package — syllabus, support document, principal's package, parent information and support document for students with special needs — was being edited and prepared for distribution to schools.

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). A draft syllabus and support documents were distributed to schools for consultation in December 1998. The consultation process, which was continuing at the end of the reporting period, included focus group meetings in locations across New South Wales, an evaluation survey and feedback from 30 schools that agreed to trial the draft documents during Term 2, 1999. The information from these sources will inform the development of the final syllabus, scheduled for release at the end of 1999.

An important initiative in primary education during 1998–99 was the Linkages project. This ongoing project is aimed at addressing ways in which classroom activities can be designed to achieve more than one curriculum objective and strengthen key learning skills.

In 1998–99 the project had three focus areas: mapping and publication of information about links across the curriculum; research into practices that involve the use of integrated curriculum materials; and reporting on the work being undertaken in some schools. Information in each of these areas was researched, collated and placed on the dedicated Linkages page on the Board's website.

The final recommendation from the Eltis Review implemented in 1998–99 was the development of the *Science Stages 4 and 5 Syllabus*. This syllabus was finalised in October, 1998 and released to schools in November for implementation in Years 7 and 8 in 2000 and Years 9 and 10 in 2001. A comprehensive support document to assist schools in implementing the syllabus was released to schools in June 1999.

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 1998–99, applications for Board Endorsed Courses were considered by a centralised endorsement panel. For the School Certificate, 510 applications were considered, with 467 approved. For the Higher School Certificate, 308 applications were considered, 285 of which were approved.

Special Education

During 1998–99 the Board of Studies continued to develop materials and initiatives aimed at students with special education needs.

For Kindergarten to Year 6, a support document to assist teachers in catering for students with special education needs in the Human Society and Its Environment Key Learning Area was released. Support documents for the Personal Development, Health and Physical Education Key Learning Area were also in development.

For Stage 6, the Office of the Board continued to coordinate a curriculum project to enhance access to vocational Content Endorsed Courses by students with special education needs. A total of 27 schools were involved in trialling access to the Hospitality, Rural Industries, Office Studies and Retail Content Endorsed Courses through a process of reasonable adjustment to curriculum delivery and assessment procedures.

Also for Stage 6, the Board continued to develop a number of life skills courses in fulfilment of a specific commitment to these students in *Securing Their Future*. The courses will be available to students with special education needs from 2000 as part of a special program of study. Students who complete a special program of study will be eligible to receive the Higher School Certificate.

Aboriginal Education

Early in 1998, the Board released the *Aboriginal Languages Interim Framework K–10*. The Framework provides schools with means to develop classroom programs based on local Aboriginal languages. In 1998–99, work continued on compiling case studies to support the Framework. The case studies will be completed and made available for all schools.

The Office was successful in acquiring funding for three projects through the national Indigenous Education Strategic Initiatives Program. The projects, to be completed by the end of 1999, involve the research, design and trialling of best-practice literacy and numeracy strategies as well as the identification and documentation of strategies to improve successful participation by Aboriginal students in vocational education and training programs.

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, 295 and 298 of the Report of the Royal Commission into Aboriginal Deaths in Custody.

Each recommendation has been partially implemented in an ongoing process, as syllabuses, support materials and teaching kits are 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 increases all students' knowledge and understanding of Aboriginal history, cultures and societies.

Implementation of recommendations

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*, that 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' that 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 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 at 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 President's Aboriginal Education Initiatives Advisory Committee (PAEIAC) meets approximately once each school term to advise the President of 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 have Aboriginal representatives. 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 Personal Development, Health and Physical Education Stages 4–5 course allows schools to develop courses on drug and alcohol use and sex education that meet the local needs of their students. The *Personal Development, Health and Physical Education K–6 Syllabus* 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 K–6 Syllabus*, which was released to schools in Term 1, 1999. These issues are also addressed in the Stages 4 and 5 History and Geography courses which were revised and released to schools in Term 1, 1999.

Recommendation 295

(This recommendation calls for teacher training programs to address Aboriginal issues.)

All Office of the Board of Studies staff were invited to participate in a professional development workshop on native title during NAIDOC week 1998.

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;
- 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, over 80 percent of a TAFE Certificate can be achieved as a result of studying a particular combination of HSC courses. At the close of the reporting period credit transfer arrangements were being negotiated for the New HSC courses.

'Recognition of prior learning' 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.

Distinction Courses

Distinction Courses for gifted and talented senior secondary students continued to be offered for study in 1999. The program was first introduced in 1994 as a provision for accelerating students under the HSC Pathways initiative.

These challenging first year university level courses, specially designed for high ability students, were delivered by distance education through the University of New England for philosophy and Charles Sturt University for cosmology and comparative literature.

The enrolment of 87 students in 1999 surpassed the intake of previous years. The program attracted equal numbers of male and female students, distributed evenly across government and non-government schools. Over 30 percent of students were from schools outside the Sydney metropolitan area.

Student performance in the courses continued to be outstanding, with results strongly skewed towards university grades of High Distinction.

As a result of the implementation of *Securing Their Future*, Distinction Courses will be replaced. It is proposed to introduce a range of school–university links to provide for more able students.

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

Key Result Areas

The key result areas for goal 2 are detailed below.

Key Result Area 2.1 Staged implementation of HSC White Paper assessment and reporting recommendations

Key Result Area 2.2 Strategic support for implementation of White Paper assessment and reporting recommendations

Action	Key Performance Indicator	Status as at June 30, 1999
Develop performance scales for the School Certificate	Performance scales finalised to deadline	Scales finalised on schedule for 1998 credentials
Develop first iteration of performance scales for the Higher School Certificate	First iteration of HSC scales developed and distributed to schools for consultation	Draft scales for all HSC courses completed for consultation in June, 1999
Conduct review of HSC Assessment program	Report and recommendations provided to Board	Review completed
Develop advice for schools on the range and balance of school based assessment for the Higher School Certificate	Assessment review findings reconciled with findings of individual Subject Assessment Evaluation Reports Advice based on reports endorsed by Board and issued to schools	Assessment section for revised syllabuses finalised February, 1999. Scheduled for distribution July, 1999
Develop School Certificate Tests in English-literacy and Mathematics for 1998	Error-free 1998 Tests developed	Achieved – 1998 Tests developed on time and error free
Develop trial tests in Science/Australian History, Geography, Civics and Citizenship	Error-free 1998 Trial Tests developed	Achieved – 1998 Tests developed on time and error free
Develop and distribute School Certificate Performance Descriptions and related materials	Positive feedback from teachers, schools and the wider community	Descriptions well-received and implemented without incident in 1998
Modify Examinations Computer System to deliver 1998 School Certificate	Successful delivery of 1998 School Certificate results	Deadlines for processing and delivery of results achieved

(Information about 1998–99 assessment and reporting initiatives in support of *Securing Their Future* is reported under Key Result Area 1).

Key Result Area 2.3 Efficient and effective conduct of the 1998 School Certificate and Higher School Certificate programs

Action	Key Performance Indicator	Status as at June 30, 1999
Produce high-quality HSC examination papers and School Certificate Tests	Error-free HSC examination papers and School Certificate Test papers	All HSC examination and SC Test papers produced to deadline with no errors
Achieve program deadlines for preparation, administration, processing and delivery of School Certificate and HSC results	School Certificate and HSC results provided to deadline	All 1998 program deadlines achieved
Identify and implement improved marking practices and procedures	Analysis of marking plans completed	All 1998 marking plans reviewed by August, 1998
	Review of marking practices in nominated subject areas completed	Reviews completed November, 1998 and appropriate best practice implemented in all subjects
	Marking practices audit undertaken	Completed August 1998
Increase use of electronic collection, confirmation and dissemination of data to and from schools	Improved efficiencies in School Certificate and HSC processing, including scanning initiatives	Trial of electronic data entry extended. 71 schools submit student data electronically for 1999
Develop, produce and disseminate Examination Reports, Sample Answers and other information	Delivery of information, reports and examinations material on schedule	On schedule for distribution mid-1999
Provide necessary support to all aspects of the HSC program, including the Advice Line, and to the School Certificate program	Successful completion of HSC Advice Line/HSC and School Certificate Marking/Special Provisions and I/M programs	All 1998 SC and HSC programs completed to deadline and well-received
Provide necessary and effective computer system support to all aspects of the SC and HSC programs	Examination computer system provides effective, accurate and timely support to the SC and HSC programs	All program deadlines for 1998 and 1999 achieved
Provide HSC data to UAC on schedule	Problem-free provision of HSC results data and effective cooperation with UAC	1998 results data supplied on time and error-free

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 amongst the largest of their kind in the world.

In 1998, enrolment data for students entered for the School Certificate, Preliminary 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. Over 200,000 individual credentials were delivered to students on time.

1998 School Certificate

The School Certificate is awarded to eligible students who have completed Stage 5 (Years 9 and 10).

For the 1998 School Certificate, 80,945 students were enrolled in 114 of the 119 Board Developed courses available.

In 1998, the Board of Studies introduced Tests for the School Certificate, in line with the recommendations of *Securing Their Future*.

Tests in English-literacy and Mathematics were mandatory for all Year 10 students in 1998, while a test in Science was trialled. Eighty-six percent of schools participated in the Science trial. A test in Australian History, Geography, Civics and Citizenship was also made available, with 32 percent of schools participating.

The introduction of the tests in 1998 had implications for other forms of student assessment for the School Certificate. Since 1991, grades in subjects other than English, Mathematics and Science had been awarded by schools on the basis of performance descriptors developed by the Board of Studies. Grades in English, Mathematics and Science were determined on the basis of a school's results in statewide reference tests.

With the introduction of the tests, the Board introduced performance descriptors for the reporting of student achievement in all subjects. Descriptors in English, Mathematics and Science were made available to assist teachers in those subjects to allocate grades to their students.

The School Certificate Tests were conducted on Monday 16 and Tuesday 17 November, 1998 in 740 centres under the supervision of Presiding Officers appointed by the Office of the Board.

Special Provisions for the tests were provided for 3,258 students with special needs. This represents an increase of over 27 percent from the School Certificate Reference Tests in 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.

Approximately 800 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 1,296 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 via generic 'Life Skills' courses. These courses are based on curriculum frameworks which describe the focus and elements of each key learning area. These frameworks, adapted from the Board's Minimum Curriculum Guidelines, identify essential aspects of each key learning area in the context of programs developed at the school level.

The 1998 School Certificate was awarded to students during the week commencing December 14, 1998. Each student was given a School Certificate Folio in which to present their Certificate, school reports and other records.

As a result of the new School Certificate Tests, the Board delegated to school principals the authority to decide student illness/misadventure appeals. In 1998, over 1,000 individual students submitted an appeal.

Students retained the right of appeal to the Board if they disagreed with the principal's decision. 18 student appeals were declined by principals and 11 of these were subsequently appealed to the Board. The Board confirmed the principal's decision in each case.

Six whole group appeals were submitted to the Board by principals. All six appeals were upheld.

1998 Higher School Certificate

In 1998, 69,787 students successfully completed Preliminary courses, an increase of 1,053 from 1997. Details of courses completed were reported on a Record of Achievement. Records of Achievement for special programs of study were issued to 272 students.

In 1998, the Higher School Certificate candidature was 65,785, an increase of 3,104 over the figure for 1997. Students undertook 149 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.

The Higher School Certificate also has an international candidature. Examinations for overseas students were conducted in the Ivory Coast, Japan, Sweden, the United Kingdom and the United States of America.

National Assessment Framework for Languages at the Senior Secondary Level examinations in Arabic, Armenian, Croatian, Czech, Dutch, Estonian, Hindi, Hungarian, 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:

- 22 days of written examinations
- 350 examination papers
- practical examinations in Classical Ballet, Dance, Drama, Industry Studies, Industrial Technology, Design and Technology, Languages, Music and Visual Arts

- over 5,000 examination supervisors
- approximately 7,000 markers assessing students' written scripts, practical examinations and submitted works
- 20 marking sites
- over 750 casual clerical support staff.

For the 1998 examinations, the Board of Studies approved special provisions for 2,264 students with special needs. This represents an increase of 9 percent from 1997.

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 1998, 4,138 individual and 70 group appeals were received. Of these, 3,704 individual appeals and 64 group appeals were upheld.

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

Higher School Certificate credentials were delivered to candidates on Tuesday January 5, 1999. 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.

In 1998, 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 14 subject areas. Advice on Studies of Religion was added for the first time in 1998. Each course is supported until the evening before the final examination.

The service has been expanded considerably since its establishment in 1995. In 1998 it operated from Monday October 12 to Monday November 23. Eighty lines were available and the overall number of staff was 756. This compares with 369 advisers in 1995.

The Advice Line was highly successful, with over 14,100 calls received in the two weeks before the first Higher School Certificate examination. A total of 35,048 calls were received over the full period — an increase of 47 percent over the figure for 1995.

Higher School Certificate Day Marking

Day marking of selected Higher School Certificate examinations was first introduced in 1997 following a successful pilot operation at Coffs Harbour the previous year. 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 1998, the Office set aside 12 percent of the total marking hours and made available a total of 900 appointments for day marking. To ensure minimal disruption to normal school classes, principals were consulted when more than one applicant was selected. The subjects to be day marked were rotated across faculties to further lessen the impact on schools.

In 1998, day marking was conducted in Armidale, Bathurst, Coffs Harbour, Wagga Wagga and at the Sydney Showground and Exhibition Complex at Homebush Bay and Glenfield Park. As in 1997, the initiative provided an opportunity for increased numbers of female appointees to participate in marking as well as experienced 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 1998, a total of 38 teachers were appointed to participate in this program, in a variety of targeted subject areas.

Higher School Certificate Results Line

For the 1998 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 6am Saturday, January 2, 1999 until the end of that month, students were able to key in their student number and a 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 seven days a week, 24 hours a day.

Higher School Certificate Results over the Internet

In 1998, the Board initiated a service whereby students were able to access their Higher School Certificate results over the internet. By using their confidential Personal Identification Number, students were able to read their HSC results information on a special web page on the Internet. The service was available from 6am on Saturday January 2, 1999, coinciding with the availability of results by telephone.

Examination Inquiry Centre

The 1998 Higher School Certificate Examination Inquiry Centre opened on January 2, 1999. The centre enabled students to ask questions regarding aspects of their results, including percentile bands and assessment marks. The centre operated for two weeks. Almost 8,000 inquiries were received from students across the state. Bilingual staff were employed to answer inquiries in Arabic, Chinese, Spanish, Turkish 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 1998, 189 inquiries were received. Each inquiry was thoroughly investigated by Office staff and, where appropriate, supervisors of marking.

3,473 applications were received for clerical rechecks of Higher School Certificate results. The recheck confirms that all marks have been correctly entered on the Higher School Certificate computer system. Each application received a response within one week. 42 individual results were adjusted as an outcome of the recheck process.

Electronic Capture of Student Entry Data

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

17 schools participated in providing details of 1,920 School Certificate candidates, while 57 schools entered data for 7,250 Preliminary course students and 70 schools provided details for 9,377 Higher School Certificate candidates.

In most cases, data were received and confirmations issued without any intervention by a Board officer. By eliminating the processes of manual checking and entering of data a dramatic reduction of turnaround time was achieved, together with improved data quality.

Use of Intelligent Scanning Technology for the 1998 School Certificate and Higher School Certificate

For 1998, a new process of collecting examination responses and marks was introduced. Using intelligent scanning technology, the Office was able to design, scan and process its own answer sheets and mark sheets for the School Certificate Tests and Higher School Certificate examinations. This initiative led to a dramatic decrease in the time required to capture and process marks. The improvement was such that all results were processed in a shorter time than previous years, despite the extra processing requirements associated with the introduction of testing for all Year 10 students. Over 18,000,000 individual responses were processed within six weeks using the new system.

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 1998 was presented at the annual Premier's Awards ceremony by the Minister for Education and Training, the Hon John Aquilina, MP, to Ms Jyotika Raniga, a former student of Blakehurst High School. Ms Raniga overcame serious health problems to achieve excellent results in all her HSC subjects.

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

Key Result Area

The key result area for goal 3 is detailed below.

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

Action	Key Performance Indicator	Status as at June 30, 1999
Ensure views of key groups are addressed during review and/or evaluation of registration and accreditation processes	Review completed and recommendations provided to the Board	Recommendations provided to the Board in November, 1998
	Review outcomes reflect consensus among key groups and non-government school community	Revised manual prepared in consultation with non-government school sector representatives
Process applications promptly and inform applicants of progress/outcomes	Recommendation to Minister within six months of initial application	Reduction in turnaround time achieved
Computer systems developed to support the registration and accreditation processes	Effective software developed and implemented to support the registration and accreditation of non-government schools and the registration of home schoolers	Specifications for enhancement of system finalised
Provide advice to Board on community expectations for registration and accreditation processes	Proposal for assessing expectations accepted by the Board	Issue listed for consideration by Board in 1999–2000

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 (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 Education Offices 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 being revised in consultation with the non-government school sector during the reporting period.

The inspection process operates through the submission by schools of documentation, or through visits to schools by Board Inspectors. In 1998–99 the Board processed 60 applications from independent schools on the basis of documentation, 94 applications on the basis of inspection, 648 applications on the basis of registration system recommendation and conducted 11 site inspections of schools that had moved premises. Officers visited for monitoring purposes a number of 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 1998–99 the Board recommended to the Minister the registration of 29 independent secondary schools, 50 independent primary schools and 2 schools of a prescribed kind. Registration was granted to a further 66 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 80 independent non-government secondary schools.

The Board recommended an extension of registration and granted accreditation to a further 19 independent schools for the year 2000, to assist the introduction of the revised Higher School Certificate. Fourteen of the schools offered both primary and secondary education and five offered secondary education only.

Fifteen independent schools for whom registration was recommended have special school status. The Board granted accreditation for a Generic Life Skills School Certificate to five schools.

The Board recommended registration in 1998–99 for 24 new schools. Four of these were new campuses of existing schools.

The Board declined to recommend applications for registration from two schools. The decisions were subsequently referred to the Administrative Decisions Tribunal.

Schools Appeals Tribunal and Administrative Appeals Tribunal

Part 10 of the *Education Act 1990* provided for a Schools Appeals Tribunal. The role of the Tribunal was to hear appeals against a recommendation by the Board to the Minister that a non-government school not be registered; against a decision by the Board that a non-government school not be accredited; and against a recommendation to the Minister by an Authorised Person that a child not be registered for home schooling.

The Tribunal comprised three members appointed by the Minister for Education and Training as follows:

- a person having expertise in education in government schools,
Mr William Nay
- a person having expertise in education in non-government schools,
Miss Kathleen McCreadie, AM
- a person who is a retired judge or of equivalent standing (the Presiding Member),
The Hon Mr Joseph Riordan, AO

During the absence of Miss McCreadie, **Mr Anthony Rae, AM** was appointed to act in her place.

The Schools Appeals Tribunal heard 22 appeals related to home schooling. Nine recommendations made by Authorised Persons were supported. In the other 13 matters the Tribunal made alternative recommendations to the Minister.

On October 6, 1998, the Administrative Decisions Tribunal Act was proclaimed. This Act amended the Education Act 1990 so that the functions of the Schools Appeals Tribunal were assumed by the Administrative Decisions Tribunal from that date.

To the end of the reporting period the membership of the Administrative Decisions Tribunal was as follows:

Judge Kevin O'Connor (President)

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

Miss Kathleen McCreadie, AM (Non-Judicial member)

Two appeals relating to registration and accreditation were submitted to the Administrative Decisions Tribunal. One appeal was later withdrawn, while the Tribunal made an alternative recommendation to the Minister in relation to the other appeal.

Home Schooling

Division 6 of the *Education Act 1990* provides for parents to home school their children. Authorised Persons assess applications and provide recommendations to the Minister.

At the conclusion of the reporting period, there were 1,512 students registered for home schooling from 865 families.

Division 7 of the Act provides for exemption from registration for home schooling on religious grounds. At the end of 1998–99, exemption had been granted to 75 students from 32 families.

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

Key Result Area

The key result area for goal 4 is detailed below.

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

Action	Key Performance Indicator	Status as at June 30, 1999
Effective engagement with national/international education organisations, forums and debates	Evidence of national/international benchmarking in Board of Studies programs	All New HSC syllabuses take account of national and international practice
Ensure policies and requirements are relevant to the needs of, and resources available to, schools and school systems	Board policies and requirements practical and relevant	All new HSC syllabuses reflect consultation responses and take account of resources available to schools
Identify and develop policies and practices consistent with broader government objectives	Clear links evident between Office of the Board of Studies programs and Government policies	Achieved – all initiatives in 1998–99 based on Government policy
Produce and disseminate materials and information that meet client needs	Effective delivery of materials and information to schools and the community	Achieved – all major initiatives, policies and developments reported Significant growth in the use of electronic delivery of materials to schools
Effectively manage media coverage of Board of Studies/Office of the Board of Studies programs and initiatives, including SC and HSC curriculum changes	Positive media coverage of programs, initiatives and/or changes	Extensive positive coverage of services and procedures, particularly HSC results via Internet and telephone, top 99 and merit lists

Review of Higher School Certificate Assessment Program

School-based assessments were introduced as a component of the Higher School Certificate in 1986. As part of *Securing Their Future*, the Office of the Board completed a review of the HSC assessment program in August, 1998. The aim of the review was to examine current assessment practices in schools and to use the information gained to improve assessment procedures for the New HSC.

The review described the historical and theoretical background to the HSC assessment program and undertook a statistical analysis of the relationship between school assessments and external examination results. Data collection comprised three phases: Phase 1 involved a series of focus groups of teachers, students and parents. In Phase 2, a survey of all secondary schools in New South Wales was undertaken, together with a survey of a sample of 1,000 HSC students. Phase 3 involved a series of regional seminars across the State, attended by over 600 teachers and principals.

The review found that teachers and students were very supportive of the HSC assessment program. Students were also positive about the ability of their teachers to assess their work properly and fairly. Feedback from schools indicated that they would like advice from the Board on the number and type of assessment tasks that should be held.

Review of Higher School Certificate Marking of Music

From time to time, the Office reviews marking procedures in individual subjects. A review of the marking of Music at the Higher School Certificate was conducted in 1998.

The review was undertaken by a team of markers and experts in Music education drawn from the government and non-government school sectors and tertiary institutions. Terms of reference covered the procedures used in marking the practical components; a comparison of the component marks across the three Music courses; and procedures used in selecting markers. The team was asked to develop recommendations to increase the accuracy of marking.

Methods adopted by the team included observations of the briefing of practical markers, attendance at practical marking sessions conducted in schools, analysis of marks awarded at earlier Higher School Certificates, and the consideration of formal submissions.

A report of the review was submitted to the Board of Studies towards the end of 1998. While supportive of the systems developed over time, the review recommended a number of improvements to marking arrangements for the individual courses and the arrangements for briefing examiners. It also called for the establishment of itinerant marking. These recommendations were implemented for the 1998 Higher School Certificate.

Forums, Seminars and Conferences

Workshop on Information and Communication Technologies and the Curriculum

In February 1999, the Board hosted a one-day workshop on Information and Communication Technologies and the Curriculum. The workshop was attended by a small group of experienced educators with a broad knowledge of technological implications and interest in global directions in curriculum and assessment, rather than individuals whose primary interest is in technology itself.

The focus of the workshop was the identification and exploration of the broader educational implications of the new information and communication technologies and to formulate responses in areas such as policy development, new research projects and curriculum and assessment approaches. The proceedings of the workshop have been published by the Board as an 'Occasional Paper'.

Primary conferences

The Board of Studies convened a series of conferences during March, 1999 for primary educators across New South Wales. The conferences, at which attendances averaged over 100, provided

teachers and principals with information about the Board's K-6 syllabus schedule, local and global issues in primary curriculum development, and information about specific K-6 initiatives. Participants were also provided with a briefing on the *Human Society and Its Environment K-6 Syllabus* and support documents.

Schools Constitutional Convention

During 1998, 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 100 students from both government and non-government schools participated in a series of state-wide conventions held throughout 1998. Thirty-two delegates selected from the State convention in November, 1998 joined students from schools across Australia to discuss the topic 'The Referendum and Citizenship' at the National Schools Constitutional Convention, held at old Parliament House in May, 1999.

Exhibitions and Awards

Premier's Awards for Excellence in the Higher School Certificate

More than 250 Higher School Certificate 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, 1999.

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

For 1998, 99 students were awarded the prestigious Premier's Trophy for achieving 90 percent or higher in at least 11 units of Higher School Certificate courses. Certificates for Excellence in the Higher School Certificate were awarded to the 156 students placed first in a course where they achieved a mark of over 90 percent.

Over 700 people attended the ceremony, including the recipients, their parents, school principals, 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 1999, exhibitions of work from the 1998 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 and the State Library of New South Wales before touring regional galleries in Newcastle, Lismore, Goulburn, Albury, Orange, Inverell and Campbelltown. The exhibition included the artworks of 266 students, chosen from a pool of 13,098 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 Higher School Certificate 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 technology area.

In 1999, DesignTech involved 25 projects chosen from over 4,500 works and was shown at Sydney's Powerhouse Museum for a four month period, attracting thousands of visitors. It also toured Newcastle, Coffs Harbour, Tamworth, Dubbo and Wollongong and remained for four weeks at Wagga Wagga Art Gallery. Some of the projects generated considerable interest and some students were offered jobs as a result of their work.

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 ENCORE has been presented in the Concert Hall of the Sydney Opera House.

ENCORE 99 was a sell-out performance from singers, instrumentalists and composers. Many of the performers wrote their own scores, providing a refreshing mix of compositions. The 1999 performance, which was compered by ABC radio personality Bob Hughes, challenged all previous standards in terms of the maturity of presentation and technical skills exhibited by students.

OnSTAGE

OnSTAGE is an annual showcase performance and exhibition of individual projects and group presentations by Higher School Certificate Drama students. In 1999, the selection of projects and performances was presented over a six-day period at Sydney's Seymour Theatre Centre.

The event involved 16 group and eight individual performances, and included an exhibition of original scripts and research; set, poster and costume design, and videos.

In 1999, Writers OnSTAGE was presented for the first time. Writers OnSTAGE was a single performance of rehearsed readings of exemplary scripts.

Minister's Young Designers Awards

1998–99 was the sixth year of the Minister's Young Designers Awards, which were introduced to support the *Design and Technology Stage 4 Syllabus*. More than 4,000 entries were received from students in Years 7 and 8 around the state, with winning projects displayed in the Sydney Visitor Centre at The Rocks from November 1998 to January 1999.

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.

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

Key Result Area

The key result area for goal 5 is detailed below.

Key Result Area 5.1 High quality, cost-effective delivery of Office programs and services

Action	Key Performance Indicator	Status as at June 30, 1999
Develop and implement Total Quality Plan	Quality Process Action Plans developed, implemented and monitored	Plans developed – internal Office of the Board of Studies communications focus in 1999
Obtain regular, systematic feedback from clients on service quality	Focus group meetings in Sydney and regional areas organised and conducted, with outcomes communicated to all staff	Focus group meetings in support of all New HSC syllabuses conducted, with findings informing development of final syllabuses
Review and revise as necessary existing strategies for the achievement of EEO objectives in the Office of the Board of Studies Action Plan	Office of the Board of Studies 3 year Action Plan reviewed by EEO Planning Group and adjusted to reflect available data and progress towards achieving outcomes	3 year Action Plan in place and operational
Ensure Information Management and Technology practices in Office of the Board of Studies articulate with the Government's Information Management and Technology blueprint	Directions specified by the Blueprint reflected in Office of the Board of Studies Plan	All Office of the Board of Studies Information Management and Technology operations consistent with blueprint
Undertake all necessary steps to overcome the Year 2000 computer problem	Problem areas identified and assessed	Rectification Plan in place and on schedule

Total Quality Plan

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

In 1998–99 the focus of the plan was to improve communication. 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. A report on the Group's findings is on schedule for completion in August, 1999.

Equal Employment Opportunity

1998–99 was the second year of operation of the Office's three-year outcomes-based EEO Plan. The Plan outcomes are a diverse and skilled workforce, improved employment access and participation for EEO group members and a workplace culture displaying fair practices and behaviours.

Strategies to achieve these outcomes are progressively reviewed and adapted to reflect changing circumstances and conditions. This process is carried out by the Office EEO Planning Group, which comprises representatives of each of the EEO target groups.

Significant strategies for 1998–99 included:

- the appointment of a Director of Employment Equity;
- the development of an internal communications and planning strategy for the Office;
- the establishment of a Staff Development Planning Group, with one of the terms of reference being to ensure the equitable distribution of staff development resources;
- the inclusion of a specific reference to EEO outcomes in the Office's 1999–2000 Plan;
- the flow-through of EEO strategies to Senior Executive Service officers' performance agreements, branch management plans and individual work plans;
- the maintenance of the EEO Planning Group and regular liaison between the Office of the Board and the Office of the Director of Equal Opportunity in Public Employment;
- continued sponsorship of childcare arrangements for staff.

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. At the end of 1998–99 there was a daily average of more than 30,000 'hits' with the average user viewing eight different pages. The website was among the top twenty educational sites visited by Australians.

Major documents released on the site during the reporting period included all New HSC syllabuses and the complete collection of 1995–1998 HSC examination papers. Many of the syllabus documents were made available on the website less than an hour after completion.

CD-ROMs

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 1998–99 was the release of a three CD-ROM set entitled 'Elemental – Exploring the Australian Minerals Industry', completed with funding support from the Minerals Council of Australia. This project was short listed as a finalist by the *Australian* newspaper and Australian Book Publishers Association Excellence in Educational Publishing Awards.

A second major project was the three CD-ROM set, 'Making Multicultural Australia', made in partnership with the Ethnic Affairs Commission, University of Technology Sydney and the Special Broadcasting Service. This educational package was a finalist in the Australian Teachers of Media national multimedia awards and has been very positively received around Australia.

NSW Schools Online

In 1999, the Office of the Board trialled a new web-based service for schools. Participating principals were able to access online services, such as entering student grade, assessment and vocational course module information as well as notifying changes to school contact details and basic student information. Principals could also download important documents relating to their school, such as Supervisors of Marking reports, school group statistics and School Certificate grade pattern comparisons.

The outcomes of the trial are informing plans to extend the service to all schools and to increase the range of functions available. The initiative will particularly benefit schools in isolated and remote parts of New South Wales.

Year 2000 Compliance

(The following report is in a form prescribed by annual reporting regulations).

a) Scope and status of the Year 2000 Project

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

The following phases of the project have been completed:

- Risk Analysis
- Rectification Planning and Implementation
- Contingency Planning
- Disaster Recovery Planning
- Legislative Review
- Compliance Warranty Adoption
- Legal Exposure Review.

The review of legislative exposure found that the Year 2000 (Y2K) problem will have no impact on the *Education Act, 1990*.

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

As at the end of the reporting period, the final project phase, Rectification Plan Implementation, was more than 70 percent complete. Rectification work in progress included the redevelopment of the Australian Music Examinations Board Examinations System, and replacement payroll and personnel systems for the Office as a whole. Implementation is on schedule for completion in September, 1999.

b) Contingency plans

The Office of the Board has developed contingency plans. These include assessments of each business function and details of the contingency procedures to be implemented to overcome or prevent the risk of Year 2000-induced disruptions.

As part of this process and to ensure that the 1999 School Certificate and Higher School Certificate processes are not affected, the dates of examinations in 1999 have been brought forward, with all results to be processed before Christmas, 1999.

c) Independent verification of compliance strategies

The Office's Business Risk Analysis Process, Rectification Plan, Contingency Plans, Disaster Recovery Plan and Cost Estimates have been independently reviewed and certified by a NSW Government Panel Contract ITS2060 Business Risk Analyst.

In conformance with Premier's Department Circular 99-12 the Office has engaged the same Business Risk Analyst to undertake an assessment of the completion of the Y2K remedial action, as detailed in the Rectification Plan. This assessment is scheduled for completion in October, 1999.

The progress of the Office's Year 2000 Project is reported to the Office of Information Technology on a monthly basis and is subject to annual internal auditing. Internal auditors, as well as the Audit Office of NSW, are also updated on the progress of the project at regular (quarterly) Audit Committee meetings.

d) Estimated total cost of project

It is estimated that the total cost of the Office's Year 2000 Project will be approximately one million dollars.

5 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

Australian Music Examinations Board (NSW)

Level 6

117 Clarence Street

SYDNEY NSW 2000

Telephone: (02) 9367 8456

Fax: (02) 9367 8091

Internet: www.ameb.nsw.edu.au

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

State Manager: **Ms Yvonne White** (until April 1999)
Ms Jennifer Luichareonkit (Acting from April 1999)

Some of the highlights of the AMEB (NSW)'s activities during 1998–99 are detailed below. Further information about the AMEB's activities during the reporting year is available from the address supplied.

Role and structure

The Australian Music Examinations Board in New South Wales is the agency responsible in New South Wales for administering practical and written examinations in Music, and Speech and Drama, from preliminary grades through to the Fellowship in Music Australia, in accordance with Australian Music Examinations Board requirements. These credentials are awarded by the federal Australian Music Examinations Board. The AMEB is a federal body, with a governing board comprising the chairpersons of each state organisation.

Annual presentation ceremony

The AMEB held its annual presentation ceremony on March 6, 1999 in the Great Hall at the University of Sydney. Diplomas were presented to 245 candidates.

The prestigious Fellowship in Music, Australia (FMus.A.) award, was presented to Paul Champion by Professor Larry Sitsky from the Canberra School of Music.

Musical items were performed at the ceremony by Paul Champion (clarinet), Elina Yasumoto (piano), and Alastair Duff-Forbes (violin).

An excerpt from Oscar Wilde's play *Lady Windermere's Fan* was performed by Ashleigh Clancy, awarded the Licentiate Speech and Drama, and Melissa Ahlburg, awarded the Associate (Distinction) Speech and Drama.

The AMEB Shield was awarded in the following categories:

Schools Category The Scots College

Private Teacher (Pianoforte) Category

Preliminary to Sixth Grade: Ann Hoy
 Seventh Grade to L.Mus.A.: Jennifer Hammond

Private Teacher (Instrumental/Vocal) Category

Preliminary to Sixth Grade: JoAnn Griffiths
 Seventh Grade to L.Mus.A. Alex Todicescu

Private Teacher (Speech) Category

Preliminary to Sixth Grade: Elaine Hodda
 Seventh Grade to L.S.D.A.: Susan McBurneys

Private Teacher (Written) Category

First to Sixth Grade: Michael Dockery

Speech and Drama Standing Committee survey

The Board's Speech and Drama Standing Committee conducted a survey of high schools in the northern region of New South Wales during the reporting period to better understand the needs of Speech and Drama teachers and to foster an increase in AMEB examinations.

The survey resulted in a very positive response from teachers. In light of the survey response the AMEB will investigate the feasibility of conducting Speech and Drama workshops in the region in future years.

'Speak the Speech' workshop

In March, 1999, the AMEB held its second 'Speak the Speech' workshop at the Independent Theatre, North Sydney. Seventy-nine young people from as far away as Dubbo and Lismore benefited from the expertise and knowledge of AMEB presenters in areas including voice and pronunciation, breathing and staging.

The AMEB wishes to place on record its appreciation of the Speech and Drama Standing Committee in organising the workshop, and in particular the efforts of Professor Rob Jordan. Professor Jordan, who retired from the committee during the year, made an invaluable contribution to the establishment and ongoing activities of the Committee. His guidance and knowledge will be sorely missed.

New computer system

During the reporting period the AMEB introduced a new computer system to streamline office functions. The new system is expected to lead to substantial improvements in the quality of service provided to teachers and students.

Practical examination reports

In 1998–99 the AMEB commenced trialling of a new method of delivering examination reports. The aim of the new process is to ensure that examiners' feedback is provided to candidates in a supportive and positive way and in an appropriate setting. A sample of teachers and examiners will be surveyed towards the end of 1999 to measure the success of the new process.

Master class and festival season

In 1998, the AMEB, in partnership with the Sydney Conservatorium of Music, presented a highly successful master class and festival season.

Since the partnership was formed in 1996, AMEB teachers throughout New South Wales have shown increasing support for high quality professional development programs. The Summer Piano Festival held in January, 1999 was completely booked out and the Winter Piano Festival, Piano Masterclass series and Winter Flute Festival also ran to maximum capacity.

MusicLink!

As part of the master class season, MusicLink! is designed to meet the development needs of students and teachers in regional centres such as Broken Hill, Moree and Wagga Wagga. The Moree workshops were attended by students and teachers who travelled up to 300 kilometres to participate.

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 (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 AECG during the reporting period. Comprehensive information about the AECG's operations and achievements is provided in the Group's 1998 Annual Report, available from the AECG's Stanmore office.

The objectives of the AECG are as follows:

- 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;
- 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.

In keeping with this role, the President of the AECG gave presentations at a large number of forums and functions. Highlights included an international Montessori conference, a graduation address at the University of Sydney, A Year 12 Reconciliation forum at Randwick Boys High School, an Anti-Racism forum at Vincentia High School, and an Executive Development seminar conducted by the Premier's Department.

The AECG is also committed to building and maintaining partnerships in education. During the year the AECG renewed its relationship with the Department of Education and Training through developing a joint Statement of Commitment. The statement reflects the commitment of both organisations to working together on ensuring educational equity for Aboriginal communities and was designed to take advantage of new opportunities for collaboration afforded through the restructuring of school education and TAFE.

The Statement of Commitment helped guide input by the AECG to the revision of the Department's procedures for the suspension and expulsion of students. Together with representatives of the Federation of Parents and Citizens' Associations and the Federation of School-Community Organisations, the AECG had significant input to the development of new procedures and appeals processes. The AECG also assisted with the production of support materials to assist parents and other caregivers. The AECG plans to monitor the application of the procedures as they are implemented to ensure procedural fairness.

Other matters on which the Department sought the AECG's input included a review of its Aboriginal Early Language Development Program; procedures for complaints resolution; the restructure of the Director-General's Aboriginal Advisory Committee and its District consultative structure; and the allocation of Aboriginal Education Assistant positions in government schools.

The AECG's other main partner 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 most important development in curriculum during 1998–99 was the completion of the *Human Society and Its Environment K–6 Syllabus*. The AECG successfully negotiated key changes to the outcomes and content of this document and material relating to Aboriginal studies is now mandated throughout the document. The AECG wishes to acknowledge the efforts of its members who were involved in these negotiations.

Also completed during 1998–99 were revisions of the Stages 4 and 5 History and Geography syllabuses. The AECG welcomes the inclusion in these syllabuses of mandatory content on Aboriginal history and geography.

In 1998, two important documents produced by the Board of Studies were launched at the AECG. These were the Interim Aboriginal Languages Framework and 'Making a Difference', a resource to assist schools put into practice the education-related recommendations from the Royal Commission into Aboriginal Deaths in Custody. The AECG is continuing to work with the NSW Aboriginal Languages Committee to review the Framework and school programs.

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 worked during the year to further the interests of Aboriginal communities through its membership of various federal and state bodies, including the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council of the Australian National Training Authority and, at the state level, the Curriculum Advisory Committee of the Board of Vocational Education and Training, and Arts Training NSW, the Industry Training Advisory Board for the arts industries.

Also at the national level, State and Territory AECG Chairs met with representatives of the Commonwealth Department of Education, Training and Youth Affairs in December, 1998 to discuss a number of issues, including Abstudy; the delivery of Indigenous programs by DETYA; the effectiveness of indigenous education consultative bodies and their future structure, and best practice strategies. Involvement by the AECG in education decision-making at the peak level of both Commonwealth and State education is critical in ensuring that Aboriginal education and training priorities are integral to the core aims, objectives, strategies and outcomes of all agencies, systems and institutions.

To enhance its effectiveness in providing support to communities, the AECG initiated in 1998–99 the development of a community management model. The aim of the model is to stimulate the development of more local AECGs so that community involvement and support for Aboriginal students and all involved in Aboriginal education is available in all areas. The model focusses on full and active participation of all community members in order to develop culturally-appropriate programs and services. As at the end of the reporting period, consultation with communities on the model was occurring.

The development of a new model for community involvement reflects a commitment to ensuring that the strategies and systems are in place for achieving the twin goals of Aboriginal education and training, and of the AECG: changing the system, and telling the truth about Australia through appropriate education and training for Aboriginal students, and at the same time, educating all students and the Australian community about Aboriginal Australia. 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. AECG office bearers and staff will continue to work towards achieving this aim during 1999–2000 and beyond.

6 Management and Performance

Performance Statement — President, Board of Studies

The President of the Board of Studies is a statutory office holder. The following statement of the performance of the President has been authorised by the Minister for Education and Training.

Name of Officer: **Professor Gordon V Stanley, BA, PhD, FAPS**

Level: SES Level 5

Position: President, Board of Studies

Period in position: Whole year

1 Policy advice and support

Professor Stanley provided effective leadership and direction to the Board of Studies during the year. He facilitated timely Board consideration of developments and policy issues consequent upon 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.

3 Strategic outcomes

Professor Stanley played a leading role in implementing the Government's HSC White Paper, *Securing Their Future*. He worked with the General Manager to ensure wide consultation on new curriculum documents and in informing the community about changes to the Higher School Certificate. He liaised with key organisations and individuals to promote smooth implementation of the New HSC.

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, 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 Kindergarden 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

Curriculum Branch is responsible for the development of syllabuses and support materials for all Key Learning Areas, Kindergarten to Year 12.

The 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 ten 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: Ms Rob Speers

Examination and Certification Branch manages administrative support for 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 students' records. The branch manages the Special Provisions program for the School Certificate and Higher School Certificate, the Illness/Misadventure appeals programs, the Higher School Certificate Advice Line and Higher School Certificate Inquiry Centre.

The branch coordinates 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

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: John Bennett

Information Services Branch 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 Higher School Certificate 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 World Wide Web site. It 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

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 Designer's Award and the Education and Training portfolio stand at the Royal Easter Show. The branch also produces information publications: the *Board Bulletin* for schools, and On Board for students.

Planning and Development

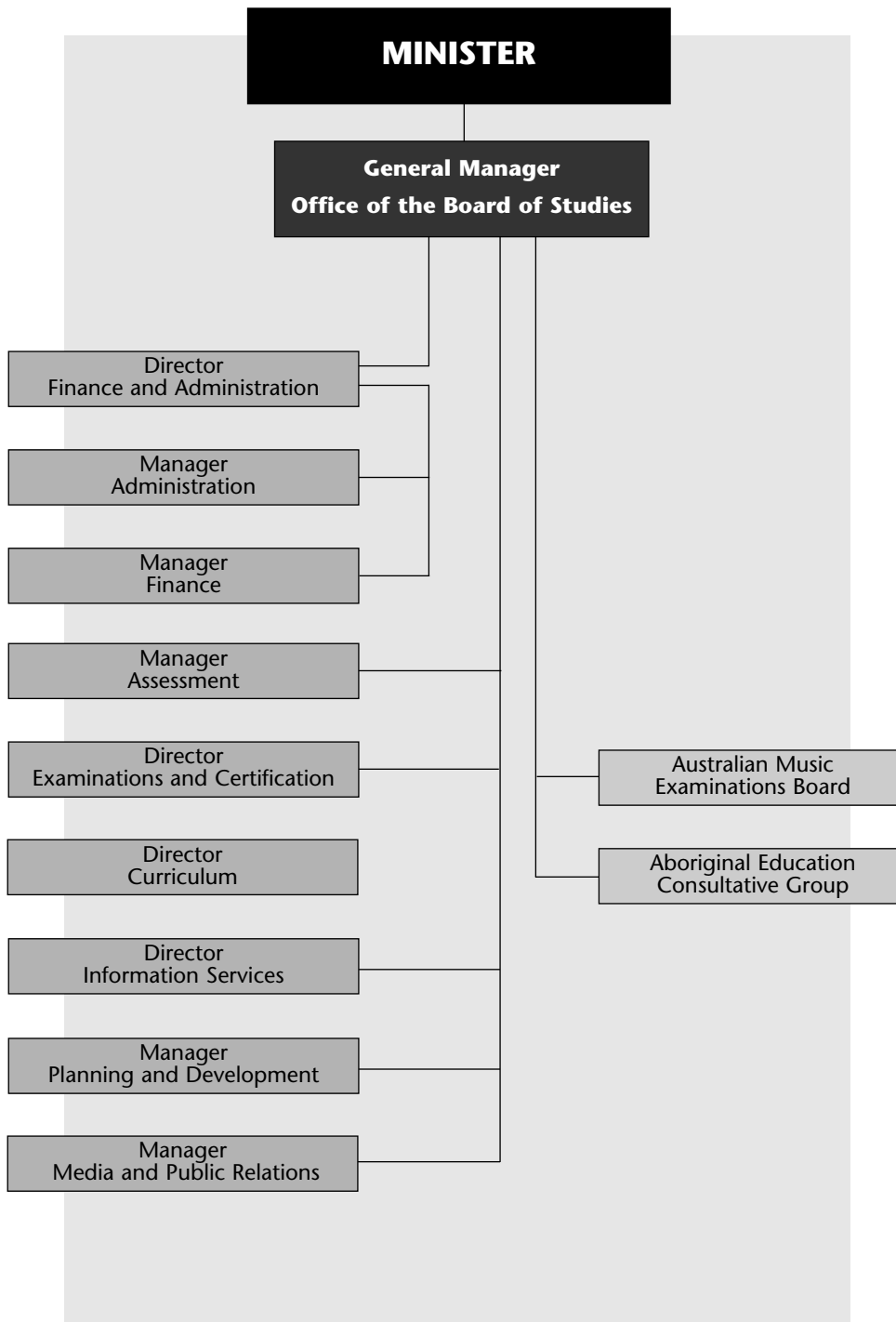
Manager: David Patterson

Planning and Development Branch researches and develops advice for the Board of Studies and its committees on many issues. The branch clarifies, interprets and evaluates current Board of Studies rules and requirements and provides advice to the Board and the Office on policy and cross-curriculum issues. The branch provides support for the Board of Studies and Office of the Board of Studies planning processes.

Planning and Development Branch coordinates briefings and advisory materials for the Minister and central agencies and provides quality assurance for letters prepared by the Office. The branch

provides support to senior management and advice and assistance to other branches. 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, as are officers supporting implementation of the Government's Higher School Certificate White Paper, *Securing Their Future*.

Office of the Board of Studies



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

Level	Total CES/SES 1998-99	Total CES/SES 1997-98
8		
7		
6		
5		
4	1	
3		1
2	1	2
1	3	2

Number of positions held by women

Current year	1
Previous year	0

Senior Executive Service Staff

General Manager

Mr John Ward, BA, MEd, MPubPol

Director, Curriculum

Mr Robert Randall, BAppSci, GradDipEd, MEdMgt

Director, Examinations and Certifications

Ms Rob Speers, Dip Teach

Director, Finance and Administration

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

Director, Information Services

Dr John Bennett, BMath, BEdStud, MEd, PhD

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

The following statement on the performance of the General Manager, Office of the Board of Studies has been authorised by the Minister for Education and Training.

Name of Officer: **John M Ward**

Level: SES 4

Position: General Manager, Office of the Board of Studies

Period in position: Whole year

During 1998/99 Mr Ward was personally accountable for:

1 Policy advice and support

Mr Ward ensured that the Minister, Board of Studies, central agencies and other key groups were provided with informed and accurate advice on policy and operational matters. This advice covered educational matters, particularly implementation of the Government's White Paper reform, as well as issues relating to the management of the Office.

2 Significant relationships

Mr Ward managed a major increase in the level and quality of consultation between the Office of the Board of Studies and the community. He ensured that priority attention was given throughout the year to informing the education and wider community of major initiatives in syllabus development and assessment and on ensuring that there was wide community consultation and understanding of Board policies and work in progress.

3 Agency programs

Mr Ward's successful management of Office of the Board programs ensured their completion on time and within budget with both the 1998 School Certificate and Higher School Certificate programs conducted without significant incident or delay. Mr Ward coordinated implementation of the significant and high quality changes to the New School Certificate and New Higher School Certificate. New technologies for the collection of marks for both certificates were introduced and the Board website grew significantly.

4 Strategic outcomes

During 1998–99 the Office of the Board of Studies had responsibility for implementing the Government's HSC White Paper, *Securing Their Future*. Mr Ward ensured that all requirements of the White Paper were successfully implemented on schedule, including the introduction of new tests for the School Certificate, the redevelopment of all syllabuses for the Higher School Certificate and the issuing of exam specifications and sample questions for the new, standards referenced, Higher School Certificate.

5 Managing Resources

Expenditure across the Office as a whole was managed within budget and resources were re-allocated to ensure Government priority programs outlined in the White Paper were developed on schedule. The progress of individual programs was monitored effectively. Processes were implemented to ensure accurate forecasting and planning of priority resource needs.

Recruitment

During 1998–99, the average staffing of the Office of the Board of Studies was 243. This included the full-time equivalent of 31 staff 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 594 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.

Division/Branch	1999			1998		
	CES/SES	Other	Total	CES/SES	Other	Total
Senior Management	1	3	4	1	2	3
Planning and Development (incl Regional Liaison and Secretariat)	–	34	34	–	34	34
Media and Public Relations	–	4	4	–	4	4
Curriculum	1	64	65	1	54	55
Examinations and Certification*	1	36	37	1	36	37
Assessment*	–	25	25	–	23	23
Finance and Administration	1	22	23	1	26	27
AMEB	–	10	10	–	8	8
Information Services (incl Publications)	1	34	35	1	32	33
AECG Inc	–	5	5	–	5	5
Total	5	237	242	5	223	229

* Note: Amendment to reporting structure compared to 1997–98.

Equal Employment Opportunity

Equal Employment Opportunity statistics

Equal Employment Opportunity Statistics based on actual staffing as at 30 June, 1999.

Representation of EEO target groups within levels.

	1998-99				1997-98				1996-97			
	total staff	Women	EM*	FL*	total staff	women	EM*	FL*	total staff	Women	EM*	FL*
Below CO 1	1	100%	0.0%	0.0%	0	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
CO 1	47	36	5	8	42	33	6	4	51	35	6	5
Gds 1-2		76.6%	10.4%	17%		78.6%	14.3%	9.5%		69%	12%	10%
A&C Gds 1-2	34	25	7	6	31	25	7	6	32	23	5	3
		73.5%	20.6%	17.6%		80.6%	22.6%	19.4%		72%	16%	9%
A&C Gds 3-5	57	41	5	4	47	33	9	8	38	30	2	2
		80%	8.8%	7%		70.2%	19.1%	17.0%		79%	5%	5%
A&C Gds 6-9	30	17	6	5	29	15	2	2	32	14	2	1
		57%	20%	16.7%		51.7%	6.9%	6.9%		44%	6%	3%
A&C Gds 10-12	83	47	5	5	71	38	6	5	55	31	4	4
		56.6%	6%	6%		53.5%	8.5%	7.0%		56%	7%	7%
Above A&C Gd 12	12	5	1	1	21	9	0	0	15	6	1	1
Non SES		41.7%	8.3%	8.3%		42.9%	0.0%	0.0%		40%	7%	7%
Above Gd 12 SES	6	1	0	0	6	0	0	0	6	0	1	1
		16.7%	0.0%	0.0%		0.0%	0.0%	0.0%		0.0%	17%	17%
Total	270	173	29	29	247	153	28	25	229	139	21	17
		64%	10.7%	10.7%		61.9%	11.3%	10.1%		61%	9%	7%

*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.

	1998-99				1997-98			
	Total staff	Aboriginal people	PWPD*	ADJ*	Total staff	Aboriginal people	PWPD*	ADJ*
Total employees	270	2	2	3	247	8	6	4
Recruited over the year	59	2	0	1	54	6	1	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 eight occasions during 1998–99. Workplace site inspections have been undertaken throughout 1998–99 of the Office and Warehouse sites.

Achievements included:

- the development of a site inspections checklist for the use of Managers to assist them in undertaking their own site inspections
- the application of a non-slip surface on stairs
- the issue of steel capped boots to Warehouse employees
- the continuation of the Health Promotion Program through the identification and communication of appropriate activities.

Injuries

*Permanent staff**

Category	Number
Fall	2
Lifting	2
Strain	2
Other	0

Casual staff/Markers/Presiding Officers

Category	Number
Fall	12
Lifting	3
Strain	1
Other	3

**includes off-site journey related injuries*

excludes home/office journey accidents

The Office received a reduction in its Workers Compensation premium in 1999 based on its three year benchmark performance.

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. A procedure for ascertaining and maintaining Office functionality through the identification and prioritisation of critical business functions has been developed.

It is intended that this procedure be triggered at least annually in order to maintain the currency and responsiveness of the Office's disaster recovery procedures.

Access control

At the end of the reporting period, the Office of the Board was in the process of implementing recommendations arising from a review of its electronic security and access control facilities and procedures.

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 Regulations 1984.

For the 1998–99 financial year, the Office of the Board of Studies achieved 98.91 percent of accounts paid within the vendor's terms of trade. This compares with 98.76 percent of accounts paid within the supplier's terms in the 1997–98 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 June, 1997) Award* received a fourth tier salary increase of five percent in July 1998 and a fifth tier salary increase of two percent in January, 1999.

Staff employed under the *Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award* and the HSC/SC Markers and HSC Student Advice Line and HSC Inquiry Centre Staff, Rates of Pay, Allowances and Conditions Award received a third tier three percent salary increase in July 1998 and a fourth tier salary increase of three percent in January 1999.

Personnel Policies and Practices

Officers are employed under the following Acts:

Education Act 1990 (as amended)

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 June 1997) Award* and associated awards, determinations and agreements.

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 30 June, 1999 for the Office of the Board was:

Extended leave	\$2,452,564
Recreation leave	\$1,181,606

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 have been applied to operations across a number of programs during 1998–99. Two major programs were market-tested during the reporting period, resulting in the engagement of contractors. The two projects concerned were development of a new computerised administrative system for music examinations for the Australian Music Examinations Board and maintenance and continued development of the Office's computerised examinations system.

In line with the Plan, the savings from these initiatives have been redirected towards enhancing the level of support for the Board's core educational priorities and activities.

Consultancies

Consultants costing less than \$30,000

There were 10 consultancies valued at less than \$30,000 during the reporting period for a total cost of \$74,714.

Consultancies costing more than \$30,000

Two consultancies during the reporting period were conducted by Cords Pty Ltd and Deloitte Touche Tohmatsu during the reporting period, at a total cost of \$169,265.

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 of and understanding of schools' needs, 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 readily 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, 1998)

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*

Higher School Certificate On-Line Board of Management
Australian Curriculum, Assessment and Certification Authorities Chief Executive Officers Group

Dr J Bennett *Director, Information Services*

Technical Committee on Scaling

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, Education Committee

Ms R Speers *Director, Examinations and Certification*

Public Service Medal Committee
RSL Scholarship Committee

Ms N Gavel *Manager, Media and Public Relations*

ENCORE Management Group
OnSTAGE Management Group
MYDA Management Group
DesignTech Management Group

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

Mr Graham Sims *Board Inspector – Languages*

Minister's Review of Languages Policy
NSW Ethnic Schools Board

Ms R Hafner *Board Inspector – Science*

Collaborative Australian Secondary Science Program Steering Committee

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

NSW Physical Activity Taskforce
School Watch Committee

Mr P Lambert *Board Inspector – Primary*

State Steering Committee – Access Asia

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

Qualifications, Recognition and Resource Requirements Committee
Working Party for the Implementation of Part-Time Traineeships in Schools
Work Placement Coordination Project Steering Committee

Mr J Merlino *Senior Curriculum Officer – Science*

Schools Animals Ethics Committee

Overseas Visits

Mr J Scott, *Chief Curriculum Officer, Aboriginal Curriculum Unit*

Geneva: July 24–31, 1998

Mr Scott attended the United Nations Working Group on Indigenous People to discuss Indigenous Education. Participation in this Forum brought international attention to the practices and outcomes of the Office of the Board of Studies.

Ms Y White, *AMEB (NSW) State Manager*

Hong Kong: September 9–16, 1998

Ms White met with all key groups associated with the conduct of AMEB examinations in Hong Kong in 1998 in order to maintain and foster ongoing business associations in the region.

Mr D Herscovitch, *AMEB Keyboard Examiner*

Mr M Walton, *AMEB Woodwind Adviser and Examiner*

Hong Kong: November 26–29, 1998.

Mr Herscovitch and Mr Walton conducted AMEB (NSW) 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 1998–99:

ARTEXPRESS

Radio 2UE

Chroma Artists Materials

The Sydney Morning Herald

TNT Australia

Integral Energy

Minister's Young Designers Awards

Independent Commission Against Corruption

Panasonic IMAX

Optus

Waste Reduction and Recycling

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

The plan was forwarded to the Environment Protection Authority in 1998 and was approved in June, 1999.


7 Financial Statements

The Office of the Board of Studies

Year ended 30 June, 1999

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

- (a) The accompanying financial statements have been prepared in accordance with the Statements of Accounting Concepts, applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, 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 and other mandatory professional reporting requirements including those requirements of the Urgent Issues Group 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, 1999;
- (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, 1999;
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



John Ward
General Manager
20 August, 1999



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 1999. 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*. My responsibility does not extend here 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' 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 approved program
- *the Public Authorities (Financial Arrangements) Act 1987*
- the time limits set in the *Annual Reports (Departments) Act 1985* for the presentation of the Office's annual report to Parliament
- the Office's policies and procedures in respect of trust accounts operations
- the Office's policies and procedures in respect of grants made to entities external to the NSW public sector.

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 *Public Finance and Audit Act 1983*, Accounting Standards and other mandatory professional reporting requirements 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 1999 and the results of its operations and its cash flows for the year then ended.

A handwritten signature in black ink, appearing to read "S Kalagurdevic".

S KALAGURDEVIC FCPA
DIRECTOR OF AUDIT

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

SYDNEY
26 August 1999
i:\z310\iar99.doc

The Office of the Board of Studies
Financial Report 30 June, 1999

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Operating Statement

For the year ended 30 June, 1999

	Note	Actual 1998/99 \$'000	Budget 1998/99 \$'000	Actual 1997/98 \$'000
Expenses				
Operating Expenses				
Employee related	4(a)	57,020	52,180	51,593
Other operating expenses	4(b)	21,049	19,627	18,071
Depreciation	4(c)	1,775	1,218	1,313
Total Expenses		79,844	73,025	70,977
Less: Retained Revenue				
Sale of Goods and Services	5(a)	4,289	3,868	4,304
Other Revenue	5(b)	1,201	968	1,824
Total Retained Revenues		5,490	4,836	6,128
Gain/(Loss) on sale of non-current assets	20	(84)	50	(301)
NET COST OF SERVICES	3	74,438	68,139	65,150
Government Contributions				
Recurrent Appropriation		66,806	63,491	57,765
Capital Appropriation		1,850	1,850	2,190
Acceptance by the Crown Entity of Employee Entitlements and Other Liabilities	6	3,712	3,208	2,834
Total Government Contributions		72,368	68,549	62,789
Surplus (Deficit) for the year		(2,070)	410	(2,361)

The operating statement should be read in conjunction with the accompanying notes.

Statement of Financial Position

As at 30 June, 1999

	Note	Actual 1998/99 \$'000	Budget 1998/99 \$'000	Actual 1997/98 \$'000
ASSETS				
Current Assets				
Cash	7	180	1,623	1,771
Receivables	8	492	303	303
Inventories	9	1,398	1,670	1,533
Total Current Assets		2,070	3,596	3,607
Non-Current Assets				
Land and Buildings	10	1,664	1,872	1,872
Plant and Equipment	10	3,719	4,855	4,423
Infrastructure Systems	10	-	-	-
Total Non-Current Assets		5,383	6,727	6,295
TOTAL ASSETS		7,453	10,323	9,902
LIABILITIES				
Current Liabilities				
Accounts Payable	11	1,456	2,312	2,401
Employee Entitlements	12	2,407	1,941	1,841
TOTAL LIABILITIES		3,863	4,253	4,242
NET ASSETS		3,590	6,070	5,660
Equity				
Accumulated Funds	13	3,590	6,070	5,660
TOTAL EQUITY		3,590	6,070	5,660

The statement of financial position should be read in conjunction with the accompanying notes.

Statement of Cash Flows

For the year ended 30 June, 1999

	Note	Actual 1998/99 \$'000	Budget 1998/99 \$'000	Actual 1997/98 \$'000
Cash Flow from Operating Activities				
Payments				
Employee related		(55,060)	(50,878)	(49,970)
Other		(21,860)	(19,805)	(16,640)
Total Payments		(76,920)	(70,683)	(66,610)
Receipts				
Sale of goods and services		4,099	3,868	4,574
Interest received		90	136	120
Other		1,111	832	1,724
Total Receipts		5,300	4,836	6,418
Cash Flows from Government				
Recurrent appropriation		66,806	63,491	57,765
Capital appropriation		1,850	1,850	2,190
Cash reimbursement from the Crown Entity		2,320	1,958	1,747
Net Cash Flows from Government		70,976	67,299	61,702
Net Cash Flows from Operating Activities	21	(644)	1,452	1,510
Cash Flows from Investing Activities				
Purchase of Plant and Equipment	20	(1,241)	(1,850)	(2,694)
Proceeds from the Sale of Plant and Equipment	20	294	250	243
Net Cash Flows from Investing Activities		(947)	(1,600)	(2,451)
Net Increase/(Decrease) in Cash		(1,591)	(148)	(941)
Opening Cash and Cash Equivalents		1,771	1,771	2,712
Closing Cash and Cash Equivalents	7	180	1,623	1,771

The statement of cash flows should be read in conjunction with the accompanying notes.

Summary of Compliance with Financial Directives

For the year ended 30 June, 1999

(The program objective is set out in Note 1.)

	1998/99				1997/98			
	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Original Budget Appropriation/ Expenditure								
Appropriation Act	63,491	63,366	1,850	1,850	54,471	54,471	670	670
Reduction in IESIP Funding	(125)							
Appropriation (1998-99 Budget Variations) Act 1999	3,440	3,440	-	-	3,294	3,294	1,520	1,520
Total Appropriations/ Expenditure	66,806	66,806	1,850	1,850	57,765	57,765	2,190	2,190
Drawdowns from Treasury	66,806	-	1,850	-	57,765	-	2,190	-
Total Unspent Appropriations	-	-	-	-	-	-	-	-

Recurrent Appropriations

Variance of \$3.315m is comprised of an additional \$1.2m White Paper funds brought forward for printing of new syllabus documents, \$563,000 for increased accommodation costs at marking centres, \$1.677m for HSC Demand funding less a reduction of \$125,000 in funding the Indigenous Education Strategic Initiatives Programme.

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 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*, 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 and other mandatory professional reporting requirements (Urgent Issues Group Consensus Views).

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

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 21.

Year 2000 Compliance

The Office is investigating if, and to what extent, the date change from 1999 to 2000 may affect its activities. To ensure that all significant operations are Year 2000 compliant, the Office has established a program to overcome the impact of the transition to the Year 2000 on the Office and its customers. However, the Office can offer no assurance that all service providers will not be affected by the date change and therefore there can be no assurance that the effect of the date change will not affect the Office's operation or financial results.

Expenditure, including external consulting fees and other external costs, which is incurred to make internal use computer software compatible with the year 2000, is expensed as it occurs.

(b) Parliamentary Appropriations and Contributions from Other Bodies

Parliamentary appropriations and contributions from other bodies (including grants and donations) are

recognised as revenues when the Office obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash.

With effect from the financial year ended 30 June, 1999, appropriations are received on an agency basis. Prior to 1998/99 agencies received appropriations on a program basis. This change has resulted in a change in the Summary of Compliance with Financial Directives as program information is no longer required in the Summary of Compliance.

(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 (ie State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employee's superannuation contributions.

(d) Operating Revenue

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 and 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 costing 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, several assets of a minor nature, with values of less

than \$5,000 have been depreciated at an accelerated rate so as to reduce the number of 'assets' to be valued, and thus reduce valuation costs.

Depreciation

Depreciation is provided for on a straight line basis against all depreciable assets.

Major depreciation periods are:	1998/99	1997/98
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 and 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 (refer Note 9).

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

Due to changes to the Higher School Certificate, and subsequent updating of reference material, the provision for obsolescence has been increased to 20% of inventory.

(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, receivables and creditors.

In accordance with AAS33 'Presentation and Disclosure of Financial Instruments' information is disclosed in Note 22, 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 22).

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 22).

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 in 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 1998/99 was higher than budget by \$6.299m. This was primarily due to:

- the Treasury funded additional cost of syllabus development work as a result of the HSC White Paper;
- additional costs associated with increased candidature sitting for the 1998 HSC;
- increase in revenue associated with Copyright fees and International students sitting the Higher School Certificate;
- increased depreciation charges.

Assets and Liabilities

The increase in net cost of services resulted in a reduction of Net Assets by \$2.5m reflecting a decrease in cash holdings of \$1.4m, a decrease in inventory holdings of \$200,000 and a decrease in non-current assets of \$1.3m.

4 EXPENSES

	Actual 1998/99 \$'000	Actual 1997/98 \$'000
(a) Employee related expenses comprise the following specific items:		
Salaries and Wages (including recreation leave)	49,940	45,774
Superannuation	2,941	2,315
Long Service Leave	569	376
Workers Compensation Insurance	225	184
Payroll Tax and Fringe Benefit Tax	3,345	2,944
	57,020	51,593
(b) Other operating expenses comprise the following items:		
Auditor's Remuneration (Internal and External)	50	47
Computing Expenses	1,460	1,386
Insurance	25	49
Postage	1,637	1,373
Printing and Publishing	4,605	3,702
Rent and Accommodation	5,336	4,076
Security	1,413	1,264
Travel and Accommodation	1,699	1,605
Stationery and Consumables	621	635
Motor Vehicles	451	413
Other	3,752	3,521
	21,049	18,071
(c) Depreciation is charged as follows:		
Building Improvements	208	208
Computer Equipment	1,157	793
Office Equipment	142	71
Office Furniture	162	129
Plant and Machinery	12	15
Motor Vehicles	94	97
	1,775	1,313

	Actual 1998/99 \$'000	Actual 1997/98 \$'000
5 REVENUES		
Revenue Arising from Operating Activities		
(a) Sale of goods and services comprise the following items:		
Sale of Teaching Kits and Publications	1,254	1,375
HSC and School Certificate User Charges	691	556
Australian Music Examinations Board Fees	2,148	2,156
Other (FOI, Inservice Exams, etc.)	196	217
	4,289	4,304
(b) Other:		
Grants and Sponsorship	1,111	1,724
Interest	90	100
	1,201	1,824
6 ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE ENTITLEMENTS AND OTHER LIABILITIES		
The following liabilities and/or expenses have been assumed by the Crown Entity:		
Superannuation	2,942	2,299
Long Service Leave	569	376
Payroll Tax	201	159
	3,712	2,834
7 CURRENT ASSETS – Cash and Cash Equivalents		
Cash at Bank	175	1,764
Cash on Hand	5	7
	Closing Cash and Cash Equivalents 180	1,771
8 CURRENT ASSETS – Receivables		
Trade Debtors	63	122
Less: Provision for Doubtful Debts	(2)	(2)
Sundry Government Debtors	98	96
Other Debtors	184	87
Prepayments	149	
	492	303
9 CURRENT ASSETS – Inventories		
Publications/Stock	1,745	1,702
Less Provision for Obsolescence	(347)	(169)
	1,398	1,533

10 NON-CURRENT ASSETS – Plant and equipment

	Plant and Equipment						Total
	Computer Equipment	Office Equipment	Office Furniture	Motor Vehicles	Plant and Machinery	Building Improvements	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
At cost							
Balance 1 July 1998	6,375	385	1,271	603	107	2,080	10,821
Additions	976	38		227			1,241
Disposals	(449)	(8)	(68)	(468)			(993)
Balance 30 June, 1999	6,902	415	1,203	362	107	2,080	11,069

Accumulated depreciation

Balance 1 July 1998	3,623	86	427	128	54	208	4,526
Depreciation for the period	1,157	142	162	94	12	208	1,775
Writeback on disposal	(421)	(5)	(49)	(140)			(615)
Balance 30 June, 1999	4,359	223	540	82	66	416	5,686

Written down value

Balance 1 July 1998	2,752	299	844	475	53	1,872	6,296
Balance 30 June, 1999	2,543	192	663	280	41	1,664	5,383

Value of fully depreciated assets held as at 30 June 1999, \$'000.

	Computer Equipment	Office Equipment	Office Furniture	Motor Vehicles	Plant and Machinery	Building Improvements	Total
	2,491	48	37	-	-	-	2,576

	Actual	Actual
	1998/99	1997/98
	\$'000	\$'000
11 CURRENT LIABILITIES – Accounts Payable		
Creditors	1,456	2,401
	1,456	2,401

12 CURRENT LIABILITIES – Employee Entitlements		
Recreation Leave	1,181	1,020
Accrued Salaries and Wages	206	139
Relief Staff Costs	1,020	682
	2,407	1,841

13 CHANGES IN EQUITY

Accumulated Funds

Balance 1 July, 1998	5,660	8,021
Deficit for the Year	(2,070)	(2,361)
	Balance 30 June, 1999	3,590
	3,590	5,660

14 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.

15 COMMITMENTS FOR EXPENDITURE

	Actual	Actual
	1998/99	1997/98
	\$'000	\$'000
(a) Operating Lease Commitments		
Aggregate non-cancellable operating lease expenditure contracted for at balance date but not provided for in the accounts:		
Not later than one year	2,126	1,462
Later than one year and not later than two years	2,071	1,750
Later than two years and not later than five years	4,939	4,742
Later than five years.	4,460	5,448
	13,596	13,401

(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.

16 CONTINGENT LIABILITIES

The Office is unaware of any contingent liabilities existing as at 30 June, 1999.

17 CONSULTANCIES

During 1998/99, there were two major projects involving consultants undertaken for a value in excess of \$30,000. Consultants were employed for ten minor projects at a total cost of \$74,714.

Of the minor consultancy projects undertaken during 1997/98, three were associated with the HSC White Paper, at a cost of \$42,374. There were no major White Paper projects undertaken.

18 AUDITOR'S REMUNERATION

Audit fees payable to the Audit Office of NSW for 1998/99 amounted to \$30,750. The fee paid in 1997/98 amounted to \$30,000. No other benefits were received by The Audit Office in 1998/99.

19 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.

20 CASH FLOW STATEMENT – PLANT AND EQUIPMENT

	Actual 1998/99 \$'000	Actual 1997/98 \$'000
Purchases of Plant and Equipment		
Additions at cost	1,241	2,694
– Disposal of Plant and Equipment		
Cost or value	993	1,359
Less: Accumulated depreciation	615	815
	378	544
Gain/(loss) on disposal	(84)	(301)
Cash received	294	243
21 RECONCILIATION OF NET CASH FLOWS FROM OPERATING ACTIVITIES TO THE NET COST OF SERVICES.	Actual 1998/99 \$'000	Actual 1997/98 \$'000
Net Cash Flows From Operating Activities		
Net cash used from operating activities	(69,300)	(58,445)
Depreciation	(1,775)	(1,313)
(Increase)/decrease in employee entitlements	(566)	(128)
Acceptance by the Crown Entity of employee entitlements and other liabilities	(3,712)	(2,834)
Increase/(decrease) in receivables	189	(290)
(Increase)/decrease in payables	945	(1,619)
Increase/(decrease) in inventories	(135)	(220)
Net gain/(loss) on sale of plant and equipment	(84)	(301)
Net Cost of Services	(74,438)	(65,150)

22 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
	1998/99	1997/98	1998/99	1997/98	1998/99	1997/98	%
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Financial Assets							
Cash	180	1,771	-	-	180	1,771	3.85
Receivables	-	-	492	303	492	303	N/A
TOTAL FINANCIAL ASSETS	180	1,771	492	303	672	2,074	
Financial Liabilities							
Creditors	-	-	1,456	3,222	1,456	3,222	N/A
TOTAL FINANCIAL LIABILITIES	-	-	1,456	3,222	1,456	3,222	

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 (g), 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) '11am unofficial cash rate' adjusted for a management fee to Treasury.

23 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.

24 AFTER BALANCE DATE EVENTS

There are no events occurring after reporting date which provide new information that does not relate to conditions existing at reporting date.

End of Audited Financial Statements.

8 Appendices

1 Major Assets

The cost of the upgrade of the HSC Examinations System Software was \$721,000 in 1998–99. This was the only major change in asset values in the reporting year.

2 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*

On October 6, 1998, the *Administrative Decisions Tribunal Act* was proclaimed. This Act amended the *Education Act 1990* so that the functions of the Schools Appeals Tribunal were assumed by the Administrative Decisions Tribunal from that date.

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 Additional matters

There were no additional matters arising after June 30, 1998 and prior to the submission of the Annual Report that were expected to have a significant effect on the Board's operations or clientele.

3 Disability Strategic Plan

The Office of the Board of Studies' Disability Strategic Plan identifies three Key Result Areas: Access, Employment and Disability-specific Services.

Access

The Office's premises at Clarence Street meets all mandatory access requirements.

The Office of the Board of Studies ensures that the access needs of students with disabilities are addressed with respect to examinations and tests associated with the Board's credentialling programs.

Employment

The Office's recruitment and employment practices address the principles of 'reasonable adjustment'. During the reporting period the work facilities and environment of four officers were modified to accommodate particular disabilities. Affirmative Action programs, policies and practices are developed as appropriate for an individual.

Disability-specific services

Access to Special Provisions for the School Certificate and Higher School Certificate candidates and for Australian Music Examinations Board students is facilitated whenever possible. A special program of study for Years 11 and 12 is available for students with special education needs who are unable to meet requirements for Preliminary or Higher School Certificate patterns of study. Access to the School Certificate credential for students with special education needs has been available since 1995.

4 Ethnic Affairs Policy Statement 1998-99 Report

Culturally inclusive curriculum

Implementing the Statement of Equity Principles

The *Statement of Equity Principles* 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 multicultural perspectives.

During the reporting period, the Office convened an Equity Review Group to review syllabuses and support materials to determine the degree to which they met the requirements of the *Statement of Equity Principles*. In 1998-99 the Equity Review Group provided advice on developing multicultural (amongst other) perspectives in syllabuses revised as part of the implementation of *Securing Their Future*.

The Equity Review Group was assisted by a *Checklist for Developing Inclusive Curriculum*. The Checklist, which was developed by the Group in 1997-98, assists writers of syllabus and support materials to ensure that materials meet the requirements of the *Statement of Equity Principles*.

Making Multicultural Australia

The Board of Studies, in partnership with the Ethnic Affairs Commission, SBS Television, University of Technology, Sydney, the Australia Council for the Arts, and the Australia Foundation for Culture and the Humanities with assistance and contributions from several other organisations released in March, 1999 a set of three CD-ROMs entitled *Making Multicultural Australia*.

The set explores Australia's emergence as a multicultural society. It tells the story of today's Australia through thousands of images, words and voices and details important historical events from the perspective of many of the key participants and looks at conflicting perspectives on Australia as a multicultural society. It explores the impact of ethnic diversity on Australian culture and tests Australia's claim to multiculturalism in areas such as politics, the media and the economy.

Culturally Inclusive communications

- Material for parents on changes to the School Certificate and on the New Higher School Certificate was translated into the community languages of Arabic, Chinese, Korean, Spanish, Filipino, Turkish and Vietnamese.
- A group consisting of representatives from branches across the Office met to consider a culturally inclusive communications plan — a more detailed operational plan based on aspects of the Office's EAPS Plan.
- Ethnicity data collected from School Certificate entry forms was analysed.
- The Office organised information sessions for ethnic communities on Board policies and programs.
- The Office provided five multilingual officers to serve on the HSC Inquiry Centre.
- The following brochures: *What will my child learn in primary school? Information for parents*, *The Higher School Certificate* and *The School Certificate* are available in seven community languages: Spanish, Vietnamese, Greek, Chinese, Arabic, Korean and Turkish.
- Mr Stepan Kerkyasharian, Chairman of the Ethnic Affairs Commission, 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.'

5 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 is 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 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. These actions included:

- 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:

- developed and implemented an EEO Action Plan, in accordance with the EEO Outcomes specified by the Office of the Director of Equal Opportunity in Public Employment;
- established a EEO Planning Group that includes one of the two Spokeswomen for the Office of the Board of Studies. The Group developed and is overseeing the implementation of the Plan;
- extended its support of the Spokeswomen's Program – the Office of the Board now has two Spokeswomen;
- developed and distributed to all members of staff a Statement of EEO Rights and Responsibilities that includes special sections dealing with Harrassment and Discrimination;
- sponsored five places at the newly-established Nanbaree Child Centre;
- established a range of services which promote the health of women and men, under the auspices of the Occupational Health and Safety Committee.

The Office is planning a survey of all staff on a range of issues including equitable access to planning processes and training opportunities. The results of this survey will assist and guide the Office's EEO Planning Group in the development, where necessary, of appropriate strategies for ensuring equality of opportunity.

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, on defining 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.

6 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.

An Energy Manager and Coordinator have been appointed to develop an Energy Management Plan for the Office. This Plan will be designed to achieve reductions in energy consumption to complement the 51 percent reduction already achieved over the 1995 Baseline Energy Consumption and a 45 percent cost reduction.

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 the use of green energy.

7 Profiles of Board Members

President

Emeritus Prof 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 (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. He is also a member of the Higher School Certificate Ministerial Task Force.

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 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, MEd

Professor Castle is Director of International Programs and Chair, 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 President 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 Disadvantaged Schools Program (DSP) primary schools with students from a non-English speaking background. Ms Deacon is on the state executive of the NSW Teachers' Federation.

Dr 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).

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 Fellow of the Australian College of Education.

Mr S Kerkyasharian, AM

Chairman of the Ethnic Affairs Commission of NSW, Mr Kerkyasharian is a member of the Migrant Employment and Qualifications Board. He was previously head of SBS radio.

Ms J King, MA, DipEd

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

Dame Leonie Kramer, AC, DBE, BA, MA(Hons), DPhil, Hon DLitt, 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 of Quadrant.

Ms A Mazoudier, BEd

Ms Mazoudier is Principal at Westdale Public School. 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, Hon DLitt

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.

8 Attendance at Meetings

BOARD MEETINGS AND ATTENDANCE OF MEMBERS OF THE BOARD OF STUDIES

Member	1998									
	4/8	18/8	1/9	15/9	13/10	3/11	17/11	30/11	8/12	16/12
Ms C Benedet <i>(from August 1998)</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr A Benjamin <i>(from August 1998)</i>			✓	✓	✓	✓	✓		✓	✓
Dr T Burke <i>(to August 1998)</i>	✓									
Ms D Butland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prof R Castle <i>(from August 1998)</i>			✓	✓	✓	✓	✓		✓	✓
Dr B Croke	*	✓	✓	✓		✓	✓		✓	✓
Prof A Cross <i>(from October 1998)</i>					***	***	***	***	✓	✓
Prof J Davis <i>(to August 1998)</i>	✓									
Mr C Davison <i>(from August 1998)</i>		✓	✓	✓	✓	✓	✓			✓
Ms K Deacon <i>(from August 1998)</i>			✓	✓	✓	✓	✓	✓	✓	✓
Ms M Fogarty	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr G Haines <i>(to August 1998)</i>	✓									
Ms D Hoddinott <i>(from August 1998)</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr G Hotchkis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs J Karaolis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mr S Kerkyasharian	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms J King	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Dame Leonie Kramer	✓	✓	✓	✓		✓	✓	✓	✓	✓
Ms A Mazoudier <i>(from August 1998)</i>		✓	✓	✓	✓		✓	✓		✓
Dr J McMorrow	✓	✓	✓		✓	✓	✓		✓	✓
Mr I Morris	✓	✓	✓	✓		✓	✓	✓	✓	✓
Mr T Sanders <i>(to August 1998)</i>	✓									
Ms D Schmidmaier <i>(from August 1998)</i>		✓	✓		✓		✓	✓	✓	
Mr C Simpson <i>(to August 1998)</i>	✓									

Member	1998									
	4/8	18/8	1/9	15/9	13/10	3/11	17/11	30/11	8/12	16/12
Ms J Sobski	✓	✓	✓	✓			**	✓	✓	✓
Prof G Stanley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms S White	✓	✓	✓		✓	✓	✓	✓	✓	✓
Mr T Wootten <i>(from August 1998)</i>		✓	✓	✓	✓	✓	✓	✓	✓	✓

BOARD MEETINGS AND ATTENDANCE OF MEMBERS OF THE BOARD OF STUDIES (cont)

Member	1999					
	16/2	16/3	20/4	18/5	1/6	15/6
Ms C Benedet	✓	✓	✓	✓	✓	✓
Dr A Benjamin	✓	✓		✓	✓	
Ms D Butland	✓	✓	✓	✓	✓	✓
Prof R Castle	✓	✓	✓		✓	✓
Dr B Croke	✓	✓	✓		✓	
Prof A Cross	✓		✓	✓		✓
Mr C Davison	✓		✓		✓	✓
Ms K Deacon	✓	✓	✓	✓	✓	✓
Ms M Fogarty	✓	✓	✓	✓	✓	✓
Ms D Hoddinott	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓
Mr T Wootten	✓	✓	✓	✓	✓	✓

* Mr I Baker attended on behalf of Dr B Croke

** Mr J Burkhardt attended on behalf of Ms J Sobski

*** Prof A Cross was on leave until December 1998

9 Freedom of Information

Freedom of Information Statistics

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

New requests

FOI requests	Personal		Other		Total	
	1998-99	1997-98	1998-99	1997-98	1998-99	1997-98
New (including transferred in)	6	10	4	2	10	12
Brought forward	1	0	1	0	2	0
Total to be processed	7	10	5	2	12	12
Completed	7	9	4	1	11	10
Transferred out	0	0	0	0	0	0
Withdrawn	0	0	1	0	1	0
Total processed	7	9	5	1	12	10
Unfinished (carried forward)	0	1	0	1	0	2

What happened to completed requests?

Result of FOI request

	Personal		Other	
	1998-99	1997-98	1998-99	1997-98
Granted in full	5	9	3	1
Granted in part	0	0	0	0
Refused	2	0	2	0
Deferred	0	1	0	1
Completed	7	10	5	2

Ministerial certificates 1998-99 1997-98

Ministerial Certificates issued 0 0

Formal consultations 1998-99 1997-98

Number of requests
requiring formal consultation(s) 0 0

Amendment of personal records

Result of amendment request	1998-99	1997-98
Result of amendment – agreed	0	0
Result of amendment – refused	0	0
Total	0	0

Notation of personal records 1998-99 1997-98

Number of requests for notation 0 0

FOI requests granted in part or refused

Basis of disallowing or restricting access	Personal		Other	
	1998-99	1997-98	1998-99	1997-98
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)	2	0	1	0
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	1
Section 24 (4) (deletions)	0	0	0	0
Section 32 (business affairs)	0	0	1	0
Total	2	0	2	1

Costs and fees of requests processed

	Assessed Cost		FOI fees received	
	1998-99	1997-98	1998-99	1997-98
All completed requests	\$0	\$0	\$470	\$345

Discounts allowed

Type of discount allowed	Personal		Other	
	1998-99	1997-98	1998-99	1997-98
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	
	1998-99	1997-98	1998-99	1997-98
0-21 days	7	10	4	1
22-35 days	0	0	1	1
Over 35 days	0	0	0	0
Total	7	10	5	2

Processing time

Processing hours	Personal		Other	
	1998-99	1997-98	1998-99	1997-98
0-10 hours	6	9	3	2
11-20 hours	1	1	1	0
21-40 hours	0	0	1	0
Over 40 hours	0	0	0	0
Total	7	10	5	2

Reviews and appeals

	1998-99	1997-98
Number of internal reviews finished	3	1
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 *	
	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98
Access refused	0	1	0	0	0	0	0	0
Deferred	0	0	0	0	0	0	0	0
Exempt matter	1	0	0	0	2	0	0	0
Unreasonable charges	0	0	0	0	0	0	0	0
Charge	0	0	0	0	0	0	0	0
Unreasonably incurred	0	0	0	0	0	0	0	0
Amendments refused	0	0	0	0	0	0	0	0
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 1998-99 Freedom of Information procedures had minor impact on the Department's administration.

Freedom of Information summary of affairs

Under the *Freedom of Information Act 1989*, each government agency is required to publish an annual Statement of Affairs.

Freedom of Information Act, 1989

Section 14(1)(b) and (3)

Summary of affairs of the Office of the Board of Studies

F.O.I. Agency No.2336

(Including Australian Music Examinations Board (NSW)

F.O.I. Agency No. 1820)

Section 1 – Policy documents

Office of the Board of Studies

Policy and Procedural documents relating to the following:

Assessing and Reporting Using Staged Outcomes. Part 1 Assessment. Part 2 Reporting
Assessing Students with Special Needs
Assessment Certification and Examination Manual
Citizenship Education Framework K–10
Credentialling 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
Language 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 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
Statement of Values
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

Policy and Procedural documents relating to the following:

- NSW AECG Staff Handbook
- NSW AECG Rules of Association
- Annual Report

Australian Music Examinations Board (NSW)

Policy and Procedural documents relating to the following:

- 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 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

10 List of Publications

The following publications were issued over the period July 1, 1998 to June 30, 1999. Many of these were made available in electronic form, via the Office of the Board of Studies website <http://www.boardofstudies.nsw.edu.au>

Syllabuses and Support Documents

- Aboriginal Studies HSC Examination, Assessment and Reporting Supplement
- Aboriginal Studies Stage 6 Draft Syllabus and Survey
- Aboriginal Studies Stage 6 Syllabus 1999
- Aboriginal Studies Stage 6 Writing Brief and Survey
- Agriculture HSC Examination, Assessment and Reporting Supplement
- Agriculture Stage 6 Syllabus 1999
- Agriculture Stage 6 Writing Brief and Survey

Agriculture Stages 4 and 5 Course Performance Descriptors
 Ancient History HSC Examination, Assessment and Reporting Supplement
 Ancient History Stage 6 Draft Syllabus and Survey
 Ancient History Stage 6 Syllabus 1999
 Ancient History Stage 6 Writing Brief and Survey
 Arabic Beginners Stage 6 Syllabus Amendments 1999
 Arabic Continuers HSC Examination, Assessment and Reporting Supplement
 Arabic Continuers Stage 6 Draft Syllabus and Survey
 Arabic Continuers Stage 6 Syllabus 1999
 Background Speakers Languages Stage 6 Framework and Survey
 Biology HSC Examination, Assessment and Reporting Supplement
 Biology Stage 6 Draft Syllabus and Survey
 Biology Stage 6 Literature Review
 Biology Stage 6 Syllabus 1999
 Business Services (Administration) HSC Examination, Assessment and Reporting Supplement
 Business Services (Administration) Stage 6 Curriculum Framework 1999
 Business Services (Administration) Stage 6 Draft Curriculum Framework
 Business Studies HSC Examination, Assessment and Reporting Supplement
 Business Studies Stage 6 Draft Syllabus and Survey
 Business Studies Stage 6 Syllabus 1999
 Chemistry HSC Examination, Assessment and Reporting Supplement
 Chemistry Stage 6 Draft Syllabus and Survey
 Chemistry Stage 6 Literature Review
 Chemistry Stage 6 Syllabus 1999
 Chinese Background Speakers Stage 6 Syllabus 1999
 Chinese Beginners Stage 6 Syllabus Amendments 1999
 Chinese Continuers Stage 6 Draft Syllabus and Survey
 Chinese Continuers Stage 6 Syllabus 1999
 Chinese Stage 6 Background Speakers Level Draft Syllabus and Survey
 Classical Greek Continuers Stage 6 Syllabus 1999
 Classical Greek Stage 6 Continuers Level Draft Syllabus and Survey
 Classical Hebrew Stage 6 Continuers Level Draft Syllabus and Survey
 Classical Languages Stage 6 Continuers Level Framework and Survey
 Community and Family Studies HSC Examination, Assessment and Reporting Supplement

Community and Family Studies Stage 6 Syllabus 1999

Construction HSC Examination, Assessment and Reporting Supplement

Construction Stage 6 Curriculum Framework 1999

Creative Arts K–6 Draft Parent's Package

Creative Arts K–6 Draft Principal's Package

Creative Arts K–6 Draft Support Document

Creative Arts K–6 Draft Syllabus

Dance HSC Examination, Assessment and Reporting Supplement

Dance Stage 6 Draft Syllabus and Survey

Dance Stage 6 Syllabus 1999

Design and Technology HSC Examination, Assessment and Reporting Supplement

Design and Technology Stage 6 Draft Syllabus and Survey

Design and Technology Stage 6 Syllabus 1999

Drama HSC Examination, Assessment and Reporting Supplement

Drama Stage 6 Draft Syllabus and Survey

Drama Stage 6 Syllabus 1999

Earth and Environmental Science HSC Examination, Assessment and Reporting Supplement

Earth and Environmental Science Stage 6 Draft Syllabus and Survey

Earth and Environmental Science Stage 6 Syllabus 1999

Economics HSC Examination, Assessment and Reporting Supplement

Economics Stage 6 Draft Syllabus and Survey

Economics Stage 6 Syllabus 1999

Engineering Studies HSC Examination, Assessment and Reporting Supplement

Engineering Studies Stage 6 Draft Syllabus and Survey

Engineering Studies Stage 6 Syllabus 1999

English HSC Examination, Assessment and Reporting Supplement

English K–6 A Resource of Classroom Practices

English Stage 6 Draft Syllabus and Survey

English Stage 6 Syllabus 1999

English Stage 6 Writing Brief and Survey

Extension History Stage 6 Draft Syllabus and Survey

Food Technology HSC Examination, Assessment and Reporting Supplement

Food Technology Stage 6 Syllabus 1999

French Beginners Stage 6 Syllabus Amendments 1999

French Continuers HSC Examination, Assessment and Reporting Supplement
 French Continuers Stage 6 Draft Syllabus and Survey
 French Continuers Stage 6 Syllabus 1999
 General Mathematics HSC Examination, Assessment and Reporting Supplement
 General Mathematics Stage 6 Syllabus 1999
 Geography HSC Examination, Assessment and Reporting Supplement
 Geography Stage 6 Draft Syllabus and Survey
 Geography Stage 6 Syllabus 1999
 Geography Stages 4 and 5 Draft Syllabus and Survey
 Geography Stages 4 and 5 Syllabus
 Geography Stages 4 and 5 Support Document
 Geology Stage 6 Literature Review
 German Beginners Stage 6 Syllabus Amendments 1999
 German Continuers HSC Examination, Assessment and Reporting Supplement
 German Continuers Stage 6 Draft Syllabus and Survey
 German Continuers Stage 6 Syllabus 1999
 History Stages 4 and 5 Draft Syllabus and Survey
 History Stages 4 and 5 Syllabus
 History Stages 4 and 5 Support Document
 Hospitality Operations HSC Examination, Assessment and Reporting Supplement
 Human Society and Its Environment K–6 Parent's Package
 Human Society and Its Environment K–6 Principal's Package
 Human Society and Its Environment K–6 Syllabus
 Human Society and Its Environment K–6 Units of Work Support Document
 Indonesian Beginners Stage 6 Syllabus Amendments 1999
 Indonesian Continuers HSC Examination, Assessment and Reporting Supplement
 Indonesian Continuers Stage 6 Draft Syllabus and Survey
 Indonesian Continuers Stage 6 Syllabus 1999
 Indonesian Stage 6 Background Speakers Level Draft Syllabus and Survey
 Industrial Technology HSC Examination, Assessment and Reporting Supplement
 Industrial Technology Stage 6 Writing Brief and Survey
 Information Processes and Technology HSC Examination, Assessment and Reporting Supplement
 Information Processes and Technology Stage 6 Draft Syllabus and Survey
 Information Processes and Technology Stage 6 Syllabus 1999

Information Technology HSC Examination, Assessment and Reporting Supplement
Information Technology Stage 6 Curriculum Framework 1999
Information Technology Stage 6 Draft Curriculum Framework
Italian Beginners Stage 6 Syllabus Amendments 1999
Italian Continuers HSC Examination, Assessment and Reporting Supplement
Italian Continuers Stage 6 Draft Syllabus and Survey
Italian Continuers Stage 6 Syllabus 1999
Japanese Beginners Stage 6 Syllabus Amendments 1999
Japanese Continuers HSC Examination, Assessment and Reporting Supplement
Japanese Continuers Stage 6 Draft Syllabus and Survey
Japanese Continuers Stage 6 Syllabus 1999
Japanese Stage 6 Background Speakers Level Draft Syllabus and Survey
Korean Beginners Stage 6 Syllabus Amendments 1999
Korean Continuers HSC Examination, Assessment and Reporting Supplement
Korean Continuers Stage 6 Draft Syllabus and Survey
Korean Continuers Stage 6 Syllabus 1999
Korean K-6 Syllabus
Korean Stage 6 Background Speakers Level Draft Syllabus and Survey
Languages Other Than English Continuers Level Framework and Survey
Latin Stage 6 Continuers Level Draft Syllabus and Survey
Legal Studies HSC Examination, Assessment and Reporting Supplement
Legal Studies Stage 6 Syllabus 1999
Legal Studies Stage 6 Writing Brief and Survey
Life Management Stage 6 Draft Syllabus and Survey
Life Skills Special Program of Study Writing Brief and Survey
Mathematics K-6 Student Work Samples
Mathematics, Measurement and Modelling Stage 6 Draft Syllabus and Survey
Metal and Engineering HSC Examination, Assessment and Reporting Supplement
Metal and Engineering Stage 6 Curriculum Framework 1999
Modern Greek Beginners Stage 6 Syllabus Amendments 1999
Modern Greek Continuers 6 Draft Syllabus and Survey
Modern Greek Continuers Stage 6 Syllabus 1999
Modern History HSC Examination, Assessment and Reporting Supplement
Modern History Stage 6 Draft Syllabus and Survey

Modern History Stage 6 Syllabus 1999
 Music 1 HSC Examination, Assessment and Reporting Supplement
 Music 1 Stage 6 Draft Syllabus and Survey
 Music 1 Stage 6 Syllabus 1999
 Music 2 and Music Extension HSC Examination, Assessment and Reporting Supplement
 Music 2 and Music Extension Stage 6 Draft Syllabus and Survey
 Music 2 and Music Extension Stage 6 Syllabus 1999
 Personal Development, Health and Physical Education K–6 Modules
 Personal Development, Health and Physical Education K–6 Parent’s Package
 Personal Development, Health and Physical Education K–6 Principal’s Package
 Personal Development, Health and Physical Education K–6 Special Education Support Document
 Personal Development, Health and Physical Education K–6 Syllabus
 Personal Development, Health and Physical Education Stage 6 Draft Syllabus and Survey
 Physical Development, Health and Physical Education HSC Examination, Assessment and Reporting Supplement
 Physical Development, Health and Physical Education Stage 6 Syllabus 1999
 Physics HSC Examination, Assessment and Reporting Supplement
 Physics Stage 6 Draft Syllabus and Survey
 Physics Stage 6 Literature Review
 Physics Stage 6 Syllabus 1999
 Primary Industries HSC Examination, Assessment and Reporting Supplement
 Primary Industries Stage 6 Curriculum Framework 1999
 Retail HSC Examination, Assessment and Reporting Supplement
 Retail Stage 6 Curriculum Framework 1999
 Retail Stage 6 Draft Curriculum Framework
 Science Stage 6 Draft Syllabus and Survey
 Science Stage 6 Writing Brief and Survey
 Science Stages 4 and 5 Support Document
 Science Stages 4 and 5 Syllabus
 Senior Science HSC Examination, Assessment and Reporting Supplement
 Senior Science Stage 6 Syllabus 1999
 Society and Culture HSC Examination, Assessment and Reporting Supplement
 Society and Culture Stage 6 Draft Syllabus and Survey
 Society and Culture Stage 6 Syllabus 1999
 Software Design and Development HSC Examination, Assessment and Reporting Supplement

Software Design and Development Stage 6 Draft Syllabus and Survey
Software Design and Development Stage 6 Syllabus 1999
Spanish Beginners Stage 6 Syllabus Amendments 1999
Spanish Continuers 6 Draft Syllabus and Survey
Spanish Continuers HSC Examination, Assessment and Reporting Supplement
Spanish Continuers Stage 6 Syllabus 1999
Special Program of Study – Citizenship and Society Life Skills Course Stage 6 Draft Syllabus 1999
Special Program of Study – Creative Arts Life Skills Course Stage 6 Draft Syllabus 1999
Special Program of Study – English Life Skills Course Stage 6 Draft Syllabus 1999
Special Program of Study – Mathematics Life Skills Course Stage 6 Draft Syllabus 1999
Special Program of Study – Personal Development, Health and Physical Education Life Skills Course Stage 6 Draft Syllabus 1999
Special Program of Study – Science Life Skills Course Stage 6 Draft Syllabus 1999
Special Program of Study – Technological and Applied Studies Life Skills Course Stage 6 Draft Syllabus 1999
Special Program of Study – Workplace and Community-based Learning Life Skills Course Stage 6 Draft Syllabus 1999
Studies of Religion HSC Examination, Assessment and Reporting Supplement
Studies of Religion Stage 6 Syllabus 1999
Studies of Religion Stage 6 Writing Brief and Survey
Tamil Extended Level Syllabus and Specimen Examination
Textile and Design Stage 6 Draft Syllabus and Survey
Textiles and Design HSC Examination, Assessment and Reporting Supplement
Textiles and Design Stage 6 Syllabus 1999
Tourism and Hospitality Stage 6 Curriculum Framework 1999
Tourism and Hospitality Stage 6 Draft Curriculum Framework
Vietnam Continuers Stage 6 Syllabus 1999
Vietnamese Continuers HSC Examination, Assessment and Reporting Supplement
Vietnamese Continuers Stage 6 Draft Syllabus and Survey
Visual Arts HSC Examination, Assessment and Reporting Supplement
Visual Arts Stage 6 Draft Syllabus and Survey
Visual Arts Stage 6 Syllabus 1999

1998 HSC Examination Reports

Aboriginal Studies
Agriculture

Ancient History
Applied Studies
Arabic
Biology (Enhanced Report)
Business Studies (Enhanced Report)
Chemistry
Chinese
Classical Ballet
Classical Greek
Computing Studies
Dance
Design and Technology
Drama (Enhanced Report)
Economics
Engineering Science (Enhanced Report)
English 2 Unit General (Enhanced Report)
English 2/3 Unit (Enhanced Report)
English 3 Unit
English Contemporary (Enhanced Report)
Food Tech
French (Enhanced Report)
General Science
General Studies
Geography
Geology
German (Enhanced Report)
Indonesian
Industrial Technology
Industry Studies
Italian
Japanese (Enhanced Report)
Korean
Latin
Legal Studies

Life Management Studies (Enhanced Report)
Malay
Mathematics (Enhanced Report)
Modern Greek
Modern History (Enhanced Report)
Music (Board)
Personal Development, Health and Physical Education (Enhanced Report)
Physics
Rural Technology
Russian
Science
Science for Life
Sheep Husbandry/Wool Technology
Society and Culture
Spanish
Studies of Religion
Textiles and Design
Turkish
Vietnamese
Visual Arts
Visual Arts (Submitted Artwork)

Prescribed Texts

Dance Stage 6 Prescribed Texts 2001–2002
Drama Stage 6 Prescribed Texts 2001–2002
English Stage 6 Prescribed Texts 2001–2002

General Publications — Multimedia

CD-ROM 1995–98 HSC Examination Papers and HSC Examination Reports
CD-ROM Assessment, Certification and Examination (ACE) Manual 1999
CD-ROM Encore 1998
CD-ROM English K–6
CD-ROM Human Society and Its Environment K–6 Syllabus
CD-ROM Human Society and Its Environment Translations K–6
CD-ROM Making Multicultural Australia

CD-ROM Mathematics K–6 Outcomes and Indicators

CD-ROM Motorised Markbook v6.0

CD-ROM New HSC

New HSC President's Video

OnStage Video 1998

General Publications — Print

Artexpress Catalogue 1998

Assessment, Certification and Examination (ACE) Manual 1999 (Hard Copy)

Board Bulletin Vol 7 Nos 5–9

Board Bulletin Vol 8 Nos 1–4

Board of Studies 1998 Annual Report

Board of Studies Annual Report 1998

Computing Glossary of Terms 3rd Edition

Design and Technology 1998 Year 11 Studies Seminar Booklet

Design and Technology 1998 Year 12 Studies Seminar Booklet

DesignTech Poster

Encore Poster

Guide to the 1999 SC

HSC 1997 Exam Statistics

HSC Exam Statistics 1998

HSC Examination Statistics 1998

HSC Geography Broadsheet Pack

HSC Parents Brochure

HSC Parents Brochure Translations

HSC Portfolio + inserts

HSC Poster

HSC Rules and Procedures Guide 1999

HSC Timetable

HSC Timetable Poster

Leaving School 1998

Marker Application Forms

MYDA Book

MYDA Poster

New HSC Assessment Support Document

New HSC booklet
Occasional Paper
Office of the Board of Studies Commercial Catalogue
On Board Year 10
On Board Year 11
On Board Year 12
OnStage Poster
Personal Development, Health and Physical Education K–6 Teaching Kit: Building My Network
Personal Development, Health and Physical Education K–6 Teaching Kit: Getting Along with Others
Personal Development, Health and Physical Education K–6 Teaching Kit: Getting it Together
Personal Development, Health and Physical Education K–6 Teaching Kit: I Am Special
Personal Development, Health and Physical Education K–6 Teaching Kit: My Growing Self
Personal Development, Health and Physical Education K–6 Teaching Kit: Playing a Part
Registration of Non Government Schools Draft Manual
SC Folio + inserts
SC Handbook for Teachers – English
SC Handbook for Teachers – Maths
SC Handbook for Teachers – Science
SC Reference Test & Award Statistics
SC Rules and Procedures Guide 1999
Securing Their Future Newsletter (5 issues)
Studying For the HSC
Studying for the New HSC
Studying for the New HSC 1999
Your New HSC Translations
Your New SC Translations

1998 Sample Answers

Ancient History
Legal Studies
Studies of Religion
English – Best of 2 Unit General and 2/3 Unit

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