

BOARD OF STUDIES
NEW SOUTH WALES

Board of Studies NSW
Office of the Board of Studies NSW

Annual Report 2001

Office of the Board of Studies NSW

Board of Studies NSW

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The Honourable John Aquilina MP

Minister for Education and Training

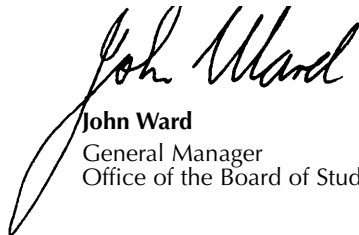
Dear Minister

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, 2001.

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



Gordon Stanley
President
Board of Studies NSW



John Ward
General Manager
Office of the Board of Studies

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1 Function and Structure

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

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

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

The Board of Studies and the Office of the Board of Studies are portfolio responsibilities of the Minister for Education and Training, the Hon John Aquilina, MP.

The Board and its Committees

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

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

President

Professor Gordon Stanley

Ex-officio Members

Managing Director of TAFE NSW

Director-General of Education and Training or nominee

Dr Jim McMorrow

Mr Trevor Wootten

Ms Jozefa Sobski (until April 2001)

Dr Gary Willmott (from May 2001)

Appointed Members

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

Professor Robert Castle
(until September 2000)
Professor Hilary Winchester
(from October 2000 to April 2001)

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 (until May 2001)

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

Mr Timothy Horstead

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

Ms Caroline Benedet

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

Representing primary school principals: **Ms Adele Mazoudier**

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

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

Primary school teacher:

Ms Kathy Deacon
(until September 2000)
Ms Theresia Zadkovich
(from October 2000)

Secondary school teacher:

Dr Mary Fogarty

One person with knowledge and expertise in early childhood education:

Associate Professor Sue Dockett

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

Mr Charles Davison

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

Dr Anne Benjamin

Executive Director of Schools, Catholic Education Office, Parramatta

Ms Dorothy Hoddinott

Principal, Holroyd High School

Mr Stepan Kerkyasharian, AM

Chairman, Community Relations Commission

Professor Emeritus

Dame Leonie Kramer, AC
Chancellor, University of Sydney

Ms Dagmar Schmidmaier

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

(One position remained vacant during the reporting period.)

Profiles of the Board members are included in Appendix 10.

The Board's Committees

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

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

Primary Curriculum Committee

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

The members of this committee:

Board Members

Professor G Stanley

Dr A Benjamin

Ms D Butland

Dr B Croke

Ms K Deacon (until August 2000)

Associate Professor S Dockett

Mrs J Karaolis (until May 2001)

Ms A Mazoudier

Mr I Morris

Ms T Zadkovich (from October 2000)

Non-Board Members

Professor A Cross (Director, Research Centre for Child Development, Institute of Early Childhood, Macquarie University)

Ms S Dickerson (Catholic Sector Liaison Officer, Assessment and Reporting Directorate, Department of Education and Training; and representing the NSW Independent Education Union)

Ms G Lonnon (President, NSW Federation of School-Community Organisations)

Ms S Matthews (Primary school teacher representing Aboriginal interests)

Mr D McInnes (Executive Officer, NSW Parents Council Inc)

Mr L Wasson (Director, Curriculum Support Directorate, 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. Acting on delegation from the Board, it considers and decides applications made by non-government schools to present courses of study leading to the award of the School Certificate and Higher School Certificate.

The members of this committee:

Board Members

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

Non-Board Members

Mr J Baxter (Director, National Board of Christian Parent-Controlled Schools Ltd)
Mr T Chapman (Executive Director, Association of Independent Schools)
Mr P Lee (Deputy General Secretary, NSW/ACT Independent Education Union)
Mr T Alegounarias (Director, External Relations 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 the completion of marking in a subject to consider minor adjustments to the distribution of marks in each course.

The members of this committee for the 2000 Higher School Certificate:

Board Member

Professor G Stanley

Non-Board Members

Dr E Chapman (School of Education, University of Sydney)
Professor G Cooney (School of Education, Macquarie University)
Professor M Cooper (School of Education Studies, University of New South Wales)
Ms K Cortessis (Curriculum Coordinator, Santa Sabina College, Strathfield)
Dr G Haines (Curriculum Coordinator, St Ignatius College, Riverview)
Emeritus Professor J Mack
Mr G McMartin (Principal, Turramurra High School)
Mr B Shepherd (Principal, St Marys Senior High School)
Emeritus Professor D Spearitt
Associate Professor J Tognolini (Director, Educational Testing Centre, University of New South Wales)
Ms M Varady (Principal, Sydney Girls High School)
Associate Professor P Warton (School of Education, Macquarie University)

School Certificate Tests Consultative Committee

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

The members of this committee for the 2000 School Certificate:

Board Members

Professor G Stanley

Ms D Butland

Dr B Croke

Ms D Hoddinott

Non-Board Members

Ms M Bruniges (Director, Strategic Information and Planning,
Department of Education and Training)

Professor G Cooney (School of Education, Macquarie University)

Emeritus Professor D Spearitt

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

Technical Advisory Committee

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

Examination Rules Committee

This committee meets at the end of each year to consider alleged breaches and determine penalties relating to School Certificate Tests and Higher School Certificate Examination rules and procedures. In 2000 the membership comprised Board members Ms C Benedet, Ms D Hoddinott and Mr T Wootten.

Special Education Committee

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

Aboriginal Education Initiatives Advisory Committee

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

Board Curriculum Committees

Board Curriculum Committees are established to monitor the development of individual syllabuses. Memberships comprise the following:

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

- 1 Industry Training Advisory Board nominee
- 1 Vocational Education and Training Advisory Board nominee
- 1 Labor Council nominee
- 1 employer representative
- 3 practising teachers (2 representing the NSW Teachers Federation (1 TAFE and 1 school) and 1 representing the Independent Education Union)
- 1 representative from the Federation of Parents and Citizens Associations of NSW
- 1 Australian Heads of Independent Schools Association nominee
- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals Council nominee
- 1 Council of Catholic School Parents and/or NSW Parents Council nominee

Industry Curriculum Committees

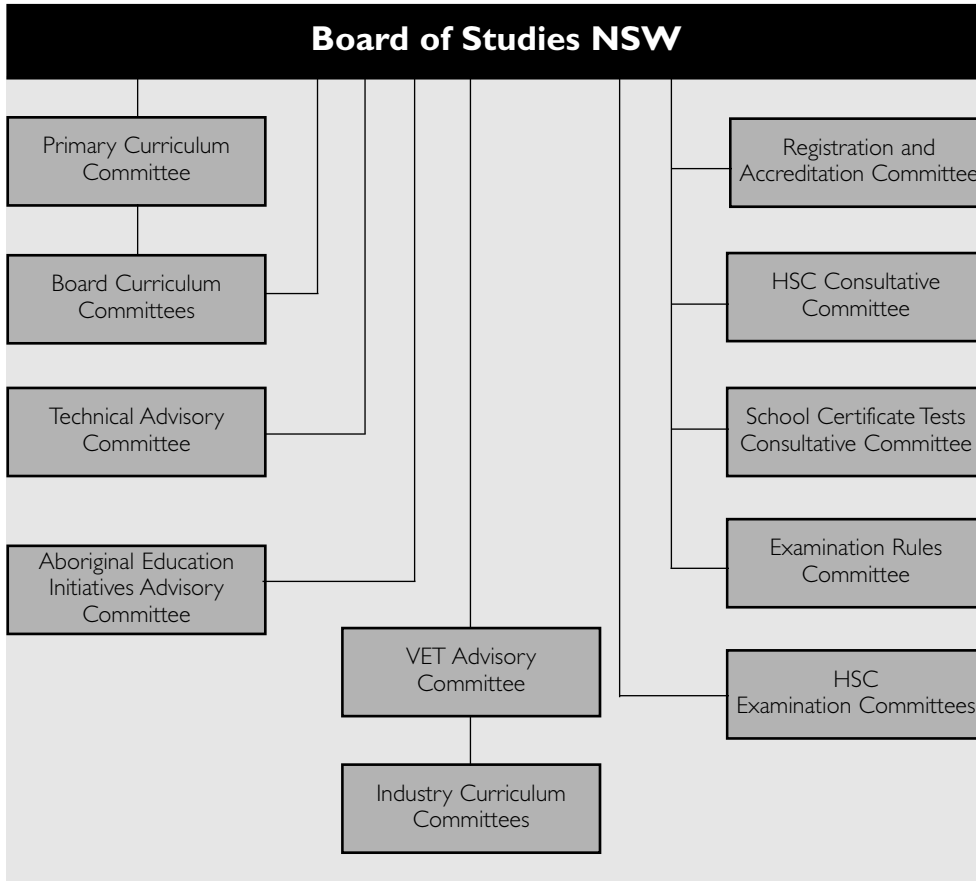
These committees guide the development of each VET curriculum framework. They act as a reference point for the views and interests of the industry, training, university and schools sectors. Each committee focuses on a particular industry area.

The membership of each committee is as follows:

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

School Certificate Test/Higher School Certificate Examination Committees

These committees write the test papers for the School Certificate and the examination papers for the Higher School Certificate. The HSC committees also contribute to reports on student examination performance. Committees comprise teachers and representatives of tertiary institutions. They are recruited through an expression of interest process and are selected by a panel comprising Board members (or nominees) and staff of the Office of the Board of Studies.



2 *Mission and Goals*

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

The Board of Studies and the Office of the Board of Studies produce complementary annual planning documents. In 2000, both plans shared common goals and Key Result Areas as follows:

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

Key Result Areas:

- *Producing standards-based syllabuses with outcomes and content that set clear expectations for student learning*
- *Educating for work and life-long learning*

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

Key Result Area:

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

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

Key Result Area:

- *Assuring quality standards in all sectors of school education*

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

Key Result Area:

- *Identifying, developing and applying innovations in information technology to learning and assessment*

The Office plan included a fifth goal:

- 5 Effectively manage resources in support of educational goals

Key Result Areas:

- *Identifying and applying best-practice standards in service delivery support*
- *Building strong and effective partnerships with stakeholders and the wider community*

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

2000–2001 was the first year encompassed by a three-year Office Strategic Plan. The planning process consolidates the previous approach that organised programs and initiatives around a number of Key Result Areas themed to reflect the Government's priorities for education and public sector administration.

3 *Review of 2000–2001*

Overview

2000–2001 was the third year in which priorities were shaped by the Government's White Paper for the Higher School Certificate, *Securing Their Future*. The revision of Board Endorsed Courses that continued early in the reporting period culminated in the distribution of seven revised syllabuses in September 2000. In addition to HSC reform, the White Paper foreshadowed the need to revitalise the Stages 4 and 5 curriculum. To this end, work began on the development of a K–10 Curriculum Framework, an overarching statement which would drive development of future Years 7–10 curriculum.

Not the least of the achievements were the preparations for the 2000 Higher School Certificate and School Certificate examinations and their implementation on time and to budget. These significant milestones were achieved while procedures for the development of the first New HSC examinations, including training of examination committee members and supervisors of marking, were implemented. Each New HSC examination was developed in accordance with a set of principles for examination setting within a standards-referenced framework that was adopted by the Board the previous year.

A highlight of the reporting period was the release of the *Creative Arts K–6 Syllabus*, in line with the timetable mandated by the 1995 *Focus on Learning: Report of the Review of Outcomes and Profiles in New South Wales Schooling* (the Eltis Review). This syllabus completes the suite of contemporary syllabuses for primary education for the first time in over 30 years.

The Board of Studies has responsibility for the registration of non-government schools and for accrediting registered non-government schools. Some changes to registration and accreditation requirements were confirmed with the publication, in November 2000, of a revised registration manual.

The Office continued to make use of information and communications technology to enhance and improve Board communications and services. The evaluation and redesign of the process enabling schools to enter student data electronically will result in substantial improvements for schools in future years. The eBos-Shop online service went live in September 2000. The interface allows clients to examine online catalogues, to view their accounts and to shop online.

The use of scanning technologies to manage fast and accurate processing of School Certificate and Higher School Certificate marks was expanded in 2000. The successful trial of remote scanning procedures in two Sydney-based marking centres will result in wider use of these techniques, including in some country marking centres, in 2001.

Research undertaken this year included a comparative study of student essay responses using both laptop computers and the more traditional pen and paper; and an extension of the 1999 trial on standards-setting for the New HSC.

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.

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

The Board of Studies is responsible under the Education Act for developing courses of study for primary and secondary schools. A course of study, or syllabus, is that part of the curriculum that describes – in terms of aims, objectives, content and outcomes – what students are expected to learn.

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

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

Syllabuses are organised in stages as follows:

- Stage 1 – Kindergarten to Year 2
- Stage 2 – Years 3 and 4
- Stage 3 – Years 5 and 6
- Stage 4 – Years 7 and 8
- Stage 5 – Years 9 and 10
- Stage 6 – Years 11 and 12

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

Key Result Area 1.1**Producing standards-based syllabuses with outcomes and content that set clear expectations for student learning**

Actions	Key Performance Indicators	Status as at June 30, 2001
Publish K–6 Creative Arts syllabus	Endorsed syllabus and support materials distributed to schools	Syllabus distributed to schools in November 2000 for implementation from 2001
Finalise curriculum framework, including purpose statement, to guide the review and redevelopment of K–10 syllabuses	Purpose statement incorporates standards and accounts for Eltis recommendations	Draft version II subject to consultation through to July 2001
	Principles for K–10 assessment in place	Draft assessment statement currently subject to consultation
	Criteria used in evaluation of Years 7–10 English and Years K–10 Mathematics syllabuses	Achieved. English and Mathematics draft writing briefs subject to consultation through to August 2001
Finalise strategy for addressing computer-based technology, skills and knowledge in all syllabuses	Computer Technology Across the Curriculum requirements endorsed and included in K–10 curriculum framework	Draft ICT requirements prepared for revision of 7–10 syllabuses
	Requirements reflected in writing brief for English and Mathematics syllabuses	English and Mathematics writing briefs include requirements for use of information communication and other technologies
Prepare policy framework to guide the provision and maintenance of K–12 language syllabuses	Framework, including eligibility policy, endorsed and used to guide development of K–6 Modern Greek and Years 7–10 NALSAS language syllabuses	Consultation meetings held and draft documents prepared for consideration by the Board
Commence revision of beginners language syllabuses	Beginners framework endorsed and revision of syllabuses commenced	Work on beginners framework postponed to take account of K–12 language policy statement
Commence review of K–6 Mathematics syllabus	Evaluation of current syllabus completed, writing brief developed and endorsed by Board	Writing brief prepared for consultation July–August 2001
Commence evaluation and revision of Years 7–10 syllabuses for English and Mathematics	Evaluation of current syllabuses completed, writing briefs developed and endorsed by Board	English writing brief distributed for consultation during Term 2, 2001. Mathematics writing brief prepared for consultation July–August, 2001
Finalise framework for Board Endorsed Courses; complete revision of and publish Content Endorsed Courses	Assessment and reporting requirements confirmed	Assessment and reporting requirements to be modified by 2003 in line with changes to school-based assessment
	Seven revised courses published and distributed to schools	Revised syllabuses published in September 2000

Actions	Key Performance Indicators	Status as at June 30, 2001
Conclude current phase of Linkages initiative, integrating teaching of K–6 syllabuses	Relationship between categories of courses and criteria for BECs approved	Policy on criteria for BECs approved by Board March 2001
Identify, develop and implement curriculum initiatives in Aboriginal education	Revision of other CECs commenced	Revision of Computing Applications due for completion in October 2001
Conclude current phase of Linkages initiative, integrating teaching of K–6 syllabuses	Findings and support material including K–6 English recommended reading list updated and published on the Board's website	Phase 1 material finalised for website publishing. K–6 English recommended reading list to be finalised October 2001
Identify, develop and implement curriculum initiatives in Aboriginal education	Advice and support material on communicating with and consulting Aboriginal communities finalised	Draft curriculum support document Working with Aboriginal Communities prepared for consideration by school authorities
Identify, develop and implement curriculum initiatives in Aboriginal education	Aboriginal perspectives framework developed for use in syllabus development	Draft Aboriginal and Indigenous cross-curriculum content statement prepared as component of K–10 curriculum framework
Identify, develop and implement curriculum initiatives in Aboriginal education	Aboriginal languages framework reviewed	Review of Aboriginal languages framework postponed pending development of K–10 curriculum framework, K–10 languages framework and K–12 languages policy statement
Identify, develop and implement curriculum initiatives in Aboriginal education	Research of Aboriginal literacy informs review of Years 7–10 English syllabus	Research completed January 2001. Resulting paper and recommendations provided basis for forum on Aboriginal students and literacy. Advice from research paper and forum informed development of English 7–10 draft writing brief
Ensure curriculum initiatives planned for 2000–2001 address civics and citizenship education as appropriate	Current civics and citizenship education framework reviewed and updated	Review of framework ongoing. Cross-curriculum content initiatives ensure civics and citizenship embedded in 7–10 syllabuses
Ensure curriculum initiatives planned for 2000–2001 address civics and citizenship education as appropriate	Civics and Citizenship education requirements incorporated in K–10 curriculum framework	Draft Civics and Citizenship content statement prepared for revision of 7–10 syllabuses
Develop support materials to assist schools' implementation of Years 7–10 History and Geography	Years 7–10 History and Geography work samples developed and published	Development of work samples postponed pending development of K–10 curriculum framework
Develop support materials to assist schools' implementation of Years 7–10 History and Geography	Needs analysis for additional support material completed	Years 7–10 History and Geography support material published on Board website March 2001

**Key Result Area 1.2
Educating for work and life-long learning**

Actions	Key Performance Indicators	Status as at June 30, 2001
Develop vocational education performance scales	Scales finalised and published	Performance scales for VET courses published in August 2000
Commence implementation of Ready for Work strategy in Years 7–10, including incorporation of literacy, numeracy and technology skills in 7–10 syllabuses	Literacy and numeracy requirements for students in relation to employment identified	Cross-curriculum content initiatives address literacy and numeracy for work and employment to be embedded in 7–10 syllabuses
	Stage 5 Work Education and Stage 6 Work Studies evaluated	Stage 5 Work Education and Stage 6 Work Studies course evaluation postponed pending development of K–10 curriculum framework
	Role of work placement and part-time traineeships determined in Stage 5 and Stage 6 syllabuses	Part-time traineeship pathways accommodated in curriculum framework
Commence development of additional VET frameworks that encompass part-time traineeships	Additional VET frameworks identified and recommended to Board	Feasibility studies undertaken in five industry areas: Automotive, Health, Child Studies, Sport and Recreation and Entertainment/Music
		Board agreement to proceed with the development of an Industry Curriculum Framework in Entertainment/Music Industry for implementation from 2003
Develop and implement enhanced credit transfer arrangements	Schools/TAFE credit transfer arrangements reviewed and incorporated within syllabus development processes	Consultations during development of new Content Endorsed Courses ensured that opportunities for students to gain credit transfer in TAFE courses were maximised
Finalise and implement arrangements for university-level extension courses	Criteria and arrangements for university-level extension courses developed	Requirements and procedures for university-developed Board Endorsed Courses
	Range of university-level extension courses available	Courses determined and guidelines distributed
		Board Appraisal Panel for university-developed BECs operational

Overview

Key Result Areas 1.1 and 1.2 draw together a number of related Government policy commitments.

The revitalisation of the curriculum for Years 7–10 (Stages 4 and 5) was foreshadowed in the Government's 1997 White Paper for the Higher School Certificate, *Securing Their Future*. The revitalisation of the Stages 4 and 5 curriculum also recalls principles for the development of Kindergarten to Year 10 syllabuses first identified in the 1995 report into the use of outcomes and profiles in schooling, *Focus on Learning: Report of the Review of Outcomes and Profiles in New South Wales Schooling* (the 'Eltis Review').

The Eltis Review also included a recommendation of a long-term timeline for the development and release of K–6 syllabuses. In 2000–2001 the Board and the Office continued a program committed to achieving this recommendation. As such, the Creative Arts K–6 Syllabus package, which replaces the Music K–6 Syllabus (1984) and the Visual Arts K–6 Syllabus (1989), was completed and distributed to schools in November 2000.

Also completed during the reporting period was the review of the Mathematics K–6 Syllabus. The process involved a national and international literature review; oral submissions from key organisations and academics; written submissions from key organisations and academics; a survey of targeted NSW schools; and a symposium to explore issues surrounding mathematics teaching and learning. A report summarising the findings of the literature review and submissions was presented to the Board at its February 2001 meeting. The consultation period for the writing brief continued through until August 2001.

Work also continued on the K–6 Linkages initiative. At the end of the reporting period the English K–6 recommended reading list was being edited and prepared for publication on the Board's website.

Work on this initiative continued throughout 2000–2001 with the K–10 Curriculum Framework (draft version 2) incorporating principles for K–10 assessment. The framework was subject to consultation through to July 2001. The K–10 curriculum framework will confirm the Board's commitment to addressing computer-based technology skills and knowledge in all syllabuses and to requirements for civics and citizenship education. Further work in this area included the development of the English and Mathematics Years 7–10 draft writing briefs which are subject to consultation through to August 2001.

The Government's White Paper for the New HSC acknowledged the role of Board Endorsed Courses. Another important initiative during the reporting period was the revision of existing Board Endorsed Courses.

Important curriculum initiatives in Aboriginal Education were undertaken during 2000–2001. Materials developed include *Working with Aboriginal Communities*, a (draft) curriculum support document and the Aboriginal and Indigenous cross-curriculum content statement which will inform development of the K–10 curriculum framework. Recommendations from research into Aboriginal literacy and numeracy, completed in January 2001, informed the development of the English 7–10 and Mathematics 7–10 draft writing briefs. The review of the Aboriginal languages framework was postponed since it has direct links to the development of the K–10 curriculum framework, K–10 languages framework and the K–12 languages policy statement, all of which were subject to development throughout the reporting period.

The NSW Government identified a number of *Ready for Work* initiatives in its Education and Training plan for 1999–2003. Related areas of work of the Board of Studies are captured in Key Result Area 1.2: Educating for work and life-long learning. Achievements in this area include the completion of feasibility studies in five industry areas and the development and publishing of performance scales for VET courses. Related Stage 5 initiatives were postponed pending the development of the K–10 curriculum framework upon which future syllabuses will be based.

The Syllabus Development Process

The Board's syllabus development process is based on principles of project management, and emphasises consultation and quality assurance. Syllabus development projects have four phases, described below.

1 *Syllabus review*

A review of the existing syllabus and the preparation of broad directions for the revision or development of the syllabus.

2 *Writing brief development*

Development of a writing brief for the draft syllabus that takes account of the broad directions established during the syllabus review phase. The writing brief is disseminated widely for consultation to schools, interested groups and individuals identified in the project plan.

3 *Syllabus development*

Development of a syllabus package as defined by the project plan. This phase includes a further period of extensive consultation.

4 *Implementation*

Implementation of a new or revised syllabus is conducted by schools. During the 'life cycle' of the syllabus the Board's role is to collect data on the use of the syllabus. This last phase of the process leads, in turn, back to Phase 1.

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

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

Board Endorsed Courses

Board Endorsed Courses provide opportunities to extend the curriculum, for reasons such as local needs or identified requirements, into areas not covered by Board Developed Courses. They are not externally examined but can be accredited for the School Certificate or Higher School Certificate.

The Government's White Paper for the New HSC acknowledged the role of Board Endorsed Courses. The revised curriculum development process has put in place criteria to ensure that high standards are established and maintained in the curriculum development. In keeping with this process, the processes and criteria associated with the endorsement of these courses have been reviewed.

There are two categories of Board Endorsed Courses:

- Content Endorsed Courses are those courses endorsed by the Board for delivery in any school, including courses adapted by the Board from popular and exemplary School Developed Courses as well as Content Endorsed Courses developed and submitted by other agencies for consideration by the Board.
- School Developed Courses are locally designed courses submitted on the basis of particular local needs to the Board Endorsement panel and endorsed for an individual school. They include locally designed VET Board Endorsed Courses. School Developed Courses may be developed in conjunction with TAFE, university or other provider, as long as it is the school that seeks the endorsement and is responsible for delivery of the course.

As part of the review of the Higher School Certificate, all Content Endorsed Courses were evaluated during the previous reporting period. Following these evaluations the Board decided to phase out Skills for Living, Drama and Theatre, and Environmental Studies. New syllabuses were developed and distributed for the following Content Endorsed Courses:

- Ceramics
- Exploring Early Childhood
- Marine Studies
- Sport, Lifestyle and Recreation
- Visual Design
- Photography, Video and Digital Imaging.

Computing Applications is currently in development.

In 2000–2001, a centralised endorsement panel considered applications for Board Endorsed Courses. For Stage 5, 350 applications were considered, with 295 approved. For Stage 6, 161 applications were considered, 126 of which were approved.

Aboriginal Education

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

- Completion of the DETYA-funded *Aboriginal Career Aspirations Program*. This project explores issues of Aboriginal student aspiration, the transition to work, and school retention through to the completion of schooling.
- Production of six school case studies highlighting the essential partnerships that need to exist between schools and the communities in the effective design and delivery of school literacy and numeracy programs. The case studies were published and distributed to schools in October 2000.
- The launch, by the Minister for Education and Training, of the *Affirmations of Identity* Aboriginal and Torres Strait Islander Visual Artists Resource Kit for students in Stages 4 and 5. The kit, which explores issues relating to Aboriginal cultural identity and the visual arts in contemporary Australia, was distributed to all NSW schools in March 2001.
- Providing significant input to the development of Mathematics and English 7–10 syllabuses to ensure that the specific learning needs of Aboriginal students are addressed through the syllabus development process. This initiative began with the contracting of the Australian Council for Educational Research (ACER) and the University of Western Sydney (UWS) to undertake a literature review. The brief for the research required a report that discussed current theory around acquisition of, and impediments to, Aboriginal literacy and numeracy and an up-to-date database of recent research for NSW (or similar demographic). Two forums, which focused on the research findings, followed. Data gathered from these consultations was then fed into the Mathematics K–10 symposium and the English 7–10 symposium. Relevant issues have been tracked through the development of each of the syllabus writing briefs. Work on this initiative continues into the next reporting period.

In addition, work continued with the Department of Education and Training and the Department of Aboriginal Affairs in the development of a working document for teachers on how to develop effective working relationships with Aboriginal communities. This project is designed to encourage schools and Aboriginal communities to work closely together in the development of school-based curriculum which reflects the history and aspirations of those communities. This document, *Working with Aboriginal Communities — Community Consultation Protocols*, is in its final draft. The document will be released to schools during the next reporting period.

Implementation of Royal Commission into Aboriginal Deaths in Custody Recommendations

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

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

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

Recommendation 289:

This recommendation relates to pre-schooling programs.

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

Recommendation 290:

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

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

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

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

Recommendation 291:

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

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

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

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

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

Recommendation 292:

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

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

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

Recommendation 298:

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

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

- a dedicated seat on the Board of Studies for 'an Aboriginal person with knowledge and expertise in the education of Aboriginal people'
- ongoing consultation with the NSW AECG and other relevant Aboriginal organisations
- positions within the Office of the Board of Studies Aboriginal Curriculum Unit for which Aboriginality is an essential criterion
- employment of other Aboriginal people as project officers, curriculum writers, consultants and 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, more than 80 percent of a TAFE certificate can be achieved as a result of studying a particular combination of HSC courses.

'Recognition of prior learning' (RPL) is a generic term for the two ways (credit transfer and advanced standing) by which the Board of Studies may recognise formal or informal study and/or relevant life experience for the Higher School Certificate.

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

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

Distinction Courses

Distinction Courses for gifted and talented senior secondary students continued to be offered for study in 2000. 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 76 students in 2000 comprised equal numbers of male and female students and attracted an increased number of government school students compared with previous years. Approximately 30 percent of students were from schools outside the Sydney metropolitan area.

Student performance in the courses continued to be outstanding with 93 percent of students being awarded university grades of Distinction or High Distinction and university examiners reporting a level of performance for many students equal to second or third year university standards.

Goal 2:**Award high quality, comprehensive credentials that meet the needs of the full range of students****Key Result Area 2.1****Assessing and reporting student achievement of standards for the School Certificate and the New Higher School Certificate**

Actions	Key Performance Indicators	Status as at June 30, 2001
Implement process for development of examination papers and marking practices for the New HSC and arrange training	Processes accepted by Board and in place for 2001 HSC	Achieved
	Supervisors of Marking, exam committees and other key examining staff trained	Achieved
Trial standard-setting procedure for the 2001 HSC	Procedure successfully trialled at 2000 HSC marking	Achieved
Manage transition from HSC 2000 to New HSC 2001	Operational and system changes in place to deliver assessment and reporting requirements	Development on schedule for reporting 2001 HSC assessment and reporting requirements
	Error-free conduct of HSC 2000, with levels of service to students and schools maintained during development of HSC 2001	Achieved. Performance, practical and oral/aural examinations in languages were successfully conducted two weeks earlier than usual in Term 3, as a result of Olympics changes to school terms
		Written examinations successfully undertaken from October 18 to November 16 2000
Provide standards package for School Certificate Tests incorporating 2000 materials	Package finalised, published and distributed to schools	Achieved. Materials dispatched to schools in June 2001
Develop HSC Performance Scales incorporating performance on outcomes not readily assessed externally	Performance Scales finalised	Achieved
Further develop computer skills assessment	Feasibility study completed and advice provided to Board achieved	Feasibility study under way. Trialling in 20 schools implemented

Overview

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

Securing Their Future drew attention to a number of concerns with the HSC, one of which an assessment and reporting system based on the rank order of students rather than on achievement in individual subjects.

Securing Their Future also reported widespread concern with the School Certificate and outlined a number of reforms to strengthen the credential, including the introduction of tests in English-literacy, Mathematics, Science, Australian History, Geography, and Civics and Citizenship.

During the previous reporting period the focus of the reforms was on developing and implementing the assessment and reporting initiatives for both the HSC and SC. Work in this area continued throughout 2000–2001.

At its meetings in October 1999 and March 2000, the Board endorsed a set of principles for the setting and marking of examinations in a standards-referenced framework for the Higher School Certificate. The principles ensure close links between the syllabus and the examination and also ensure that each paper is accessible to the range of students undertaking the course. It was against these principles that subject experts and people with expertise in educational measurement converted the sample papers into specimen papers. These specimen papers resemble actual examination papers in content, as well as appearance. They also provide a model for examination committees as they undertake the task of setting actual examination papers. The principles were also used to train all examination committees setting the 2001 examinations.

A similar set of principles for the setting and marking of tests for the School Certificate was endorsed by the Board at its December 2000 meeting. This second set of principles was derived from the HSC principles to apply to the School Certificate tests with their differing emphases.

Performance scales are a central part of the standards-based approach to assessment and reporting. The scales place a student's performance in each course into one of six bands. Each band corresponds with a description of what students who achieve that level know and can do. The descriptions are derived from the outcomes for each syllabus. Draft Performance Scales were distributed with each New HSC syllabus. Information gathered from the examinations in 2001 and 2002 will be used to refine the scales.

The Office conducted a trial of the Board's standards-setting procedure with five subjects during the marking of the 1999 Higher School Certificate examinations and extended the trial as part of the 2000 Higher School Certificate marking program. The trial confirmed that the approach is well-suited to the type of examination used for the Higher School Certificate. It also demonstrated that the procedure will enable student achievement to be reported in different years in relation to the same standards of performance. The 2000 trial also confirmed the adequacy of operational and support processes to ensure successful completion for all subjects within the time available.

The Government's *Plans for Education and Training 1999–2003* document foreshadowed the introduction of state-wide external Computing Skills Assessment (CSA) for all Year 10 students to determine their knowledge, understanding and ability to use information and communications technology (ICT).

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

- determining the foundation skills and knowledge to be assessed
- development of a draft scope statement and specifications for the CSA
- consultation with academics, teachers, parents and education systems
- development of a sample of items and instruments for the conduct of a small-scale trial.

This is an ongoing project. A larger trial, for 100 schools, will be undertaken in 2002 and the first compulsory CSA, using the model established through trialling, will be implemented in 2003.

2000 School Certificate

The School Certificate is awarded to eligible students who have completed Stage 5 (Years 9 and 10). In 2000, 82 345 students were enrolled for the credential.

Tests in English-literacy, Mathematics and Science were mandatory for all Year 10 students in 2000. A trial test in Australian History, Geography, and Civics and Citizenship was also made available, with over one-third of schools participating.

The School Certificate Tests were conducted on Monday 13 and Tuesday 14 November, 2000 in 769 centres under the supervision of Presiding Officers appointed by the Office of the Board.

Special Provisions for the tests were provided for 3674 students with special needs. This represents an increase of approximately 7 percent over the previous year.

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

- access the questions in the School Certificate test and the Higher School Certificate examination
- communicate their responses.

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

1014 markers assessed students' papers at a central marking centre in the Sydney metropolitan area.

A total of 1640 students with special education needs were awarded the School Certificate testamur (the certificate itself), a Record of Achievement and a Student Profile outlining their achievement in each key learning area.

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

The 2000 School Certificate was awarded to students during the week commencing December 11, 2000. Each student was given a School Certificate Folio in which to present their certificate, school reports and other records.

The Board has delegated to school principals the authority to decide student illness and/or misadventure appeals for the School Certificate. In 2000, 996 individual students submitted an appeal.

Students retained the right of appeal to the Board if they disagreed with the principal's decision. Principals declined 23 student appeals and 16 of these were subsequently appealed to the Board. The principal's decision was confirmed in 13 of these cases.

Six whole group appeals were submitted to the Board by principals. Four appeals were upheld, with two declined.

2000 Higher School Certificate

In 2000, 67 905 students successfully completed Preliminary courses. Details of the courses each completed were reported on a Record of Achievement. Records of Achievement for special programs of study were issued to 53 students.

In 2000 the Higher School Certificate candidature was 62 883. Students were offered 150 different courses, chosen from 79 subject areas, plus three Distinction Courses. Most students presented five or six courses, with each course involving at least one paper, typically of three hours duration.

National Assessment Framework for Languages at the Senior Secondary Level examinations in Arabic, Armenian, Croatian, Czech, Dutch, Filipino, Hindi, Hungarian, Khmer, Korean, Latvian, Macedonian, Maltese, Persian, Polish, Portuguese, Russian, Serbian, Slovenian, Swedish and Turkish 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
- 344 examination papers
- 750 examination centres
- practical examinations in Classical Ballet, Dance, Drama, Industry Studies, Industrial Technology, Design and Technology, Languages, Music, and Visual Arts
- over 5000 examination supervisors
- 7426 markers assessing students' written scripts, practical examinations and submitted works
- 20 marking sites
- over 750 casual clerical support staff.

For the 2000 examinations, the Board of Studies approved special provisions for 2889 students with special needs. This represents an increase of almost 13 percent from 1999.

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 2000, 4633 individual

appeals were received. Of these, 3490 were upheld, 449 were partially upheld and 644 were declined. One hundred whole group appeals were received. Sixty-three of these were upheld, 3 were partially upheld and 34 were declined.

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

Higher School Certificate results were available to students via the telephone or internet on Monday December 18, 2000, and result summaries were received by students on Friday December 22.

The credentials were delivered to candidates on Tuesday January 9, 2001. Students received the Higher School Certificate and a Higher School Certificate Record of Achievement listing results in each course. Where students were ineligible to receive the Higher School Certificate and a Record of Achievement, they received a Result Notice.

For 2000 the Office of the Board provided all Year 12 students with a portfolio in which to present their Higher School Certificate, Record of Achievement and documents issued by their school.

Higher School Certificate Advice Line

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

The Advice Line supports 40 courses in 18 subject areas. Each course is supported until the evening before the final examination. In 2000 it operated from Thursday October 5 (13 days before the examinations commenced), to Wednesday November 15. Eighty lines were available, with more than 820 teachers providing advice.

The Advice Line was highly successful, with a total of 27 140 calls received over the full period.

Higher School Certificate Day Marking

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

In 2000 the Office set aside approximately 12 percent of the total marking hours and made available a total of 903 appointments for day marking of written papers. To ensure minimal disruption to normal school classes, principals were consulted when more than two applicants were selected. The subjects to be day-marked were rotated across faculties to further lessen the impact on schools.

In 2000 day marking was conducted in Armidale, Bathurst, Coffs Harbour, Newcastle, Wagga Wagga and at the Sydney Showground and Exhibition Complex at Homebush Bay. As in previous years, the initiative provided an opportunity for increased numbers of female appointees to participate in marking as well as teachers from non-metropolitan areas.

Country Transfer of Duty Marking Program

Since 1995, the Department of Education and Training and the Office of the Board of Studies have conducted the Higher School Certificate Transfer of Duty Program as one of a number of strategies to support teachers from non-metropolitan government schools. Under this program, country teachers are based at a metropolitan high school while marking Higher School Certificate papers. In 2000, 21 teachers were appointed to participate in this program, in a variety of targeted subject areas.

Higher School Certificate Results Over the Telephone

For the 2000 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 6 am Monday December 18, 2000 until the middle of January 2001, students were able to key in their student number and a confidential Personal Identification Number to obtain their results. A recorded message gave students their confidential examination and assessment marks as well as their percentile bands. The service was available 7 days a week, 24 hours a day. This service received more than 35 000 calls.

Higher School Certificate Results Over the Internet

The Board continued in 2000 a service initiated in 1998 to allow students to access their Higher School Certificate results over the Internet. Using their student identification number and confidential Personal Identification Number, students were able to read their Higher School Certificate results information on a secure web page on the internet three days before their delivery by post. The service was available from 6 am on Monday December 18, 2000 until the middle of January 2001, coinciding with the availability of results by telephone. It was available 24 hours a day, 7 days a week and was accessed by almost 36 000 individual students. More than 26 000 students accessed their results on the first day.

Examination Inquiry Centre

The 2000 Higher School Certificate Examination Inquiry Centre opened on December 18, 2000. The centre enabled students to ask questions regarding aspects of their results, including percentile bands and assessment marks. The centre operated for one week. More than 7700 inquiries were received from students across the state. Bilingual staff were employed to answer inquiries in Arabic, Chinese, Spanish and Vietnamese.

Anomalous Results

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 2000, 120 inquiries were received. Each inquiry was thoroughly investigated by Board staff and, where appropriate, supervisors of marking.

3259 applications were received for clerical rechecks of Higher School Certificate results. The recheck is to confirm that all marks have been correctly entered on the Office's corporate computer system. Each application received a response within one week.

Electronic Capture of Student Entry Data

Following the success of the large-scale electronic collection of entries in 2000, the Office of the Board once again allowed schools to manage their School Certificate, Preliminary and Higher School Certificate student entries via the Internet using the Board's Schools Online service. The original target was to have 75% of schools using the services in 2001. This target was exceeded, with 92% of all entries submitted electronically. In many cases data was received and confirmations issued without any intervention by a Board officer, leading to a dramatic reduction in turnaround time and improved data quality.

Use of Intelligent Character Recognition Scanning Technology

In 2000 the Office of the Board expanded the use of scanning technologies to manage the fast and accurate processing of marks for the School Certificate and Higher School Certificate. Over 1.15 million sheets of paper were scanned.

A successful trial of remote scanning from the Redfern and Rosebery marking centres significantly improved turnaround time. Marksheets could be scanned during the marking session and did not have to be taken physically to the scanning centre the following day. The improved process minimised risk as the marksheets, which represent not only student marks, but also hours of work by markers, could be loaded onto the system without leaving the marking centre. The successful outcomes of this trial will result in scanners operating at country marking centres during 2001.

The success of the scanning operation allowed the Office of the Board to secure two commercial scanning contracts. These were the 2001 Australian Defence Force Reserve Survey and the 2001 National Church Life Survey.

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

**Key Result Area 3.1
Ensuring quality standards in all sectors of school education**

Actions	Key Performance Indicators	Status as at June 30, 2001
Finalise advice on registration and accreditation requirements including consultation with stakeholders	Changes to registration and accreditation requirements implemented with support of key groups	Revised Registration Manual published November 2000
Finalise advice on home schooling registration requirements	Revised home schooling registration requirements implemented with support of key groups	Home schooling requirements near completion. Key groups consulted. Publication scheduled for Board website August 2001
Finalise policy framework for online schooling	Changes to registration and accreditation requirements implemented with support of key groups	Revised registration manual accounts for increased provision of online programs. Ministerial review of non-government schools has terms of reference that considers online schools

Overview

Under the *Education Act 1990*, the Board of Studies is responsible for:

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

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

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

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

Categories of registration include primary education, secondary education, or education

of a kind for children of a kind prescribed by the regulations under the Act. The Board's Registration Committee makes recommendations to the Minister on the registration of schools on the basis of 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 Individual Non-Government Schools in New South Wales and Manual for Registration Systems of Non-Government Schools in New South Wales.

The inspection process operates through the submission by schools of documentation, or through visits to schools by Board Inspectors. In 2000–2001 the Board processed 16 applications for independent schools on the basis of documentation, 112 applications on the basis of inspection, 51 applications on the basis of Registration Systems' recommendations and conducted six site inspections of schools that had moved premises. Board Inspectors visited 12 schools for monitoring purposes. The Board's Inspectors also participated in the registration and accreditation process of at least one school from each Registration System for the purpose of evaluating those processes.

In 2000–2001 the Board's Registration Committee recommended to the Minister the registration of 42 independent secondary schools, 44 independent primary schools and three schools of a kind. Registration was granted to a further 81 independent schools providing schooling in both the primary and secondary years. Eleven of the schools monitored or re-registered have special school status, including six catering for students with emotional/behavioural problems. Exemption from registration was recommended for one school because of a conscientious objection on religious grounds.

The Board granted accreditation to 111 independent non-government secondary schools. Three schools of a kind were granted accreditation by the Board of Studies.

One overseas school was granted recognition as a school eligible to present candidates for the School Certificate.

The Board's Registration Committee recommended registration for eight new schools in 2000–2001. A number of established schools had more than one existing campus. One school added a new campus, and two schools each added four new campuses.

Review of Registration and Accreditation Requirements

Early in the reporting period the Board continued development of an enhanced policy framework for the registration and accreditation of non-government schools.

The review was being coordinated by the Board's Registration Committee, comprising representatives of all major non-government school systems. Finalisation of this review was postponed pending outcomes from the Government's Review of Non-government Schools.

Administrative Decisions Tribunal

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

One school lodged an application for appeal which it subsequently withdrew before the matter was heard.

Home Schooling

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

At the conclusion of the reporting period, there were 1456 students registered for home schooling from 868 families.

Division 7 of the Act provides for exemption from registration for home schooling on religious grounds. At the end of 2000–2001, exemption had been granted by the Minister to 69 students from 29 families.

Home Education Study

During the previous reporting period, Taylor, Nelson, Sofres, an independent research company, was commissioned to consult home educators and other interested groups to help the Government evaluate the home schooling registration requirements.

Specifically the study was intended to determine:

- whether or not the introduction of regulations should be considered
- if administrative requirements are preferred to regulations, what a revised set of requirements might include
- the process by which compliance with regulations or requirements will be monitored.

The findings of this study indicated that:

- the development of regulations for home schooling is not supported by the majority of home educators
- there is a need for the Office of the Board of Studies to review its current procedures and redevelop its home schooling guidelines to better reflect the nature of home education
- there is a need for the Office of the Board of Studies to provide clear information to support home educators in meeting the requirements for home schooling
- the home visit by the Authorised Person is recognised as an essential component in the registration process, particularly in an initial application
- home educators would benefit from information about acceptable methods of maintaining records.

As a result, new guidelines are being developed by the Office of the Board of Studies for publication in August 2001.

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

Key Result Area 4.1
Identifying, developing and applying innovations in information technology to learning and assessment

Actions	Key Performance Indicators	Status as at June 30, 2001
Develop intellectual property protocols and practices	Distribution policy finalised, licensing and market testing stages completed	Model licence agreement and revised pricing schedule finalised
Complete review of research on the implications of information technology for teaching and learning	Advice provided to Board with clear indications for further action	Ongoing. Outcomes of this review informing curriculum development
Further develop electronic testing options	Computer skills assessment feasibility study completed and advice provided to Board	On schedule to be undertaken as part of 2001 trialling exercise

Preliminary and HSC Course Entries for the New HSC

Data collected from schools on enrolment patterns for Preliminary courses under the New HSC in 2000 and 2001 suggests that the curriculum is proving successful in terms of realising the aims of the HSC review, namely:

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

Preliminary course data reveal that:

- there has been little change in either the overall size of the two cohorts or in the average number of units studied by students enrolled in Preliminary HSC courses in 2000 and 2001
- the proportion of the cohort enrolled in higher levels of English courses has risen with over one-third of students choosing the most challenging 2 Unit course in English
- enrolments in Fundamentals of English, designed to assist students who require additional support to meet the outcomes of other English courses, have risen by 10% from 5194 in 2000 to 5716 students in 2001
- overall Preliminary entries in Mathematics have increased by 1%, the largest change occurring in General Mathematics where enrolments have increased by 6% to more than 33 000
- enrolments in the VET curriculum frameworks have experienced an overall growth of 24% from 2000 to 2001, the most popular VET courses being Hospitality, Information Technology and Business Services.

Mid-year HSC course entries are also favourable:

- almost one-third of all students have chosen the most challenging English Advanced course
- over 46% of students are studying the new course in General Mathematics, while more than 24 000 students have chosen the calculus-based Mathematics course and of them 9000 also study the Extension 1 course. Almost one-third of those students are also presenting Extension 2
- each of the traditional Science courses (Biology, Chemistry and Physics) has attracted 9000 candidates and the new Earth and Environmental Science course has more than 1200 candidates
- the most popular course in the technology area is Information Processes and Technology which has almost 11 000 entries
- the VET courses continue their popularity with enrolments stable from the Preliminary year. Almost 25% of the HSC candidature is enrolled in at least one Board Developed VET course. Seventy-seven percent of eligible VET students have chosen to sit the optional HSC examinations, providing a dual pathway for further vocational and academic study.

Research on Standards Setting

This research was concerned with trialling the implementation of the HSC standards-setting procedure using a sample of courses during the marking of the 2000 HSC. For this sample, judges applied an Angoff-based standards-setting process to obtain trial cut-off scores for the various performance bands. This data was used to estimate confidence intervals for the procedure, to identify trends in the data, to examine the consistency of judges and to determine the allocation of resources required for the efficient functioning of the procedure.

The Use of Computers in Responding to Examination Questions

This research details the results of two studies in a Sydney high school in which two different methods of responding to essay questions were compared. In each study, two groups were formed that were equivalent in ability as measured by the school assessment. One group responded by using their laptop computers while the other group responded by using pen and paper.

In addition, the responses by computer were later written up by hand and the responses by pen and paper were later word-processed. Over the two studies, five essay questions were analysed. The studies gave varied results typical of other studies in the literature. For four of the five questions there was no significant difference between the two methods. For one of the questions there was an interaction effect between the method of response and the presentation format.

Goal 5:**Effectively manage resources in support of educational goals****Key Result Area 5.1****Identifying and applying best-practice standards in service delivery support****Key Result Area 5.2****Resourcing for educational priorities**

Actions	Key Performance Indicators	Status as at June 30, 2001
Finalise and implement new planning framework	Planning documentation consistent across OBOS	Framework finalised. Documentation evolving
Implement revised Quality Action Plan (QAP)	Strategies adopted following the Internal Communication Group (ICG) review implemented and included in performance agreements and branch management plans	Performance agreements and branch management plans reflect QAP strategies
	Staff Training and Development Plan addresses needs identified in QAP	Staff training identified in QAP and addressed in Office's Staff Training and Development Plan
Ensure fulfilment of OBOS/ Board of Studies external statutory reporting obligations	Forward estimates and other financial data provided to central agencies to deadline	Treasury requirements met
	BOS/OBOS Annual Report prepared to deadline	Achieved
Ensure OBOS meets emerging corporate governance responsibilities	OBOS Disability Action Plan strategies implemented and objectives achieved	Achievement of objective continuing
	OBOS Privacy Management Plan endorsed by Privacy Commission	Achieved
	Statutory obligations contained in OBOS Records Management Plan met	Requirements of <i>State Records Act</i> reflected in Office's Records Management Plan
Develop agency-level measures to achieve public service reform agenda objectives	Percentage of individual staff key competency appraisals for each branch monitored and reported to GM	Progress of individual staff key competency appraisals across branches noted by GM
	2000/2001 Savings Strategy initiatives developed and implemented	Implementation proceeding
Implement model for more transparent and integrated resource planning and allocation	Revised funding model agreed with Treasury and used for 2001/02–2004/05 Forward Estimates process	Revised model agreed

Actions	Key Performance Indicators	Status as at June 30, 2001
Implement and refine 2000/2001–2002/2003 Budget Strategy and Workforce Plan	Process of program performance review developed and implemented	Review of online service delivery, procurement of goods and services and corporate support services and facilities completed and implementation proceeding
	Budgets and Workforce Plans endorsed by management, implemented and monitored to ensure continuing delivery of core services and achievement of Govt commitments	2000/01 budget and workforce plan objectives achieved
	Human and financial resources used effectively and efficiently in accordance with branch budgets and workforce plans	Human and financial resources successfully aligned with branch budgets and workforce plans
	Markers' award successfully negotiated within parameters of Govt's Wages Policy	New award finalised August 2000
	Teaching Service Staff Award negotiations completed successfully within Govt's Wages Policy	New award finalised November 2000
Develop computer sub-systems to support the delivery and credentialling of VET in schools courses	System in place and operational in preparation for Year 12, 2001	Achieved
Ensure access to and information on the Office's products and services are available electronically	Protocols in place to ensure timely access to up-to-date information and materials	Achieved. Board documents and materials placed on website and/or CD-ROM and made available to clients
Extend electronic communications and exchange of information between schools, students and OBOS	Majority of communications to and from schools occur electronically	Being achieved. Documents for schools including memorandums, curriculum documents and support materials provided electronically
Introduce market evaluation and planning principles to the development and production of all OBOS services and products to enhance effectiveness, value and cost-recovery through increased market activity	Business plan for commercial services in place and operational	Implementation proceeding

Actions	Key Performance Indicators	Status as at June 30, 2001
Redevelop Principals Analysis Package (PAP) and School Certificate Analysis Package (SCAP) applications to support the standards-referenced School Certificate and HSC	Applications finalised and made available	A new software package to support the SC and New HSC has been scoped and will be available to enable schools to analyse their 2001 results
Identify and begin the staged acquisition of the most effective and efficient infrastructure to support the Office's information and communications technology	Implementation process finalised, with input from staff	On target for completion in August 2001. Implementation to date has been successful
Consolidate and monitor the effectiveness of the new syllabus development process, particularly the consultation strategies	Revised syllabus development handbook approved by the Board and timelines for Years 7–10 syllabus review reflect new syllabus development process	Syllabus development handbook process reviewed and amended. Amended process approved by the Board at its February 2000 meeting. Years 7–10 timelines reflect amended process
Develop and implement program for regular, ongoing consultation and information-sharing with key groups	Consultation with peak interest groups occurs at least three times in 2000–2001	Board Officers meet regularly, 3–4 times per year, with peak interest groups
Evaluate BOSLO input and role in relation to implementation of the New HSC	BOSLO debriefings held. Data and information collected and used to plan BOSLO program for 2001/2002	BOSLO monthly reports amalgamated and issues circulated to Directors and Managers for information and resolution. Regular BOSLO conferences include colloquium with senior officers to explore current issues and provide direction on BOSLO activities
Develop communication strategy that includes emphasis on improved communication with employers, VET and industry groups	Comprehensive communications strategy developed in consultation with key OBOS stakeholders	Comprehensive communications and media strategy developed and implemented
Develop and implement strategic approach to communicating with schools, parents and students	<i>Board Bulletin</i> and other communications form part of broader strategic framework for publicising and promoting initiatives and developments	Ongoing. Seven <i>Board Bulletins</i> distributed during reporting period. Publications including brochures, fact sheets, charts, features articles and media releases are continually being developed

Quality Action Plan

In 1999–2000 the focus of the Office's Quality Action Plan was on improving communication and planning processes across the Office. In partnership with the Australian Quality Council (AQC), a working group was formed to develop recommendations for improving internal communication and planning within the Office.

The recommendations included in that report were further explored in a climate survey of all staff in October 1999. The survey focused on seven strategic areas.

These areas were:

- leadership and innovation
- strategic planning and budgeting processes
- communication processes
- data information and knowledge
- people
- internal and external customer and market focus processes, products and services
- business results.

The staff feedback obtained from the survey gave the Office guidance on the development and implementation of strategies for improvement and established a benchmark for measuring staff perception over time.

In May 2001 a second climate survey was undertaken to learn about current perceptions of performance and the progress of improvement strategies, and to maximise the benchmarking benefits available. An analysis of the survey results by the AQC and the Office's working group showed an almost uniform improvement trend across all strategic areas measured. Further analysis of the survey results and the proposed establishment of focus groups to concentrate on strategy development in targeted areas will guide the Office's efforts to further improve quality standards.

Equal Employment Opportunity

In May 2001 the Office repeated a 1999 climate survey of all staff to measure organisational development and improvement since the previous survey. The 2001 survey was broadened to include a broader coverage of equity issues as they apply to the Office to test perceptions of equity and access across a number of EEO target areas. The results of that survey are to be released in the second half of 2001.

The Office's EEO planning group will use the survey results to identify areas that might benefit from the development of strategies to improve equity outcomes.

Other EEO initiatives, which were an important part of the Office's response to its EEO responsibilities, included:

- implementation of the Office's Disability Action Plan
- the completion of planning for the provision of toilets for disabled persons on the Office's premises to support the delivery of and access to the Office's services including employment
- improved responses and access to the Office's staff training and development program
- continuation of sponsorship of childcare arrangements for staff.

EEO data is included on page 52.

The Internet

From its establishment in 1995, the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>) has grown rapidly, both in the number of available documents and in the number of people using it. Throughout 2000 there was a daily average of more than 12 000 page-views. More than 2.5 gigabytes of files were downloaded each day. During the HSC period, this rose to more than 4.5 gigabytes each day. As the site is a repository for all Board-published documents, this rapidly-increasing download volume is an indicator of the Board's website providing successful access to syllabuses, examination papers and support materials by the community.

Many of the documents released during the year were made available on the website less than an hour after completion.

Multimedia Materials

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

During 2000, the Office undertook the development of two major educational websites in partnership with other government agencies to add to the quality of curriculum support available on the internet.

The first, *Teaching Heritage* (<http://www.teachingheritage.nsw.edu.au>) — a professional development website for teachers of History and Geography — has been built in partnership with the NSW Heritage Office and the NSW Department of Education and Training. The second, *Visit Gallipoli* (<http://www.anzacsite.gov.au>) is being developed with the Commonwealth Department of Veterans' Affairs and the Office of Australian War Graves for teachers and students of History, Geography, and Design and Technology.

Visit Gallipoli won the Award for Best Secondary Educational Website in *The Australian Excellence in Educational Publishing Awards* in 2001, and *Teaching Heritage* was shortlisted in the same category.

CD-ROMs released included ARTEXPRESS 2000, School Certificate 1999 and 2000 Standards Packages for Science, English-literacy and Mathematics, K–6 English Work Samples and Vocational Education and Training (Video Help tutorials for VET online).

eBOS – Shop Online

A new service within the eBOS initiative went live during September 2000. eBOS-Shop Online was developed with funding from the connect.nsw initiative. The order entry, inventory and accounts receivable system was replaced. This allowed work practices to be redesigned and allowed integration of some functions with the existing examination systems.

Clients can now interact directly with the system examining online catalogues, viewing their accounts and placing orders online. Over 500 schools have registered to use Shop Online.

Operations and Technical Support

Towards the end of the reporting period the process of upgrading many of the Office's network services was begun. The email system moved from Novell GroupWise to Lotus Domino, providing the flexibility and ensuring that the Office's email service can perform reliably into the future. The file serving system was also upgraded, from Novell Netware to Windows 2000. This has resulted in a more stable working environment.

4 *Management and Performance*

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

Performance Statement of the President, Board of Studies

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

President, Board of Studies:

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

Adjunct Professor of Education, University of Sydney

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

Member, Macquarie University Centre for Cognitive Science Advisory Panel

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

Level: SES Level 5

Period in position: Whole year

Policy advice and support

Throughout the year Professor Stanley's leadership of the Board of Studies was first-rate. He provided highly effective strategic direction across issues of significance to the Board. The Board's careful consideration of major policy issues related to the New HSC, the development of a K–10 Curriculum Framework and consideration of the place of languages in K–12 curriculum. The Minister, Government and central agencies have been provided with regular, high quality advice on Board policies and initiatives.

Significant relationships

Professor Stanley was very successful in ensuring that the Board of Studies developed and nurtured strong relationships with significant community groups. His establishment of productive relationships in and outside the educational community was reflected in the high level of cooperation between members of the Board. His collaboration with universities in research designed to assess the impact expected of the Board's work was accompanied by further exploration of technological solutions in adaptive testing. His liaison with industry groups resulted in significant initiatives towards identifying measures of quality to apply to VET certification.

Strategic outcomes

Playing a leading role in ensuring that the Board's major strategic initiatives in K–12 curriculum and assessment were furthered and understood, Professor Stanley liaised with schools, community groups and business groups across New South Wales. This involved regular meetings and visits in all regions as he ensured understanding of the Board's directions and gathered responses which enabled him to keep the Board fully aware of the impact of its initiatives. This informed evaluation of its strategic directions has further enhanced the Board's responsiveness to community priorities.

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

General Manager, Office of the Board of Studies:

John M Ward, BA, MEd, MPubPol

Level: SES Level 4

Period in position: Whole year

Policy advice and support

Throughout the year Mr Ward has actively identified significant strategic issues for the Minister and the Board relating to the New HSC and reforms to Years 7–10. He has led development by the Office of appropriate policy responses. Mr Ward also ensured momentum for initiatives in computing skills assessment and evaluation of languages teaching.

Significant relationships

During the year, Mr Ward successfully managed relationships with major educational interest groups ensuring continued implementation of major curriculum, assessment and reporting reforms for the New HSC, first examined in 2001. He also played a significant role in winning community support for the developing K–10 standards framework and arranged widespread community consultation for HSC changes, the K–10 Framework, new syllabuses for K–10 Mathematics and 7–10 English and the new Computing Skills Assessment for Year 10.

Agency programs

All Office programs were completed on time and within budget under Mr Ward's overall management. These included provision of standards-referenced 2000 School Certificates and Preliminary Course Records of Achievement and Higher School Certificates to more than 200 000 students statewide.

Strategic outcomes

Mr Ward's strategic leadership of the Office's operational programs ensured production and implementation of key materials to support the introduction of the New Higher School Certificate. He also ensured that the Government's policy objectives in K–10 curriculum and assessment were pursued systematically throughout the year. Emphasis on a three-year planning framework enhanced achievement of the strategic outcomes.

Managing resources

In his management of resources, Mr Ward again ensured improvements in the quality of services provided to the Board's clients while meeting savings targets. Structured planning of workforce and budget matters resulted in programs meeting time and budget goals. Initiatives were reflected in the Office's plans and priorities for the year.

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 distinct functional areas: Human Resources and Corporate Operations.

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

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

Assessment

Manager: Carol Taylor

Assessment Branch coordinates the development and production of all Higher School Certificate examinations, School Certificate Test papers and Course Performance Descriptors.

The branch provides technical and professional support to the Board on assessment, reporting and credentialling issues and liaises with national and international bodies on assessment matters.

Assessment Branch develops support material and provides advice to schools and the public on assessment and reporting in all key learning areas from Kindergarten to Year 12.

The branch also monitors the awards by schools of grades for School Certificate courses and manages the appointment of members to the Board's examination committees.

Curriculum

Director: Robert Randall

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

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

The Board's Inspectors are located in Curriculum Branch. A list of their names and key learning area responsibilities is included in Appendix 13. The Inspectors and their teams provide leadership in curriculum through: working with Board Curriculum Committees; managing project teams for curriculum development; presentations at conferences; responding to inquiries; developing papers for the Board; and liaising with all educational institutions both within NSW and nationally. They are involved in addressing meetings of teachers, tertiary educators, professional associations, teacher trainees and DET-TAFE personnel to provide guidance and clarification of issues related to each key learning area.

Examinations and Certification

Director: Rob Speers

Examinations and Certification Branch manages the planning, conduct and marking of Higher School Certificate Examinations and School Certificate Tests. The branch is responsible for the appointment of Supervisors of Marking for each course and ensures the application of the Board's policies and standards in relation to marking. The branch collects and processes all entry and assessment data for the Higher School Certificate and School Certificate programs, and maintains student records and provides advice to schools on credentialling matters.

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

Examinations and Certification Branch is responsible for the distribution of all Certificates, Records of Achievement, Course Reports, Vocational Course credentials and Result Notices for eligible students.

Finance

Manager: Greg Logan (Acting from January 2000)

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

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

Information Services

Director: Dr John Bennett

Information Services 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 and measurement systems and services supporting all Board programs. It manages systems and measurement procedures to produce and distribute student SC and HSC results and related reports. 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 Boards materials. The branch produces interactive curriculum and support materials on CD-ROM and manages the Board of Studies websites.

The branch also undertakes research in educational measurement to inform the development and application of assessment and examination policies and practices, manages the analysis and presentation of student achievement data and conducts projects and processes associated with the Board's statewide assessment and examination programs.

Policy and Development

Manager: David Patterson

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

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

The branch also coordinates the activities of the Office's regionally based Liaison Officers and the following joint displays/performance projects with the Department of Education and Training: DesignTech, OnSTAGE, ENCORE, ARTEXPRESS and the Minister's Young Designers Awards. The Chief Research Officer, Librarian and Board secretariat are located in the branch.

Public Affairs and Planning

Manager: Kathy Armstrong

Public Affairs and Planning Branch gives voice to Board of Studies policies and programs and provides a vehicle for enhancing communication with government, the media and the public. It is responsible for media and public relations, issues management, communication, planning and reporting, and special projects.

The branch manages media coverage of significant, strategically focused Board of Studies programs and through that coverage presents the Board's messages to the general public and other external audiences. It is responsible for the public relations activities of the Board and the Office, including special functions and events such as the Premier's Awards for Excellence and the release of Higher School Certificate results.

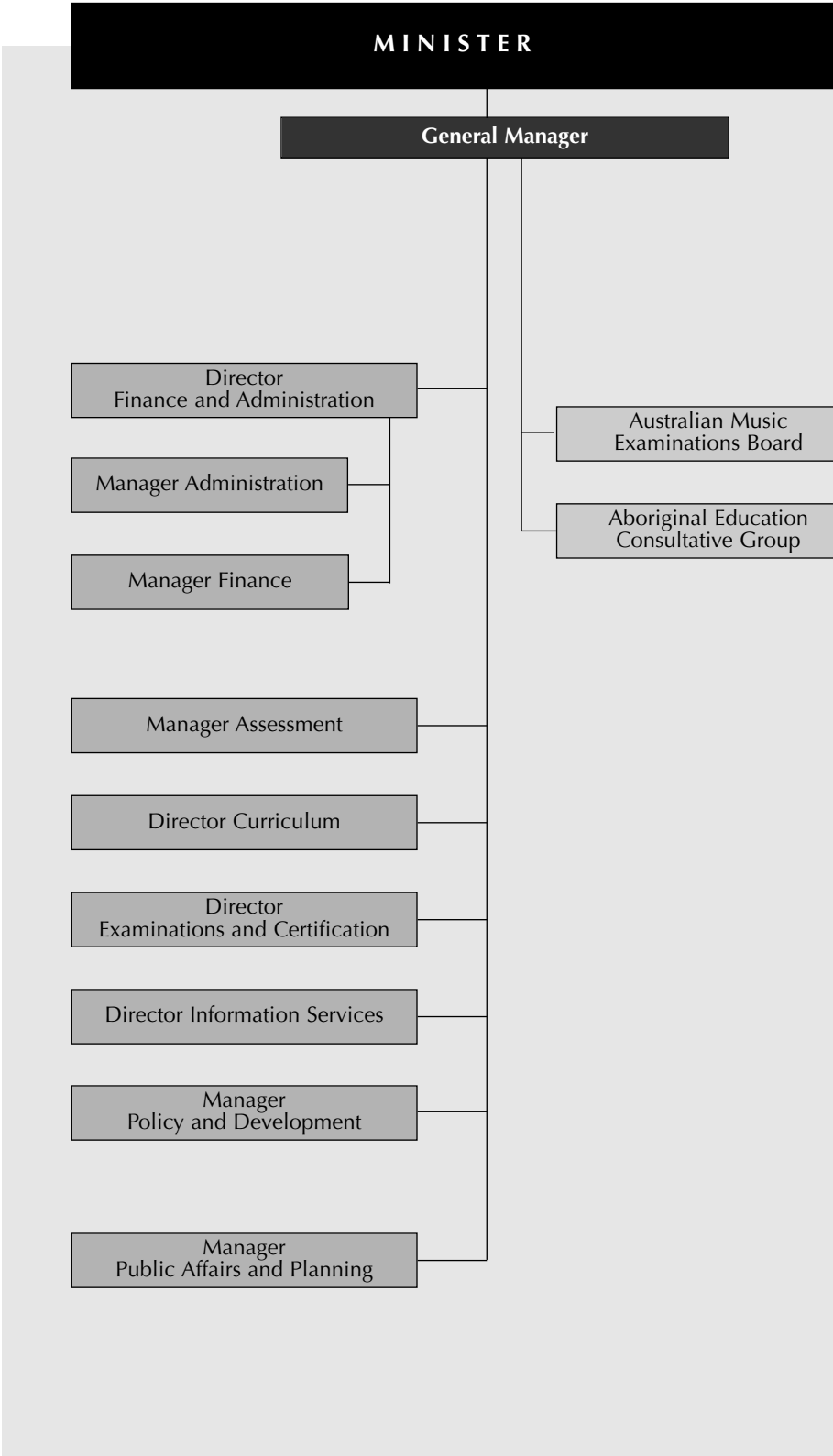
The branch is responsible for the management and coordination of sensitive and contentious issues concerning curriculum, assessment, credentialling and school registration. It works to enhance positive relationships and collaboration on the issues between the Board and government, schools, business and industry, universities and other organisations.

Public Affairs and Planning Branch also manages the communication and dissemination of selected print and electronic materials and publications, including *Board Bulletin*.

The branch is also responsible for developing and communicating the Office strategic and operational plans and Annual Report in conjunction with Board officers.

The role of the branch includes the development of strategies for achieving broad public recognition of Board activities throughout and beyond Australia.

Office of the Board of Studies



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

Level	Total CES/SES 2000–2001	Total CES/SES 1999–2000
8		
7		
6		
5		
4	1	1
3		
2	2	1
1	2	3

Number of positions held by women

Current year	1
Previous year	1

OBOS CES/SES Staff Academic Qualifications

General Manager
Mr John Ward, BA, MEd, MPubPol

Director, Curriculum
Mr Robert Randall, BAppSci, GradDipEd, MEdMgt

Director, Information Services
Dr John Bennett, BMath, BEdStud, MEd, PhD

Director, Finance and Administration
Mr David Murphy, BBus(Acc/Econ), ASA

Director, Examinations and Certification
Ms Rob Speers, DipTeach

Recruitment

During 2000–2001, the average staffing of the Office of the Board of Studies was 216. During the reporting period a number of functions located in other branches were transferred to the restructured Policy and Development Branch and to the Public Affairs and Planning Branch. The staffing figures for previous years have been amended for these branches to allow valid comparisons between years. Over the course of the preceding year the full-time equivalent of a further 605 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.

Divisions/Branches	2001			2000			1999			1998		
	CES/SES	Other	Total	CES/SES	Other	Total	CES/SES	Other	Total	CES/SES	Other	Total
Senior Management	1	2	3	1	2	3	1	2	3	1	2	3
Policy and Development (incl Regional Liaison and Secretariat)	–	32	32	–	30	30	–	35	35	–	35	35
Public Affairs and Planning	–	5	5	–	5	5	–	5	5	–	4	4
Curriculum	1	44	45	1	51	52	1	63	64	1	53	54
Examinations and Certification	1	39	40	1	36	37	1	36	37	1	36	37
Assessment	–	18	18	–	25	25	–	25	25	–	23	23
Finance and Administration	1	20	21	1	22	23	1	22	23	1	26	27
Australian Music Examinations Board	–	10	10	–	11	11	–	10	10	–	8	8
Information Services	1	36	37	1	34	35	1	34	35	1	32	33
Aboriginal Education Consultative Group	–	5	5	–	5	5	–	5	5	–	5	5
Total	5	211	216	5	221	226	5	237	242	5	224	229

Equal Employment Opportunity

Equal Employment Opportunity Statistics (based on actual staffing as at June 30, 2000)

Table 1 Percent of total staff by level

Subgroup as % of total staff at each level					Subgroup as estimated % of total staff at each level				
Level	Total staff number	Respondents	Men	Women	Aboriginal people & Torres Strait Islanders	People from racial, ethnic, ethno-religious minority groups	People whose language first spoken as a child was not English	People with a disability	People with a disability requiring work-related adjustment
<\$26,802	0	0%	0%	0%	0%	0%	0%	0%	0%
\$26,802–\$39,354	74	84%	26%	74%	1%	21%	31%	5%	5%
\$39,355–\$48,799	52	79%	31%	69%	7.3%	32%	29%	7%	2.4%
\$48,800–\$64,400	32	97%	44%	56%	0%	19%	13%	6%	6.5%
>\$64,000 (non SES)	76	89%	54%	46%	4.4%	13%	12%	6%	1.5%
SES	6	100%	83%	17%	0%	0%	0%	0%	0%
Total	240	87%	40%	60%	3.4%	20%	21%	6%	3.4%
Estimated subgroup totals		208	95	145	8	48	51	14	8

Table 2 Percent of total staff by employment basis

Subgroup as % of total staff at each level					Subgroup as estimated % of total staff at each employment category					
Employment basis	Total staff number	Respondents	Men	Women	Aboriginal people & Torres Strait Islanders	People from racial, ethnic, ethno-religious minority groups	People whose language first spoken as a child was not English	People with a disability	People with a disability requiring work-related adjustment	
Permanent	Full-time	146	87%	38%	62%	3.1%	24%	27%	7%	4.7%
	Part-time	16	75%	0%	100%	0%	8%	17%	8%	8.3%
Temporary	Full-time	10	80%	50%	50%	0%	38%	38%	0%	0%
	Part-time	3	33%	67%	33%	0%	0%	0%	0%	0%
Contract	SES	6	100%	83%	17%	0%	0%	0%	0%	0%
	Non SES	59	92%	47%	53%	5.6%	1%	7%	4%	0%
Total		240	87%	40%	60%	3.3%	20%	21%	6%	3.4%
Estimated subgroup totals		208	95	145	8	47	0	14	8	

Notes: Tables 1 & 2 do not include casual staff.

Figures for EEO groups other than women have been adjusted to compensate for the effects of non-response to the EEO data collection. EEO statistics reported in years prior to 1998 may not be comparable due to a change in the method of estimating EEO group representation.

Occupational Health and Safety Performance

The Occupational Health and Safety Committee met on four occasions during 2000–2001. To help maintain a safe and healthy working environment office workplace site inspections were undertaken throughout 2000–2001.

Injuries

Permanent staff

Category	Number
Fall	3
Lifting	4
Strain	5
Other	2

Casual staff/Markers/Presiding Officers

Category	Number
Fall	10
Lifting	1
Strain	1
Other	5

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

Risk Management

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

The Office's Business Continuity Plan and Evacuation Procedures have been reviewed during the reporting period and updated accordingly.

Risk exposures have been identified and corresponding risk controls developed. These include:

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

The Office's Risk Management Group dealt with issues affecting security awareness and emergency evacuation. It also undertook a review of office fire equipment and emergency lighting and conducted a disaster recovery survey. A review of security measures and procedures governing access and control of the Office's premises was also commissioned by the Office.

Business Continuity Planning

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

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

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

The objectives of the plan are to:

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

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

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

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

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

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

Payment of accounts

Payment Performance Indicators

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

Aged analysis at the end of each quarter

Quarter	Current (ie within due date)	\$ Less than 30 days overdue	\$ Between 30 and 60 days	\$ Between 60 and 90 days	\$ More than 90 days overdue
September	6 355 590.83	7 177 144.15	19 309.80	–	130.96
December	13 863 234.12	19 673 280.47	5 148.00	–	–
March	2 172 348.48	7 107 282.81	310 617.17	120 823.53	115 421.29
June	1 570 333.24	7 364 485.66	144 934.14	79 061.10	36 620.74

Accounts paid on time within each quarter

Total accounts paid on time

Quarter	Target %	Actual %	\$	Total amount paid
September	100	100	7 177 144.15	7 196 584.91
December	100	100	19 673 280.47	19 678 428.47
March	100	93	7 107 282.81	7 654 144.80
June	100	97	7 364 485.66	7 625 101.64

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

Percentage of accounts paid on time for the year:	98%
Total dollar amount of accounts paid on time:	\$41 322 193.09
Total dollar amount of accounts paid:	\$42 154 259.82

Prompt payment results for the year show a percentage of accounts paid on time as 98%. This figure is a reasonable result and maintains the 'Prompt Payment of Accounts' at a high level.

The (\$) amount and number of invoices not paid on time during the last two quarters represented 2% overall. The main causes of this can be explained by the following:

- invoices lost in the mail
- invoices in dispute with supplier.

No interest for late payment of accounts has been charged.

Exceptional movements in employee wages, salaries or allowances

Administrative and clerical staff employed under the Crown Employees (Public Sector – Salaries January 2000) Award received a second tier salary increase of 2% effective from 5 January 2001.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a second tier increase of 3% effective from 3 April 2000.

Personnel policies and practices

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

- Education Act 1990
- Public Sector Management Act 1988.

The salaries and conditions of employment of these staff are determined by the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries January 2000) Award.

Industrial relations policies and practices

Industrial relations policies and practices at the Office of the Board 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 2001 for the Office of the Board was:

Extended leave	\$2 855 914
Recreation leave	\$1 090 552

Contracting and market testing

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

The principles of the plan were applied to operations across a number of programs during the reporting period. The Office initiated and concluded a number of strategic contracts following a process of market testing during 2000–2001. These included:

- the development and implementation of an information and communication technology infrastructure plan encompassing a facility for the leasing of computer equipment
- market testing of suppliers for the procurement of a wide range of information technology equipment and server co-location
- procurement of various goods and services
- the identification of means to streamline procurement of printing and publishing services through a process of market testing
- the maintenance and development of the Office's examinations system.

Consultancies

Consultancies costing less than \$30 000

No consultancies valued at less than \$30 000 were undertaken during the reporting period.

Consultancies costing more than \$30 000

Two consultancies during the reporting period were conducted by Ernst and Young Pty Ltd and the Department of Public Works, at a total cost of \$68 494.36.

Code of Conduct

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

Commitment to Service

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

The Minister for Education and Training

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

The Board of Studies and its sub-committees

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

Schools and systems

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

Teachers in primary and secondary schools

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

Parents

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

Students

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

Employers

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

Tertiary education sector

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

Standards of Service

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

Implementing standards of service

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

- providing full-time liaison officers in ten regions to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on Board policies and decisions
- researching community opinion on particular initiatives and policies
- 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

In addition to phone calls and faxes to Client Services, as many as 50 email inquiries are received each day. These are distributed to the appropriate Board Officer to respond. Most are replied to satisfactorily within 24 hours.

Any suggestions on ways in which the Office of the Board of Studies can improve its services, policies and procedures are welcome. 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. Client Services is a primary contact for a wide range of clients regarding a wide range of issues. A major role is the 'Help Desk' service provided by Client Services staff for Schools Online. As a result, Client Services receive many calls and emails for help. Initially many of the callers are 'complaining'; however, as our role is to provide advice and help, these issues are generally resolved. If the issues are not resolved to the client's satisfaction, they are encouraged to write to the General Manager. Twelve complaints regarding the Board's Schools Online Service were received. The issues raised were:

- 1 Slow response times
- 2 The number of steps required for each enrolment
- 3 Difficulties accessing BOScentral
- 4 Difficulty contacting Client Services staff and accessing assistance.

These issues have been/are being resolved in the following ways:

- 1 Because the Board's computer reached processing capacity on some days, additional processors will be purchased for the Board's server in time for the 2001 release of results and the 2002 entries cycle. However, slow response times were typically due to the network configuration within the school and the configuration of the Department of Education and Training (DET) Network. The Office is in consultation with the DET regarding improvements to the service.
- 2 Significant improvements were made to Schools Online following feedback from the 1999 cycle. However, the overall process still resembles the paper-based work practice, requiring student-by-student processing. By re-evaluating the business process, substantial improvements can be made allowing entire cohort, course-based and pattern-of-study based enrolment options. These will be in place for the 2002 entries cycle.
- 3 BOScentral is the bulk entries application allowing schools to use information already in a database (eg OASIS) as a basis for their entries. As BOScentral connects to a secure server, many schools had this type of access blocked on their network and had difficulties removing this block.
- 4 Client Services employed additional staff to support the entries process and they were available from 7.30 am to 6.30 pm on working days, and after hours by appointment. However, the PABX allowed calls to cycle through group operators and then rang out if all lines were busy during the cycle. A new system is being investigated which will allow calls to be queued and assigned to the next available operator. This will ensure that calls are not lost.

Representation on External Committees

(as at June 30, 2000)

Professor G Stanley (President, Board of Studies)

Vocational Education and Training Accreditation Board

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

Australian Curriculum, Assessment and Certification Authorities (ACACA) Chief Executive Officers Group

ACACA Curriculum and Assessment in the Compulsory Years Sub-group

Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA)

Vocational Learning Framework Working Group

Chief Executives Committee Forum

Small Agencies CEOs Executive Group

Dr J Bennett (Director, Information Services)

HSC On-line Board of Management

NSW Vice-Chancellors' Conference Technical Committee on Scaling

Mr R Randall (Director, Curriculum)

DET 'An Exceptional Schooling Outcomes Project' Advisory Group
 Advisory Committee for the DETYA Project Preparation of Teachers
 to Teach English Literacy and Numeracy in Primary and Secondary Schools
 National Working Group for the Recognition by both Industry and Higher Education
 of Achievement in VET in Schools Courses
 External Advisory Committee for the UTS Bachelor of Education (Secondary) Program
 University of Sydney, Faculty of Education, Secondary External Advisory Committee
 Teacher Education Review Taskforce
 DET ICT Skills Working Group
 Schools Consortium (Vocational Education and Training in Schools)
 Board of Vocational Education and Training Curriculum Advisory Committee

Ms R Speers (Director, Examinations and Certification)

Public Service Medal Committee
 RSL Scholarship Committee
 Year 12 Sub-committee of the Technical Committee on Scaling

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 H Dixon (Board Inspector – Languages)

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

Ms R Hafner (Board Inspector – Science)

NSW Quality Teacher Program Steering Committee
 QTP Science Reference Group
 Schools Animal Care and Ethics Committee

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

NSW Civics and Citizenship Education Benchmarking Project Consultative Group

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

Premier's Physical Activity Taskforce

Mr P Lambert (Board Inspector – Primary)

Management Committee of Access Asia Program, NSW
 Department of Community Services NSW Curriculum Framework Steering Committee
 Consistency of Outcomes and Stage Assessment Reference Group

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

Ministerial Council on Employment Education Training and Youth Affairs Taskforce
 on VET in Schools – VET Working Group
 Australian Curriculum, Assessment and Certification Authorities Sub-group on
 Vocational Education in Schools
 Enterprise and Career Education Foundation State Advisory Committee
 Qualifications, Recognition and Resource Requirements Committee
 NSW Work Placement Co-ordination Project Steering Committee

Mr P Osland (Board Inspector – Mathematics)

Project Advisory Committee for 'What's making the difference?' Numeracy Research
 in NSW Primary Schools Project

Overseas Visits

Mr John Ward (General Manager)

USA, August 25–September 9, 2000

The purpose of this visit was to investigate approaches to standards-referenced assessment reporting and to gain understanding of benchmarking procedures in Washington, Pittsburgh, Tennessee and Florida.

Ms Carol Taylor (Manager Assessment Branch)

Singapore September 30–October 5, 2000

The purpose of this visit was to brief teachers, students and parents on the new standards-referenced approaches to examinations and school assessment for the New HSC. The Australian International School met the cost of the visit.

Ms J Montague, Assistant Supervisor of Music Marking

Mr J Greg, Senior Marker Music

Mr R Waller, Senior Marker, Visual Arts

Mr L Guest, Senior Marker, Visual Arts

Singapore, October 20–25, 2000

These markers attended the Australian International School to mark HSC performances and artworks. The school met the cost of the visits.

Sponsorships

The Office of the Board of Studies would like to thank the sponsors for their support of the following events in 2000–2001:

ARTEXPRESS

Chroma Australia

Grace Removals

Sir William Dobell Art Foundation

Radio 2UE

The Sydney Morning Herald

Channel Ten

Integral Energy

Minister's Young Designers Awards

Independent Commission Against Corruption

Cable and Wireless Optus

R E Batger

Taronga Zoo

Waste Reduction and Recycling

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

Strategies for waste minimisation include:

- Purchasing products with recycled content and low-waste products, where these are cost-effective and meet performance requirements. The Office has made significant progress in purchasing paper with recycled contents from 'nil' reams in 1997 to 7200 reams in 2000. This represents 41% of recycled content paper out of the total 12 239 reams that was purchased last year.
- Use of the internet to cut the Office's overall usage of paper by 20%. Paper purchased in 1997 was 15 668 reams compared with 12 239 reams purchased in year 2000.
- Electronic publishing of internal newsletters for various subjects via the Office's email.
- Recycling of printer toner cartridges.
- Separation and recycling of glass bottles, aluminium cans and PET bottles from other waste.

Similarly, the Office has made progress in its commitment to the use of recycled products, printing the *Board Bulletin* on recycled paper. This quarterly publication is distributed to all schools in NSW. More than 37 million pages are printed and distributed per annum.

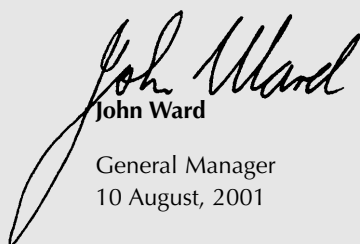
5 Financial Statements

The Office of the Board of Studies

Year ended 30 June 2001

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

- (a) The accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, the Public Finance and Audit Regulations, and the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the Treasurer's Directions and other authoritative pronouncements of the Australian Accounting Standards Board (AASB) and Urgent Issues Group (UIG) Consensus Views;
- (b) the Statement of Financial Performance presents a true and fair view of the results of the Office of the Board of Studies for the year ended 30 June 2001;
- (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, 2001; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



John Ward
General Manager
10 August, 2001



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 2001. The General Manager is responsible for the financial report consisting of the accompanying statement of financial position, statement of financial performance, statement of cash flows and summary of compliance with financial directives, together with the notes thereto, and information contained therein. My responsibility is to express an opinion on the financial report to Members of the New South Wales Parliament and the General Manager based on my audit as required by sections 34 and 45F(1) of the *Public Finance and Audit Act 1983* (the Act). My responsibility does not extend to an assessment of the assumptions used in formulating budget figures disclosed in the financial report.

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

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

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

Audit Opinion

In my opinion, the financial report of the Office of the Board of Studies complies with section 45E of the Act and presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements the financial position of the Office as at 30 June 2001 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 Kalagurjevic'.

S Kalagurjevic FCPA

Director of Audit

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

SYDNEY
14 August 2001

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**The Office of the Board of Studies
Financial Report 30 June 2001**

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Statement of Financial Performance

For the year ended 30 June 2001

	Note	Actual 2001 \$'000	Budget 2001 \$'000	Actual 2000 \$'000
Expenses				
Operating expenses				
Employee related	4(a)	55,558	55,237	54,845
Other operating expenses	4(b)	17,523	17,657	17,819
Depreciation and amortisation	4(c)	1,194	1,410	1,531
Grants and subsidies	4(d)	470		476
Total Expenses		74,745	74,304	74,671
Less: Retained Revenue				
Sale of goods & services	5(a)	3,771	4,060	4,067
Investment income	5(b)	118	147	
Grants and contributions	5(c)	1,382	262	1,432
Other revenue	5(d)	269	221	315
Total Retained Revenue		5,540	4,690	5,814
Gain/(Loss) on disposal of non-current assets	6	7	50	62
NET COST OF SERVICES	3	69,198	69,564	68,795
Government Contributions				
Recurrent appropriation	22	65,423	64,468	62,974
Capital appropriation	22	1,610	1,836	1,200
Acceptance by the Crown Entity of employee entitlements and other liabilities	7	3,718	2,678	3,436
Total Government Contributions		70,751	68,982	67,610
Surplus/(deficit) for the year from ordinary activities		1,553	(582)	(1,185)
SURPLUS/(DEFICIT) FOR THE YEAR		1,553	(582)	(1,185)
Total revenues, expenses and valuation adjustments recognised directly in equity		–	–	–
Total changes in equity other than those resulting from transactions with owners as owners	15	1,553	(582)	(1,185)

The accompanying notes form part of these statements.

Statement of Financial Position

For the year ended 30 June 2001

	Note	Actual 2001 \$'000	Budget 2001 \$'000	Actual 2000 \$'000
ASSETS				
Current Assets				
Cash	8	1,022	645	462
Receivables	9	1,046	551	152
Inventories	10	647	1,398	722
Total Current Assets		2,715	2,594	1,336
Non-current Assets				
Property, Plant and Equipment				
Plant and Equipment	11	5,195	5,205	4,459
Total Property, Plant and Equipment		5,195	5,205	4,459
Total Non-current Assets		5,195	5,205	4,459
TOTAL ASSETS		7,910	7,799	5,795
LIABILITIES				
Current Liabilities				
Payables	12	676	1,522	314
Employee entitlements and other provisions	13	3,276	1,381	2,731
Other	14			345
Total Current Liabilities		3,952	2,903	3,390
TOTAL LIABILITIES		3,952	2,903	3,390
NET ASSETS		3,958	4,896	2,405
Equity				
Accumulated funds	15	3,958	4,896	2,405
TOTAL EQUITY		3,958	4,896	2,405

The accompanying notes form part of these statements.

Statement of Cash Flows

For the year ended 30 June 2001

	Note	Actual 2001 \$'000	Budget 2001 \$'000	Actual 2000 \$'000
Cash Flow from Operating Activities				
Payments				
Employee related		(53,816)	(53,916)	(53,273)
Grants and subsidies		(470)		(476)
Other		(19,261)	(17,656)	(18,290)
Total Payments		(73,547)	(71,572)	(72,039)
Receipts				
Sale of goods & services		3,703	4,060	4,411
Interest received		102		83
Other		3,016	639	1,664
Total Receipts		6,821	4,699	6,158
Cash Flows from Government				
Recurrent appropriation		65,423	64,468	63,319
Capital appropriation		1,610	1,836	1,200
Cash reimbursements from the Crown Entity		2,521	2,678	2,189
Cash transfers to the Consolidated Fund		(345)		
Net Cash Flows from Government		69,209	68,982	66,708
Net Cash Flows from Operating Activities	21	2,483	2,109	827
Cash Flows from Investing Activities				
Proceeds from sale of Plant and Equipment	6	65	250	183
Purchases of Plant and Equipment		(1,988)	(1,836)	(728)
Net Cash Flows from Investing Activities		(1,923)	(1,586)	(545)
Net Increase/(Decrease) in Cash		560	523	282
Opening Cash and Cash Equivalents		462	122	180
Closing Cash and Cash Equivalents	8	1,022	645	462

The accompanying notes form part of these statements.

Summary of Compliance with Financial Directives

	Recurrent Appropriation	Expenditure/ Net Claim on Consoli- dated Fund	Capital Appropriation	Expenditure/ Net Claim on Consoli- dated Fund	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Original Budget								
Appropriation/Expenditure								
Appropriation Act	63,598	63,583	1,836	1,610	57,882	57,772	1,200	1,200
Additional Appropriations					4,586	4,586		
s24APF & AA – special appropriation								
s24PF & AA – transfer of function between departments								
s26PF & AA – Commonwealth specific purpose payments – IESIP	870	520			870	525		
	64,468	64,103	1,836	1,610	63,338	62,883	1,200	1,200
Other Appropriation/Expenditure								
Treasurer's Advance	1,320	1,320						
Section 22 – expenditure for certain works and services					91	91		
Transfer from another agency (section 26 of the Appropriation Act)								
	1,320	1,320			91	91		
Total Appropriation/Expenditure/ Net Claim on Consolidated Fund (includes transfer payments)	65,788	65,423	1,836	1,610	63,429	62,974	1,200	1,200
Amount Drawn against Appropriation		65,423		1,610		63,319		1,200
Liability to Consolidated Fund						(345)		

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

The Liability to the Consolidated Fund represents the difference between the Amount Drawn against Appropriation and the Total Expenditure/Net Claim on Consolidated Fund.

Treasurer's Advance of \$1.320m represents additional funding for the School Certificate and Higher School Certificate examinations of \$1.094m and a transfer from the Capital Appropriation of \$0.226m for the purchase of examination furniture.

The actual net claim on the Consolidated Fund was less than the Capital Appropriation by \$0.226m. This amount was transferred to the Recurrent Appropriation by way of supplementation.

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

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

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

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

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

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

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

A reconciliation between the 'Net Cost of Services' and the 'Net Cash Used from Operating Activities' in accordance with accounting standard AAS29 'Financial Reporting by Government Departments' is shown at Note 21.

(b) Parliamentary Appropriations and Contributions from Other Bodies

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

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

(c) Employee Entitlements**(i) Wages and Salaries, Annual Leave, Sick Leave and On-costs**

Liabilities for wages and salaries, annual leave and vesting sick 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.

(ii) Long Service Leave and Superannuation

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

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 (eg Basic Benefit and First State Super) is calculated as a percentage of the employee's salary. For other superannuation schemes (ie State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

(d) Operating Revenue

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

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

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

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

Plant and equipment costing \$5,000 and above are individually capitalised. Each class of physical non-current assets is revalued every 5 years. The last such revaluation was completed on 30 June 1996 and was based on an independent assessment.

In accordance with Treasury policy, the Office has applied AAS38 'Revaluation of Non-current Assets' transitional provisions for the public sector and has elected to apply the same valuation basis as the previous reporting period, while the relationship between fair value and the existing valuation basis in the NSW Public sector is further examined. It is expected that in most instances the current valuation methodology will approximate to fair value.

The Office was scheduled to revalue its non-current assets in 2000–01. However, an exemption from this requirement was granted by Treasury due to the implementation of a managed IT leasing program in 2001–02 for computer equipment within the Office.

Depreciation

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

As a result of the implementation of the new leasing program, the Office will be undertaking a review of computer equipment in 2001–02 and if necessary will make adjustments to reflect revised assessments of the useful lives of these assets.

Useful lives of each major class of depreciable asset are:

	2001	2000
Computer Equipment	4 Years	4 Years
Office Furniture	10 Years	10 Years
Office Equipment	5 Years	5 Years
Building Improvement	10 Years	10 Years
Plant & Machinery	10 Years	10 Years

(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 to Note 10).

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

The provision for obsolescence has been retained at 10%.

(g) Administered Activities

The Office has no administered activities.

(h) Financial Instruments

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

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

Classes of instrument recorded at cost comprise:

- cash
- receivables
- creditors.

All financial instruments including revenue, expenses or other cash flows arising from instruments are recognised on an accruals basis. Interest rate risk is the risk that the value of the financial instrument will fluctuate due to changes in market interest rates (Note 24).

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

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

(i) Board Fees

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

(j) Restricted Assets

The Office holds monies donated for the Brother John Taylor Memorial Trust (\$13,904) and for the Mary Besley Biology Teachers award (\$346). The Brother John Taylor Memorial Trust recognises a HSC student who has overcome significant disadvantage to achieve academic excellence. The Mary Besley Biology Teachers award recognises outstanding achievement in Biology. Interest earned from investment of these assets is used to provide cash awards to the recipients.

(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 Statement of Financial Performance in the periods in which they are incurred. The Office has no finance leases.

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

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

(n) Receivables

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

(o) Payables

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

(p) Reclassification of Financial Information

As a result of applying AAS1 'Statement of Financial Performance' and AAS36 'Statement of Financial Position', the format of the Statement of Financial Performance (previously referred to as the Operating Statement) and the Statement of Financial Position have been amended. As a result of applying these Accounting Standards, a number of comparative amounts were represented or reclassified to ensure comparability with the current reporting period.

(q) Budgeted Amounts

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

3. BUDGET REVIEW

Net Cost of Services

The actual net cost of services in 2001 was lower than budget by \$0.366m. This was primarily due to additional external funds received subsequent to the finalisation of the 2001 budget for specific syllabus and curriculum support material projects including projects for Commonwealth Vocational Education and Training and projects for Aboriginal Education.

Assets and Liabilities

Current liabilities exceeded budget by \$1.05m due to a decrease in payables and an increase in the provision for teacher relief provided by the Department of Education and Training.

Cash Flows

Net Cash Flows from Operating Activities exceeded budget by \$0.374m due to an increase in net actual receipts over payments.

Net Cash Flows from Investing Activities exceeded budget by \$0.337m due to a reduction in asset sales and an increase in equipment purchases.

4 EXPENSES

	2001	2000
	\$'000	\$'000
(a) Employee-related expenses comprise the following specific items:		
Salaries and wages (including recreation leave)	48,693	48,041
Superannuation	3,110	2,866
Long service leave	411	387
Workers compensation insurance	290	297
Payroll tax and fringe benefit tax	3,054	3,254
	<hr/> 55,558	<hr/> 54,845
(b) Other operating expenses comprise the following items:		
Auditor's remuneration		
– audit of financial report	33	32
Computing expenses	560	971
Insurance	78	99
Postage	970	1,338
Printing & publishing	2,982	4,055
Marking centre rental	3,150	2,681
Operating lease rental	2,061	1,878
Security	1,305	1,377
Travel & accommodation	1,467	1,490
Stationery & consumables	591	447
Motor vehicles	531	455
Furniture and equipment	1,001	409
Telephones	530	348
Bad and doubtful debts	42	3
Other	2,222	2,236
	<hr/> 17,523	<hr/> 17,819

	2001	2000
	\$'000	\$'000
(c) Depreciation/amortisation is charged as follows:		
Building improvements	208	208
Computer equipment	812	1,077
Office equipment	47	78
Office furniture	81	110
Plant and machinery	5	9
Motor vehicles	34	49
Written down value of assets written off	7	
	1,194	1,531
(d) Grants and subsidies:		
Indigenous Education Initiatives	470	476
5. REVENUES		
Revenue Arising from Operating Activities		
(a) Sale of goods:		
Sale of teaching kits and publications	632	1,153
Rendering of services:		
HSC and School Certificate user charges	973	713
Music Examination Advisory Board fees	2,127	2,197
Other (FOI, Inservice fees, etc)	39	4
	3,771	4,067
(b) Investment income		
Interest	118	83
(c) Grants and contributions		
Aboriginal Education	305	395
Vocational Education and Training	645	441
NALSAS Languages	174	
Street Sense Project	16	207
Information Technology projects	235	228
Other	7	161
	1,382	1,432
(d) Other revenue		
Exhibition fees	225	200
Other	44	32
	269	232

	2001	2000
	\$'000	\$'000
6. GAIN/(LOSS) ON DISPOSAL OF NON-CURRENT ASSETS		
Gain/(Loss) on disposal of plant and equipment:		
Proceeds from disposal	65	183
Written down value of assets disposed	58	121
	7	62
7. 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	3,110	2,866
Long service leave	411	387
Payroll tax	197	183
	3,718	3,436
8. CURRENT ASSETS – Cash		
Cash at bank and on hand	1,022	462
For the purposes of the Statement of Cash Flows, cash includes cash on hand and cash at bank. Cash assets recognised in the Statement of Financial Position are reconciled to cash at the end of the financial year as shown in the Statement of Cash Flows.		
Cash (per Statement of Financial Position)	1,022	462
Closing Cash and Cash Equivalents (per Statement of Cash Flows)	1,022	462
9. CURRENT ASSETS – Receivables		
Sale of goods and services	106	80
Less: Provision for doubtful debts	(2)	(2)
Sundry government debtors	408	41
Other debtors	379	33
Prepayments	155	
	1,046	152
10. CURRENT ASSETS – Inventories		
At cost		
Publications/Stock	718	801
Less provision for obsolescence	(71)	(79)
	647	722

	2001	2000					
	\$'000	\$'000					
11. NON-CURRENT ASSETS – Property, Plant and Equipment							
Plant and equipment							
At cost	11,953	10,365					
Accumulated depreciation at cost	(6,758)	(5,906)					
Total plant and equipment	5,195	4,459					
Total property, plant and equipment at net book value	5,195	4,459					
Reconciliations							
Plant and Equipment							
	Computer Equipment	Office Equipment	Office Furniture	Motor Vehicles	Plant and Machinery	Building Improvement	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
2001							
Carrying amount at start of year	2,165	120	544	150	24	1,456	4,459
Additions	1,952	36					1,988
Disposals	(7)	(5)	(6)	(40)			(58)
Written down value of assets written off		(7)					(7)
Depreciation expense	(812)	(47)	(81)	(34)	(5)	(208)	(1,187)
Carrying amount at end of year	3,298	97	457	76	19	1,248	5,195
2000							
Carrying amount at start of year	2,543	192	663	280	41	1,664	5,383
Additions	722	6					728
Disposals	(23)		(9)	(81)	(8)		(121)
Depreciation expense	(1,077)	(78)	(110)	(49)	(9)	(208)	(1,531)
Carrying amount at end of year	2,165	120	544	150	24	1,456	4,459
Value of fully depreciated assets held as at 30 June 2001	2,834	177	181	–	46	–	3,238
12. CURRENT LIABILITIES – Payables							
Creditors			676			314	
			676			314	
13. CURRENT LIABILITIES – Employee Entitlements and Other Provisions							
Recreation leave			1,162			1,119	
Accrued salaries and wages			281			244	
Relief staff costs			1,775			1,353	
Other			58			15	
			3,276			2,731	

	2001	2000
	\$'000	\$'000
14. CURRENT LIABILITIES – Other		
Liability to the Consolidated Fund		345
		345
15. CHANGES IN EQUITY		
Accumulated Funds		
Balance 1 July 2000	2,405	3,590
Surplus/(Deficit) for the year	1,553	(1,185)
Balance 30 June 2001	3,958	2,405
16. 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.		
17. COMMITMENTS FOR EXPENDITURE		
(a) Operating Lease Commitments		
Future non-cancellable operating lease rentals not provided for and payable:		
Not later than one year	2,404	2,286
Later than one year and not later than five years	9,452	8,889
Later than five years	2,552	4,593
Total (including GST)	14,408	15,768
Contingent Asset		
The total 'Operating Lease Commitments' above includes input tax credits of \$1.303m that are expected to be recoverable from the ATO.		
(b) Capital / Other Expenditure Commitments		
There was no capital or material other expenditure contracted for at balance date but not provided for in accounts payable.		
18. CONTINGENT LIABILITIES		
The Office is unaware of any contingent liabilities existing as at 30 June 2001.		
19. CONSULTANCIES		
During 2001 there were two major projects involving consultants undertaken for a value in excess of \$30,000.00.		
20. ASSISTANCE PROVIDED BY OTHER PARTIES		
During the year there was no assistance provided to the Office by any other party for which financial consideration was not paid.		

	2001	2000
	\$'000	\$'000
21. RECONCILIATION OF NET CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES		
Net Cash used on Operating Activities	2,483	827
Cash Flows from Government/Appropriations	(67,033)	(64,174)
Depreciation	(1,194)	(1,531)
(Increase)/Decrease in employee entitlements	(545)	(324)
Acceptance by the Crown Entity		
of Employee entitlements and other liabilities	(3,718)	(3,436)
Increase/(Decrease) in receivables	894	(340)
(Increase)/Decrease in payables	(17)	797
Increase/(Decrease) in inventories	(75)	(676)
Net gain/(loss) on sale of plant & equipment	7	62
Net Cost of Services	(69,198)	(68,795)
22. APPROPRIATIONS		
Recurrent Appropriations		
Total recurrent drawdowns from Treasury	65,423	63,319
(per Summary of Compliance)		
Less: Liability to Consolidated Fund (per Summary of Compliance)		(345)
Total	65,423	62,974
Comprising:		
Recurrent appropriations	65,423	62,974
(per Statement of Financial Performance)		
Transfer payments		
Total	65,423	62,974
Capital Appropriations		
Total capital drawdowns from Treasury	1,610	1,200
(per Summary of Compliance)		
Less: Liability to Consolidated Fund (per Summary of Compliance)		
Total	1,610	1,200
Comprising:		
Capital appropriations (per Statement of Financial Performance)	1,610	1,200
Transfer payments		
Total	1,610	1,200
23. 2000 SYDNEY OLYMPIC GAMES AND PARALYMPIC GAMES		
Staff employed by the Office on initiatives directly and specifically related to the Games:		
	2001	
	\$	
Number of staff directly allocated to Games activities	1	
Total staff costs	\$1,495	

24. FINANCIAL INSTRUMENTS**(a) Interest Rate Risk**

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

	Floating Interest Rate		Non-interest Bearing		Total Carrying Amount as per Balance Sheet		Weighted Average Effective Interest Rate	
	2001 \$'000	2000 \$'000	2001 \$'000	2000 \$'000	2001 \$'000	2000 \$'000	2001 %	2000 %
Financial Assets								
Cash	1,022	462	–	–	1,022	462	4.83	4.25
Receivables	–	–	1,046	152	1,046	152	N/A	N/A
Financial Assets								
TOTAL	1,022	462	1,046	152	2,068	614		
Financial Liabilities								
Creditors	–	–	676	314	676	314	N/A	N/A
Financial Liabilities								
TOTAL	–	–	676	314	676	314		

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 2 (h), all financial instruments are carried at net fair value.

(d) Derivative Financial Instruments

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

(e) Interest Earned

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

25. PROGRAMS/ACTIVITIES OF THE AGENCY

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

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

26. AFTER BALANCE DATE EVENTS

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

End of Audited Financial Statements

6 Appendices

1 Australian Music Examinations Board and Aboriginal Education Consultative Group

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

Australian Music Examinations Board (AMEB)

Contact Details

AMEB (NSW)
Level 6, 117 Clarence Street
SYDNEY NSW 2000
Telephone: (02) 9367 8456
Fax: (02) 9367 8091
Internet: www.ameb.nsw.edu.au

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

NSW State Manager: **Ms Marion Sinclair**

The principal activities of the AMEB (NSW) during 2000–2001 are outlined below. Further information about the AMEB is available through the contact addresses above.

Role and Structure

The Australian Music Examinations Board (NSW) is the agency responsible for administering practical and written examinations in Music and in Speech and Drama in accordance with Australian Music Examinations Board requirements. These examinations range from preliminary grades through to the Fellowship in Music Australia and Fellowship in Speech and Drama Australia. These credentials are awarded by the federal Australian Music Examinations Board, which has a governing board comprising the Chairpersons of each State organisation.

The AMEB (NSW) processes more than 40 000 examinations throughout NSW each year in almost 80 categories and services more than 8000 teachers and 200 examiners.

Annual Presentation Ceremony

In April 2001, 224 diploma graduates received their awards from guest presenter, Nathan Waks, at the Sydney Town Hall. Several were recipients of more than one diploma, but all were being rewarded for long years of practice and study. In 2000, 316 candidates passed their diploma examinations in Music and Speech and Drama. The AMEB shields, awarded in the categories below, were also presented on this occasion.

Private Teacher (Pianoforte Category)

Preliminary to Sixth Grade	Neta Maughan
Seventh Grade to Licentiate	Paul Rickard-Ford

Private Teacher (Instrumental/Vocal Category)

Preliminary to Sixth Grade Jo ann Griffiths
 Seventh Grade to Licentiate Alex Todicescu

Private Teacher (Speech Category)

Preliminary to Sixth Grade Valma Edmunds
 Seventh Grade to Licentiate No award

Private Teacher (Written Category)

First to Fourth Grade Raymond James
 Fifth Grade to Licentiate Lesley Jocelyn Hogben

Schools Category Sydney Grammar School

Between the presentations the large audience was treated to performances by some of the successful candidates: Thomas Talmacs (Violin), David Papp (Oboe), Sally Graham (Speech and Drama) and Nathan Caruthers (Piano).

MusicLink!

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

In 2000–2001 the MusicLink! program presented workshops in Tamworth, Broken Hill (2), Taree, Temora, Dubbo, Leeton, Orange, Forbes, Armidale and Moree. Categories covered included woodwind, Dalcroze Eurhythmics, piano, flute, strings and the Alexander technique. Led by Conservatorium teachers and AMEB examiners, these workshops provided regional music communities with access to valuable information and advice on performance practice, instrumental technique, new syllabus requirements and contemporary pedagogy issues.

Speech and Drama Workshop

In February 2001 a workshop entitled *In a Manner of Speaking* was conducted for Speech and Drama Teachers to introduce the new Speech and Performance Theory syllabus and to assist teachers with preparing candidates for AMEB examinations. The workshop was led by the AMEB (NSW) Speech and Drama Adviser, Victoria Clancy, and attracted 65 participants.

AMEB (NSW) Board

(as at June 30, 2001)

Chairperson: **Prof Sharman Pretty** (Principal, Sydney Conservatorium of Music)

Private Music Teacher Representatives:

Dr Rita Crews (Deputy Chairperson), **Anne Harvey**, **Richard Morpew**

Private Speech and Drama Teacher Representative: **Victoria Clancy**

Examiner Representatives: **Michael Dyer**, **Meriel Owen**

Nominee of the NSW Vice-Chancellors' Conference: **Prof Robert Constable**

Nominees of the Director-General, Department of Education and Training:

James Black, **Patricia Morton**, **Roslynn Moxham**

Nominee of the General Manager of the Office of the Board of Studies: **David Murphy**

Aboriginal Education Consultative Group

Contact Details

Aboriginal Education Consultative Group
 37 Cavendish Street
 Stanmore NSW 2048
 Telephone: (02) 9550 5666
 Fax: (02) 9550 3361

President: Mr Charles Davison

NSW Aboriginal Education Consultative Group Inc.

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

The vision of the NSW Aboriginal Education Consultative Group Inc. is to empower and support all members of the Aboriginal community through building a platform based on the empowerment of local and regional Aboriginal Education Consultative Groups. The aim is to provide the highest level of informed decision-making to ensure culturally appropriate delivery of education and training programs for Aboriginal learners.

In partnership with the Office of the Board of Studies, the NSW Aboriginal Education Consultative Group endeavours to ensure that is represented on all curriculum committees. This representation means that an Aboriginal perspective is included in many syllabus documents produced by the Office of the Board of Studies.

This participation on Curriculum Advisory Committees is of paramount importance. It ensures that curriculum, pedagogy, assessment, reporting and employment policies and programs effectively meet the needs of Aboriginal students and promote awareness, knowledge and appreciation of Aboriginal Australia. In the reporting period, consultative forums in which members of the AECG participated included:

- 7–10 English Review
- 7–10 Mathematics Review
- Literacy and Numeracy Research
- Community Consultation Document
- Aboriginal and Torres Strait Islander Visual Artists Resource Kit
- Aboriginal Career Aspirations Program.

The AECG has also been involved in the K–10 Curriculum Framework which is currently under review, and issues related to this review have been brought to the attention of Board members. Consultation will continue on this document through the Aboriginal Curriculum Unit and the Aboriginal Education Initiatives Advisory Committee (AEIAC).

When the National Indigenous English Literacy and Numeracy Strategy (NIELNS) was launched the Strategy focused heavily on the enhancement of literacy and numeracy skills of Aboriginal students and the other contributing factors that influence the level of achievement, especially school attendance. The National Strategy will extend across pre-school and other school systems. However, its success will rely heavily on further partnerships being developed with the NSW Aboriginal Education Consultative Group in order for the outcomes of the Strategy to be achieved.

In the year 2000, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) developed a national framework for education. In March this year agreement was undertaken to implement a further phase of work to accelerate progress and address the issues of educational inequity. This work included the promotion and implementation of a statement of principles and standards, and a model for more culturally inclusive and educationally effective schools. The NSW Aboriginal Education Consultative Group will work in partnership with the Commonwealth to ensure that this strategy is adapted to fit the context of lifelong learning for all education providers.

Local AECG members will have the opportunity to work in collaboration with education and training providers in designing models and systems that will create frameworks for change and deliver successful outcomes for Aboriginal students. A revised set of performance indicators and reporting formats will also be implemented for the development of IESIP Agreements for 2001–2002 to improve national reporting on the educational outcomes of Aboriginal students.

The NSW Aboriginal Education Consultative Group has continued to maintain successful working partnerships with education and training providers through the dedication and commitment of AECG members. This commitment has allowed us to forge enhanced partnerships with pre-school providers, independent VET providers including NAISDA and Tranby, and the Catholic Education Commission. We have been very successful in establishing frameworks for effective consultation and we intend to build on this success in the future.

During the reporting period many additional networks have been maintained and established with other agencies such as the Parents and Citizens Association (P&C), NSW Teachers Federation, Federation of Schools and Community Organisations (FOSCO) and the Ethnic Communities Council (ECC).

Through its effective networking, the NSW Aboriginal Education Consultative Group continues to ensure that equality of access and equitable and appropriate outcomes are achieved in most instances. However, we do acknowledge that there are still some significant barriers that need to be addressed.

In order to maintain the objectives and policy direction of the NSW Aboriginal Education Consultative Group, we have developed strategic and operational plans for the organisation. These plans will ensure the delivery of the outcomes contained in our IESIP agreement during the next four years.

The Otitis Media Strategic Plan for Aboriginal Children has been developed by the NSW Department of Education and Training, NSW Health Department and NSW AECG Inc. The goal is to improve the service provided to Aboriginal students with Otitis Media/Conductive Hearing Loss (OHCHL). The success of this initiative will be dependent on partnerships and links between DET, the Health Department and the AECG.

The Director-General's Advisory Committee provides for networking at a high level. It is at these forums that important relevant issues are put forward for notification on behalf of the AECG's members.

Another important strategy that the AECG participated in during the reporting period was the Australian National Training Authority's 'Partners in a Learning Culture' national strategy and its blueprint for implementation. This is Australia's national Aboriginal and Torres Strait Islander strategy for vocational education and training, 2000–2005. The strategy was developed in several stages: AECG members were represented within the national forum through the AECG participating as a member of the Australian Indigenous Training Advisory Council to ANTA.

The President of the NSW AECG Inc chairs the the Board of Studies Aboriginal Education Initiatives Advisory Committee (AEIAC). During the reporting period, the degree of responsibility and accountability of this committee broadened and it now advises the Board of Studies, not only the President of the Board.

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

2 Exhibitions, Awards and Events

Premier's Awards for Excellence in the Higher School Certificate

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

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

For 2000, 69 students were awarded the prestigious Premier's Trophy for achieving 90 percent or higher in at least 11 units of HSC courses. Certificates for Excellence in the Higher School Certificate were awarded to 151 students placed first in a course where they achieved a mark of over 90 percent.

Over 800 people attended the ceremony, including the recipients, their parents, school principals, and representatives from the Board of Studies, the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools.

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 2000 was presented at the annual Premier's Awards ceremony by the Minister for Education and Training, the Hon John Aquilina, MP, to Ms Marissa Conomos from Sydney Girls High School. Ms Conomos achieved outstanding HSC results and first ranking at her school in Ancient History despite being critically ill for much of Years 11 and 12. She achieved the highest percentile band in nine units of study including placement on the 3 Unit Mathematics Order of Merit list.

Aboriginal Studies Awards

Each year the Office of the Board of Studies honours the achievement of the top Aboriginal student in 2 Unit Aboriginal Studies. The award is presented in conjunction with the AECG at the dinner held at the AECG AGM. The highest achiever in 2000 was non-Aboriginal student Vanessa Hill from Bega High School. Board of Studies member and AECG President Mr Charles Davison presented Ms Hill's award. Elina McGuire from Orara High School was the top Aboriginal student. General Manager of the Office of the Board of Studies, Mr John Ward, presented Ms McGuire's award.

A one-off award, sponsored by the Board of Studies, was presented by Mr Kevin Lowe, Chief Curriculum Officer (Aboriginal Studies), Office of the Board of Studies, to Zeminda Walker from Bowraville Central School. Ms Walker was the first student ever to complete the School Certificate, which included the study of an Aboriginal language, Gumbayngirr (Nambucca).

ARTEXPRESS

ARTEXPRESS is an annual exhibition of outstanding artworks presented by students as part of their Higher School Certificate Visual Arts examination. In 2001, exhibitions of work from the 2000 Higher School Certificate were held at the Art Gallery of New South Wales, the UNSW College of Fine Arts, David Jones' Sydney City store windows, the State Library of New South Wales and the National Art School before touring regional galleries in Newcastle, Lismore, Albury, Goulburn, Orange and Broken Hill. The exhibition included the artworks of 191 students, chosen from approximately 13 000 artworks marked for the Visual Arts examination. As in previous years, ARTEXPRESS met with great critical acclaim. The exhibition attracted more than 150 000 people to city, metropolitan and regional venues.

DesignTech

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

In 2001, DesignTech involved student projects chosen from all over the State and was shown at Sydney's Powerhouse Museum for a four-month period, attracting thousands of visitors. It also toured a number of regional centres including Newcastle, Tamworth, Coffs Harbour, Wagga Wagga, Dubbo and Wollongong.

ENCORE

ENCORE is an annual concert of outstanding music performances and compositions from HSC Music students. ENCORE 2000 was held in the Concert Hall of the Sydney Opera House and was a sell-out concert featuring 23 musical items comprising 18 outstanding performances and five outstanding compositions. These musical items represented excellence in each of the music courses available for study in the HSC.

OnSTAGE

OnSTAGE is an annual showcase performance and exhibition of individual and group presentations by HSC Drama students. In 2001, the selection of projects and performances was presented over a six-day period at Sydney's Seymour Theatre Centre.

OnSTAGE 2000 was a series of 11 group performances and 8 individual performances by 53 Drama students, together with the work of 36 student exhibitors.

Writers OnSTAGE 2000 was held in the Everest Theatre at the Seymour Theatre Centre and incorporated for the first time the screening of two videos, along with the rehearsed reading of two exemplary scripts.

Minister's Young Designers Awards

2000–2001 was the eighth year of the Minister's Young Designers Awards, which were introduced to support the Stage 4 Design and Technology syllabus. More than 2500 entries were received from students in Years 7 and 8 around the State, with winning projects displayed in the ANZ Conservation Theatre, Taronga Zoo in Sydney from November to December 2000.

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 state exhibitors at a special ceremony at Taronga Park Zoo on November 15, 2000.

Schools Constitutional Convention

During 2000–2001, the Office of the Board of Studies was responsible for convening and organising the New South Wales Constitutional Conventions. The Conventions are an initiative of the Constitutional Centenary Foundation, established in 1991, to encourage public discussion, understanding and review of the Australian constitutional system of government.

The Foundation provided funding and support for an annual National Schools' Constitutional Convention and associated state and regional conventions. The purpose of the conventions in 2000 was to create awareness among Australian school students of the Constitution during the preparation for the Centenary of Federation.

Officers of the Board of Studies have assisted in conducting regional and State conventions over the last five years. In most of the regional areas, local committees organise the convention each year. The Board of Studies Liaison Officer in each region convenes the committee and the convention.

More than 1000 students from government and non-government schools participated in the regional and State Constitutional Conventions. One hundred and twenty students were chosen to represent their regions and schools for the State convention in November 2000. From there, delegates were selected as state representatives to the National Convention.

The Sixth National Schools Constitutional Convention (NSCC) was held in Melbourne from March 25–27, 2001. One hundred and eighteen students attended from government, independent and catholic schools from metropolitan and country areas all over Australia. The topic for this year's convention was *A Scorecard on Federation – Making the Federation Work*. Student delegates discussed the issue of federalism and its success. They considered how effective our Federation had been over the past 100 years and what could be done to improve its performance in the future.

3 Major Assets

There were six major assets acquired:

1	Examination system upgrade	\$ 830,000.00
2	Inventory Management Accounting System	\$ 109,120.00
3	Lotus Domino Server	\$ 150,440.00
4	Kodak Scanner & Driver	\$ 96,895.00
5	Upgrade of Network Servers	\$ 116,835.00
6	Scanning Software	\$ 49,181.00

4 Statutory Disclosure Requirements

1 *Funds granted to non-government community organisations*

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

2 *Legal change*

Clauses 2, 4 and 5 of Schedule 1 of the *Education Reform Amendment Act 1997* were proclaimed to commence from January 1, 2000. These clauses amended the *Education Act 1990* to give effect to the changes to the curriculum for Years 11 and 12. The Education Regulation 1996 was concurrently amended by the insertion of clause 10A as a transitional provision to Year 12 students who were HSC candidates in 2000 to complete their studies under the requirements that applied immediately before the preceding changes to the Act were commenced.

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

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

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

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

4 *Major works in progress*

The Office of the Board of Studies had major works in progress during the reporting period associated with the electronic service delivery of data to schools. Total expenditure at the end of the reporting period was \$1.15m with a projected total cost of \$1.55m in 2003.

5 *Land disposal*

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

6 Subsidiaries, partnerships, joint ventures and other associations

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

7 Investment management performance

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

8 Liability and management performance

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

9 Executive remuneration

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

<i>Position title and SES level</i>	President Board of Studies SES Level 5
<i>Name of occupant</i>	Professor Gordon Stanley Total remuneration package \$177,040
<i>Performance payment</i>	No longer available for CES/SES officers Summary of criteria determining performance payment. See Section 4.

10 Additional matters

There were no additional matters arising after June 30, 2001 and prior to the submission of the Annual Report that were expected to have a significant effect on the Board's operations or clientele.

5 Disability Action Plan

The Office's Disability Action Plan covers the three-year period 2000–2002. The Plan was developed in accordance with the Government's Disability Policy Framework and the requirements of Section 9 of the *Disability Services Act 1993*. As part of the Office's Disability Action Plan for 2000–2002 a range of initiatives were developed for action. As a result, the Office has achieved the following during 2000–2001.

Training of Staff

- Identified staff who have direct or potential exposure to people with disabilities.
- Conducted two in-house disability awareness-training sessions structured around the Office's Disability Action Plan.
- Briefed Board of Studies Liaison Officers on special education needs.
- Trained staff to provide accurate advice and information to the public on the Special Examination Provisions Program and the Illness/Misadventure Appeals program.

Physical Access

Approved plans for the provision of a toilet for people with disabilities on the Office's premises in Clarence St, Sydney.

Complaints Procedures

- Handled complaints about curriculum provision for people with disabilities on an individual basis.
- Provided additional detail about the availability of material for hearing impaired students.
- Advised all students and schools on how to submit an appeal in relation to a declined request for any special examination provision. They are advised to provide supporting documentation for consideration, and of the timeframe involved in reconsidering the application.

Access to Services

- Ensured that the development of new syllabuses and material were inclusive of all students including students with disabilities.
- Applied a checklist to ensure the syllabus development process was inclusive of all students including students with disabilities.
- Included specific courses in the School Certificate and Higher School Certificate for students with special education needs.
- Provided a teletype machine at the HSC Advice Line and the HSC Inquiry Centre to communicate with students who have a hearing impairment. A letter is sent to all students who have a hearing impairment advising them of this service.
- Provided appropriate car parking for personnel working on the Advice Line and the Inquiry Centre who have a disabled permit.

Promoting Community Attitudes

- Included the Disability Action Plan in the induction process for Board of Studies Liaison Officers.

Information about Services

- Trained Board of Studies Liaison Officers in the Office's services for people with disabilities (eg special provisions and life skills courses).
- Briefed Board of Studies Liaison Officers on courses and issues related to student access and participation.
- Reviewed, redesigned and redeveloped the Office's website for more efficient usage. The site is compatible with text reader facilities for sight impaired people.
- Briefed teachers from Hornsby and Ryde Districts and the Sutherland Shire Learning Difficulties Support Group about the Special Examination Provisions program and the Illness/Misadventure appeals program.

6 Privacy Management Plan

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

The purposes of the Plan are:

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

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

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

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

Monitoring and evaluating the progress of the Plan have been included in the Office's strategic and operational planning. A number of strategies were implemented within the reporting period including:

- identifying staff with responsibility for handling personal information
- conducting two in-house training sessions structured around the Office's Privacy Management Plan
- providing the plan and associated information to all staff via intranet.

7 Ethnic Affairs Priorities Statement

The Board's Ethnic Affairs Priorities Statement (EAPS) was revised during the reporting period to correlate more closely with the Board's corporate goals. Actions resulting from the revision include:

- producing multilingual material on the New HSC — available on the Board's website in the community languages of Arabic, Chinese, Filipino, Spanish and Vietnamese
- revising the *Statement of Equity Principles*. The document is a guide for developers of syllabuses, support materials and assessment documents, ensuring that these materials are inclusive of the full range of students and reflect 'Australia's ethnic composition in the range of pictorial materials, examples, exercises, assessment tasks and in prescribed or recommended texts and resource materials' (*Statement of Equity Principles*, December 2000, p 10)
- a revised Examination Committee handbook for the New HSC, which specifies that the language used in questions will be accessible to candidates and that questions 'must be free of culture or gender bias, stereotyping or tokenism'
- ethnicity data collection, which has been provided on a voluntary basis from students enrolling in Years 10, 11 and 12
- multilingual officers working on the HSC Inquiry Centre.

8 Action Plan for Women

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

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

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

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

The Board of Studies has a responsibility to ensure that:

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

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

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

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

- implemented and monitored an EEO Action Plan, in accordance with the EEO Outcomes specified by the Office of the Director of Equal Opportunity in Public Employment
- maintained its EEO Planning Group (including one of the two spokeswomen for the Office of the Board of Studies) which developed and is overseeing the implementation of the Plan
- extended its support of the Spokeswomen's Program, sponsoring two Spokeswomen
- sponsored five places at the Nanbaree Child Care Centre
- established a range of services that promote the health of women and men, under the auspices of the Occupational Health and Safety Committee
- undertaken a second staff climate survey to gauge the success of strategies covering a range of issues including equitable access to planning processes and training opportunities. The results of the survey are to be released to all staff in the second half on 2001.

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

9 Government Energy Management Policy

The Office 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.

Evidence of this commitment is demonstrated by the purchase of energy (including 6% Green Power) from an accredited energy supplier since November 1999. This action resulted in a reduction of 47% in consumption and a cost reduction of 64% during the reporting period over the 1995 Baseline Year.

Determination of the Office's building greenhouse rating, using the Sustainable Energy Development Authority's evaluation tools, is commensurate with current market best practice.

10 Profiles of Board Members

President

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

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. In 1990 he was appointed Professor Emeritus at the University of Melbourne where he had been Professor of Psychology from 1975 and Deputy Vice-Chancellor from 1985.

Ex-officio Members

Dr J McMorrow, BEc, MEd, PhD, FACE

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

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

Ms Sobski was 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.

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

Dr Willmott is Assistant Director-General, TAFE Educational Services, Department of Education and Training. He has a strong interest in quality assurance and national consistency in vocational education and training, and is a member of the National Training Quality Council and the Australian Qualifications Framework Advisory Board.

Appointed Members

Ms C Benedet, BEd

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

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

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

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

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

Professor R Castle, BEc, MEc

Professor Castle was 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 Adjunct Professor of History at Macquarie University.

Mr C Davison

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

Ms K Deacon, BEd

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

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

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

Dr M Fogarty, BA, DipEd, MEd, EdD

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

Ms D Hoddinott, BA, DipEd, MA, FACEA

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

Mr T Horstead, BA, DipEd, MA

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

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

Mrs Karaolis was 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 Community Relations Commission of NSW, Mr Kerkyasharian is a Fellow of the University of Technology, Sydney.

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.

Professor Emeritus Dame Leonie Kramer, AC, DBE, BA, MA(Hons), DPhil, HonDLitt, HonLLD

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

Ms A Mazoudier, BEd

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

Mr I Morris

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

Ms D Schmidmaier, BA, DipLib, MLib, HonDLitt

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

Professor H Winchester, BA(Hons), DPhil

Professor Winchester was President of the Academic Senate, University of Newcastle.

Ms T Zadkovich, BA, DipTeach, DipEnvSt

Ms Zadkovich is currently an executive teacher at St Helen's Park Public School, a member of the NSW Teachers Federation Executive and a NSWTF representative on the Department of Education and Training Primary Curriculum Advisory Committee.

Meetings and Attendance

Board meetings and attendance of members of the Board of Studies

Member	2000						2001		
	25/7	15/8	10/10	14/11	12/12	13/2	27/3	15/5	19/6
Ms C Benedet	✓	✓	✓	✓		✓	✓	•	•
Dr A Benjamin	✓	✓	✓		✓	✓	✓	✓	✓
Ms D Butland	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prof R Castle (until September 2000)	✓								
Dr B Croke		✓	✓		✓	✓	✓	✓	
Mr C Davison	✓	✓		✓	✓	✓	✓	✓	
Ms K Deacon (until September 2000)	✓								
Assoc Prof S Dockett		✓	✓	✓	✓	✓	✓	✓	✓
Dr M Fogarty	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms D Hoddinott	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mr T Horstead	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs J Karaolis (until May 2001)	✓	✓		✓	✓	✓	✓	✓	
Mr S Kerkyasharian	✓	✓	✓	✓	✓	✓			✓
Ms J King	✓		✓	✓	✓	✓	✓	✓	✓
Dame Leonie Kramer		✓	✓		✓	✓	✓		✓
Ms A Mazoudier		✓	✓		✓	✓		✓	
Prof K McConkey (from May 2001)								•••	•••
Dr J McMorrow			••	✓			✓	✓	✓
Dr M Martin (from May 2001)								•••	
Mr I Morris	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms D Schmidmaier		✓	✓	✓	✓	✓	✓		✓
Ms J Sobski (until April 2001)		•••	✓		✓	✓	✓		
Prof G Stanley	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr G Willmott (from May 2001)								✓	✓
Prof H Winchester (from October 2000 to April 2001)			•••	✓	✓	✓	✓		
Mr T Wootten	✓		✓	✓	✓	✓	✓	✓	✓
Ms T Zadkovich (from October 2000)			•••	✓	✓	✓	✓	✓	✓

- Ms C Benedet on leave of absence.
- Ms L Loble acting for Dr J McMorrow.
- Nominated members Prof H Winchester, Ms T Zadkovich, Prof K McConkey and Dr M Martin attended as observers.
- Ms J Davy attended as an observer for Ms J Sobski.

11 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.

FOI requests	Personal		Other		Total	
	2000-01	1999-00	2000-01	1999-00	2000-01	1999-00
New (including transferred in)	6	2	5	2	11	4
Brought forward	1	0	0	0	1	0
Total to be processed	7	2	5	2	12	4
Completed	7	2	4	1	11	3
Transferred out	0	0	0	0	0	0
Withdrawn	0	0	0	1	0	1
Total processed	7	2	4	1	11	3
Unfinished (carried forward)	0	0	1	1	1	1
What happened to completed requests?						
Result of FOI request						
Granted in full	7	2	4	1		
Granted in part	0	0	0	0		
Refused	0	2	0	2		
Unfinished	0	0	1	0		
Completed	7	2	4	1		
Ministerial certificates						
Ministerial Certificates issued	0	0				
Formal consultations						
Number of requests	0	0				
Amendment of personal records						
Result of amendment request						
Result of amendment – agreed	0	0				
Result of amendment – refused	0	0				
Total	0	0				
Notation of personal records						
Number of requests for notation	0	0				

FOI requests granted in part or refused

	Personal		Other	
	2000-01	1999-00	2000-01	1999-00
Basis of disallowing or restricting access				
Section 19 (applic. incomplete, wrongly directed)	0	0	0	0
Section 22 (deposit not paid)	0	0	0	0
Section 22 (unreasonable diversion of resources)	0	0	0	0
Section 25 (1)(a) (exempt)	0	0	0	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	0
Section 24 (4) (deletions)	0	0	0	0
Section 32 (business affairs)	0	0	0	1
Total	0	0	0	0

Costs and fees of requests processed

All completed requests	Assessed costs		FOI fees received	
	2000-01	1999-00	2000-01	1999-00
	\$0	\$0	\$370	\$120

Discounts allowed

Type of discount allowed

Public interest	0	0	0	0
Financial hardship (pensioner/child)	0	0	0	0
Financial hardship (non-profit organisation)	0	0	0	0
Total	0	0	0	0
Significant correction of personal records	0	0	0	0

Days to process

Elapsed time				
0-21 days	7	2	4	0
22-35 days	0	0	0	0
Over 35 days	0	0	1	0
Total	7	2	5	1

Processing time

Processing hours				
0-10 hours	6	2	4	0
11-20 hours	1	0	0	1
21-40 hours	0	0	0	0
Over 40 hours	0	0	0	0
Total	7	2	4	1

Reviews and appeals

	2000-01	1999-00
Number of internal reviews finished	0	0
Number of Ombudsman reviews finished	0	0
Number of District Court appeals finished	0	0

Details of internal review results
Basis of internal review

Ground on which internal review requested	Personal				Other			
	Upheld*		Varied*		Upheld*		Varied*	
	00-01	99-00	00-01	99-00	00-01	99-00	00-01	99-00
Access refused	0	1	0	0	0	0	0	0
Access refused	0	0	0	0	0	0	0	0
Deferred	0	0	0	0	0	0	0	0
Exempt matter	0	1	0	0	0	2	0	0
Unreasonable charges	0	0	0	0	0	0	0	0
Charge	0	0	0	0	0	0	0	0
Unreasonably incurred	0	0	0	0	0	0	0	0
Amendments refused	0	0	0	0	0	0	0	0
Refusal to deal	0	0	0	0	0	0	0	0

*Note: Related to whether or not the original agency decision was upheld or varied by the internal review. During 2000-01 Freedom of Information procedures had minor impact on the Office's administration.

Freedom of Information: Summary of Affairs

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

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

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

Policy and procedural documents relating to the following:

- Assessing and Reporting Using Staged Outcomes
(Part 1 Assessment, Part 2 Reporting)
- Assessment Certification and Examination Manual
- Credentiailling for Students with Special Education Needs in Stage 5
- Guidelines for Accelerated Progression
- Guidelines for Registration for Home Schooling
- HSC/TAFE Credit Transfer Guide
- Manual for the Registration and Accreditation of Non-government Schools
- Recognition of Prior Learning for the Higher School Certificate
- Statement of Equity Principles
- Syllabus Development Handbook
- Syllabus Model Using Staged Outcomes
- Annual Report
- Code of Conduct
- Staff Handbook
- EEO Action Plan
- Board Bulletin

Aboriginal Education Consultative Group

NSW AECC Rules of Association
NSW AECC Complaints Guidelines

Australian Music Examinations Board (NSW)

Child Protection
Teacher's Handbook (Annual November)

Section 2 – Statement of Affairs

The Office of the Board of Studies Statement of Affairs as at June 2001 is available as a separate document. It can be obtained (free of charge) by contacting the Freedom of Information Coordinator.

Section 3 – Contact Arrangements

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

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

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

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

12 Publications

Hard Copy Publications

Hard copy publications during the reporting period included the following. Many of these documents were also presented in electronic form on the Office of the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

Curriculum and Examination Documents

Aboriginal Career Aspirations Program – Resource Kit
 Aboriginal Languages Case Studies
 Affirmations of Identity – Aboriginal and Torres Strait Islander Visual Artists Resource Kit
 Assessments Standards Kit
 Changing Stimulus (brochure)
 Classical Hebrew Syllabus
 Creative Arts K–6 Parents Booklet
 Creative Arts K–6 Principals Pack
 Creative Arts K–6 Syllabus
 Creative Arts K–6 Units of Work Support Document
 Creative Arts Stage 6 Life Skills Syllabus
 English 7–10 Draft Writing Brief and Survey
 Handbook for Practical Examiners
 How We Learn What We Need to Know – Aboriginal Literacy and Numeracy Case Studies
 HSC Common Questions and Answers
 HSC English Prescribed Texts Poster
 HSC Examination Timetable
 HSC Geography Broadsheet
 HSC History Readings
 HSC Portfolios
 HSC Rules and Procedures (brochure)
 HSIE K–6 Syllabus
 Marking Guidelines (21 subjects)
 Maths Involving Sport – Maths 9–10 Teaching Resource
 Modern Greek K–6 Syllabus
 Modern Hebrew Continuers Syllabus
 New HSC Brochures
 Occupational Health and Safety for Construction (book)
 School Certificate 2000 Sample Answer Books
 School Certificate 2001 Rules and Procedures
 School Certificate Sample Answers – English
 School Certificate Sample Answers – Mathematics
 School Certificate Sample Answers – Science
 Stage 6 Extension Syllabuses (11 subjects)
 Studying for the HSC (booklet)
 Syllabuses for Content Endorsed Courses (6 subjects)

Other Hard Copy Publications

ACE Manual Timetables
 Advice Line (explanatory and promotional documents)
 Annual Report 2000
 Artexpress 2000 (catalogue)
 Board Bulletin (periodical)
 DesignTech (catalogue and program)
 Encore Programs
 HSC Certificates
 K–10 Curriculum Framework
 Minister's Young Designers Awards (information handbook, poster, catalogue and certificates)
 Premier's Awards (programs and certificates)
 Special Exam Provisions Application Form

Web Only Publications

Publications that were presented on the Board of Studies website and not in hard copy included the following:

Aboriginal Numeracy Development Research
 Aboriginal Studies Stage 6 Support Document
 Aboriginal Careers Aspirations Program Review – Report
 Accounting BDC Syllabus
 Furnishing CEC Support Material
 Furnishing CEC Syllabus
 Classical Hebrew Extension Draft Syllabus
 Classical Hebrew Extension Specimen Paper Draft
 Computing Applications CEC Syllabus
 Consultation Documents for HSC Specimen Papers
 Course Prescriptions for 2001 HSC language courses
 Creative Arts – Meeting the Needs of Learners
 Creative Arts – School Planning
 Creative Arts K–6 Resources
 Czech Continuers Final Draft Syllabus
 Dance and Drama Mapping Grid
 DesignTech Seminar booklets
 Draft K–10 Curriculum Framework Consultation Report
 Draft Performance Bands – Languages
 Draft Performance Bands and Surveys for Extension Courses
 Economics Stage 6 Support Document Part B
 Engineering Studies Support Material
 English Specimen Paper ESL Paper 1
 English Specimen Paper Standard & Advanced Paper 1
 English Specimen Paper Standard Paper 2
 Music 2 Exam specifications
 Freedom of Information Act 1989, Summary of Affairs

- French Stage 6 Extension Course Prescriptions Replacement
- General Mathematics Stage 6 Support Document
- Geography Stages 4–5 Support Material Part A
- History Stage 6 Extension Support Document
- History Stages 4–5 Support Material Part A
- HSC 2000 Exam Notes for 54 subjects
- HSC 2001 Draft Specimen Papers for 11 language Extension courses
- HSC 2001 Revised Specimen Papers for 5 subjects
- HSC NAFLAssL Exam Notes A–Z
- HSC Resources and Textbooks
- Indonesian Background Speakers Course Support Documents (x 7)
- Khmer Continuers Sample Assessment Items
- Latvian Continuers Syllabus
- Lithuanian Continuers Final Draft Syllabus
- Macedonian Resource List
- Macedonian Sample Assessment Items
- Maltese Resource List
- Maltese Sample Assessment Items
- Marking Guidelines for 25 courses
- Mathematics 2001 HSC Specimen Ext 1 Paper
- Mathematics 2001 HSC Specimen Ext 2 Paper
- Mathematics 2001 HSC Specimen Paper
- Mathematics Courses – Assessment & Curriculum Information
- Mathematics Extension 1 Mapping Grid
- Mathematics Extension 2 Mapping Grid
- Mathematics K–10 Review
- Mathematics K–10 Review – Broad Directions
- Mathematics K–10 Review – Strategies & Findings
- Mathematics K–10 Symposium Proceedings
- Mathematics K–10: Literature Review
- Mathematics Mapping Grids
- Mathematics Specimen Papers
- Middle Years Literature Review
- Modern Greek Extension Prescribed Text Lyrics (x 2)
- Modern Greek K–6 Resource List
- Modern History HSC Support Document Part B
- Agriculture Practical Marking Guidelines
- Russian Background Speakers Resource List
- Spanish Extension Syllabus Resource List
- Resource Lists and Sample Assessment Items for CCAFL courses
- Polish Continuers Sample Assessment Items
- Mathematics SC 1999 Test Report
- Mathematics SC Scope Statement
- Slovenian Continuers Final Draft Syllabus
- Spanish Extension Draft Specimen Paper
- Community & Family Studies Stage 6 Introduction Support Document
- English Stage 6 Prescriptions HSC 2001–2002
- English Stage 6 Speeches Support Document 1999
- PDHPE Stage 6 Introduction Support Document
- Studies of Religion Stage 6 1 & 2 Specimen Paper
- English Stages 4–5 Review Consult Summary Findings
- English Stages 4–5 Syllabus – Writing Brief Directions
- English Stages 4–5 Symposium Proceedings Part 1
- Standards Based HSC brochure
- Survey for Mathematics Draft Performance Bands
- Swedish Continuers Syllabus
- Swedish Resource List
- Swedish Sample Assessment Items
- Tamil Resource List
- Tamil Sample Assessment Items
- Textiles and Design Mapping Grid
- University Developed BECs for the New HSC
- VET Examinations – Draft Performance Bands
- VET Performance Scales Survey
- Work Education Stage 5 Syllabus

CD-ROMs

- Artexpress 2000 (catalogue)
- Design and Technology Work Samples
- English K–6 Work Samples
- HSC Exam Papers
- Special Program of Study
- School Certificate Standards Pack English
- School Certificate Standards Pack Mathematics
- School Certificate Standards Pack Science
- Street Sense
- Science and Technology K–6 Work Samples
- Vocational and Educational Training Help

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