



Board of Studies NSW
Office of the Board of Studies NSW



2002

ANNUAL REPORT



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The Honourable John Watkins, 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, 2002.

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

CONTENTS

1	Function and Structure	7
2	Mission and Goals	15
3	Review of 2001–2002	16
4	Management and Performance	58
5	Financial Statements	77
6	Appendices	95
1	AMEB and AECG	95
2	Exhibitions, Awards and Events	99
3	Major Assets	101
4	Statutory Disclosure Requirements	101
5	Credit Card Compliance	102
6	Equal Employment Opportunity	102
7	Disability Action Plan	103
8	Privacy Management Plan	103
9	Ethnic Affairs Priorities Statement	103
10	Action Plan for Women	104
11	Profiles of Board Members	105
12	Freedom of Information	109
13	Publications	113
14	Inspectors and Chief Curriculum Officers	117
15	Board of Studies Liaison Officers	118
	Index	119

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 Watkins, 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 Michele Bruniges

Dr Gary Willmott

Mr Trevor Wootten

Appointed Members

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

Professor Kevin McConkey

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

Representing parents of primary school children:

Mr Ian Morris

Representing parents of secondary school children:

Ms Dianne Butland

One nominee of the Catholic Education Commission, New South Wales:

Dr Brian Croke

Mr Ian Baker (*alternative member from September 2001 to January 2002*)

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

Mr Phillip Heath

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

Mr Timothy Horstead

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

Ms Caroline Benedet

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

Representing primary school principals:

Ms Janet Chan

Representing secondary school principals:

Ms Judith King

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

Primary school teacher:

Ms Theresia Zadkovich

Secondary school teacher:

Dr Mary Fogarty

One person with knowledge and expertise in early childhood education:

Associate Professor Sue Dockett

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

Mr Charles Davison

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

Professor Anthony Blake, AM

Vice-Chancellor, University of Technology, Sydney

Brother Kelvin Canavan, AM

Executive Director of Schools, Catholic Education Office, Sydney

Ms Susan Gazis

Head Teacher, English, St George Girls' High School

Mr Stepan Kerkyasharian, AM

Chairperson, Community Relations Commission

Dr Meredith Martin

Consultant in Special Education

Dr James McMorrow (until February 2002)

Convenor of the Teacher Education Review Taskforce

Profiles of the Board members are included in Appendix 11.

The Board's Committees

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

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

Primary Curriculum Committee

The role of this Committee is to advise the Board on strategic issues relating to primary education in NSW having regard to the functions of the Board as set down in the *Education Act 1990*. In this context the Committee considers links between the formal school curriculum and early childhood and advises on promoting and ensuring K–12 continuity.

The membership of this committee:

Board Members

Professor G Stanley

Mr I Baker (*alternative member from September 2001 to January 2002*)

Ms C Benedet

Ms D Butland

Br K Canavan

Ms J Chan

Dr B Croke (*on leave from September 2001 to January 2002*)

Associate Professor S Dockett

Dr M Martin

Mr I Morris

Ms T Zadkovich

Non-Board Members

Mr K Bradburn (*Chief Education Officer, Primary Education and Across Curriculum Programs, Professional Development and Curriculum Directorate, Department of Education and Training*) (for Mr L Wasson, Director, Curriculum Support Directorate until December 2001; for Mr R Randall, Director, Professional Development and Curriculum Directorate from January 2002)

Professor A Cross (*Adjunct Professor in Early Childhood Studies, 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*) (until December 2001)

Ms K Gee (*Primary school teacher representing the NSW Independent Education Union*) (from January 2002)

Ms G Lonnon (*Executive Member, NSW Federation of School-Community Organisations*)

Ms S Matthews (*Primary school teacher representing Aboriginal interests*)

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

Ms C West (*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 membership of this committee:

Board Members

Professor G Stanley

Mr I Baker (*alternative member for Dr B Croke from September 2001 to January 2002*)

Ms C Benedet

Dr B Croke (*on leave from September 2001 to January 2002*)

Dr M Fogarty

Mr I Morris

Non-Board Members

Mr T Alegounarias (*Director, External Relations Policy, Department of Education and Training*)

Mr J Baxter (*Director, National Board of Christian Parent-Controlled Schools Ltd*)

Mr T Chapman (*Executive Director, Association of Independent Schools*) (*on leave from August 2001 to September 2001*)

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

Dr G Newcombe (*alternative member for Mr T Chapman from August 2001 to September 2001*)

Higher School Certificate Consultative Committee

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

The members of this committee for the 2001 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*)

Emeritus Professor M Cooper

Dr J McCormick

Emeritus Professor D Spearitt

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

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 final performance band cut-off marks for each test.

The members of this committee for the 2001 School Certificate:

Board Members

Professor G Stanley

Dr M Bruniges

Ms D Butland

Dr B Croke

Mr P Heath

Non-Board Members

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

Emeritus Professor D Spearitt

Professor J Tognoloni (*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 of Studies, 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 2001 the membership comprised Board members Ms C Benedet, Ms S Gazis and Mr T Wootten.

Special Education Committee

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

Aboriginal Education Initiatives Advisory Committee

This committee advises the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the Aboriginal Education Consultative Group (who is also a member of the Board of Studies) and consists of representatives from the NSW Department of Aboriginal Affairs, the Aboriginal Education Consultative Group, the Aboriginal and Torres Strait Islander Commission, the Department of Education and Training, the Commonwealth Department of Education, Science and Training, the Catholic Education Commission, the New South Wales Teachers' Federation and the Higher Education Network Aboriginal Corporation. It also has representation from the Aboriginal Teachers' Membership Committee (1 secondary teacher and 1 primary teacher).

Board Curriculum Committees

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

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

Board of Studies VET Advisory Committee

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

The membership comprises the following:

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

- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals' Council nominee
- 1 Council of Catholic School Parents and/or NSW Parents' Council nominee

Industry Curriculum Committees

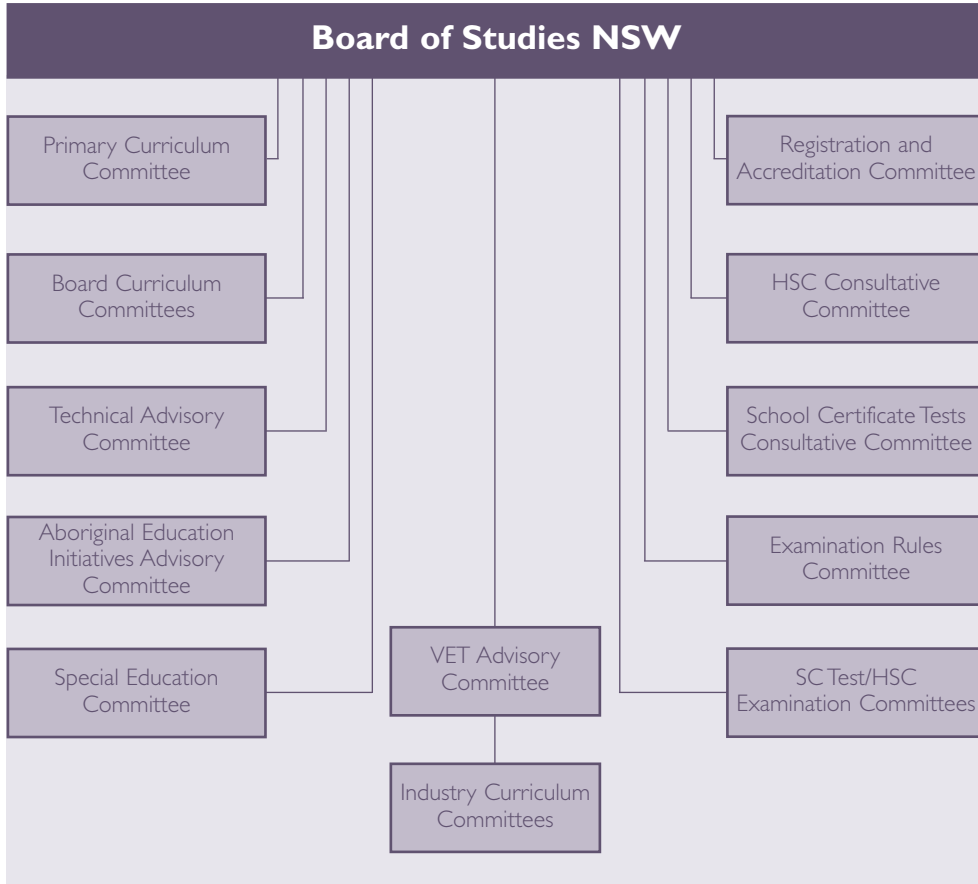
These committees guide the development of each VET curriculum framework. They act as a reference point for the views and interests of the industry, training, university and schools sectors. Each committee focuses on a particular industry area.

The membership of each committee is as follows:

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

School Certificate Test/Higher School Certificate Examination Committees

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



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 2001, 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.

3 *Review of 2001–2002*

During the period 2001–2002, the Board and the Office continued to implement the Government's White Paper for the reform of the Higher School Certificate, *Securing Their Future*.

2001 was the first year in which students sat for examinations under the new Higher School Certificate established by the Government's White Paper. The new HSC introduced a standards-referenced approach to assessing and reporting student achievement. This system had significant implications for all stages of the development and marking of the 2001 HSC examination papers.

An independent review of the 2001 HSC examination procedures was conducted in addition to the annual HSC examination audit to provide advice to the Board on the implementation of the new standards-referenced examination and marking procedures. The review identified some areas requiring refinement but concluded that overall the examination procedures were consistent with best practice. In April 2002, work began on implementing recommendations resulting from the review.

During the reporting period, the Board finalised its K–10 Curriculum Framework. The framework provides guidelines for future curriculum development for the compulsory years of schooling in NSW and is the basis for the review of the Years 7–10 curriculum. Consistent with recent Board initiatives in the development of K–6 and HSC syllabuses, the framework introduces a standards-based approach to 7–10 syllabus design, assessment and reporting.

Draft English and Mathematics Years 7–10 syllabuses were developed and made available for consultation early in 2002 as part of the review of the 7–10 curriculum. The Board decided at its May 2002 meeting to extend the timeline for implementation of the Years 7–10 English and Mathematics syllabuses until 2004. The draft K–6 Mathematics syllabus was also developed over the reporting period.

Work was undertaken to support Aboriginal Language programs with the development of a Framework for Aboriginal Languages K–10. At its April 2002 meeting, the Board endorsed the development of a Years 7–10 syllabus for teaching Aboriginal Languages.

In November 2001, approximately fifty percent of Year 10 students participated in the final trial of the Australian History, Geography, Civics and Citizenship test that will become mandatory for the 2002 School Certificate.

In early 2001, the Government announced plans for the introduction of a statewide Computing Skills Assessment for all Year 10 students. A small-scale trial of the Computing Skills Assessment was held in October 2001. Twenty schools took part in the trial which consisted of both school assessment and an external test based on information communications technology. At its May 2002 meeting, the Board of Studies decided to extend the trialling of the new Computing Skills Assessment by another year, with mandatory implementation for Year 10 students from 2004.

Significant developments in information and communication technologies also occurred within the Office over the period. Some of these developments include the redesign of the Board's website, upgrade of the eBOS Shop Online facility, new functions to facilitate entry of student data via eBOS Schools Online, and the introduction of eBOS Markers Online. Scanning technologies were expanded to additional regional School Certificate and Higher School Certificate marking centres.

The following pages provide additional information on these and other achievements.

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, 2002
<p>Finalise K–10 Curriculum Framework and commence implementation</p>	<p>Purpose statement in place</p> <p>Framework incorporates standards and accounts for Eltis recommendations</p> <p>Principles for K–10 assessment in place</p> <p>Criteria used to evaluate Years 7–10 English and Draft Years K–10 Mathematics syllabuses</p> <p>Investigate the need for Stage 4 outcomes in syllabuses for non-mandatory Stage 5 subjects</p> <p>Develop a paper for consideration of the Board that explains how syllabuses incorporate good pedagogy</p>	<p>Purpose statement incorporated in framework</p> <p>Reference to standards incorporated in framework. Standards framework incorporating levels of achievement developed for consultation</p> <p>Assessment principles incorporated in framework. Further work on assessment for learning is continuing</p> <p>English 7–10 and Mathematics K–6 syllabuses developed in line with framework</p> <p>Stage 4 outcomes to be included in non-mandatory Stage 5 syllabuses</p> <p>Preliminary paper on pedagogy presented to the June 2002 Board meeting</p>
<p>Finalise and publish K–6 Mathematics syllabus</p>	<p>Writing brief endorsed</p> <p>Syllabus approved by Minister</p>	<p>Writing brief endorsed at September 2001 Board meeting</p> <p>Mathematics K–6 syllabus to be considered for endorsement at the August 2002 Board meeting</p>
<p>Commence revision of Years 7–10 syllabuses</p>	<p>Technology statement prepared as basis for review and revision of TAS syllabuses</p> <p>Writing Briefs developed and endorsed by Board</p> <p>Revision of syllabuses commenced</p> <p>Feasibility of adding Photography, Ceramics and Visual Design to Creative Arts and Marine Studies to TAS</p>	<p>Statement prepared and endorsed at the February 2002 Board meeting. Copy placed on the website</p> <p>Assessment advice for writing briefs developed and writing briefs completed for 19 syllabuses</p> <p>Draft syllabus development current for 16 syllabuses</p> <p>Digital and Photomedia, and Visual Design approved for development at the May 2002 Board meeting</p>

Actions	Key Performance Indicators	Status as at June 30, 2002
Finalise and publish Years 7–10 English and Mathematics syllabuses	<p>Writing briefs endorsed</p> <p>Syllabuses approved by Minister</p> <p>Revised syllabuses distributed to schools</p>	<p>Writing brief for English endorsed at the August 2001 Board meeting. The writing brief for Mathematics endorsed at the September 2001 Board meeting</p> <p>English syllabus endorsed at the May 2002 Board meeting. Mathematics syllabus to be considered for endorsement at the August 2002 Board meeting</p> <p>English syllabus and Mathematics syllabus to be distributed to schools in Term 4, 2002</p>
Complete K–10 cross-curriculum content statements	<p>Cross-curriculum content statements complete</p> <p>Cross-curriculum content statements inform writing briefs of Years 7–10 syllabuses</p>	<p>Statements completed in April 2002</p> <p>Statements included in writing brief development across key learning areas</p>
Complete revision of and publish Content Endorsed Courses	<p>Computing Applications CEC approved and distributed to schools</p> <p>Finalise criteria to be used for maintenance and development of TAFE CECs</p>	<p>Distributed to schools in December 2001</p> <p>Criteria endorsed at the May 2002 Board meeting</p>
Develop 2 unit Year 12 only courses	Cognitive Science course developed	Draft writing brief available for consultation in June 2002
Review content of Stage 6 Science syllabus	Identify content to be set aside and produce amended syllabus	Proceeding according to timeline with completion due in September 2002

Key Result Area 1.2
Educating for work and lifelong learning

Actions	Key Performance Indicators	Status as at June 30, 2002
Evaluate and revise Stage 5 Work Education	Evaluation completed	Stage 5 Work Education draft writing brief available for consultation June 2002
Develop and publish additional VET frameworks that encompass part-time traineeships	One additional VET framework published and distributed	Entertainment framework endorsed by the Board in June 2002
Develop and implement enhanced credit transfer arrangements	Credit transfer forms revised to include HSC options HSC/TAFE Credit Transfer website updated	Forms checked by relevant Inspectors and forwarded to TAFE New website to be launched by end of August 2002
Finalise criteria and assess applications for University Developed Board Endorsed Courses	Guidelines and criteria endorsed by Board Board Appraisal Panel operating effectively Applications processed according to timeline and responses provided on schedule	Revised guidelines approved by the Board in February 2002 Panel to consider applications for 2003 academic year on 2 July Applications for 9 courses to be considered for appraisal at 2 July meeting
Incorporate literacy, numeracy and information technology skills in Years 7–10 syllabuses	Literacy, numeracy, information technology and other cross-curriculum requirements that are related to employment have been described K–10 for incorporation in syllabuses	Literacy, numeracy and information technology skills built into all Years 7–10 draft writing briefs and draft syllabuses for consultation. This has been informed by the cross-curriculum statement documents

Overview

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

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

As part of the White Paper reform, the Board finalised its *K–10 Curriculum Framework* to guide the development of curriculum in NSW for the compulsory years of schooling. The framework draws on an understanding of contemporary teaching and learning that emphasises outcomes and a standards-referenced approach to assessment. It provides broad directions that reflect a commitment to providing a continuum that will enable the provision of sustained, sequential, high quality teaching and learning.

The *K–10 Curriculum Framework* is the basis for the revision of the Years 7–10 syllabuses. This undertaking will complete a cycle of syllabus development that commenced with the revision of the *English K–6 Syllabus* in 1995 and that, in recent years, has focused on the HSC syllabuses.

The new syllabuses incorporating a standards-referenced assessment framework will help ensure that there is greater consistency and coherence across syllabuses and that each syllabus provides for continuity of learning across K–10. Once completed, the Years 7–10 syllabuses will complete a K–12 standards framework that will assist teachers and students to monitor progress and will also assist with the reporting of student achievement to students, parents and school communities.

The new syllabuses will mean that students will be acquiring contemporary subject-specific knowledge and understanding as well as developing and enhancing their learning skills. Teachers will be developing and delivering learning programs that are based on up-to-date syllabuses that reflect the most recent understanding about what and how students should learn.

In an era characterised by change and in which employment prospects are being seen as tied to new knowledge-based skills, there is a need for curriculum to prepare students for continuing education and training.

The key foundations of learning involving literacy, numeracy, the use of Information and Communication Technologies, and Work, Employment and Enterprise have been emphasised in the revision of the Years 7–10 syllabuses.

It is recognised that Years 7–10 are critical in the consolidation of learning skills and attitudes towards learning and that curriculum and pedagogy need to ensure engagement and participation. Students have to acquire subject-specific and general knowledge as well as developing ways of handling change and new technology.

The revision of the Years 7–10 syllabuses will ensure that there is developmental continuity in the passage from the primary years through the compulsory Years 7–10 and on to the post-compulsory years of schooling. Another focus this year has been the development of the *K–6 Mathematics Syllabus*. This completed the set of K–6 syllabuses developed according to the timeline recommended by the Eltis Review.

An initiative in Aboriginal Education was undertaken this year whereby the *Framework for Aboriginal Languages K–10*, linked to the development of the *K–10 Curriculum Framework* and the *K–10 Framework for Languages*, was developed.

The Board commenced development of a new Stage 6 syllabus in Cognitive Science. This is the first Year 12 Higher School Certificate-only course as proposed in the Government White Paper for the HSC.

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 lifelong learning. The Board has carried out feasibility studies in five industry areas this year. As a result of the studies, an Entertainment curriculum framework was developed.

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.

Review of Years 7–10 Syllabuses

As part of the White Paper reform, a *K–10 Curriculum Framework* has been developed to guide the development of curriculum in NSW for the compulsory years of schooling. The framework provides broad directions to guide the development of all syllabuses. These directions reflect a commitment to providing a continuum of learning that will enable the provision of sustained, sequential, high quality teaching and learning.

All syllabuses will have appropriate cross-curriculum content, including Information and Communication Technologies, embedded in course content. Life Skills outcomes and content have been included in all syllabuses to cater for the small percentage of students for whom it is determined that this pathway is appropriate.

The Board's syllabus development process incorporates the evaluation of existing syllabuses, a national and international literature review, and wide consultation at each phase of development. Feedback received during consultation assists to prepare final documents.

The revision of the Years 7–10 syllabuses will be completed by the end of 2003. A total of 43 syllabuses will be developed. Each syllabus will be accompanied by a guide to the new syllabus and draft descriptions of Levels of Achievement. The Board will provide support materials to assist teachers in the initial implementation of the new syllabuses. These materials will include advice on initial programming, sample units of work, sample assessment tasks highlighting *assessment for learning* and *assessment of learning*, and annotated samples of student work.

Years 7–10 syllabuses in English and Mathematics will be available to schools in Term 4, 2002 for teachers to prepare for implementation in 2004. A program for the revision of other Years 7–10 syllabuses along with advance notice of consultation periods has been distributed to schools.

Establishment of Board Curriculum Committees

The following Board Curriculum Committees were established in the period 2001–2002:

Creative Arts

Dance
Drama
Music
Visual Arts

Human Society and Its Environment

Aboriginal Studies/Social and Cultural Studies
Commerce
Human Society and Its Environment
Work Education

PDHPE

Personal Development, Health, and Physical Education

Technological and Applied Studies

Agricultural Technology
Design and Technology
Food and Textiles Technology
Information and Communication Technology
Industrial Technology

Vocational Education and Training (*Industry Curriculum Committees*)

Business Services (Administration)
Dance
Drama
Entertainment

Cognitive Science

Content Endorsed Courses

Developments in Vocational Education

The NSW Board of Studies has developed 7 Industry Curriculum Frameworks for the Higher School Certificate derived from 11 Training Packages. The Frameworks comprise Business Services (Administration), Tourism and Hospitality, Construction, Metal and Engineering, Primary Industries, Information Technology and Retail.

The training packages used for the development of the courses are: Retail, Tourism, Hospitality, Information Technology, Agriculture, Horticulture, Veterinary Nursing, Business Services, Metal and Engineering, Civil Construction and General Construction.

Each Curriculum Framework consists of units of competency and contains a range of courses. The units of competency are reproduced in each syllabus and contain additional information on HSC requirements and advice.

The Industry Curriculum Frameworks were implemented from Year 11, 2000.

Enrolment data for 2000 and 2001 is contained in the table below:

Framework	Year 12, 2001	Year 11, 2000	Year 11, 2001
Business Services	2605	3382	3906
Construction	1505	2418	2849
Information Technology	3378	3781	6328
Metal and Engineering	645	1103	1289
Primary Industries	537	864	1016
Retail	1623	2145	2767
Hospitality	6352	8302	10 064
Tourism	702	742	892
TOTAL	17 347	22 737	29 111

The Industry Curriculum Frameworks were examined as optional HSC examinations. Over 75% of students elected to undertake the HSC examination. For each Industry Curriculum Framework the Board of Studies has developed a Syllabus (Part A Course Rules and Requirements and Part B Units of Competency with HSC requirements and advice), a Support Document, Resource List, Competency Record, Specimen Examination Paper, Sample Marking Guidelines and draft Performance Bands. All documents are available electronically for download from the Board's website. Parts A and B of the syllabus have been distributed to schools and TAFE colleges in hard copy.

Current development activity and planned future activity

In 2001, the Board of Studies carried out feasibility studies in five additional industry areas: Automotive, Child Studies, Health, Entertainment and Sport and Recreation.

The methodology for the feasibility study involved the collection of data against each of the Board-endorsed criteria for Curriculum Framework development.

This involved accessing publicly available documentation and augmenting this with information obtained from participants in each of the five focus groups convened to discuss feasibility issues in the context of the Board criteria.

Focus group participants consisted of representatives from the school authorities, TAFE and industry. School-based personnel currently implementing endorsed VET courses in the relevant industry areas were also invited to attend the focus group.

As a result of the feasibility studies, the Board of Studies has developed an Entertainment Curriculum Framework.

In addition the Board of Studies will review each Industry Curriculum Framework following the relevant training package reviews.

Many of the training packages used to develop the current Higher School Certificate Industry Curriculum Frameworks were endorsed in 1997 and 1998 and were reviewed in the period 2001–2002. These are detailed in the following table:

Training Package	Endorsement Period	Estimated ANTA Review Date
Retail	23/09/97 – 30/09/01	30/12/01
Tourism	05/06/98 – 01/06/01	30/11/01
Hospitality	23/09/97 – 30/09/01	30/11/01
Information Technology	22/04/99 – 01/05/02	December 2002
Agriculture	12/01/98 – 30/06/01	June 2002
Horticulture	21/05/98 – 30/06/01	June 2002
Veterinary Nursing	22/06/98 – 30/09/01	June 2002
Business Services	03/09/01 – 30/08/04	To be determined
Metal and Engineering	21/10/98 – 01/10/01	May 2002
Civil Construction	08/10/98 – 30/08/01	April 2002
General Construction	08/10/98 – 22/10/01	April 2002
Entertainment	10/09/98 – 30/09/01	December 2002

Cross-curriculum Content

The Board of Studies has developed cross-curriculum content requirements to be included in the outcomes and content of syllabuses. The identified content will be incorporated appropriately in Years K–10 syllabuses. The cross-curriculum areas address issues and perspectives that will assist students to achieve the broad learning outcomes defined in the Board of Studies NSW *K–10 Curriculum Framework*. The cross-curriculum content statements have been developed in accordance with the requirements of the Framework that ‘Syllabuses will include cross-curriculum content that is appropriate to teach in the key learning area or subject’.

The statements act as a mechanism to embed cross-curriculum content as necessary into all syllabuses for Years K–10. Knowledge, understanding, skills, values and attitudes derived from the cross-curriculum content areas will be included in Board syllabuses, while ensuring that subject integrity is maintained.

The cross-curriculum content statements have been developed in the following areas:

- Aboriginal and Indigenous
- Civics and Citizenship
- Difference and Diversity
- Environmental
- Gender
- Information Communication Technologies
- Key Competencies
- Literacy
- Multicultural
- Numeracy
- Work, Employment and Enterprise

Developments in Special Education

In 2001, the Board conducted an evaluation of Stage 5 Life Skills courses within the context of the *K–10 Curriculum Framework* and the program of revision of all Board Years 7–10 syllabuses. The evaluation indicated that there was strong support for a review of the Stage 5 Life Skills courses and that this review should include an extension of the current Stage 5 Life Skills provision to Years 7–8. It was also recommended that the Board consider various options for packaging Life Skills outcomes and content, moving away from separate syllabuses towards integration of Life Skills content and outcomes into the general Years 7–10 syllabuses. The Board accepted these broad directions in December 2001.

The Years 7–10 draft writing briefs for the first group of subjects, comprising English Life Skills, Mathematics Life Skills, Science Life Skills and PDHPE Life Skills, took into account these broad directions. Consultation from February – April 2002 on the Draft Writing Briefs for Life Skills courses provided teachers with the opportunity to consider these issues. The consultation report indicating significant support for the inclusion of Life Skills outcomes and content in Years 7–10 syllabuses was presented to the Board in May 2002. The report also recommended that the development of Life Skills content and outcomes should occur as part of the development of draft Years 7–10 syllabuses.

The second group of Years 7–10 draft writing briefs for TAS Life Skills, HSIE Life Skills, Languages Life Skills and Creative Arts Life Skills was released for consultation from 13 May to 21 June 2002.

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

Development of Prescriptions: Area of Study, Electives and Texts for the 2004–2005 Higher School Certificate in English

As the current prescriptions document will have been in place for three years by the end of 2003, the Board of Studies has approved the development of a new list of areas of study, electives and texts for 2004–2005. A curriculum committee was appointed in accordance with the previously approved process for review. The committee has recommended changes and appointed a working party to develop an amended list. The list has been developed and forwarded to the approved community and expert groups for consultation. An amended list and report on consultation will be presented to the Board Curriculum Committee and the Board for recommendation and to the Minister for approval. The list will be published to schools in Term 4 of 2002.

Refinement of Content of Stage 6 Science Syllabuses

The Stage 6 Biology, Chemistry, Earth and Environmental Science, Physics and Senior Science syllabuses were released in 1999 for implementation in Year 11, 2000 and Year 12, 2001. The syllabuses provide a detailed description of what students 'learn about' and 'learn to do' in each of the modules of each of the courses.

The content in each of the syllabuses must be such that it can be delivered in 240 hours with quality learning occurring.

The Masters Review contained some comments that there is currently too much content in the science syllabuses. The Board endorsed an action plan to:

- refine the content of each of the science syllabuses by identifying material that may be set aside
- undertake a programming feasibility study to establish whether the refined content can be delivered within the indicative time
- notify schools of the refined content by October 2002.

ABC Children's Television Education Unit Evaluation

During 2001, primary curriculum officers provided feedback on draft programs for the ABC Children's Television Education Unit. The draft materials, in both print and video formats, were programs with a Science and Technology, and literature focus. The advice identified the particular syllabus outcomes that would be appropriate and the age group for which the programs would be most suitable.

School Developed Courses

The term School Developed Board Endorsed Course refers to courses, not developed by the Board, which are submitted to the Board of Studies by schools for endorsement in Stage 5 for the School Certificate or in Stage 6 as Preliminary or HSC units. School Developed Courses (SDC) may be endorsed for a maximum of four years.

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

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

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

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

In 2001–2002, the Board Endorsement Panel considered 512 courses, fewer proposals than were received by the panel in 2000–2001. The number of School Developed Course proposals varies from year to year:

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

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

It would appear likely that the number of Stage 6 courses proposed by schools and endorsed by the Board will remain lower than in previous years because of the breadth of syllabus offerings in Stage 6. The panel will continue to monitor the effect of new syllabuses in Stage 5 on the number and type of proposals to the Board.

Aboriginal Education

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

- Production of 'Working with Aboriginal Communities: A guide to Community Consultation and Protocols'. This book was developed to advise teachers and schools on effective strategies for developing collaborative partnerships between Aboriginal parents and communities in curriculum development and delivery. The book was written in consultation with the Department of Education and Training, the Catholic Education Commission and the NSW Aboriginal Education Consultative Group Inc. Books were sent to all government and non-government schools during Term 1, 2002.
- The Board is presently working on the development of support documents for the implementation of the new Mathematics K–6 syllabus. These support documents will assist teachers of Aboriginal students to develop effective teaching strategies to ensure improved student numeracy learning. These strategies will centre on the development of contextual mathematics teaching units and the engagement of Aboriginal parents/community as active participants in their development and delivery. The project is programmed for completion in Term 1, 2003.

- The Board has been exploring the capacities of its K–6 syllabuses to demonstrate integrated learning across the primary curriculum. Curriculum integration enables teachers and learners to identify and utilise the connection between syllabuses. In practice, this project attempts to show how students can acquire a modified view of curriculum to broaden the context of learning. A major aspect of this project has been the development of four staged units of work which explore examples of how Aboriginal perspectives can be integrated across the curriculum. This project will be completed Term 4, 2002.
- The Board has commenced the revision of all Years 7–10 syllabuses. All mandatory syllabuses will now need to demonstrate the appropriate integration of Aboriginal and Indigenous cross-curriculum content. This will assist meaningful Aboriginal perspectives being integrated across a broad range of Year 7–10 courses. In particular, the mandatory Years 7–10 History syllabus will explore the concepts of a shared historical experience for both Aboriginal and non-Aboriginal people.

A further part of this overall curriculum review will be the revision of the Years 7–10 Aboriginal Studies syllabus. This syllabus will provide students with the capacity to explore, in depth, the historical and cultural experiences of Aboriginal people. This syllabus will be available for implementation in schools in 2004.

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

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

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

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

Recommendation 289:

This recommendation relates to pre-schooling programs.

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

Recommendation 290:

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

Curriculum writers are informed by the Board's Statement of Equity Principles, which recognises the importance of consultation and involvement of Aboriginal people in the process of curriculum development. In addition, support to syllabus writers has been developed as part of the K–10 Cross-curriculum statements. The Aboriginal and Indigenous statements indicate cross-curriculum content that will provide all students with the opportunity to develop knowledge and understanding of Indigenous history and culture both in Australia and internationally.

The Statement 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 regarding drug use, alcohol use and sex education that meet the local needs of their students. The PDHPE syllabus for Kindergarten to Year 6 also provides a framework for dealing with these issues in the primary years of schooling.

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.

HSC/TAFE Credit Transfer

The HSC/TAFE Credit Transfer program gives students moving from school into TAFE the opportunity to gain credit towards their TAFE vocational qualification through completion of certain requirements in selected HSC courses. This credit, which is negotiated between the Board of Studies and TAFE NSW, 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. Examples of new credit arrangements for the New HSC include those applying to courses in the Industry Curriculum Frameworks and the revised Content Endorsed Courses.

Comprehensive information about HSC/TAFE credit transfer is available at www.det.nsw.edu.au/hsctafe.

Credit is available for both general education and VET courses. Students can maximise the amount of TAFE credit they receive by studying combinations of HSC courses known as course clusters. The website provides information about course clusters as well as some case studies of ways in which students have used them to their advantage.

Recognition of Prior Learning

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

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

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

Throughout the reporting period schools have continued to seek advice about and to use RPL as a means of allowing students’ previous studies to contribute to the award of the Higher School Certificate.

Distinction Courses

Distinction courses for gifted and talented senior secondary students were first offered for study in 1994 as a provision for accelerating students under the HSC Pathways initiative.

Distinction courses in Philosophy, Cosmology and Comparative Literature continued to be available for eligible students in 2001.

These challenging first-year university level courses, specially designed for students of high ability, were delivered by distance education through Charles Sturt University (Cosmology and Comparative Literature) and the University of New England (Philosophy).

The level of interest in undertaking a Distinction course was maintained in 2001, the first year of examining the New HSC. Of the enrolment of 81 students, 70% came from government schools, a trend that has clearly emerged in recent years. Equal representation of female and male students continued as a feature of student intake in 2001. Twenty percent of the candidature was drawn from schools beyond the Sydney Metropolitan area.

Student performance in Distinction courses reached a new level of excellence in 2001 with 95% of candidates gaining a university grade of Distinction or High Distinction.

Technology and Applied Studies Symposium

On 8 December 2001 the Board of Studies held the Technological and Applied Studies (TAS) Years 7–10 Symposium. The symposium provided a forum for discussion about the future directions of TAS syllabuses in the 7–10 curriculum. Feedback from the symposium helped in the development of the *Technology Statement K–12* that defines the continuum of technology learning K–12.

Delegates at the symposium were drawn from major educational systems including universities, schools and TAFE colleges. There was also participation from relevant community and industry groups. The symposium included keynote addresses that provided stimulus for discussion and workshops focusing on the place of technology education and technological advancement in the total school curriculum.

Human Society and Its Environment Symposium Report

The HSIE Years 7–10 Symposium was conducted to raise and explore some key issues in the review of the non-mandatory curriculum offerings for Stages 4 and 5 in the Human Society and Its Environment Key Learning Area. This is the first phase of the syllabus development process, which involves a review of all Years 7–10 syllabuses in the NSW curriculum. As the Years 7–10 History and Geography syllabuses were recently revised, they will be considered in terms of how they meet the criteria for approval of syllabuses by the Board as provided in the K–10 Curriculum Framework. The non-mandatory HSIE syllabuses under review are Aboriginal Studies, Asian Social Studies, Commerce, Studies in Society, Studies of Religion and Work Education.

Delegates at the Symposium included nominees of the NSW Department of Education and Training, Catholic Education Commission, Association of Independent Schools, and professional teachers' associations. Teacher delegates were nominated by Board of Studies Liaison Officers in each region of NSW. These included identified experts in the subject fields and representatives from each schooling sector.

Dr Christine Halse from the University of Western Sydney was invited to deliver the keynote address at the symposium. Dr Halse has a background in teaching, and is a well-known academic in the field of education, cultural diversity and intercultural relations. Her academic teaching has encompassed a range of HSIE subjects including Aboriginal Studies, HSIE K–6, History Method, as well as Curriculum Studies and Educational Evaluation.

Preliminary and HSC Course Entries for the New HSC

Data collected from schools on enrolment patterns for Preliminary courses under the New HSC in 2001 and 2002 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 2001 and 2002
- 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, are over **5300** in 2002
- overall Preliminary entries in Mathematics have increased slightly, the largest change occurring in 2 unit Mathematics where enrolments have increased by **4%** to more than **16 216**
- enrolments in the VET curriculum frameworks have experienced an overall growth of **22%** from 2001 to 2002, the most popular VET courses being Hospitality, Information Technology and Business Services.

Mid-year HSC course entries show that:

- almost one-third of all students have chosen the most challenging English Advanced course
- approximately **50%** of students are studying the new course in General Mathematics, while more than **20 500** students have chosen the calculus-based Mathematics course. Over **9300** students are studying the Extension 1 course and over **3000** students are studying Mathematics Extension 2
- each of the traditional Science courses (Biology, Chemistry and Physics) has attracted over **9000** candidates and the newer Earth and Environmental Science course has more than **1300** candidates
- the most popular course in the technology area is Information Processes and Technology which has over **10 000** entries
- the VET courses continue their popularity with enrolments stable from the Preliminary year. Almost **28%** of the HSC candidature is enrolled in at least one Board Developed VET course. **Eighty** percent of eligible VET students have chosen to sit the optional HSC examinations, providing a dual pathway for further vocational and academic study.

Goal 2:

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

Key Result Area 2.1:

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

Actions	Key Performance Indicators	Status as at June 30, 2002
Conduct first New HSC examinations in 2001	Timelines for conduct of 2001 HSC achieved Advice Line, Inquiry Centre, appeals programs and other student support programs organised and conducted on time and within budget Error-free conduct of HSC 2001, with levels of service to students and schools maintained during development of HSC 2002	2001 HSC examinations conducted on schedule HSC programs conducted on schedule and within budget Examinations successfully conducted without major incident
Implement New HSC marking process related to standards	Timelines for marking 2001 HSC achieved Support provided as requested	New HSC marking process successfully implemented, on schedule and within resource allocation Appropriate support provided as requested
Consistent with management cycle, evaluate 2001 examination conduct and marking programs	Recommendations of evaluation incorporated in 2002 planning	Internal and external review conducted. Recommendations incorporated in 2002 planning and actions
Implement recommendations of the Masters review as approved by the Board	Actions relating to Masters recommendations for exam setting, marking and standards-setting completed and refinements made to the 2002 examination program accordingly	Actions to implement Masters recommendations underway in accordance with timelines
Prepare for the conduct and marking of first mandatory School Certificate Australian History, Geography, Civics and Citizenship test	Timelines for conduct and marking achieved	Planning for conduct and marking on schedule

Actions	Key Performance Indicators	Status as at June 30, 2002
Report student achievement in the 2001 HSC in terms of standards	<p>Operational and system changes in place to deliver assessment and reporting requirements</p> <p>Standards-setting procedures developed and implemented</p> <p>HSC results produced are accurate and on time</p> <p>HSC results available electronically</p> <p>Credentials and related documentation for the New HSC produced correctly and on schedule</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
Refine New HSC performance descriptions based on achievement from the 2001 examinations	Data from standards-setting procedure informs refinement	Data from standards-setting operation collected and analysed
Refine New HSC performance descriptions based on achievement from the 2001 examinations	Data from standards-setting procedure informs refinement	Data from standards-setting operation collected and analysed
Assist Years K–10 teachers to effectively assess and report achievement against standards	Assessment advice and work samples related to standards developed for K–10	Assessment for learning incorporated in revised English and Mathematics syllabuses. Framework for reporting against standards developed for consultation
Report student achievement in the 2002 HSC in terms of standards	<p>Administrative, Professional and System aspects of the operation reviewed and changes put in place ready for 2002 operation</p> <p>Standards-setting procedure modified to incorporate the use of standards packages</p> <p>Develop training materials for teachers to assist their use of the Standards Packages</p>	<p>Changes for 2002 operation identified and implementation proceeding</p> <p>Use of standards packages incorporated in standards-setting procedures</p> <p>Training materials developed</p>
Conduct Year 10 Computing Skills Assessment Trial	<p>20 schools complete first trial test</p> <p>Online test facilities trialled</p> <p>Feasibility study completed and advice provided to Board</p> <p>Develop online version of 2001 test</p>	<p>2001 trial completed</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved. Further development occurring in 2002</p>

Actions	Key Performance Indicators	Status as at June 30, 2002
Finalise, scope and publish Order of Merit lists	Criteria for determining Order of Merit finalised Recipients identified	2001 HSC merit list produced Achieved
Finalise and distribute New HSC standards packages to schools	New HSC standards packages published and distributed	Achieved
Apply feedback from 2001 examinations to syllabus development process	Data from examination setting procedure informs refinement Data from standards-setting procedure informs refinement Data from standards-setting procedure informs refinement Proposal for syllabus amendments or revisions endorsed by Board	Revision of Stage 6 Science syllabuses underway. Due to be finalised in October 2002 Revision of Stage 6 Science syllabuses underway. Due to be finalised in October 2002 Revision of Stage 6 Science syllabuses underway. Due to be finalised in October 2002 Proposed amended Science syllabuses to be considered at October 2002 Board meeting
Update ACE Manual to reflect changes to rules and requirements for SC and HSC	Updated ACE Manual on Board website	ACE Manual revised and approved by Directors/Managers – due to be published Term 4, 2002

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*.

During the reporting period the focus of the reforms centred on the first examinations of the new Higher School Certificate, and the continued trialling of the Computing Skills Assessment and the School Certificate Australian History, Geography, Civics and Citizenship test.

The New Higher School Certificate was examined for the first time in 2001 and introduced some significant reforms to many areas of the HSC examination program.

As well as conducting its own annual review of the new Higher School Certificate, the Board of Studies commissioned an independent review of the examination procedures introduced for the New Higher School Certificate. This review was conducted by Professor Geoff Masters, Executive Director of the Australian Council for Educational Research (ACER), over the period from December 2001 to the end of March 2002.

The review involved a thorough audit of all aspects of the Higher School Certificate examination program including the setting of examination papers, the marking of the examinations, standards-setting and the reporting of results.

As part of the process of review, peak education groups and other interested teachers and community members put forward submissions expressing their views, concerns and opinions.

Professor Masters also held wide-ranging discussions with key-interest and educational groups including schools, parent bodies, teacher unions and professional associations.

Overall the submissions and consultations were supportive of the changes that have occurred as part of the New HSC and were focused on suggesting improvements. There was strong support for the introduction of standards-referenced assessment and reporting.

The review resulted in 20 recommendations for further refinement of procedures and better communication about the new program.

At its meeting on 9 April 2002, the Board accepted 20 recommendations and other suggestions included in Professor Masters' report, and endorsed an action plan and time frame for their implementation so that the refinements would be in place for the 2002 HSC.

As part of the NSW Government's *Plans for Education and Training 1999–2003*, the Board of Studies is developing a statewide Year 10 Computing Skills Assessment (CSA). The strategy is aimed at ensuring that all students who complete Year 10 have the information and communications technology (ICT) skills needed to successfully engage in the next stage of learning, whether at school, in further training or in the workplace.

In 2001, the Computing Skills Assessment was trialled for the second year by over 1500 Year 10 students from 20 government and non-government schools across the state.

The trial consisted of a school-based assessment of computing skills, using a draft set of competencies, and an external test based on ICT outcomes in current Board syllabuses. Most students completed the trial pen-and-paper test while 200 students from six of the participating schools completed an online version of the Computing Skills test.

The Board of Studies has decided to extend the trialling of the new Computing Skills Assessment by a further year with mandatory implementation now scheduled for all Year 10 students in 2004. This decision will allow all schools to trial the Computing Skills Assessment before it becomes compulsory.

The final trial School Certificate test in Australian History, Geography, Civics and Citizenship was made available to all schools wishing to participate in 2001. Around fifty percent of Year 10 students took part in the trial. The Australian History, Geography, Civics and Citizenship test will be mandatory for all Year 10 students in 2002.

2001 School Certificate

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

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

In 2001, 81 308 students were enrolled for the School Certificate.

The 2001 School Certificate was awarded to students during the week commencing 10 December 2001. Each student was given a School Certificate Folio in which to present their certificate, school reports and other records.

School Certificate Grade Monitoring

All students enrolled for the School Certificate are awarded a grade for each of their subjects. The grades are awarded by schools on the basis of the students' achievement of the outcomes of the course, as described in the Course Performance Descriptors for each course. The Office of the Board of Studies monitors the statewide pattern of grades awarded, and the awarding of grades by schools. Where necessary, schools are requested to reconsider the awarding of grades in particular courses.

School Certificate Tests

Tests in English-literacy, Mathematics and Science were mandatory for all Year 10 students in 2001. A trial test in Australian History, Geography, Civics and Citizenship was also made available, with over one-third of schools participating.

The School Certificate Tests were conducted on Monday 12 and Tuesday 13 November 2001 in approximately 750 centres under the supervision of Presiding Officers appointed by the Office of the Board.

Special Examination Provisions

Special Examination Provisions for the tests were provided for 3840 students. This represents an increase of approximately 4.3% over the previous year.

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

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

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

Marking

Over 1000 markers assessed students' responses across four tests in various Sydney metropolitan marking venues.

Students with Special Education Needs

A total of 1252 students with special education needs were awarded the School Certificate testamur, a Record of Achievement and a Student Profile outlining their achievement in each key learning area.

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

Illness and Misadventure Appeals

The Board has delegated to school principals the authority to determine student illness and/or misadventure appeals for the School Certificate. In 2001, 1066 individual students submitted appeals; 1046 students had all their appeals upheld.

Students may appeal to the Board if they disagree with the principal's decision. Principals partially declined 9 student appeals, fully declined 11 appeals and 1 of these was subsequently appealed to the Board. The principal's decision was confirmed in this case.

Seven whole-group appeals were submitted to the Board by principals. All were upheld.

School Certificate Australian History, Geography, Civics and Citizenship 2001 Trial Test Evaluation

Following the final trial for the School Certificate test in Australian History, Geography, Civics and Citizenship, a Focus Group meeting was convened in late November 2001 to provide an opportunity for comment.

The Focus Group comprised History and Geography teachers from government and non-government metropolitan and non-metropolitan schools, members of the Examination Committee and the Supervisor of Marking and senior markers.

Computing Skills Assessment (CSA) in Year 10

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

- development of a draft set of ICT 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 sample items and instruments for the conduct of a small-scale trial.

This is an ongoing project. A larger trial with 160 schools will be undertaken in 2002. All secondary schools in NSW will have the opportunity to trial the CSA in 2003 before it becomes compulsory in 2004.

2001 Higher School Certificate

In 2001, 67 831 students successfully completed Preliminary courses. Details of the courses completed by each student were reported on a Record of Achievement. Records of Achievement for students undertaking a Stage 6 Life Skills course in the Preliminary year were issued to 16 students.

In 2001 the Higher School Certificate candidature was 61 663. Students were offered 170 different courses, including 3 Distinction courses, chosen from 85 subject areas.

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

New HSC Examination Development Process

A new process for developing examinations and marking guidelines was introduced for the new standards-based HSC examinations in 2001. Examinations are produced by examination committees, working under the leadership of a Chair, and in conjunction with a Senior Assessment Officer as project manager. The Board Inspector responsible for the course and the Supervisor of Marking for the examination have roles in ensuring the quality of the examination and marking guidelines.

Each examination committee's task is to develop examination papers and marking guidelines for the HSC examination in the courses for which it is responsible. This includes marking guidelines or other materials related to practical components or submitted tasks. In the past, marking guidelines for the examination were developed by the markers after the examination had been sat. In a standards-referenced system, the marking guidelines are seen as part of the examination, and are developed concurrently with the examination paper.

The Board-endorsed principles for setting examinations and developing marking guidelines in a standards-referenced framework. These principles are designed to ensure that examinations allow students to demonstrate their achievement of the outcomes of the course, and that marks awarded are commensurate with performance.

The parameters for the examination are determined by an examination brief, which is developed by a planning group comprising the Chair of the examination committee, the Board Inspector, the Senior Assessment Officer and the Supervisor of Marking.

The examination brief addresses issues such as the range and balance of question types, the targeted performance bands in each section of the paper, the content and outcomes to be addressed in each section of the paper and across the paper as a whole, the extent and type of stimulus material, and the accessibility of the paper to the full range of candidates.

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

- The Inspector, the Supervisor of Marking and the Assessment Officer check the draft examination against the examination brief and the principles for setting examinations.
- The Supervisor of Marking and the Assessment Officer check that the draft marking guidelines follow the principles for marking guidelines, and reflect the intention of the questions.
- An assessor, who is an independent teacher with recent Year 12 teaching experience in the subject, assesses the entire paper.

- Multiple-choice items are reviewed with a focus on identifying any potential problems in the design and construction of these items.
- Specialists in hearing impairment and vision impairment review papers, focusing specifically on identifying word usage, terminology and/or images that could exclude such candidates from answering a question. They also recommend modifications to those papers specifically developed and produced for students with special needs.
- A copy editor reviews the paper for style, grammar, expression, spelling and layout.

Preparation, Administration and Conduct of the 2001 HSC Examinations

The preparation, administration and conduct of the HSC examinations involved:

- 82 examination committees
- 302 examination committee members
- 18 days of written examinations
- 154 written examination papers
- practical examinations/projects in Agriculture, Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design and Visual Arts
- speaking skills in over 50 language courses
- over 5000 examination supervisors
- 13 marking sites
- over 7300 markers assessing students' written scripts, practical examinations and submitted works
- over 750 casual clerical staff.

In 2001, NSW students, as part of the National Assessment Framework for Languages at the Senior Secondary Level (NAFLaSSL), undertook examinations in Armenian, Croatian, Czech, Dutch, Estonian, Filipino, Hindi, Hungarian, Japanese Beginners, Khmer, Korean Continuers, Latvian, Macedonian, Maltese, Persian, Polish, Portuguese, Russian, Serbian, Slovenian, Swedish, Tamil and Turkish. Students from other states also sat these examinations.

Special Arrangements

For the 2001 examinations, special provisions were provided for 2631 students with special needs. This is consistent with the number of students in 2000.

Students who are prevented from attending an examination (including an oral/aural or practical examination), or who consider that their performance has been affected by illness or misadventure immediately before or during an examination, may request special consideration of their examination results. In 2001, individual appeals were received from 4321 students. Of these, 3357 were upheld, 428 were partially upheld and 536 were declined. Seventy-five whole-group appeals were received. Forty-seven of these were upheld and 28 were declined.

The Board's Examination Rules Committee considered 8 cases of alleged malpractice or breach of examination rules and made determinations under delegation from the Board.

Electronic Capture of Student Entry Data

Following the success of the large-scale electronic collection of entries in 2001, the Office of the Board of Studies 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 90% of schools using the services in 2003. This target was exceeded, with 96% of all entries submitted electronically – this amounted to 218 903 students submitting 2 232 847 entries in all. 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. The process was largely completed within four weeks with some schools completing all entries for their students within 24 hours of the service opening while others preferring to schedule the task over several weeks.

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.

For the first time the HSC Advice Line operated during the school vacation. This broadened the duration of the service by 13 days, and extended the tradition of assisting students at the times that their classroom teacher is unavailable.

In 2001 the Advice Line supported 25 courses in 16 subject areas. Each course was supported until the evening before the final examination. It operated from Tuesday 25 September (27 days before the examinations commenced) to Tuesday 13 November. Eighty lines were available, with more than 800 teachers providing advice. The Advice Line responded to 30 961 calls in 2001, an increase of 14% over the previous year.

Higher School Certificate Metropolitan and Regional Day Marking

The Metropolitan and Regional Day Marking programs continue to provide teachers who would not normally be able to participate in evening marking sessions an opportunity to gain insight and experience into the standards being achieved by students presenting for the Higher School Certificate.

In 2001 approximately 12% of the total marking hours was set aside for Day Marking, across 11 marking centres in both metropolitan and regional areas. These centres were established in Bathurst (2 centres), Glenfield Park, Wagga Wagga, Coffs Harbour, Armidale and the Sydney Showground and Exhibition Centre at Homebush Bay. The marking centres were established for Aboriginal Studies, PDHPE, Agriculture (Paper 1), Agriculture (Paper 2), English (Advanced – 3 centres), English (Standard – 2 centres), English (Standard and Advanced Section 3), and English (Standard and Advanced Section 2). Each year the Office rotates day-marked subjects with the aim of providing opportunities to teachers across as many courses as possible.

The Office also aims to ensure that the impact of Day Marking on schools is minimised, through consulting with the principals of schools where more than two applicants are successful, and by meeting the full cost of relief to the school for every teacher appointed to a day-marked subject.

Country Transfer of Duty Marking Program

In a joint initiative with the Department of Education and Training, the Office continues to conduct the Country Marker Transfer of Duty Program.

The program provides opportunities for marking for country teachers who have no previous marking experience.

A limited number of positions are available for country teachers from targeted districts who are interested in teaching in a Sydney metropolitan school by day while marking a regionally identified priority subject at a designated metropolitan marking centre at night.

In 2001, 35 teachers were appointed to participate in this program across a variety of subjects.

Use of Intelligent Character Recognition Scanning Technology

In 2001, the Office of the Board of Studies further expanded the use of scanning technologies to 10 regional marking centres to manage the fast and accurate processing of marks for the School Certificate and Higher School Certificate. Over 185 000 sheets of paper were scanned, which equates to the collection of over 3 million marks.

Marksheets were scanned during the marking sessions and loaded onto the system. This process minimised risk, as the marksheets, which represent not only student marks but also hours of work by markers, did not leave the marking centre.

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

Standards-Setting Operation

In 2001, the Board of Studies reported student achievement in the new Higher School Certificate by using a standards-referenced approach. This meant that student achievement was reported in relation to bands of performance, associated with band descriptions, as well as in terms of marks.

The procedure used by the Board of Studies for setting standards has a strong theoretical foundation and is based on the use of professional judgement informed by statistical reports and student responses. Used for the School Certificate since 1998, and HSC trialled in 1999 and 2000, the procedure involved using teams of highly experienced lecturers/teachers/markers (referred to as judges) to determine the examination mark that corresponded to the borderline between each performance band. This procedure was applied to every subject and involved several stages, giving judges the opportunity to refine initial decisions made. Once the Board accepted the band cut-off marks for each subject, they were used to produce the examination mark for each student as reported on their Record of Achievement.

Release of Results

Higher School Certificate results were available to students via the telephone or internet on Wednesday 19 December 2001, and result summaries were received by students on Friday 21 December.

The credentials were delivered to candidates on Tuesday 22 January 2002. Students received the Higher School Certificate and a Higher School Certificate Record of Achievement listing results in each course, plus a Course Report for each course with an examination. Students who completed a VET course also received an AQF (Australian Qualifications Framework) qualification. Where students were ineligible to receive the Higher School Certificate and a Record of Achievement they received a Result Notice.

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

Higher School Certificate Results over the Telephone

In 2001 the Board again offered Higher School Certificate students a service which enabled them to have telephone access to their Higher School Certificate results prior to their delivery by post. From 6 am Wednesday 19 December 2001 until the end of January 2002, 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 marks, assessment marks and HSC marks as well as their performance bands. The service was available 7 days a week, 24 hours a day. This service received more than 15 000 calls. More than 11 000 calls were received on the first day.

Higher School Certificate Results on the Internet

The Board continued in 2001 a service initiated in 1998 to allow students to access their Higher School Certificate results on 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 2 days before their delivery by post. The service was available from 6 am on Wednesday 19 December 2001 until the end of January 2002, coinciding with the availability of results by telephone. It was available 24 hours a day, 7 days a week and was accessed over 89 000 times, more than 51 000 of these on the first day.

Examination Inquiry Centre

The 2001 Higher School Certificate Examination Inquiry Centre opened on 19 December 2001 for two weeks. The centre enabled students to ask questions regarding aspects of their results, including performance bands and assessment marks. More than 5700 inquiries were received from students across the state.

Anomalous Results and Clerical Rechecks

Principals, students and parents may seek an explanation of an individual student's or a group's results where the performance of the individual or group does not fall within expectations.

A thorough investigation of each inquiry is undertaken by Office staff and, where appropriate, the Supervisor of Marking also reviews the case and provides feedback.

Following the release of results for the 2001 New HSC, 64 inquiries were received, 47% fewer than in 2000.

Students may apply for a clerical recheck of their Higher School Certificate results. The recheck is to confirm that all marks have been correctly entered on the Office's corporate computer system. In 2001, 807 students applied for 2257 clerical rechecks of Higher School Certificate results, which was a decrease of 45% over the previous year.

The reduction in anomalous inquiries and clerical recheck applications indicates that fewer principals and students were concerned about possible anomalies in the reporting of 2001 Higher School Certificate results.

CCAFL Conference

The annual meeting of the Collaborative Curriculum and Assessment Framework for Languages Reference Group was held in Sydney on 25 March 2002. Agenda items included:

- the revised *CCAFL Guidelines* and *CCAFL Support Materials* (the two documents that will be used to brief and train examination writers)
- the development and format of the new CCAFL papers that will be examined for the first time in 2002
- the responsibilities of the host and vetting states
- the timelines for the Higher School Certificate examinations (ie the exchange of examination papers as well as data collection and reporting).

There was continued commitment to, and support for, the collaborative model for the development and delivery of national syllabuses and Higher School Certificate examinations for small-candidature community languages. The program is a very positive example of collaboration that maximises the resources throughout Australia and provides students with the opportunity to access courses that would otherwise be unlikely to be available.

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, 2002
Provide informed advice and support to the Review of Non-government Schools in New South Wales	Review of non-government schools addresses issues of concern to the Board of Studies	The Grimshaw Report is currently available for consultation
Develop revised <i>Manuals for the Registration and Accreditation of Non-Government Schools and Systems</i> in consultation with stakeholders	Revised procedures and registration manuals produced	New manual for the Registration and Accreditation of Non-government Schools developed following consultation and distributed for the 2002 registration renewal year. Manual also available on the website
Implement and monitor implementation of amended Home Schooling registration procedures	Revised support document approved and published	New Home Schooling manual developed following consultation and distributed for the 2002 registration renewal year. Manual also available on the website

Registration and Accreditation

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

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

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

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

Non-government schools may be registered either as individual schools or as members of an approved Registration System. A Registration System is responsible for ensuring its member schools comply with the Act. There are currently 13 Registration Systems in New South Wales, comprising schools administered by the Catholic Education Offices, the Seventh-Day Adventist Church and 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 child education of a kind otherwise prescribed by the Regulations under the Act. The Board's Registration Committee makes recommendations to the Minister on the registration of schools based on inspection of schools or 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 2001–2002 the Board processed six applications for independent schools on the basis of documentation, including one which was followed by a visit, 110 applications on the basis of inspection, including one independent school which left a Registration System, 33 applications on the basis of Registration Systems' recommendations and processed 21 site inspections of schools that had moved premises or added campuses. Board Inspectors visited eight schools for monitoring purposes and conducted two advisory visits. 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 2001–2002 the Board's Registration Committee recommended to the Minister the registration of 30 independent secondary schools, 41 independent primary schools and five schools of a prescribed kind, including one for foreign nationals. Registration was granted to a further 74 independent schools providing schooling in both the primary and secondary years, including two which also have registration as schools of a prescribed kind. Six of the schools have special school status, including one catering for students with emotional/behavioural problems. Exemption from registration was recommended for one school offering primary and secondary education because of a conscientious objection on religious grounds. The school's exemption was processed by an inspection visit.

The Board declined to renew the registration of one independent primary school.

The Board granted accreditation to 98 independent non-government secondary schools. Four schools with special school status were granted accreditation by the Board of Studies.

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

The Board's Registration Committee recommended registration for 14 new schools in 2001–2002. A number of established schools had more than one existing campus. Three schools added a new campus, one school added three new campuses and one school added six new campuses.

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 1478 students registered for home schooling from 860 families.

Division 7 of the Act provides for exemption from registration for home schooling on religious grounds. At the end of 2001–2002, exemption had been granted by the Minister to 66 students from 28 families.

Administrative Decisions Tribunal

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

One school lodged an application for review which it subsequently withdrew before the matter was heard. There were no applications for review of decisions concerning home schooling registrations.

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, 2002
Refine intellectual property protocols and practices	Distribution policy finalised and licensing and market testing stages completed	Registration of key trademarks for the Board's intellectual property and copyright material progressing. Model license agreement and pricing policy adopted
Complete review of research on the implications of information technology for teaching and learning	Information and advice provided to the Board and to direct Years 7–10 syllabus writers	Advice provided to Board with clear indications for further action
Further develop approaches to computer use in testing	Using computers in assessment and examining feasibility study completed and advice provided to Board	Proceeding to timeline

The Use of Computers in Responding to Examination Questions: Delivering Test Items Online

This research compared the administration of test items in two forms. In the first form, test items were delivered online. The online trial involved devising and delivering a testing package via the internet that enabled the participating students to view questions set up in a layout similar to the paper test, with minimal navigational problems. Upon login, the complete test was downloaded prior to test start time so that students on varying internet connection speeds would have exactly the same time to complete the test without question-by-question time lag. On completion, or when time ran out, the students submitted their answers electronically back to the BOS Examination system for marking. For security reasons, the correct answers could not be found within the test application itself.

The second form of delivery was the usual printed paper format where the test questions appeared in the form of an examination paper, and the students responded by shading in boxes on an answer sheet. One aim of the research was to determine whether the form of delivery influenced the proportion of correct answers given. To investigate this, a subgroup of 8 schools was selected to participate in both the online and paper-based testing. Within each school, the students were randomly assigned to one of two groups – online testing or paper-based testing. These groups were randomly equivalent.

The test comprised 50 objective items (multiple choice, true/false and matching items) and the two forms (online and paper-based) were structured to be near identical in format. There were 519 students in the examination paper group and 118 students in the online group. The results showed no significant difference between the mean scores of the two groups with similar mark distributions, indicating that, when the test formats are equivalent, there is no advantage in taking one form of testing over the other.

Goal 5:
Effectively manage resources in support of educational goals

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

Actions	Key Performance Indicators	Status as at June 30, 2002
Continue agency-level measures to achieve public service reform agenda objectives	2000/01–2003/04 savings strategy initiatives developed and implemented	Implementation proceeding as planned
Extend electronic communications and exchange of information on the Office's products and services between schools, students and OBOS	Majority of publications available electronically	Achieved
	Improved client access to and increased use of eBOS facilities by schools, students and shoppers. Schools Online modified to improve functionality for schools	Achieved
	eBOS Shop Online enhanced through update of inventory, revision of product description and creation of online accounts	Achieved
	Further changes to eBOS VCS system identified, agreed and scheduled	Development complete
	eBOS Authorities Online introduced with first functions available	Development complete. Due to be operational November 2002
Increased electronic collection of accurate SC and HSC entry and assessment data	Achieved. 96% of all Years 10, 11 and 12 entries received online	
Apply market evaluation and planning principles to aid the development and increased production of OBOS commercial services and products for the SC and HSC	Business Plan for commercial services in place and operational	Business Plans submitted and considered on a case-by-case basis
Implement infrastructure improvements to support the Office's information and communications technology	Provide training in Windows 2000, use of network computers and software packages	Ongoing
	Implementation finalised	Achieved
Modify the examination computer system to deliver the New HSC	Modify the examination computer system to deliver the New HSC	Achieved

Actions	Key Performance Indicators	Status as at June 30, 2002
Develop new IM&T Strategic Plan	New IM&T Strategic Plan to cover the period May 2002 to May 2005 prepared and distributed	Being achieved. Plan will be finalised by August 2002
Implement and refine 2001/02–2004/05 Budget Strategy and Workforce Plan	<p>Process of program performance review implemented</p> <p>Budget negotiations with Treasury successful</p> <p>Budgets and Workforce Plans endorsed by management, implemented and monitored to ensure continuing delivery of core services and achievement of Govt commitments</p> <p>Human and financial resources used effectively and efficiently in accordance with branch budgets and workforce plans</p> <p>Markers' awards successfully implemented within parameters of Govt's Wages Policy</p> <p>Teaching Service Staff Award implemented successfully within Govt's Wages Policy</p>	<p>Piloting of 'Balanced Scorecard' approach to measuring corporate performance being implemented and refined</p> <p>Budget maintenance adjustments, capital program and VET and Online Testing budget enhancements approved</p> <p>2002/03–2005/06 Budget Strategy endorsed</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>

Developments in Information and Communications Technologies

The Office has continued to research and investigate exciting new uses of information and communications technology to enhance and improve Board communications and services. The internet has been further explored as a communication and business medium, and the Office of the Board of Studies website was completely redesigned and launched. eBOS Schools Online has been further enhanced to allow schools to electronically enter student data over the internet resulting in increased accuracy and improved processing times for schools. Other systems that were developed include eBOS Authorities Online and eBOS Markers Online. The eBOS Shop Online service has been upgraded and was launched in June 2002, and now represents a true e-Commerce shopping facility. The use of scanning technologies to manage fast and accurate processing of School Certificate and Higher School Certificate marks was further expanded to 10 regional marking centres in 2001.

The standards-setting procedure became fully operational in 2001 for the School Certificate and the new Higher School Certificate. Production of the new Standards Packages on CD-ROMs are available to schools.

The Information Communication and Technology project was undertaken and technology changes implemented across the Office including negotiations for the acquisition of the new IBM eServer iSeries 890.

Research undertaken this year included a comparison of testing delivered online against the usual printed paper format and investigations of recommendations stemming from the Action Plans related to the recommendations in the Masters Report.

The Internet

From its establishment in 1995, the Board of Studies website (www.boardofstudies.nsw.edu.au) has grown rapidly, both in the number of available documents and in the number of people using it. During 2001, a separate website was developed for K-6 teachers, students and parents to enable easy access to Primary resources produced by the Board at (www.bosnswk6.nsw.edu.au). In 2002 the site is receiving more than 7000 page-views a day and an average of 800 megabytes of PDF syllabus and support documents are downloaded each day.

During 2002, the Board website was completely redesigned and launched. To date an average of 35 000 page-views and more than 2 gigabytes of syllabus and support documents are downloaded each day.

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

Multimedia Materials

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

The Office also continued the development of 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* (www.teachingheritage.nsw.edu.au) is a professional development website for teachers of History and Geography, and has been built in partnership with the NSW Heritage Office and the NSW Department of Education and Training. The second, *Visit Gallipoli* (www.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.

Currently in development is a new website entitled *Remaking Multicultural Australia for the 21st Century* (www.multiculturalaustralia.gov.au) being built in partnership with the Multicultural Programs Unit of the Department of Education and Training.

CD-ROMs released in 2001–2002 included School Certificate 2001 and 2002 Standards Packages for Science, English-literacy and Mathematics, as well as a complete set of the new HSC Standards Packages for 86 different examinations.

eBOS Shop Online

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

At that time, an online ordering facility was also developed, directly linked to the warehousing management software, to enable schools to order products which were shipped within 24 hours. Other members of the public, including booksellers, could also open an account and purchase online. Casual customers could print and fax an order.

This year, the office has upgraded the online shopping facility to include graphic illustrations and more complete descriptions of products, a seamless and accessible ordering system, user-friendly and intuitive searching tools and a new graphically attractive front end.

It can be accessed from the Board's website (www.boardofstudies.nsw.edu.au) or directly at <http://shop.bos.nsw.edu.au>

Information and Communication Technology (ICT) Infrastructure Project

The ICT Infrastructure project made huge steps towards implementing new technology into the Office. Following OIT guidelines, the project has succeeded in improving services internally and externally.

Windows 2000 and Microsoft Active Directory, Lotus Domino were implemented across the Office and all user data and access migrated. IBM ThinClient network computers replaced all personal computers and Citrix technology integrated. High-level servers were purchased and configured with the network now comprising 4 Citrix servers, 2 main storage servers and individual servers for print, database, backup, multimedia and remote access. WAN and LAN equipment was upgraded to achieve full duplex 100Mbps to each floor with ISDN, Frame Relay and ATM links. Also upgraded was the internet connection to 2Mb with 4Mb burst with users in each remote location now having a dedicated 64kb connection.

An exciting development occurred late in the reporting period with negotiations for the acquisition of the new IBM eServer iSeries 890. The largest eServer in the world, this purchase will reflect the Office's commitment to electronic service delivery by supporting our extensive initiatives in education and technology.

eBOS Schools Online

eBOS Schools Online is a web-based system enabling schools to enter and retrieve relevant information about their students. Over the past three years it has expanded from a trial system to a fully operational system.

In response to feedback from schools and analysis of the 2001 data capture process, several new online web functions have been introduced and some existing functions enhanced with the emphasis on providing schools with a range of options for the bulk loading of student entry data. These options combine student information already held by the Office's computer with information provided from the schools' administration systems, resulting in greatly increased accuracy and the elimination of data entry duplication.

In addition, the Office of the Board of Studies has doubled the processing power of its main server and increased its internet bandwidth capacity eightfold, all serving to provide schools with an increased customer service.

eBOS Authorities Online

This web-based service is currently under development, and at this stage provides enrolment statistics, and basic contact and administrative information, for predefined groups of schools. In the near future this system will be the primary means of making the 2002 examination results available to the educational sectors and their offices.

eBOS Markers Online

In early 2002, the Office of the Board of Studies introduced the first phase of Markers Online. eBOS Markers Online is aimed at providing a web-based service to the 10 000-plus teachers and university staff who apply to mark the School Certificate and Higher School Certificate each year.

The application and appointment process is currently a paper-based system resulting in repeat applicants supplying similar or duplicate information year after year. With the introduction of eBOS Markers Online, all of this information will be stored centrally and be accessible via the internet, streamlining the process and eliminating duplicated or inaccurate data.

In 2002, the service has been limited to allowing applicants to review their application history and change some of their current application data. In future years, this service will be aligned with the Marker Appointments process, and will be expanded to allow applicants to apply online, track the progress of their application and, if appointed, track their marking payments.

Electronic Service Delivery

The Office fully complied with its responsibilities and deadlines under the NSW Government's Electronic Service Delivery (ESD) strategy, and in doing so contributed to the Government's meeting its commitment to have all the appropriate government services available electronically via the internet by 31 December 2001.

Key Result Area 5.2:
Building strong and effective partnerships with stakeholders and the wider community

Actions	Key Performance Indicators	Status as at June 30, 2002
Monitor and evaluate a new syllabus development process, particularly the consultation strategies	<p>Consultation reports, summarising all consultation feedback and indicating actions arising</p> <p>Reports published on Board website</p> <p>Timelines for Years 7–10 syllabus review reflect new syllabus development process</p>	<p>Consultation process activated for all draft writing briefs and draft syllabuses developed</p> <p>All consultation reports published on the website</p> <p>Timelines provided on website and amended as required for each project</p>
Monitor and adjust as necessary programs for regular, ongoing consultation and information-sharing with key groups	<p>Consultation with peak interest groups occurs at least three times in 2001–2002</p>	<p>Six peak interest groups were consulted three times or more in the period July 2001–June 2002. Five other key interest groups were also consulted in the reporting period</p>
Develop and implement a corporate communication strategy	<p>Comprehensive 2002 HSC communication strategies successfully implemented</p> <p>Ensure strategic initiatives for Years 7–10 and K–6 are communicated to teachers</p> <p>Utilise website and intranet to consolidate 2002 HSC communication</p> <p>Implement effective strategies for responding to and communicating Board initiatives through the media</p>	<p>Production and distribution of six 2002 HSC Update newsletters for each HSC teacher in place, with final newsletter due in schools in late September 2002</p> <p>2 Parent newsletters scheduled for September 2002</p> <p>50 statewide teacher and parent meetings scheduled for July/August 2002</p> <p>Revamped <i>Board Bulletin</i> with greater focus on strategic initiatives including Years 7–10 curriculum review and primary initiatives scheduled for August with 2 further publications in 2002</p> <p>All Office staff have access to materials through intranet</p> <p>2002 HSC webpage established on the BOS website</p> <p>Widespread reporting of the HSC information in metropolitan, rural and regional media</p> <p><i>HSC Media Guide</i> in development for launch in September 2000</p>

Actions	Key Performance Indicators	Status as at June 30, 2002
Enhance and consolidate the provision of data and information between the OBOS and other educational systems and sectors	Provide accurate and useful data and information	Ongoing
	Provide timely, strategic advice	Ongoing

Interest Group Meetings

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

The meetings provide a forum for consultation, information-sharing and discussion of immediate and ongoing concerns. Special meetings were also arranged to discuss the implications of the Masters Review.

ACACA Conference

In July 2001 the NSW Board of Studies was responsible for the organisation and conduct of the annual ACACA Conference (Australasian Curriculum, Assessment and Certification Authorities). This was held in Sydney 25–27 July. The theme developed was 'Bringing Assessment and Curriculum Issues Together' with over 10 papers presented to 55 participants representing every state and territory, New Zealand, Papua New Guinea, Fiji, Vanuatu, Western Samoa and Tonga. The support of the Australian Agency for International Development (AusAID) was gained in funding nationals from five South Pacific countries.

Board of Studies Liaison Officer Program

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

BOSLOs operate as field officers of the Board. Ten such officers, covering all schools, service the state. They are based at Bathurst, Coffs Harbour, central Sydney, Newcastle, Leichhardt, Parramatta (2), Wagga Wagga, Wollongong and Tamworth. Each BOSLO has the services of a clerical officer (BOSCO). The Central BOSLO, based at Clarence Street, has one-half of a regular field role and assists the Manager Policy and Development in administering the BOSLO program, coordinating production of print and electronic resources for BOSLOs, liaising between BOSLOs and senior officers and organising the periodic BOSLO Conferences.

During the reporting period 2001–2002, BOSLOs were involved in a wide range of school-based activities, in addition to providing support to professional development activities delivered by the Department of Education and Training and other school systems. In 2001–2002, BOSLOs gave 745 presentations across the state, mainly focusing on the School Certificate and Higher School Certificate, representing one presentation for nearly every secondary school in NSW.

BOSLO Area	Number of Schools	Presentations
Met North	65	77
Met East	105	62
Met South West	93	66
Met North West	105	105
Hunter	76	115
North Coast	71	50
North West	70	66
Western	65	72
Riverina	78	65
South Coast	76	67
Total	804	745

SC and HSC Results Analysis Package

To support the new Higher School Certificate in 2001, the Office of the Board of Studies released a new Results Analysis Package on CD-ROM. This package enables schools to download their results via the internet and replaces the Principals Analysis Package as the means of analysing and presenting Higher School Certificate Results from 2001 onwards.

This package is also capable of analysing School Certificate results from 1998 onwards and replaces the School Certificate Analysis Package.

The Results Analysis Package incorporates functionality and reporting mechanisms not seen in the original packages with all graphs and tables updated to suit the new standards-based Higher School Certificate.

4 *Management and Performance*

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

Performance Statement of the President, Board of Studies

The President of the Board of Studies is a statutory office holder appointed by the Governor 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, NSW Vocational Education and Training Accreditation Board

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

Professor Stanley provided strong leadership and advice to the Board as it dealt with the implementation and review of the first reporting of the HSC in a standards-referenced format. He liaised with Professor Masters to ensure that a careful independent review was undertaken as well as ensuring that there would be a thorough and effective response to improving the processes of communication and change recommended in the Masters Report. He provided direction to the Board as it continued to work on projects relating to the Years 7–10 syllabus review and other matters related to the Board's statutory responsibilities. The Minister, Government and central agencies have been provided with regular, high quality advice on Board policies and initiatives.

Significant relationships

Professor Stanley made a substantial contribution towards maintaining and developing productive and harmonious relationships with the education community. The awarding of a fellowship to him by the Australian College of Educators recognised his standing in the education community.

He maintains regular contact and liaison with key groups and fosters cooperation and dialogue between the various interests represented on the Board. He has an active interest in research projects in collaboration with university academics to explore new approaches in learning and assessment.

Strategic outcomes

Professor Stanley liaised with schools, community groups and business groups across New South Wales. This involved regular meetings and visits in all regions as he worked to promote teacher and community awareness of the new reporting of the HSC and ways in which it was being improved in response to constructive criticism and feedback.

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

General Manager, Office of the Board of Studies:

John M Ward, BA, MEd, MPubPol

Level: SES Level 4

Period in position: Whole year

Policy advice and support

Throughout the reporting period Mr Ward has identified issues of strategic importance for the Minister and the Board including those relating to implementation of the New Higher School Certificate examinations in 2001 and the development of a new K–10 curriculum and assessment framework. He has guided development of policies in these areas and also maintained the Board's review of its processes for the registration of schools and its initiatives in computing skills assessment. He initiated a review of the Board's future role in supporting primary education.

Significant relationships

Throughout the year, communication with interest groups significant to the work of the Board was strengthened as key curriculum, assessment and reporting reforms for the New HSC were further evaluated. Mr Ward also led community involvement in the completion of the Board's K–10 standards framework. New syllabuses in Mathematics and English were completed with strong community consultation and support. Major forums were held in each key learning area for Years 7–10.

Agency programs

Mr Ward's management of the Office has ensured that programs were completed to a high standard, on time and within budget. These included provision of standards-referenced 2001 Higher School Certificates to more than 60 000 students. This was followed by major evaluation of the 2001 HSC and purposeful implementation of refinements to the 2002 HSC and its processes.

Strategic outcomes

Mr Ward ensured a strategic focus to all Office programs and services. This resulted in the successful development during the year of materials distributed to all HSC teachers and parents to communicate further information concerning the new Higher School Certificate following evaluation of its first year. He ensured that the Board's policy priorities linking curriculum, assessment and pedagogy were central to its newly developed K–10 Curriculum and Assessment Framework. Emphasis on a three-year planning framework enhanced achievement of the strategic outcomes.

Managing resources

Mr Ward's resource management rested in clearly developed planning of program targets, workforce plans and budget. This allowed significant improvements in services provided to the Board's clients. Core programs received priority and the budget was met. All initiatives and programs were completed.

OFFICE OF THE BOARD OF STUDIES

General Manager (CEO): John Ward

Branch Descriptions

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

Administration

Manager: Ken Collins

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

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

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

Assessment

Manager: Carol Taylor

Assessment Branch is responsible for producing materials and advice to support the assessment of student achievement of the outcomes of the Board's syllabuses from Kindergarten to Year 12.

The branch develops performance descriptions for all syllabuses from Stage 1 to Stage 6, including the performance band descriptions that are used to report student performance in the School Certificate tests and Higher School Certificate examinations. The branch also develops support materials and provides advice to schools and the public on assessment and reporting in all key learning areas from Kindergarten to Year 12.

The branch manages the development and production of the HSC examinations and School Certificate tests. Each year committee members are appointed to examination committees to produce examination papers and marking guidelines for the Board's HSC courses and the School Certificate tests. Assessment Branch also monitors the grades awarded by schools for student performance in Stage 5 courses.

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

Curriculum

Director: John O'Brien

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

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

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 in schools and marking centres across the state. The branch is responsible for the appointment of Supervisors of Marking and markers for each course and ensures the application of the Board's policies and standards in relation to marking.

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

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

Examinations 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

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 technologies and new applications of information and measurement systems and services supporting all Board programs. It manages systems and measurement procedures to produce and distribute student School Certificate and Higher School Certificate results and related reports. The branch liaises with other authorities in the development of systems and the provision of data held on the Office's computerised records.

The branch provides both print and electronic publishing and distribution services for the Board, including editing, copyright, design and desktop publishing services. The branch provides client services support to schools and the public and manages the distribution of Board materials. The branch produces interactive curriculum and support materials on CD-ROM and manages the Board of Studies websites.

Policy and Development

Manager: David Patterson

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

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

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

Public Affairs and Planning

Manager: Andrew Rolfe

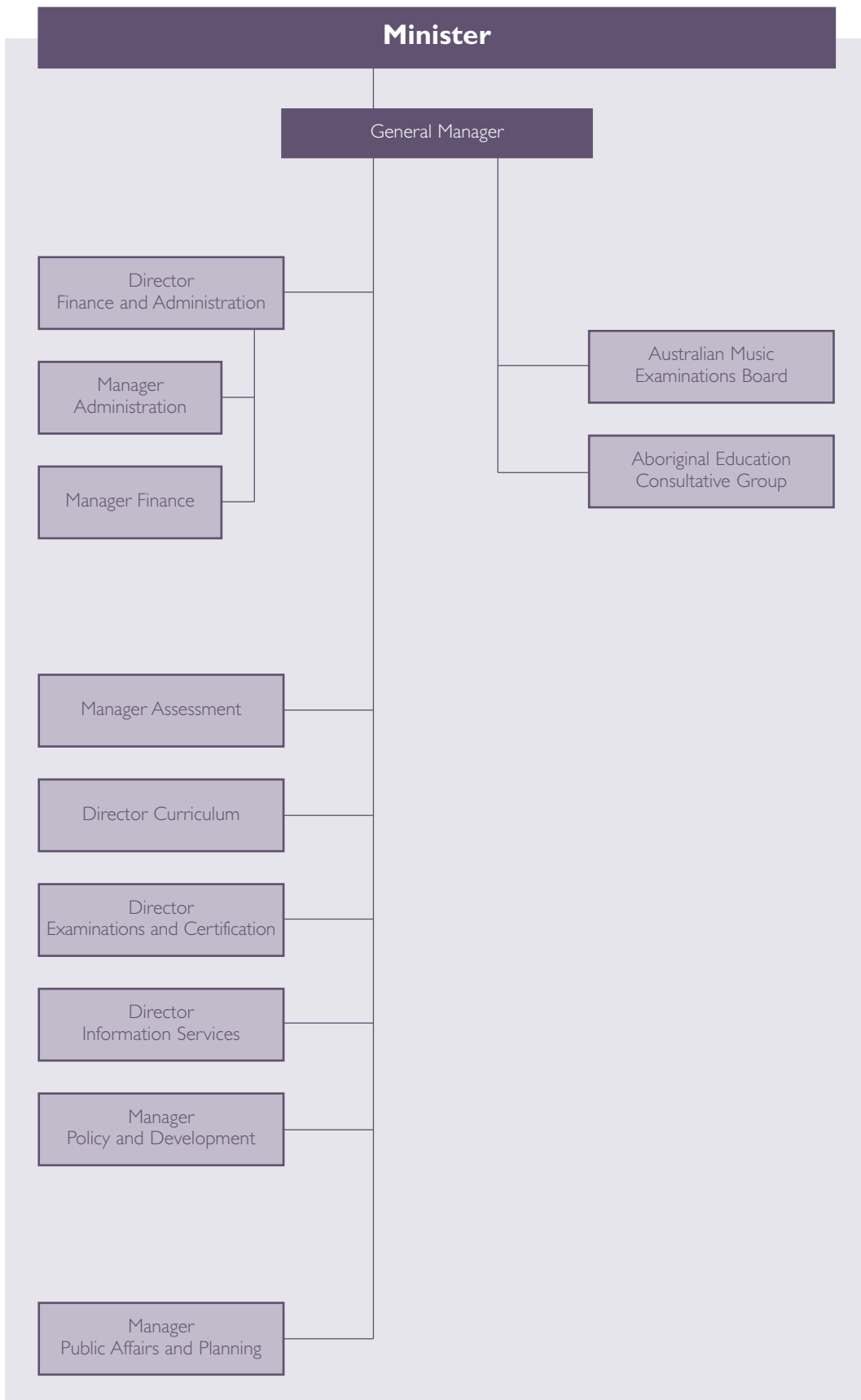
Public Affairs and Planning Branch develops and implements corporate communication strategies and supports the management of strategic issues and priorities for the Board and the Office. It also coordinates the development of the strategic plan for the Board and the Office as well as the Office's operational plan.

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

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

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

OFFICE OF THE BOARD OF STUDIES



OFFICE OF THE BOARD OF STUDIES

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

Level	Total CES/SES 2001–2002	Total CES/SES 2000–2001
8		
7		
6		
5		
4	1	1
3		
2	2	2
1	2	2

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

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 2001–2002, the average staffing of the Office of the Board of Studies was 243, including 32 positions assisting with the Years 7–10 syllabus development project. Over the course of the preceding year the full-time equivalent of a further 604 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs, representing a full-time equivalent of 847 staff of the Office of the Board of Studies.

Divisions/Branches	2002			2001			2000			1999		
	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 <i>(incl Regional Liaison and Secretariat)</i>	-	31	31	-	32	32	-	30	30	-	35	35
Public Affairs and Planning	-	5	5	-	5	5	-	5	5	-	5	5
Curriculum	1	57	58	1	44	45	1	51	52	1	63	64
Examinations and Certification	1	41	42	1	39	40	1	36	37	1	36	37
Assessment	-	21	21	-	18	18	-	25	25	-	25	25
Finance and Administration	1	21	22	1	20	21	1	22	23	1	22	23
Australian Music Examination Board	-	11	11	-	10	10	-	11	11	-	10	10
Information Services	1	44	45	1	36	37	1	34	35	1	34	35
Aboriginal Education Consultative Group	-	5	5	-	5	5	-	5	5	-	5	5
Total	5	238	243	5	211	216	5	221	226	5	237	242

Equal Employment Opportunity

Equal Employment Opportunity statistics (based on actual staffing as at 30 June 2002).

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
<\$27,606	1	0%	100%	0%	0%	0%	0%	0%	0%
\$27,606 - \$40,535	76	87%	26%	74%	3%	21%	24%	5%	5%
\$40,536 - \$51,293	58	88%	28%	72%	5.9%	31%	25%	6%	2%
\$51,294 - \$66,332	36	86%	42%	58%	0%	19%	13%	6%	6.5%
>\$66,3330 (non SES)	88	90%	52%	48%	3.9%	14%	13%	8%	2.5%
SES	5	100%	80%	20%	0%	0%	0%	0%	0%
Total	264	88%	39%	61%	3.4%	20%	19%	6%	3.5%
Estimated subgroup totals		233	102	162	9	54	49	16	99

Table 2 Percent of total staff by employment basis

Subgroup as % of total staff in each category					Subgroup as estimated % of total staff in 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	147	86	38	62	2.4	24	24	6	4.7
Permanent Part-time	18	83	11	89	0	13	13	13	6.7
Temporary Full-time	8	100	0	100	12.5	25	25	0	0
Temporary Part-time	2	50	50	50	0	0	0	0	0
Contract SES	5	100	80	20	0	0	0	0	0
Contract Non SES	83	92	46	54	5.3	17	12	5	1.3
Training positions	1	0	100	0	0	0	0	0	0
Total	264	88	39	61	3.3	20	18	6	3.5
Estimated subgroup totals		232	102	162	9	53	49	16	9

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 2001–2002. To help maintain a safe and healthy working environment, office workplace site inspections were undertaken throughout 2001–2002.

Injuries

Permanent staff

Category	Number
Fall	4
Lifting	1
Strain	1
Other	4

Casual staff/Markers/Presiding Officers

Category	Number
Fall	5
Lifting	1
Strain	1
Other	7

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

Risk Management

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

Risk exposures 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.

During the reporting period significant enhancements were made to the Office's building access and control arrangements and security generally.

Security Awareness training for all Office staff including personal, asset and data security was a feature of the Office's risk management strategy.

The 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
- periodic risk reviews
- ongoing security monitoring and reporting.

Major risk management issues are:

- staff evacuation
- business/functional priorities
- 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 the *Public Finance and Audit Act 1983*.

Aged analysis at the end of each Quarter

Quarter	\$ Current (ie within due date)	\$ Less than 30 days overdue	\$ Between 30 and 60 days overdue	\$ Between 60 and 90 days overdue	\$ More than 90 days overdue
September	7,877,748.95	38,038.80	19,289.77	4,427.50	13,837.88
December	19,814,088.88	53,105.35	7,185.56	4,584.85	17,148.52
March	8,710,627.46	–	–	–	–
June	10,288,753.82	77,958.47	1,957.93	579.50	1,115.51

Accounts paid on time within each Quarter

Total accounts paid on time

Quarter	Target %	Actual %	\$	Total amount paid \$
September	100%	99%	7,877,748.95	7,953,342.90
December	100%	99%	19,814,088.88	19,896,113.16
March	100%	100%	8,710,627.46	8,710,627.46
June	100%	99%	10,288,753.82	10,370,365.23

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

Percentage of accounts paid on time for the year:99%

Total dollar amount of accounts paid on time: \$ 46,691,219.11

Total dollar amount of accounts paid: \$ 46,930,448.75

Prompt payment results for the year show a percentage of accounts paid on time as 99%. This figure is a good result and maintains the 'Prompt Payment of Accounts' at a high level.

The (\$) amount and number of invoices not paid on time 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 2002) Award received a salary increase of 3% effective from 4 January 2002.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a third tier increase of 3% effective from 1 July 2001.

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 2002) Award.

Industrial Relations policies and practices

Industrial Relations policies and practices at the Office of the Board of Studies accord with the direction and guidance provided by the Department of Industrial Relations, the Public Sector Management Office of the Premier's Department and relevant government policies.

Recreation leave and extended leave liability

The monetary value of extended (long service) leave and recreation leave as at 30 June 2002 for the Office of the Board of Studies was:

Extended leave	\$3,034,030
Recreation leave	\$1,202,411

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 2001–2002. These included:

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

Consultancies

Consultancies equal to or more than \$30,000

Consultant	Cost	Title/Nature
Organisational Review		
Australian Council for Educational Research	\$46,327	Review of examination procedures in the NSW HSC
Total consultancies equal to or more than \$30,000	\$46,327	

Consultancies less than \$30,000

During the year three other consultancies were engaged in the following areas:

Information technology	\$12,450
Management services	\$22,958
Total consultancies less than \$30,000	\$35,408
Total consultancies	\$81,735

Code of Conduct

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

Commitment to Service

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

The Minister for Education and Training

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

The Board of Studies and its sub-committees

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

Schools and systems

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

Teachers in primary and secondary schools

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

Parents

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

Students

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

Employers

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

Tertiary education sector

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

Standards of Service

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

Implementing standards of service

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

- providing full-time liaison officers in ten regions to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on Board policies and decisions
- researching community opinion on particular initiatives and policies
- 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 2750 phone calls and faxes per month to Client Services, as many as 21 email inquiries are received each day. These are distributed to the appropriate Board Officer for response. Most are answered 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 are 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 receives 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. Over the past nine months Client Services has received one complaint regarding access to resources.

Issues and Schools Online functionality have been enhanced in the following ways:

- 1 Significant improvements were made to Schools Online in 2001/2002 following feedback from the 2000/2001 cycle. By re-evaluating the business process, substantial improvements have been made allowing entire cohort, course-based and pattern-of-study-based enrolment options. This has proved very successful in the 2002 entries cycle.
- 2 Client Services employed additional staff to support the entries process and they were available from 8.30 am to 4.30 pm on working days. However, the PABX allowed calls to cycle through group operators and then to a messaging machine for retrieval during peak periods.

Client Services functions are predominantly related to Schools Online and provide assistance to schools, teachers, parents, students and the public for:

- security registration, Schools Online and VET RTOs
- technical support to schools for student entries
- printing reports
- retrieval of HSC results for principals.

Online support is also provided to:

- use the Results Analysis Pack
- maintain communication functions with schools via broadcast faxes
- authorise Shop Online registration
- liaise with the general public to assist with location and use of Office resources
- monitor, answer or distribute Client Services emails
- liaise with BOSLOs regarding online functions and resources
- liaise with other branches
- oversee the integrity of the Office database.

Average phone calls/faxes2750 per month

Average emails635 per month

Average mail490 per month

Representation on External Committees (as at 30 June 2002)

Professor G Stanley (President, Board of Studies)

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)
Vocational Learning
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
Framework Working Group
Chief Executives Committee Forum
Small Agencies CEOs Executive Group

Dr J Bennett (Director, Information Services)

HSC Online Board of Management
NSW Vice-Chancellors' Conference Technical Committee on Scaling

Mr J O'Brien (Director, Curriculum)

Schools Consortium (Vocational Education and Training in Schools)
Department of Education and Training Equipment in Schools Committee

Ms R Speers (Director, Examinations and Certification)

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

Mr D Patterson (Manager, Policy and Development)

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

Dr M Silink (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

DETYA Project: 'Preparing Teachers for the Challenge of Teaching Science, Mathematics and Technology in 21st Century Australia'

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

NSW History Teachers Association – Vice-President in charge of national issues

History Teachers Association of Australia

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

Premier's Physical Activity Taskforce

Ms M Malone (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

Commission on the Rights of the Child

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

Department of Education and Training Equipment in Schools Committee

Mr T Moore (Board Inspector – English)

Steering Committee for the Development of English Local Interest Group Material and Inservices

Mr J McPherson (Board Inspector – Creative Arts)

Australian College of Physical Education

Dance Education Degree Review Committee

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

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

Schools Consortium (Vocational Education and Training in Schools)

Mr P Osland (Board Inspector – Mathematics)

Project Reference Group for Numeracy Research in NSW Primary Schools Project

Overseas Travel**Mr John Ward (General Manager, Office of the Board of Studies)**

France, England and USA, 20 March – 9 April 2002

The purpose of travel was to attend the annual conference of the American Educational Research Association in New Orleans, also for meetings on monitoring and maintaining examination standards with the UK Qualifications and Curriculum Authority in London and to investigate approaches to the incorporation of computing technology into classroom teaching at the OECD in Paris.

New Zealand, 4–6 May 2002

This visit was to attend one of the regular scheduled meetings of Australian Curriculum Assessment and Certification Authorities (ACACA). ACACA provides a national means for monitoring and enhancing developments in senior secondary curriculum and certification.

Professor Gordon Stanley (President, Board of Studies)*England and Germany, 3–16 June 2002*

The purpose of travel was to conduct a comparative study for benchmarking of the Board's New HSC results with UK A-level outcomes. The visit included the UK Qualifications and Curriculum Authority in London, the University of London, the Scottish Qualifications Authority in Glasgow and the Goethe Institute in Munich.

Ms Carol Taylor (Manager, Assessment Branch)*Chester UK, 18–21 September 2001*

Assessment For Learning, Maximizing the Impact of Formative Assessment: International Perspectives symposium

Ms Taylor was invited to attend the symposium sponsored by the Assessment Training Institute Foundation, Portland, Oregon USA. Ten participants each from Australia/New Zealand, Canada, continental Europe, UK and USA were invited. The purpose of the symposium was to gain international perspectives to help practitioners use assessment to help students succeed academically. The Assessment Training Institute Foundation met the cost of accommodation, conference facilities and conference meals. The Office of the Board of Studies met the cost of travel.

Mr Garry Webb (Principal Assessment Officer, Assessment Branch)*New Zealand, 26–31 August 2001*

The purpose of this visit was to assist the New Zealand Qualifications Authority (NZQA) in a project to develop materials to assess student achievement under the National Certificate of Educational Achievement. The NZQA met the cost of the visit.

Ms R Grieves (Supervisor of Marking, Drama)**Mr M Anderson (Senior Marker, Drama)***Singapore, 5–7 September 2001***Ms J King (Senior Marker, Music)****Mr R Glassop (Senior Marker, Music)***Singapore, 26–28 September 2001***Mr L Hopper (Senior Marker, Visual Arts)****Mr R Pratt (Senior Marker, Visual Arts)***Singapore, 31 October – 2 November 2001*

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

Sponsorships

The Office of the Board of Studies would like to thank the sponsors for their support of the following events in 2001–2002:

ARTEXPRESS

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

DesignTECH (Regional Tour)**Coffs Harbour**

- Park Beach Plaza, Coffs Harbour

Dubbo

- Dubbo RSL Club Motel
- Hazelton Airlines
- Orana Mall Marketplace

Newcastle

- Charlestown Square

Tamworth

- All Settlers Motor Inn
- McDonald's Family Restaurant
- New England Institute of TAFE
- Penford Australia Limited
- Tamworth City Council
- Tamworth Shopping World

Wagga Wagga

- Wagga Wagga Marketplace
- Central Point Motel
- Country Energy

Wollongong

- Wollongong Central

Minister's Young Designers Awards

- Independent Commission Against Corruption
- 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.

The Office has continued its commitment to 'recycling' its office paper and cardboard waste during the reporting period. During the reporting period the total paper recycled was 16.5 tonnes and the total cardboard boxes recycled was 5.49 tonnes. Compared to the previous reporting period, the Office recycled 3.0 tonnes more of its paper waste during 2001–2002.

Waste reduction developments

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

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

Waste separation to reduce waste going into landfill:

The separation of food and drinks waste from normal refuse has been ongoing since the introduction of the program in 1998. It involves recycling of glass bottles, aluminium cans and P.E.T. bottles.

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

- Purchasing products with recycled content and low-waste products is ongoing.
- Similarly, the Office has made progress in the printing area by printing 100% of the *Board Bulletin* on recycled-content paper compared to 'nil' in 1997. This publication goes to all schools in NSW totalling 3 712 000 pages per annum.

Toner cartridges

- The Office successfully engaged a recycling company that accepts all types (and brands) of empty toner cartridges. In previous years the recyclers have been very selective in this respect.

Government Energy Management Program

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

This commitment is demonstrated by:

- 1 The purchase of energy (including 6% Green Power) from an accredited energy supplier.
- 2 A reduction of 37% in energy usage over the 1995 base year.
- 3 A cost reduction of 60% over the 1995 base year.

5 *Financial Statements*

The Office of the Board of Studies

Year ended 30 June 2002

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 Regulation, 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 2002
- (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 2002
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



John Ward
General Manager
18 October 2002





GPO BOX 12
SYDNEY NSW 2001

INDEPENDENT AUDIT REPORT
OFFICE OF THE BOARD OF STUDIES

To Members of the New South Wales Parliament

Scope

I have audited the accounts of the Office of the Board of Studies for the year ended 30 June 2002. The General Manager is responsible for the financial report consisting of the 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 based on my audit as required by 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 2002 and the results of its operations and its cash flows for the year then ended.



P J Boulous, CA
Director of Audit

SYDNEY
18 October 2002

**The Office of the Board of Studies
Financial Report 30 June 2002**

CONTENTS

Statement of Financial Performance	80
Statement of Financial Position	81
Statement of Cash Flows	82
Summary of Compliance with Financial Directives	83
Notes to and forming part of the Financial Statements	
1 The Reporting Entity	84
2 Summary of Significant Accounting Policies	84
3 Budget Review	88
4 Expenses	89
5 Revenues	90
6 Gain/(Loss) on Disposal of Non-Current Assets	90
7 Acceptance by the Crown Entity of Employee Entitlements and Other Liabilities	90
8 Current Assets – Cash	90
9 Current Assets – Receivables	91
10 Current Assets – Inventories	91
11 Non-Current Assets	91
12 Current Liabilities – Payables	92
13 Current Liabilities – Employee Entitlements and Other Provisions	92
14 Changes in Equity	92
15 Commitments for Expenditure	92
16 Contingent Liabilities	92
17 Consultancies	92
18 Assistance Provided by Other Parties	93
19 Reconciliation of Net Cash Flows from Operating Activities to Net Cost of Services	93
20 Appropriations	93
21 Financial Instruments	94
22 Programs/Activities of the Agency	94
23 After Balance Date Events	94



Statement of Financial Performance for the year ended 30 June 2002

	Note	Actual 2002 \$'000	Budget 2002 \$'000	Actual 2001 \$'000
Expenses				
Operating Expenses				
Employee-related	4(a)	59,799	60,502	55,558
Other operating expenses	4(b)	19,611	20,281	17,523
Depreciation and amortisation	4(c)	1,670	1,410	1,194
Grants and subsidies	4(d)	478	470	470
Total Expenses		81,558	82,663	74,745
Less: Retained Revenue				
Sale of Goods & Services	5(a)	4,000	4,158	3,771
Investment income	5(b)	114	72	118
Grants and contributions	5(c)	1,067	262	1,382
Other Revenue	5(d)	321	226	269
Total Retained Revenue		5,502	4,718	5,540
Gain/(Loss) on disposal of non-current assets	6	(21)	50	7
Net Cost of Services	19	76,077	77,895	69,198
Government Contributions				
Recurrent appropriation	20	71,703	71,703	65,423
Capital appropriation	20	900	900	1,610
Acceptance by the Crown Entity of employee entitlements and other liabilities	7	4,025	3,173	3,718
Total Government Contributions		76,628	75,776	70,751
SURPLUS/(DEFICIT) FOR THE YEAR FROM ORDINARY ACTIVITIES		551	(2,119)	1,553
SURPLUS/(DEFICIT) FOR THE YEAR		551	(2,119)	1,553
NON-OWNER TRANSACTION CHANGES IN EQUITY				
TOTAL REVENUES, EXPENSES AND VALUATION ADJUSTMENTS RECOGNISED DIRECTLY IN EQUITY				
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS	14	551	(2,119)	1,553

The accompanying notes form part of these statements.

Statement of Financial Position as at 30 June 2002

	Note	Actual 2002 \$'000	Budget 2002 \$'000	Actual 2001 \$'000
ASSETS				
Current Assets				
Cash	8	1,127	935	1,022
Receivables	9	1,339	1,074	1,046
Inventories	10	992	647	647
Total Current Assets		3,458	2,656	2,715
Non-Current Assets				
Property, Plant and Equipment – Plant and Equipment	11	4,484	4,485	5,195
Total Property, Plant and Equipment		4,484	4,485	5,195
Total Non-Current Assets		4,484	4,485	5,195
Total Assets		7,942	7,141	7,910
LIABILITIES				
Current Liabilities				
Payables	12	570	676	676
Employee entitlements and other provisions	13	2,863	3,326	3,276
Total Current Liabilities		3,433	4,002	3,952
Total Liabilities		3,433	4,002	3,952
Net Assets		4,509	3,139	3,958
EQUITY				
Accumulated funds	14	4,509	3,139	3,958
Total Equity		4,509	3,139	3,958

The accompanying notes form part of these statements.



Statement of Cash Flows for the Year Ended 30 June 2002

	Note	Actual 2002 \$'000	Budget 2002 \$'000	Actual 2001 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Payments				
Employee-related		(59,017)	(59,152)	(53,816)
Grants and subsidies		(478)	(470)	(470)
Other		(22,885)	(22,017)	(19,261)
Total Payments		(82,380)	(81,639)	(73,547)
Receipts				
Sale of Goods & Services		4,029	4,158	3,703
Interest Received		116	72	102
Other		3,887	2,196	3,016
Total Receipts		8,032	6,426	6,821
Cash Flows from Government				
Recurrent appropriation		71,703	71,703	65,423
Capital appropriation		900	900	1,610
Cash reimbursements from the Crown Entity		2,830	3,173	2,521
Cash transfers to the Consolidated Fund				(345)
Net Cash Flows from Government		75,433	75,776	69,209
NET CASH FLOWS FROM OPERATING ACTIVITIES	19	1,085	563	2,483
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of Plant and Equipment	6	33	250	65
Purchases of Plant and Equipment		(1,013)	(900)	(1,988)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(980)	(650)	(1,923)
NET INCREASE/(DECREASE) IN CASH				
Opening Cash and Cash Equivalents		1,022	1,022	462
CLOSING CASH AND CASH EQUIVALENTS	8	1,127	935	1,022

The accompanying notes form part of these statements.

Supplementary Financial Statements

SUMMARY OF COMPLIANCE WITH FINANCIAL DIRECTIVES

	2002				2001			
	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	71,233	71,233	900	900	63,598	63,583	1,836	1,610
Additional Appropriations s21A PF & AA – special appropriation s24 PF & AA – transfers of functions between departments s26 PF & AA – Commonwealth specific purpose payments – IESIP	470	470			870	520		
	71,703	71,703	900	900	64,468	64,103	1,836	1,610
Other Appropriations/ Expenditure								
Treasurer's Advance Section 22 – expenditure for certain works and services Transfers from another agency (section 25 of the Appropriation Act)					1,320	1,320		
					1,320	1,320		
Total Appropriations/ Expenditure/Net Claim on Consolidated Fund (includes transfer payments)	71,703	71,703	900	900	65,788	65,423	1,836	1,610
Amount drawn down against Appropriation		71,703		900		65,423		1,610
Liability to Consolidated Fund								

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

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



Notes to 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 Regulation; 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, or other authoritative pronouncement of the AASB or UIG Consensus View, the hierarchy of other pronouncements as outlined in AAS 6 'Accounting Policies' is considered.

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

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

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

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

(d) Operating Revenue

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

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

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

Cost and valuation

The cost method of accounting is used for 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. In accordance with Treasury guidelines on 'Accounting policies for the revaluation of non-current physical assets' an independent valuation of all non-current assets of the Office was carried out during 2002 by S J McMahon, AAPI of Machinery Valuations Pty Ltd on a new replacement and reinstatement and market value for existing use basis. Market value for existing use was derived by comparing the new replacement cost to age, condition, remaining useful life and the factoring in of technological obsolescence. The valuation report valued Office property, plant and equipment



at \$4.76M. The current book value of property, plant and equipment held by the Office is \$4.48M and, given that the assets are predominantly computer equipment and office furniture and the variance is not material, no change to the carrying value in the asset register has been recorded.

In accordance with Treasury policy, the Office has applied the AASB 1041 'Revaluation of Non-Current Assets' transitional provisions for the public sector and has elected to continue to apply the existing revaluation basis, while Treasury's policy on fair value is finalised. It is expected, however, that in most instances the current valuation methodology will approximate to fair value.

Depreciation

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

Useful lives of each major category of depreciable assets are:

	2002	2001
Plant and Equipment		
Computer hardware	4 years	4 years
Computer software (depending on expected usage)	4–10 years	4–10 years
Office furniture	10 years	10 years
Office equipment	5 years	5 years
Plant & machinery	10 years	10 years
Building Improvements	10 years	10 years

(f) Inventories

Inventories are stated at the lower of cost and net realisable value. Cost comprises direct and indirect labour and materials. Costs are assigned to individual items of stock mainly on the basis of weighted average costs. Obsolete stock is identified and disposed of on a regular basis (refer Note 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 21, 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 21).

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 21).

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 (\$13,683) and for the Mary Besley Biology Teachers Award (\$362). 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.

(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 2002 was lower than budget by \$1.818m. This was primarily due to timing differences in the payment of operating expenses and additional revenues being received subsequent to the finalisation of the 2002 budget for Vocational Education and Training, Aboriginal Education and Information Technology projects.

Assets and Liabilities

Current assets exceeded budget by \$0.802m due to increases in cash, receivables and inventories.

Cash flows

Net Cash Flows from Operating Activities exceeded budget by \$0.522M due to an increase in net actual receipts over payments.

Net Cash Flows from Investing Activities exceeded budget by \$0.330M due mainly to an increase in equipment purchases.

4 EXPENSES	2002 \$'000	2001 \$'000
(a) Employee-related expenses comprise the following specific items:		
Salaries and Wages (including recreation leave)	52,405	48,693
Superannuation	3,419	3,110
Long service leave	394	411
Workers compensation insurance	316	290
Payroll tax and fringe benefit tax	3,265	3,054
	59,799	55,558
(b) Other operating expenses		
Auditor's Remuneration – audit of financial report	35	33
Computing expenses	1,047	560
Insurance	72	78
Postage	991	970
Printing and publishing	2,820	2,982
Marking centre rental	3,224	3,150
Operating lease rental	2,090	2,061
Security	1,537	1,305
Travel & accommodation	1,666	1,467
Stationery & Consumables	593	591
Motor vehicles	678	531
Furniture and equipment	1,304	1,001
Telephones	511	530
Bad and doubtful debts	–	42
Other	3,043	2,222
	19,611	17,523
(c) Depreciation and amortisation expense		
Building Improvements	211	208
Plant and equipment	1,459	979
Written down value of assets written off	-	7
	1,670	1,194
(d) Grants and Subsidies:		
Indigenous Education Initiatives	478	470



5	REVENUES	2002	2001
		\$'000	\$'000

Revenue Arising from Operating Activities

(a)	Sale of goods:		
	Sale of teaching kits and publications	979	632
	Rendering of services:		
	HSC and School Certificate user charges	605	973
	Music Examination Advisory Board Fees	2,280	2,127
	Other (FOI, Inservice fees, etc.)	136	39
		4,000	3,771
<hr/>			
(b)	Investment Income		
	Interest	114	118
<hr/>			
(c)	Grants and Contributions		
	Aboriginal Education	335	305
	Vocational Education and Training	425	645
	NALSAS Languages	63	174
	Street Sense Project	15	16
	Information Technology projects	197	235
	Other	32	7
		1,067	1,382
<hr/>			
(d)	Other Revenue		
	Exhibition fees	200	225
	Insurance claims	71	
	Other	50	44
		321	269

6 GAIN/(LOSS) ON DISPOSAL OF NON-CURRENT ASSETS

Gain/(Loss) on disposal of plant and equipment:

	Proceeds from disposal	33	65
	Written down value of assets disposed	(54)	(58)
		(21)	7

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	3,419	3,110
	Long service leave	394	411
	Payroll Tax	212	197
		4,025	3,718

8 CURRENT ASSETS - Cash

	Cash at bank and on hand	1,127	1,022
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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)	1,127	1,022
	Closing Cash and Cash Equivalents (per Statement of Cash Flows)	1,127	1,022

FINANCIAL STATEMENTS

9 CURRENT ASSETS – Receivables	2002 \$'000	2001 \$'000
Sale of Goods and Services	77	106
Less: Provision for Doubtful Debts	(2)	(2)
Sundry government debtors	779	408
Other debtors	289	379
Prepayments	196	155
	1,339	1,046

10 CURRENT ASSETS – Inventories		
At Cost		
Publications/Stock	1,102	718
Less provision for obsolescence	(110)	(71)
	992	647

11 NON-CURRENT ASSETS – Property, Plant and Equipment

Plant and Equipment		
At Cost	10,835	11,953
Accumulated Depreciation at Cost	(6,351)	(6,758)
Total Plant and Equipment	4,484	5,195
Total Property, Plant and Equipment At Net Book Value	4,484	5,195

During the year assets with a cost value of \$2.12M and accumulated depreciation of \$2.07M were retired or disposed.

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below.

	Plant & Equipment \$'000	Building Improvements \$'000	Total \$'000
2002			
Carrying amount at start of year	3,947	1,248	5,195
Additions	813	200	1,013
Disposals	(54)		(54)
Written down value of assets written off			
Depreciation expense	(1,459)	(211)	(1,670)
Carrying amount at end of year	3,247	1,237	4,484
2001			
Carrying amount at start of year	3,003	1,456	4,459
Additions	1,988		1,988
Disposals	(58)		(58)
Written down value of assets written off	(7)		(7)
Depreciation expense	(979)	(208)	(1,187)
Carrying amount at end of year	3,947	1,248	5,195
Value of fully depreciated assets held as at 30 June 2002	3,333		3,333

Fully depreciated assets of \$3.333M comprise computer hardware valued at \$1.6M scheduled for disposal in 2003.



12 CURRENT LIABILITIES – Payables	2002	2001
	\$'000	\$'000
Creditors	570	676
	570	676

13 CURRENT LIABILITIES – Employee Entitlements and Other Provisions

Recreation Leave	1,202	1,162
Accrued Salaries and Wages	436	281
Relief staff costs	1,151	1,775
Other	74	58
	2,863	3,276

14 CHANGES IN EQUITY

Accumulated Funds

Balance at the beginning of the financial year	3,958	2,405
Surplus/(deficit) for the year	551	1,553
Balance at the end of the financial year	4,509	3,958

15 COMMITMENTS FOR EXPENDITURE

(a) Operating Lease Commitments

Future non-cancellable operating lease rentals not provided for and payable

Not later than one year	3,531	2,404
Later than one year and not later than five years	11,690	9,452
Later than five years	349	2,552
Total (including GST)	15,570	14,408

Operating lease commitments relate to office accommodation, motor vehicles and computer equipment.

(b) Other Expenditure Commitments

Aggregate other expenditure for the acquisition of goods and services contracted for at balance date and not provided for:

Not later than one year	636	–
Total (including GST)	636	–

Contingent Asset

The total 'Commitments for Expenditure' above includes input tax credits of \$1.437M that are expected to be recoverable from the Australian Taxation Office.

16 CONTINGENT LIABILITIES

The Office is unaware of any contingent liabilities existing as at 30 June 2002.

17 CONSULTANCIES

During the year the Office paid \$81,735 in consultancies. There was one major project undertaken for a value in excess of \$30,000 related to the review of the New Higher School Certificate.

18 ASSISTANCE PROVIDED BY OTHER PARTIES

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

19 RECONCILIATION OF NET CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES

	2002	2001
	\$'000	\$'000
Net Cash used on Operating Activities	1,085	2,483
Cash Flows from Government/Appropriations	(72,603)	(67,033)
Depreciation	(1,670)	(1,194)
(Increase)/decrease in employee entitlements	413	(545)
Acceptance by the Crown Entity of Employee entitlements and other liabilities	(4,025)	(3,718)
Increase/(decrease) in receivables	293	894
(Increase)/decrease in payables	106	(17)
Increase/(decrease) in inventories	345	(75)
Net gain/(loss) on sale of plant & equipment	(21)	7
Net Cost of Services	(76,077)	(69,198)

20 APPROPRIATIONS

Recurrent Appropriations

Total recurrent drawdowns from Treasury (per Summary of Compliance)	71,703	65,423
Less: Liability to Consolidated Fund (per Summary of Compliance)		
Total	71,703	65,423

Comprising:

Recurrent appropriations (per Statement of Financial Performance)	71,703	65,423
Transfer payments		
Total	71,703	65,423

Capital Appropriations

Total capital drawdowns from Treasury (per Summary of Compliance)	900	1,610
Less: Liability to Consolidated Fund (per Summary of Compliance)		
Total	900	1,610

Comprising:

Capital appropriations (per Statement of Financial Performance)	900	1,610
Transfer payments		
Total	900	1,610



21 FINANCIAL INSTRUMENTS

(a) Interest Rate Risk

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

	Floating Interest Rate		Non-interest Bearing		Total Carrying Amount as per Balance Sheet		Weighted Average Effective Interest Rate	
	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 \$'000	2001 \$'000	2002 %	2001 %
Financial Assets								
Cash	1,127	1,022	–	–	1,127	1,022	3.46	4.83
Receivables	–	–	1,339	1,046	1,339	1,046	N/A	N/A
TOTAL FINANCIAL ASSETS	1,127	1,022	1,339	1,046	2,466	2,068		
Financial Liabilities								
Creditors	–	–	570	676	570	676	N/A	N/A
TOTAL FINANCIAL LIABILITIES	–	–	570	676	570	676		

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.

22 PROGRAMS/ACTIVITIES OF THE AGENCY

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

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

23 AFTER BALANCE DATE EVENTS

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

End of Audited Financial Statements

6 Appendices

I Australian Music Examinations Board and Aboriginal Education Consultative Group

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

Australian Music Examinations Board (AMEB)

Contact details

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

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

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

NSW State Manager: **Ms Marion Sinclair**

The principal activities of the AMEB (NSW) during 2001–2002 are outlined below. Further information about the AMEB is available through the above contact addresses.

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 over 40 000 examinations throughout NSW each year in almost 80 categories and services some 8000 teachers and 200 examiners.

Annual Presentation Ceremony

In April, 255 diploma graduates received their awards from guest presenter, Peter Sculthorpe AO, OBE at the Sydney Town Hall. Several were recipients of more than one diploma, but all were being rewarded for long years of practise and study. Scott Borg was presented with the AMEB's highest award, a Fellowship in Music (FMusA) for Classical Guitar. In 2001, 356 candidates passed their diploma examinations in Music and in Speech and Drama.

The AMEB shields, which are awarded in various categories, were also presented on this occasion.

Private Teacher Pianoforte Category

Preliminary to Sixth Grade Dorothy Elvidge
 Seventh Grade to Licentiate Neta Maughan

Private Teacher Instrumental/Vocal Category

Preliminary to Sixth Grade Catherine Dobbie
 Seventh Grade to Licentiate Alex Todicescu

Private Teacher Speech Category

Preliminary to Fifth Grade Roberta Seaberg
 Sixth Grade to Licentiate Elaine Hodda

Private Teacher (Written) Category

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

Schools Category Sydney Grammar School

In between the presentations the large audience was treated to performances by some of the successful candidates: Cayn Borthwick (saxophone), Scott Borg (guitar), Deborah Low and Vanessa Murray (speech and drama) and Ayako Ishikawa (violin).

MusicLink!

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

In 2001/2002 the MusicLink! program presented workshops in Queanbeyan, Armidale (2), Temora, Dubbo (2), Forbes and Moree. Categories covered included saxophone and clarinet, teaching beginners, piano, flute, strings and performance 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. The average attendance at these workshops was 30.

Speech and Drama Workshop

In February a workshop entitled *Theoretically Speaking* was conducted for Speech and Drama Teachers to assist teachers with preparing candidates for AMEB examinations, particularly the written examinations. The workshop was led by the AMEB (NSW) Speech and Drama Adviser, Victoria Clancy, and attracted 38 participants.

AMEB (NSW) Board

(as at 30 June 2002)

Principal, Sydney Conservatorium of Music
 Private Music Teacher Representatives

Private Speech and Drama Teacher Representative
 Examiner Representatives
 Nominee of the NSW Vice-Chancellors' Conference
 Nominee of the Director-General of Education
 Nominee of the Director-General of Education
 Nominee of the Director-General of Education
 Representative of the Office of the Board of Studies

Professor Sharman Pretty (Chairperson)
Dr Rita Crews (Deputy Chairperson),
Anne Harvey, Richard Morpew
Victoria Clancy
Michael Dyer, Meriel Owen
Professor Robert Constable
James Black
Patricia Morton
Roslynne Moxham
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
Email: info@nswaecg.com.au
Website: www.nswaecg.com.au

President: Mr Charles Davison

NSW Aboriginal Education Consultative Group Inc.

The NSW Aboriginal Education Consultative Group Inc. (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, Aboriginal education and Aboriginal perspectives across all curriculums.

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

In partnership with the Office of the Board of Studies, the NSW Aboriginal Education Consultative Group Inc. endeavours to ensure that it is represented on all Board curriculum committees. This representation means that Aboriginal people are a major part of the decision-making process and that Aboriginal perspectives are included in many syllabus documents.

This participation on 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 the AECG participated included:

- Years 7–10 English Review
- Years 7–10 Mathematics Review
- Literacy and Numeracy Research
- Draft Framework for Aboriginal Languages K–10.

The AECG has also been involved in the Draft Framework for Aboriginal Languages K–10, which is currently under consultation, and issues related to this consultation will be 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 Literacy and Numeracy Strategy (NIELNS) was launched the Strategy focused heavily in the enhancement of literacy and numeracy skills of Aboriginal students and the other contributing factors that influence the level of achievement, especially school attendance. The National Strategy extended across pre-school and other school systems. However, successes were the outcomes of partnerships developed with the NSW Aboriginal Education Consultative Group Inc. and education service providers in order for the Strategy to be achieved.

In 2001, 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 model for more culturally inclusive and educationally effective schools. The NSW Aboriginal Education Consultative Group worked in partnership with the Commonwealth to ensure that this strategy was 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. Further to this, the NSW Aboriginal Education Consultative Group Inc. is currently coordinating community empowerment workshops and Aboriginal community participation in forums aimed to better inform the community on matters relating to all aspects of education and training for Aboriginal people and funded under the IESIP Agreement. These forums include presentations by the Board of Studies Liaison Officers (BOSLOs) who outline projects developed by the Board of Studies that support curriculum pertaining to Aboriginal Studies. Another important aspect of these workshops includes the provision of invaluable information for Aboriginal parents and students about the Board of Studies, its operations and curriculum and syllabus development.

The NSW Aboriginal Education Consultative Group has continued to maintain successful working partnerships with education and training providers through the dedication 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), the Ethnic Communities Council (ECC), Primary Principals' Association and the Secondary Principals' Council.

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 three years.

The NSW AECG maintains its commitment to Vocational Education and Training through its participation on the Australian Indigenous Training Advisory Council to ANTA. The Council was responsible for the development of the national Aboriginal and Torres Strait Islander strategy for Vocational Education and Training, 2000–2005. In partnership with the NSW Department of Education and Training – Aboriginal Programs Unit, the NSW Aboriginal Education Consultative Group Inc. participated in the development of the NSW State VET Plan 2001–2005, *New Partners, New Learning, New South Wales*.

The President of the NSW Aboriginal Education Consultative Group Inc. chairs the Board of Studies Aboriginal Education Initiatives Advisory Committee (AEIAC). During the reporting period, the degree of responsibility and accountability of this committee 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 the provision of key strategic advice to many education providers within NSW as well as at a national level, and is committed to upholding its mandate of being the principal advisory body on all matters pertaining to Aboriginal students and Aboriginal education. The NSW Aboriginal Education Consultative Group Inc. looks forward to continued collaborative approaches to improving outcomes for Aboriginal students within and across all sectors, as well as ensuring that it provides key advice in relation to educating all students about Aboriginal Australia within the context of understanding the true and shared history of our land.

2 Exhibitions, Awards and Events

Premier's Awards for Excellence in the Higher School Certificate

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

339 HSC students who achieved Band 6 standard (a mark of 90 or above) in 10 or more units were presented with the prestigious Premier's Trophy by the Premier of New South Wales, the Hon Bob Carr, MP, and the Minister for Education and Training, the Hon John Watkins, MP, at a ceremony in February 2002.

Approximately 1000 people attended the ceremony, including the recipients, their parents, school principals, and representatives from the Board of Studies, the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools.

First in Course Award Ceremony

The Hon John Watkins, MP, presented certificates to 123 HSC students who achieved first place within the highest band in a course.

Approximately 400 people attended the ceremony that was held at the Conservatorium of Music on the day of the release of Higher School Certificate results in December 2001.

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 2001 was presented jointly to Christopher Hampson of North Sydney Boys High School and Louisa Salmon of Nambucca Heads High School at the annual Premier's Awards for Excellence in the Higher School Certificate. Mr Hampson achieved outstanding HSC results and Band 5 or Band E3 in all ten units of his Higher School Certificate. Christopher has multiple pterygium syndrome and uses a wheelchair. Ms Salmon has achieved a sound level of academic performance through the 'pathways' provisions to gain the HSC over three years. She has cerebral palsy causing severe athetoid quadriplegia and communicates through the use of a head pointer.

Aboriginal Studies Awards

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

ARTEXPRESS

ARTEXPRESS is an annual exhibition of outstanding artworks presented by HSC students. In 2002, the work of 153 students was selected for exhibition from over 8500 submissions for the artmaking component of the 2001 Visual Arts examination. Five ARTEXPRESS exhibitions were held in Sydney from January to April 2002 at the Art Gallery of NSW, David Jones' Sydney City store, the State Library of NSW, the UNSW College of Fine Arts and the National Art School. A separate exhibition took place during the same period in Grafton. Works from the metropolitan exhibitions and additional works were combined for the touring exhibition to galleries in Newcastle, Campbelltown, Wollongong, Bathurst and Coffs Harbour. Reflecting the requirements of the New HSC Visual Arts syllabus, the exhibitions were of students' 'bodies of work' rather than the single artworks of previous years.

DesignTECH

DesignTECH is an exhibition held annually to showcase outstanding Major Design projects developed by students as part of their HSC Design and Technology course. The exhibition aims to provide an opportunity for the community, students and teachers to see the work produced by students in the HSC Design and Technology area.

In 2001/2002 DesignTECH projects were chosen from all over the state for inclusion in the four-month exhibition at the Powerhouse Museum in Sydney. The exhibition also toured a number of regional centres including Wollongong, Wagga Wagga, Dubbo, Tamworth, Coffs Harbour and Newcastle.

OnSTAGE

OnSTAGE is an annual performance and exhibition of individual and group presentations as well as an exhibition of individual projects, all of which are outstanding representations of the different syllabus categories for study in the HSC course.

OnSTAGE 2001/2002 was presented for 6 days in the York Theatre at Sydney's Seymour Theatre Centre and included 12 group performances and 8 individual performances by 54 drama students. In addition, 39 student exhibits were put on display in the theatre foyer.

The presentation of Writers OnSTAGE in 2001/2002 was held in the Everest Theatre at the Seymour Theatre Centre and included the screening of two videos, along with the rehearsed reading of two exemplary scripts.

ENCORE

The ENCORE 2001/2002 annual concert of outstanding music performances and compositions was held in the Concert Hall of the Sydney Opera House on the evening of 25 February 2002 before a full house. The concert featured 20 diverse musical items comprising 15 performances and 5 compositions, representing excellence in each of the music courses available for study in the Higher School Certificate.

Minister's Young Designers Awards

The Minister's Young Designers Awards were initiated to support the Stage 4 Design and Technology syllabus. The Awards are in their ninth year with more than 3000 entries received in 2001. The aim of the program is to encourage Years 7 and 8 students to design and develop a project based on a clearly defined need, identified through investigations of their surrounding environment.

The Minister for Education and Training presented awards to the 30 State exhibitors at a special ceremony in the ANZ Conservation Theatre at Taronga Zoo in Sydney, where the projects were displayed from November to December 2001.

3 Major Assets

Three major assets were acquired:

1	Examination system upgrade	\$373,397.00.
2	Office fitout	\$199,978.24.
3	Opus software	\$76,607.08.

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*

The Education Regulation 2001 commenced on 1 September 2001 replacing the Education Regulation 1996 which was repealed pursuant to Section 10(2) of the *Subordinate Legislation Act 1989*. The provisions of the new regulation relevant to the Board of Studies and the Office of the Board of Studies differ from the repealed regulation only with respect to the omission of the transition provisions required during 2000 concurrent with the introduction of the New HSC.

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 following projects:

Electronic service delivery of data to schools – Total expenditure at 30 June 2002 was \$1.45m with a projected total cost of \$1.55m in 2003.

Computing Skills Assessment – Total expenditure at 30 June 2002 was \$0.5m with a projected total cost of \$1.5m in 2004.

Years 7–10 syllabus development – Total expenditure at 30 June 2002 was \$0.1m with a projected total cost of \$0.9m in 2005.

5 Land disposal

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

6 Subsidiaries, partnerships, joint ventures and other associations

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

7 Investment management performance

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

8 Liability and management performance

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

9 Executive remuneration

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

Position title and SES level	President Board of Studies SES Level 5
Name of occupant	Professor Gordon Stanley
Total remuneration package	\$182,350

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 Credit Card Compliance

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

6 Equal Employment Opportunity

During the reporting period the Office completed the construction on its premises of toilet facilities for disabled officers and visitors. This was a major outcome of the Office's EEO planning for 2001/02. The primary objective of this initiative is to facilitate the opportunity for employment of disabled people and engagement by clients in the Office's consultative and product development processes. The Office has:

- continued its sponsorship of and support for the childcare arrangements for staff
- progressed staff access to the Corporate Planning process and continued to improve internal communication processes involving all staff
- continued efforts to make training and development opportunities available to all staff

EEO data is included within the body of this document at page 65.

7 Disability Action Plan

The Office's Disability Action Plan covers the three-year period 2000–2002. The Plan was developed in accordance with the Government's Disability Policy Framework and the requirements of Section 9 of the *Disability Services Act 1993*.

The Plan demonstrates the Office's commitment to the objectives of the Government's Disability Policy Framework. The Plan is incorporated into the strategic and business planning of the Office and is reflected in the performance agreements of senior staff and branch plans as appropriate. The Plan is also included in the staff induction process and is published on the Office's website for staff and public access.

Strategies in the Plan have been progressively implemented. A significant outcome during the reporting period was the construction on the Office's premises of toilets for the disabled thereby improving access to employment opportunities and facilities for visitors to the Office.

8 Privacy Management Plan

The *Privacy and Personal Information Protection Act 1998* provides the people of NSW with enforceable rights in relation to the ways in which public sector agencies collect, store and disclose personal information. The Office has developed a Privacy Management Plan in compliance with the requirements of the Act.

The purpose of the Plan is to :

- identify personal information collected by the Office of the Board of Studies
- 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. It is also generally available to staff via the Office Intranet.

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

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

There were no complaints during the reporting period in relation to the Office's compliance with Privacy Management Principles.

9 Ethnic Affairs Priorities Statement

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

- An extensive range of community language courses has been maintained, with 64 new courses in 37 languages being examined in the New HSC in 2001.
- The Board Languages Inspector retains membership of the Community Languages Schools Board.

- A new Stage 6 English course, English as a Second Language, was examined for the first time for the New HSC in 2001. The course provides improved access to Stage 6 syllabuses for students who have been educated overseas or in an Australian educational institution using English as the language of instruction for five years or less.
- New guidelines specifying that examination questions would be accessible to all candidates and 'free of culture or gender bias, stereotyping or tokenism' were successfully implemented for the 2001 New HSC examinations.
- The Office has continued to monitor staff perceptions regarding equity in the workplace. Survey results in the reporting period demonstrated an improved rating by staff regarding the provision of a discrimination-free environment.
- Board of Studies Liaison Officers gave regular presentations to ethnic communities, promoting understanding of the New HSC and the revision of Years 7–10 syllabuses with the help of interpreters organised in conjunction with the Department of Education and Training.

Strategies to promote the Board's commitment to community relations and cultural diversity in NSW for 2002–2003 include the following:

- Cross-curriculum content statements have been developed to guide Years 7–10 syllabus writers in 2002–2003 in the inclusion of multicultural cross-curriculum content in each syllabus. The guidance provided by the content statements 'Difference and Diversity' and 'Multicultural' will ensure that all Years 7–10 students will receive education with a multicultural perspective, regardless of the subjects they are undertaking.
- Increasing the number of presentations by Board of Studies Liaison Officers to communities, particularly in the metropolitan areas, to promote full understanding of ongoing changes and/or refinements to school curriculum, assessment and examinations.
- Increasing awareness of and response to issues noted in community media.
- The Australian History, Geography, Civics and Citizenship Test has been added to the School Certificate credential, and will be mandatory for all School Certificate students in 2002. Questions will require students to reflect on aspects of community action, the role of government at different levels, and community-based interest groups. The test is intended to allow students to demonstrate their understanding of civics and citizenship and their role in a diverse community.

10 Action Plan for Women

The *New South Wales Government Action Plan for Women* outlines the Government's commitment to removing barriers to women's full participation in society. The Action Plan recognises in particular the need to improve the position of women who have least access to economic and political resources. To successfully implement its plan, the Government has adopted a whole-of-government approach while building partnerships with private sector and community organisations.

One of the policy areas that the Government has focused on in its 2000–2002 Action Plan is education and training. Improved access to education and training is essential for women to be able to participate in a skilled and changing labour force and increase their post-school options.

The Board of Studies provides educational leadership by developing curriculum accessible to the full range of students and awarding secondary credentials that provide comprehensive information on student achievement.

The Board of Studies has a responsibility to ensure that access to its curriculum and credentials is equitable for all and that the depiction of women in the Board's curriculum and assessment materials accurately reflects the diversity of their achievements, roles, needs and experiences.

With regard to the key objectives of the Action Plan for Women that fall within the Board's policy area, the Board of Studies in the reporting year has worked to:

- promote workplaces that are equitable, safe and responsive to all aspects of women's lives.

As part of its revision of Years 7–10 syllabus material throughout the reporting period, the Board has developed cross-curriculum content statements that address issues of gender and the workplace. The cross-curriculum content statements guide syllabus writers in the inclusion of cross-curriculum content in each syllabus for all the Years K–10. Through their study of the Years 7–10 curriculum, students will learn about the contributions of different groups, including women, to the workplace and the role of gender issues in decision-making.

The Board has also continued to investigate ways of improving the workplace for its own female staff through climate surveys and an active Spokeswomen's Program.

- promote the participation of women in the political, social, economic and cultural life of NSW, particularly the decision-making roles.

The Board's *Statement of Equity Principles* provides a guide to writers of syllabuses, support materials and assessment materials on developing materials that are gender-inclusive and promote the participation of women in all areas.

One of the 11 cross-curriculum statements developed for the new Years 7–10 material is specifically devoted to gender. It will ensure that the new syllabuses recognise the full range of women's possible contribution and participation to political, cultural, social and economic life in NSW.

11 Profiles of Board Members

President

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

Professor Stanley was appointed President of the Board in March 1998. He was previously (1995 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. Professor Stanley has been a member of the Vocational Education and Training Accreditation Board since 1998. He is currently Adjunct Professor of Education at the University of Sydney.

Ex-officio Members

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

Dr Bruniges is Director of Strategic Information and Planning, Department of Education and Training. She was previously Assistant Director, School Assessment and Reporting Unit and Chief Education Officer (Mathematics).

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

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

Mr T Wootten, BA, DipEd

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

Appointed Members**Mr I Baker**, BA(Hons), DipEd, BLegalSt, Barrister-at-Law

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

Ms C Benedet, BEd

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

Professor A Blake, AM, BEd, MSc, PhD

Professor Blake is Vice-Chancellor, University of Technology Sydney, and Director, Australian Vice-Chancellors' Committee. He is also Director, Business Higher Education Round Table Ltd, Director, Australian Technology Park Innovations Ltd, and President, World Association for Co-operative Education.

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

Ms Butland is active in the Federation of Parents and Citizens' Associations at local, district and State levels. In her professional life she works at the School of Social, Policy and Curriculum Studies in the Faculty of Education at the University of Sydney.

Brother K Canavan, fms, AM, BA, MS, EdD, FACE

Brother Canavan has been Executive Director of Schools, Catholic Education Office Sydney, since 1987. He has worked for the Catholic Education Office for over 30 years, following ten years teaching in Catholic primary schools. Brother Canavan was the inaugural recipient of the Sir Harold Wyndham Medal from the Australian College of Education in 1994.

Ms J Chan, DipT, GradDip Education Studies (Reading)

Ms Chan is currently Principal, Plumpton Public School, and formerly Principal, Tregear Public School. She is an active member of the Primary Principals' Association being a member of the Curriculum Reference Group and chair of the Sydney West Forum Committee.

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

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

Mr C Davison

Mr Davison is President of the NSW Aboriginal Education Consultative Group Inc. He holds an Associate Diploma in Social Welfare. 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.

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

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

Dr M Fogarty, BA, DipEd, MEd, EdD

Dr Fogarty is Deputy Principal at Turrumurra High School. She has researched national curriculum developments and national testing and assessment programs in both the USA and UK.

Ms S Gazis, MCom, BA, MA, DipEd

Ms Gazis has 17 years teaching experience in NSW State high schools and is now Head Teacher, English, St George Girls' High School. She is currently President, Australian Association for the Teaching of English, and President, Professional Teachers' Council (NSW). Ms Gazis is a member of the Interim Committee for the Institute of Teachers.

Mr P Heath, BA(Hons), MA(Hons), DipEd, MACE, MACEA

Mr Heath is Head of School, St Andrew's Cathedral School. He was previously Chair of the Headmasters' Conference (NSW). Mr Heath is currently President of the Australian Anglican Schools' Network.

Mr T Horstead, BA, DipEd, MA

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

Mr S Kerkyasharian, AM

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

Ms J King, MA, DipEd

Ms King is Principal, Riverside Girls' High School. Between 1993 and 1998 she was an executive member of the Secondary Principals' Council and, from 1991 to 1992, HSIE Curriculum Inspector at the Board of Studies. Ms King has worked extensively in the area of curriculum development during most of her teaching career. She is the elected deputy president of the NSW Secondary Principals' Council from June 2002–2004.

Professor K McConkey, BA(Hons), PhD

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

Dr J McMorrow, BEc, MEd, PhD, FACE

Dr McMorrow was Convener of the Teacher Education Review Taskforce. He was previously Deputy Director-General, Policy and Planning, Department of Education and Training and 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).

Dr M Martin, MA (Special Ed), PhD (Special Ed)

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

Mr I Morris

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

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 the NSWTF representative on the Department of Education and Training Primary Education Development Committee.

Meetings and Attendance

Board meetings and attendance of members of the Board of Studies

Member	2001			2002			
	18/9	30/10	11/12	12/2	9/4	21/5	25/6
Ms C Benedet	✓	✓	✓	✓	✓	✓	✓
Prof A Blake		✓		✓	✓		
Dr M Bruniges	✓	✓	✓	✓	✓	✓	✓
Ms D Butland	✓	✓	✓	✓	✓	✓	✓
Br K Canavan	✓		✓		✓	✓	✓
Ms J Chan	✓	✓	✓	✓	✓	✓	✓
Dr B Croke	*	*	*	✓	✓	✓	
Mr C Davison		✓	✓	✓	✓		
Assoc Prof S Dockett		✓	✓			✓	✓
Dr M Fogarty	✓	✓	✓	✓	✓	✓	✓
Ms S Gazis	✓	✓	✓	✓	✓	✓	✓
Mr P Heath	✓	✓	✓	✓	✓	✓	✓
Mr T Horstead	✓	✓	✓	✓	✓	✓	
Mr S Kerkyasharian	✓		✓	✓		✓	✓
Ms J King	✓	✓	✓	✓	✓	✓	✓
Prof K McConkey	✓	✓	✓	✓	✓	✓	✓
Dr J McMorrow (until Feb 2002)	✓	✓	✓	✓			
Dr M Martin	✓	✓	✓			✓	✓
Mr I Morris	✓	✓	✓	✓	✓	✓	✓
Prof G Stanley	✓	✓	✓	✓	✓	✓	✓
Dr G Willmott		✓	✓	**	✓	***	
Mr T Wootten	✓	✓	✓	✓	✓	✓	✓
Ms T Zadkovich	✓	✓	✓	✓	✓	✓	✓

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

** Mr A Drew attended in place of Dr G Willmott

*** Mr A Brady attended in place of Dr G Willmott

12 Freedom of Information

Freedom of Information statistics

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

FOI requests	Personal		Other		Total	
	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01
New (including transferred in)	3	6	2	5	5	11
Brought forward	0	1	0	0	0	1
Total to be processed	3	7	2	5	5	12
Completed	3	7	1	4	4	11
Transferred out	0	0	0	0	0	0
Withdrawn	0	0	1	0	1	0
Total processed	3	7	1	4	4	11
Unfinished (carried forward)	0	0	0	1	0	1

What happened to completed requests?

Result of FOI request	Personal		Other	
	2001-02	2000-01	2001-02	2000-01
Granted in full	2	7	1	4
Granted in part	1	0	0	0
Refused	0	0	0	0
Unfinished	0	0	0	1
Completed	3	7	1	4

Ministerial Certificates	2001-02	2000-01
Ministerial Certificates issued	0	0

Formal consultations	2001-02	2000-01
Number of requests requiring formal consultations	1	0

Amendment of personal records

Result of amendment request	2001-02	2000-01
Result of amendment – agreed	0	0
Result of amendment – refused	0	0
Total	0	0

Notation of personal records	2001-02	2000-01
Number of requests for notation	0	0

FOI requests granted in part or refused

Basis of disallowing or restricting access	Personal		Other	
	2001-02	2000-01	2001-02	2000-01
Section 19 (applic. incomplete, wrongly directed)	0	0	0	0
Section 22 (deposit not paid)	0	0	0	0
Section 25 (1) (a1) (unreasonable diversion of resources)	0	0	0	0
Section 25 (1)(a) (exempt)	0	0	1	0
Section 25 (1)(b)(c)(d) (otherwise available)	0	0	0	0
Section 32 (business affairs)	0	0	0	0
Total	0	0	1	0

Costs and fees of requests processed

	Assessed costs		FOI fees received	
	2001-02	2000-01	2001-02	2000-01
All completed requests	\$0	\$0	\$120	\$370

Discounts allowed

Type of discount allowed	Personal		Other	
	2001-02	2000-01	2001-02	2000-01
Public interest	0	0	0	0
Financial hardship (pensioner/child)	0	0	0	0
Financial hardship (non-profit organisation)	0	0	0	0
Total	0	0	0	0
Significant correction of personal records	0	0	0	0

Days to process

Elapsed time	Personal		Other	
	2001-02	2000-01	2001-02	2000-01
0-21 days	2	7	0	4
22-35 days	1	0	1	0
Over 35 days	0	0	0	1
Total	3	7	1	5

Processing time

Processing hours	Personal		Other	
	2001-02	2000-01	2001-02	2000-01
0-10 hours	3	6	0	4
11-20 hours	0	1	1	0
21-40 hours	0	0	0	0
Over 40 hours	0	0	0	0
Total	3	7	1	4

Reviews and appeals	2001-02	2000-01
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*	
	01-02	00-01	01-02	00-01		01-02	00-01	01-02	00-01
Access refused	0	0	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	0	0	0		0	0	0	0
Unreasonable charges	0	0	0	0		0	0	0	0
Charge	0	0	0	0		0	0	0	0
Unreasonably incurred	0	0	0	0		0	0	0	0
Amendments refused	0	0	0	0		0	0	0	0
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 2001-02 Freedom of Information procedures had minor impact on the Office's administration.

Freedom of Information: Summary of Affairs

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

Summary of Affairs of the Office of the Board of Studies

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

Section 1 – Policy Documents

Office of the Board of Studies

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

Assessing and Reporting Using Staged Outcomes (Part 1 Assessment, Part 2 Reporting)
 Assessment Certification and Examination Manual
 Credentialling for Students with Special Education Needs in Stage 5
 Guidelines for Accelerated Progression
 Guidelines for Registration for Home Schooling
 HSC/TAFE Credit Transfer Guide
 Manual for the Registration and Accreditation of Non-government Schools
 Recognition of Prior Learning for the Higher School Certificate
 Guide to the 2002 School Certificate: Rules and Procedures for Students
 Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students
 2002 Rules and Procedures: Higher School Certificate Candidates
 Statement of Equity Principles
 Syllabus Development Handbook
 Syllabus Model Using Staged Outcomes
 Annual Report
 Code of Conduct
 Ethnic Affairs Priority Statement
 Staff Handbook
 Disability Action Plan
 Privacy Management Plan
 Board Bulletin

Aboriginal Education Consultative Group

NSW AECG Rules of Association

NSW AECG Complaints Guidelines Australian Music Examinations Board (NSW)

Australian Music Examinations Board (NSW)

Child Protection

2002 Teacher's Handbook

Section 2 – Statement of Affairs

The most recent Statement of Affairs for the Office of the Board of Studies NSW is incorporated in the *Annual Report for 2001/2002*.

Section 3 – Contact Arrangements

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

The FOI Coordinator
Office of the Board of Studies
GPO Box 5300
Sydney NSW 2001
Telephone: (02) 9367 8380
Facsimile: (02) 9367 8484

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

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

13 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 (www.boardofstudies.nsw.edu.au).

Curriculum, Assessment and Examination Documents

Australian History, Geography, Civics and Citizenship – Specimen Test Paper

Background Speakers Course Prescriptions – Korean

Background Speakers Level Resources – Persian

Cognitive Science Stage 6 Draft Writing Brief and Survey

Computing Applications CEC Stage 6 Consultation Report

Computing Applications CEC Stage 6 Syllabus and Survey

English Extension 2 Journalists' Booklet

English Stage 6 Prescriptions: 2002–2003 Poster

Life Skills 7–10 Draft Writing Brief and Survey (6 subjects)

Marker Application Form 2002

Performance Bands – Accounting and Electronics Technology

School Developed BEC Guidelines

Special Examinations Provisions Application Form – revised 2002

Syllabus Development Handbook

The Board's Syllabus Development Process 2001

Working with Aboriginal Communities: A Guide to Community Consultation and Protocols (book and poster)

Years 7–10 Draft Writing Brief and Survey (18 subjects)

Years 7–10 Evaluation Survey (22 subjects)

Higher School Certificate

HSC 2000 Report to Parliament

HSC 2001 Examination Papers (159 examination papers)

HSC 2001 Media Guide, Facts Sheets – Key Features, examination timetable poster

HSC 2001 Illness/Misadventure Form (Individual and Group)

HSC 2001 Portfolio inserts (Testamur and Certificates)

HSC 2002 Distinction Courses Provisions/High Ability Accelerants

HSC 2002 Languages Timetable

HSC 2002 Practical Examinations Timeline

HSC 2002 Rules and Procedures

New HSC Standards Information

Studying for the HSC 2002

Studying for the New HSC 2001

University-developed Board Endorsed Courses for the New HSC

Young Writers Showcase (book and flyer)

School Certificate

School Certificate Test Papers 2001 (4 subjects)

School Certificate 2001 Folio and inserts (testamur, Year 10 Record of Achievement)

School Certificate 2002 Guide to Rules and Procedures

School Certificate 2000 Report to Parliament

School Certificate 2001 Sample Answers – English

School Certificate 2001 Sample Answers – Mathematics

School Certificate 2001 Sample Answers – Science

School Certificate Test 2001 Questions and Answers – English-literacy

School Certificate Test 2001 Questions and Answers – Mathematics

School Certificate Test 2001 Questions and Answers – Science

K–6

Creative Arts K–6 Resources

Creative Arts K–6 Certificate of Appreciation

Mathematics K–6 Draft Syllabus

K–10

Aboriginal Languages K–10 Evaluation Survey

Mathematics K–10 Draft Writing Brief and Survey

Languages K–10 Draft Framework and Survey

VET

Bookmarks for VET Training

Business Services Curriculum Framework Parts A and B and Survey

Business Services Curriculum Framework Parts A and B Consultation Report

Business Services Curriculum Framework Parts A and B Support Document, Resource List and Competency Record

Entertainment Industry Stage 6 Parts A and B Curriculum Framework and Survey

Entertainment Industry Stage 6 Parts A and B Draft Syllabus

Entertainment Industry Stage 6 Writing Brief

Other Printed Publications

Aboriginal Studies Stage 6 Awards

ACE Manual timetables 2002

Advice Line 2002 Adviser Application Form

AMEB Newsletter, Teacher's Handbook and related documents

Annual Report 2001

APA Book Fair promotional and display material

ARTEXPRESS 2001 (catalogue, certificates, postcards x 12, promotion material)

Board Bulletin (periodical)

Brother John Taylor Prize (nomination

certificate, award certificate)

Certificate of Appreciation

DesignTECH (catalogue, certificates, invitations, programs, booklets Year 11, seminar booklet Year 12, poster, Honour Board)

Distinction Course Certificate

ENCORE (certificates, invitations, programs)

Explicit Standards Chart and information for Nebraska and ACACA

Generic Recheck Notice

Home Education in NSW Information Package

Minister's Young Designers Awards 2001 certificates

OnSTAGE 2001 (certificates, invitations, billboard, catalogue)

Premier's Awards 2001 (invitations, programs)

Results Analysis Package (RAP) information flyer

Roads and Traffic Authority publications (*School Bus Safety* kit, *Street Sense* kit (rev edn), *Safety Around Schools* booklet, *Safe School Travel* brochure)

Royal Easter Show promotional and display material

Schools Online registration form

Special Examination Provisions Application Form 2002

Standards Packages CD-ROM box design and production

Web-only Publications

Curriculum, Assessment and Examination Documents

Engineering Studies Support Material – Technology and Telecommunication Resources

Entertainment Industry Curriculum Framework

Evaluation Report Stage 5 Life Skills

Examination Charts

Textiles and Design Stage 6 Major Project FAQs

Higher School Certificate

Board Developed Course – HSC Course Description files

Dance Practical Marking Guidelines

Dance Viva Voce Question Sheet

HSC 2002 Specimen Examination Paper – Classical Hebrew Extension

HSC 2001 Examination Notes (61 subjects)

HSC 2001 Examination Timetable

HSC Resources and Textbooks

Marking Guidelines and Mapping Grids (all subjects)

Rules for Languages Examinations

Sample Marking Guidelines (5 languages)

School Certificate

2001 School Certificate – Australian History, Geography, Civics and Citizenship: Multiple-choice Answer Key

2001 School Certificate – Specimen Test Papers

School Certificate Credentialling – Special Education Stage 5 Data Report

School Certificate Tests – Band Descriptions

2001 School Certificate English-literacy Multiple-choice Correct Answers

K–6

K–6 Creative Arts Resources

Linkages – Aboriginal Perspectives 1

Linkages – Aboriginal Perspectives 2

Linkages – Mapping Units of Work

Linkages – Content links section

Linkages – Fine Motor Skills – Content links section

Years 7–10

7–10 Curriculum Framework (K–10)

7–10 Syllabus Evaluation Report (21 subjects)

English 7–10 Draft Syllabus Consultation Report

English 7–10 Draft Writing Brief Consultation Report

English 7–10 Writing Brief

HSIE 7–10 Literature Review

Life Skills 7–10 Draft Writing Brief Consultation Report

Life Skills 7–10 Writing Brief (4 subjects)

PDHPE 7–10 Evaluation Survey

PDHPE 7–10 Writing Brief and Consultation Report

Syllabus Revision 7–10 – Consultation Timeline

Textiles Technology 7–10 Writing Brief and Consultation Report

K–10

Mathematics K–10 Draft Writing Brief Consultation Report

Mathematics K–10 Writing Brief

Other Web-only Publications

2003 Examination Committee/Assessors Applications

Aboriginal Career Aspirations Program (ACAP) Review – Report

Aboriginal Languages – Issues Around Syllabus Development in Australia

ACACA Conference Papers

Board Endorsed Courses Survey on Generic Performance Descriptors Stage 6

Board Endorsed VET Courses – Guidelines and Application Forms

CEC Electrotechnology Log Book

Computing Applications CEC Syllabus

Consultation on Extension (Languages) Extracts for 2003	Speech and Drama
Continuum of Learning (Languages)	2001 – Trial Computing Skills Test
Dance Marking Guidelines	University Developed Board Endorsed Courses for the New HSC
Dance Stage 6 Course Prescriptions 2003–2004	Website graphics/Shop OnLine
Drama Stage 6 Prescriptions 2003–2004	Work Education Employers Draft Writing Brief Survey
English Extension 1 Stage 6 Support Document	
English Stage 6 Prescriptions 2001–2003	CD-ROM Publications
Entertainment Industry Curriculum Framework Part B	Assessment Help
Gallipoli Website for the Visually Impaired	Computing Skills Assessment
General Mathematics Formulae Sheet	Creative Arts K–6
Geography Stages 4–5 Support Material Part B	Results Analysis Package (RAP)
History Stages 4–5 Support Material Part B	RAP Manual
HSIE Symposium Report	Speaking Skills Packages 2001 HSC Parts A and B
K–12 Technology Statement – Development Report	Speaking Skills Packages (11 subjects)
Languages Course Prescriptions	Standards Setting Packages (76 subjects)
Languages K–10 diagrams	Standards Setting Packages index pages
List of approved scientific calculators 2002	Young Writers Showcase
List of approved scientific calculators 2001	
Literature Review PDHPE	
Marking Guidelines – Design and Technology	
Performance Bands – Persian	
Performance Bands – Russian Background Speakers	
Prescribed Extracts for Stage 6 Extensions – Languages	
Remaking Multicultural Australia library	
Report – Review of History Stages 4–5	
Sample Warning Letter	
School Developed Board Endorsed VET courses – application forms	

14 Inspectors and Chief Curriculum Officers

Creative Arts	Mr Jay McPherson (02) 9367 8030
English	Mr Tony Moore (02) 9367 8276
Human Society and Its Environment	Ms Jennifer Lawless (02) 9367 8151 Mr Lindsay Swan (02) 9367 8150
Languages	Dr Margaret Silink (02) 9367 8152
Mathematics	Mr Peter Osland (02) 9367 8103
Personal Development, Health and Physical Education	Mr Paul Hewitt (02) 9367 8156
Primary	Ms Margaret Malone (02) 9367 8199
Science	Ms Rosemary Hafner (02) 9367 8136
Technological and Applied Studies	Mr Howard Kennedy (02) 9367 8246
Vocational Education	Ms Marianne Millan (02) 9367 8310
Chief Curriculum Officer (Aboriginal Education)	Mr Kevin Lowe (02) 9367 8198

15 Board of Studies Liaison Officers

Mr Christopher Bounds

Metropolitan North
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Index

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

Action Plan for Women	104	Mission and Goals	15
AECG Report	97	Narrative summary of operations: Review of 2001–2002	16
AMEB Report	95	Occupational Health and Safety performance	66
Audit Opinion	78	Overseas travel	73
Board Committees	9	Payment of accounts	67
Board Members	7	Performance statement	80
Board of Studies Liaison Officers	118	Personnel policies and practices	68
Branch Descriptions	60	Privacy Management Plan	103
Code of Conduct	69	Profiles of Board Members	105
Commitment to Service	69	Publications	113
Consultancies	69	Recruitment	64
Contracting and market testing	68	Representation on external committees	72
Disability Action Plan	103	Research, reviews and program evaluations	18
EEO Report	102	Risk Management	66
EEO Statistics	65	Senior Management profile	64
Employees' leave entitlements	68	Sponsorship	74
Ethnic Affairs Priorities Statement	103	Statutory Disclosure Requirements	101
Exceptional wages and salaries movements	68	Waste reduction and recycling	75
Exhibitions and awards	99		
Financial Statements	77		
Freedom of Information statistics	109		
Home Schooling	47		
Inspectors and Chief Curriculum Officers	117		
Key Result Areas	18		
Letter of Submission	3		
Major assets	101		
Meetings and attendance	108		

