

ANNUAL REPORT 2012–2013

BOARD OF STUDIES NSW • OFFICE OF BOARD OF STUDIES NSW



EXHIBITIONS, AWARDS AND EVENTS 2012–2013

Showcasing exemplary HSC major works and performances



ARTEXPRESS

ARTEXPRESS is an annual exhibition of exemplary artworks by Higher School Certificate Visual Arts students. In 2013, the bodies of work of 246 students from both government and non-government schools were selected for exhibition

from more than 9600 submissions for the artmaking component of the 2012 HSC Examination.

ARTEXPRESS was held in Sydney from February to April at the Art Gallery of NSW; Hazelhurst Regional Gallery and Arts Centre, Gymea; and the Armory, Sydney Olympic Park (SOPA). Works from the metropolitan exhibitions and additional works were combined for the exhibitions in Orange, the Blue Mountains, Tamworth, Broken Hill and Maitland. Further regional exhibitions are scheduled for Wagga Wagga, Shoalhaven and Grafton in the second half of 2013.

ARTEXPRESS visitors to 30 June 2013

| Gallery | Visitors |
|--------------------|----------------------------|
| Art Gallery of NSW | 108 000 (estimate only) |
| Hazelhurst | 14 903 |
| SOPA | 13 097 |
| Orange | 3 070 |
| Blue Mountains | 10 749 |
| Tamworth | 3 034 |
| Broken Hill | 3 020 |
| Maitland | 13 240 |

ARTEXPRESS sponsors

| Designation | Sponsor |
|-----------------------------|----------------------------|
| Major sponsor | Australia Post |
| Associate sponsor | S & S Creativity Unlimited |
| News media partner | The Sydney Morning Herald |
| Television media partner | TVS Television Sydney |
| Official ARTEXPRESS carrier | Grace Fine Art |
| Camera supplied by | Foto Riesel |

DesignTECH

DesignTECH is an annual exhibition of exemplary Major Design Projects developed by Higher School Certificate students as part of their Design and Technology course. The Powerhouse Museum displayed the exhibition from mid-February to 12 May 2013. The exhibition provided a valuable resource for teachers and students, and gave the community an opportunity to view the talent, creativity and innovation emerging from the Design and

Technology curriculum in New South Wales. In conjunction with the exhibition, DesignTECH seminars held during March 2013 attracted over 2000 students and teachers.

Between May and July 2013, DesignTECH toured Newcastle and Tamworth.

DesignTECH sponsors

Powerhouse Museum
Shelston IP
Alan Broady Memorial Trust
Built Environment, UNSW
Dyson



ENCORE

The annual ENCORE concert of exemplary performances and compositions from Higher School Certificate Music students was presented to full houses at both matinee and evening performances in the Concert Hall, Sydney Opera House on 25 February 2013. The concerts featured a diverse program representing all the Higher School Certificate Music courses and comprising 16 performances and five compositions.



OnSTAGE

The 2013 OnSTAGE season at the Seymour Centre, Sydney, ran from 2 to 8 February and featured 47 performers and an exhibition of 26 exemplary projects that represented the different syllabus categories for study in the Higher School Certificate Drama course.

Also on show was Writers OnSTAGE/OnSCREEN in the Everest Theatre, Seymour Centre, 6–8 February 2013 featuring three video drama screenings and two rehearsed readings of exemplary scripts.



Word Express

In collaboration with the State Library of NSW, *Word Express* was held in June 2013 to launch *Young Writers Showcase 12*, the anthology of major works (extended compositions) by 2012 HSC English Extension 2 students. The State Library will host a study day for students and teachers in October 2013.

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

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

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

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The Honourable Adrian Piccoli MP

Minister for Education

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 30 June 2013.

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*.



Tom Alegounarias
President
Board of Studies NSW



Carol Taylor
Chief Executive
Office of the Board of Studies NSW

President's message

2012–2013 has been another exciting year for education in New South Wales.

This report highlights the achievements of the Board of Studies over the past year, all of which could not have been realised without the extensive engagement and commitment of the education community. The response to consultation by the education sector, parents and other stakeholders has been impressive, and this support has been greatly appreciated.

The Board of Studies new Strategic Plan (2012–2016) has been the basis for guiding the Board's work throughout 2012–2013. The plan draws closely on government initiatives identified in the New South Wales State Plan – *NSW 2021: A Plan to Make NSW Number One*, current and emerging educational environments and strategic developments in education nationally and internationally.

2012 Higher School Certificate Results

We are continuing to see an increasing number of students qualify for the NSW Higher School Certificate with over 72 000 students receiving an HSC result in at least one course in 2012.

HSC results are important indicators of educational outcomes and our latest results confirm that New South Wales continues to show sound performance and a steady pattern of growth.

It is also heartening to see, through HSC enrolments and results, that the Higher School Certificate continues to be a relevant and valuable credential that offers a breadth of study for students who have aspirations to continue academic study, undertake other training, or move straight into the workforce.

Record of School Achievement (RoSA)

The year 2012 saw the first cohort of students receive a Record of School Achievement (RoSA), the new credential that has replaced the School Certificate.

The RoSA was developed by the Board in recognition that senior secondary retention rates have increased significantly since the School Certificate was first introduced 47 years ago and that a new, more relevant academic and vocational credential was needed for those students who still chose to leave school at any point after completing Year 10.

To complement the RoSA credential, the Board has also developed new optional online Literacy and Numeracy tests that were first offered in November 2012. The tests focus on skills to help school leavers gain employment or transition to further training.



The Australian curriculum in NSW

Our important work in representing New South Wales in the development of an Australian curriculum continues.

In October 2012, the new NSW K–10 syllabuses in English, Mathematics, Science and History that incorporate Australian curriculum content were launched by the NSW Minister for Education. Implementation of these new syllabuses in classrooms will be staggered, commencing with English in 2014 and concluding in 2016.

A raft of materials to support the implementation of these new syllabuses has been developed by the Board, including Schools Guides, Parents Guides and an easy-to-use programming tool for teachers to prepare for and deliver lessons.

The Board of Studies will continue to coordinate the formal NSW response to further development and incorporation of the Australian curriculum content across the NSW K–12 curriculum. Any further decisions about adopting the Australian curriculum, developing syllabuses, and planning subsequent implementation will continue to be made only after thorough consultation with NSW stakeholders.

Supporting Teacher Quality in NSW

In July 2012 the Minister for Education released *Great Teaching, Inspired Learning*, a discussion paper aimed at exploring ways of improving the quality of teaching in NSW classrooms in recognition of this relationship to student outcomes.

The paper, co-written by myself, Dr Michelle Bruniges, the Director-General of the NSW Department of Education and Communities and Mr Patrick Lee, the Chief Executive of the Institute of Teachers at the Minister's request, has generated much discussion about possible ways to enhance the quality of teaching in New South Wales.

The new National Professional Standards for Teachers will help to further guide our coordinated efforts to attract the most suitable applicants to initial teacher training, to better support beginning teachers and to recognise and value experienced teachers.

Languages Education Review

Our work, evaluating languages education from Kindergarten to Year 12 in New South Wales, continued throughout the year. At the request of the Minister for Education, the Board is conducting a review with the aim of providing all NSW students with a broader and more inclusive languages education to ensure we meet the changing demands in this area of the curriculum.

The Consultation Paper and Reference Paper being developed will provide an overview of languages education in NSW, map current provision and participation in languages education in NSW, and outline recent developments and best practice in languages education teaching and learning in Australia and internationally. The papers will also propose preliminary directions for the future to enhance provision and quality of languages education in New South Wales.

International partnerships

Over 2012–2013, we were privileged to host delegations of international educators from China and India interested in exchanging ideas and experiences to better understand global educational developments.

Our partnership with the Secretariat of the Pacific Board for Educational Assessment (SPBEA) that currently has nine member countries was further expanded, with the Board of Studies becoming a consultative member of the Pacific Board for Educational Assessment (PBEA). In August 2012, I attended the annual PBEA meeting in Fiji and was privileged to deliver a keynote address on assessment practices in the pursuit of quality at the SPBEA regional conference.

Building Our Cultural Capital – President's Lecture Series

In 2012 we continued our work through the Building Our Cultural Capital initiative, bringing together members of the education community with key members from an identified field of industry, to discuss emerging issues in education

and invite a range of perspectives on the work of the Board of Studies NSW.

Our most recent flagship event held in September 2012 at the Australian Museum focused on The matter of Science in education. Several prominent Australian scientists delivered a series of lectures, with the keynote address delivered by Nobel Laureate and Astronomer, Dr Brian Schmidt, Distinguished Professor at The Australian National University, Research School of Astronomy and Astrophysics (Mt Stromlo Observatory).

The event, attended by over 75 people, including representatives from government, corporate, academic and research organisations, has provided opportunity for Board Officers to establish direct connections with a range of industry partners that will inform and support the development of relevant, meaningful curriculum and support materials.

Student voice

Through its 15 member Student Advisory Group and regular student meetings across the state, the Board has obtained valuable student feedback on a range of key issues over the past year.

Students have considered and shared their views on topics including Languages education, HSC course selection and requirements, HSC assessment, and HSC student support services. These contributions are vital to ensuring the Board's work continues to reflect student perspectives.

Research, evaluation and development

In recognition of the increasing importance of research, evaluation and data analysis in providing an evidence base for improvement in policy and program design and delivery, the Board's Research, Evaluation and Development Committee engaged in numerous initiatives focused on identifying strategic research priorities and encouraging collaboration in areas of mutual interest.

As an integral member of the education portfolio, the Board plays a critical role in finding solutions that contribute to supporting continuing standards of exceptional educational practice in NSW. The year ahead will see a continued focus on educational policy initiatives to improve educational outcomes for students in New South Wales.

Thanks to all who have contributed to this year's achievements. I look forward to your ongoing support.

Tom Alegounarias
President

Chief Executive's message

I am delighted to present the NSW Board of Studies Annual Report for 2012–2013, highlighting another year of achievements for our organisation.

As well as documenting the Board's activities in supporting the education of NSW students, this report highlights some of our efforts to seek innovative and efficient ways of working and applying new practices to better deliver the Board's services.

The 2012 Higher School Certificate

A total of 72 487 students completed an HSC course in 2012 with a record 66 676 students qualifying for a full Higher School Certificate credential.

The Higher School Certificate continues to offer students a suite of courses that cater for the broadening range of students staying at school until the end of Year 12. In 2012, students chose to study from over 250 courses including 115 externally examined courses, a range of courses from 12 industry curriculum frameworks, 18 Life Skills courses, 117 endorsed courses including VET courses delivered through TAFE as well as courses developed and delivered by universities.

The Record of School Achievement (RoSA)

One of the most significant events of the reporting year was the awarding of the first Record of Student Achievement (RoSA) credentials for students who leave before completing the Higher School Certificate.

Support for awarding RoSA grades

To support the introduction of A to E grading for the new RoSA, the Board has developed extensive resources designed to assist teachers in awarding consistent grades that reflect the standards demonstrated in student work.

Numerous projects were completed over the year, including the collection and publication of over 780 work samples that have been aligned to grades, the development of the *Grading for RoSA – getting it right* video that demonstrates and explains the process of moderating grades, and a professional development package that promotes consistent teacher judgements. The Board also developed new historical grade analysis graphs and tables that schools can access to assist them in the grade allocation process.

Up2now website

In recognition that many employers are interested in more than academic results, the Board has developed the *Up2now – my ongoing learning portfolio* website designed for students to bring



together a digital record of their extracurricular achievements to document their broader learning, such as first-aid qualifications, community service or volunteer work. A second-year pilot study is being conducted in 2013 to inform further improvements to the site.

Implementation of new NSW K–10 Syllabuses in English, Mathematics, Science and History

The new NSW K–10 syllabuses in English, Mathematics, Science and History that incorporate Australian curriculum content were launched by the NSW Minister for Education on 16 October 2012.

As well as publishing the syllabuses in print, the Board developed a website providing access to the syllabuses in a world-first interactive format. The website allows teachers to easily navigate the syllabuses to find content and outcomes and to access the extensive range of support materials that have been developed to help support the implementation of the new syllabuses.

Resources available on the website include guides to the new syllabuses for teachers, schools and parents, advice on assessment and programming, as well as advice and support for teachers of students with special education needs.

As additional support for teachers in implementing the new syllabuses, the Board designed *Program Builder*, a revolutionary online programming tool that uses content from the new NSW syllabuses for the Australian curriculum to create scope and sequences and units. Since the Minister for Education launched *Program Builder*

in April 2013, over 24 000 teachers from all education sectors have logged in and created over 90 000 units of work.

NAPLAN test administration

The Board of Studies administered the NAPLAN tests for the first time in 2013 after responsibility was transferred from the NSW Department of Education and Communities. The Board is now also responsible for delivering NAPLAN results to schools and students.

New examination technologies

New technologies in HSC examination testing and marking are continually being introduced to enhance the effectiveness and efficiency of the HSC program.

In 2012, over a third of HSC courses examined were marked using on-screen marking technology developed by the Board. Markers of project and performance examinations are increasingly using portable devices such as iPads to record marks. In 2012, HSC Drama Performance markers used a purpose-built app specially designed to improve the process by which marks are submitted and quality checked.

The first of the new optional online Literacy and Numeracy tests for students leaving school before completing the Higher School Certificate were made available in November 2012. The online program through which the tests are presented was developed by the Board of Studies and has generated great interest from a range of education authorities and organisations wishing to adapt the technology to support their literacy and numeracy assessment programs.

Guides for primary school parents

The Board of Studies recognises the important role parents play in their child's education and produces materials designed to help parents participate in and support their child's learning.

In August 2012, the NSW Minister for Education launched a set of three guides developed by the Board to help parents reinforce the reading, writing and mathematics skills of primary school students. The guides explain what a child should be able to do at each developmental stage, in simple terms and with practical examples and how parents can support skill development through everyday activities. A resource for parents to help their child learn about grammar is currently under development.

Professional development workshops

During the reporting year, a range of professional development workshops and videoconferences were conducted with primary and secondary school staff focusing on Board of Studies policies

and processes. Topics covered included grade allocation, consistent teacher judgements, Life Skills courses, HSC Assessment, *Schools Online*, and assessment and credentialling for Years 10, 11 and 12.

Maintaining the NSW curriculum

During the year, considerable efforts have been focused on evaluating existing NSW syllabuses and support materials and strategically identifying areas for future development.

Some of the Board's major achievements in this area over 2012–2013 include:

- support materials for the new Mathematics General Stage 6 syllabus
- a new RTA-contracted Road Safety website for Years 5 and 6 students
- a new Child Studies Years 9 and 10 Content Endorsed Course
- English K–6 Support Materials for Students with Special Education Needs
- updates to a range of Stage 6 syllabuses and syllabus prescriptions
- updates to VET syllabuses and revised VET curriculum frameworks
- resources to support the implementation of the K–10 Aboriginal Languages syllabus.

My thanks go to staff, teachers, parents and the many others across New South Wales who have contributed to the development and delivery of this work. I am extremely proud of our collaborative achievements over the 2012–2013 year and look forward to your continued involvement in our important work.

Carol Taylor
Chief Executive

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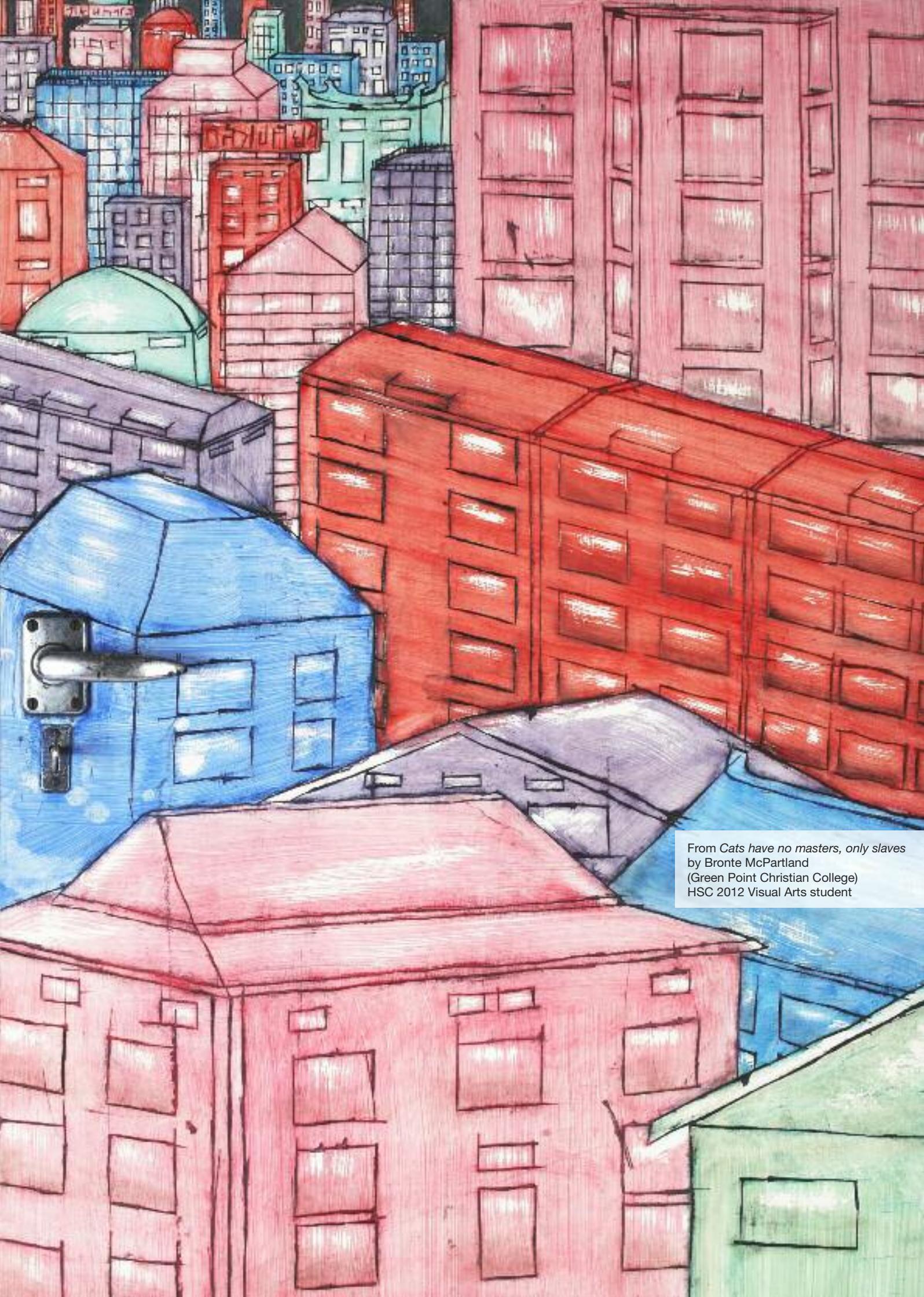
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From *Cats have no masters, only slaves*
by Bronte McPartland
(Green Point Christian College)
HSC 2012 Visual Arts student

GOVERNANCE – OUR ORGANISATION

Enabling legislation

The *Education Act 1990* established the Board of Studies NSW as a statutory body with a membership representative of community interests. The Office of the Board of Studies is a department pursuant to the *Public Sector Employment and Management Act 2002*.

Values and principles

Educational leadership

The Board will exercise a leading role in ongoing monitoring, research and development in school curriculum, assessment, registration and accreditation.

Focus on stakeholders

The Board will provide optimal service to its stakeholders, with professional competence and commitment.

Accountability and transparency

The Board will actively promote community confidence in NSW education through activities that are ethical, sustainable, transparent and in the public interest.

Productive relationships and partnerships

The Board will foster rich and valuable relationships and partnerships across the community.

Equity and inclusiveness

The Board's policies and programs will be underpinned by the principles of equity and inclusiveness and will be designed and delivered with fairness and consistency.

Quality and effectiveness

The Board will implement best practices to provide high-quality services that are effective and respond to the community's needs.

Innovation

The Board will encourage and promote innovation and creativity in the workplace to encourage new ideas, products, processes and procedures.

Continuous improvement

The Board will secure its own continuous improvement through active self-evaluation and independent external evaluation of its work and services.

Evidence-based decision-making

The Board's policies and programs will be informed by research, analysis and evidence.

Responsibilities

The Board has the following responsibilities:

- develop curriculum and curriculum support materials for all students and teachers in New South Wales from Kindergarten to Year 12
- develop and deliver examinations leading to the award of the Higher School Certificate
- award the Record of School Achievement to eligible students who leave school prior to completing the Higher School Certificate
- implement and administer the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in New South Wales
- register non-government schools seeking to operate in New South Wales
- accredit non-government schools to present candidates for the Record of School Achievement and the Higher School Certificate
- approve schools to deliver courses to overseas students.

The Office of the Board has the following responsibilities:

- provide professional and administrative support and services to the Board
- encompass the Australian Music Examinations Board (NSW) and the NSW Aboriginal Education Consultative Group Inc
- administer the home schooling program under delegation from the Minister for Education.

The Board of Studies and the Office of the Board of Studies are portfolio responsibilities of the Minister for Education, the Hon Adrian Piccoli MP.

The Board and its committees

The Board

The *Education Act 1990* (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

Mr Tom Alegounarias

Ex-officio members

Ms Pam Christie (until February 2013)

Ms Janet Davy (from February 2013)

Ms Leslie Loble

Mr Gregory Prior

Appointed members

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

Professor Jo-Anne Reid

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:

Ms Dianne Butland

Representing parents of secondary school children:

Mr David Hope

One nominee of the Catholic Education Commission, New South Wales

Dr Brian Croke

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

Dr Timothy Wright

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

Mr Larry Grumley

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

Dr Angela Schulz

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

Representing primary school principals:

Mr John Mularczyk

Representing secondary school principals:

Mr Gary Johnson

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

Primary school teacher:

Mr Philip Cooke

Secondary school teacher:

Mr Denis Fitzgerald

One person with knowledge and expertise in early childhood education

Professor Sue Dockett

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

Ms Cindy Berwick

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

Mr Barry Calvert

Regional Vocational Education Consultant for the NSW Department of Education and Communities, Western Sydney Region

GOVERNANCE – OUR ORGANISATION

Associate Professor Jacqueline Manuel
Curriculum Coordinator, Secondary English
Master of Teaching, University of Sydney

Dr Meredith Martin
Consultant in Special Education

Ms Jennifer Neary
Business consultant and Chair of the Public
Education Foundation

Dr Dan White
Executive Director of Catholic Schools,
Archdiocese of Sydney

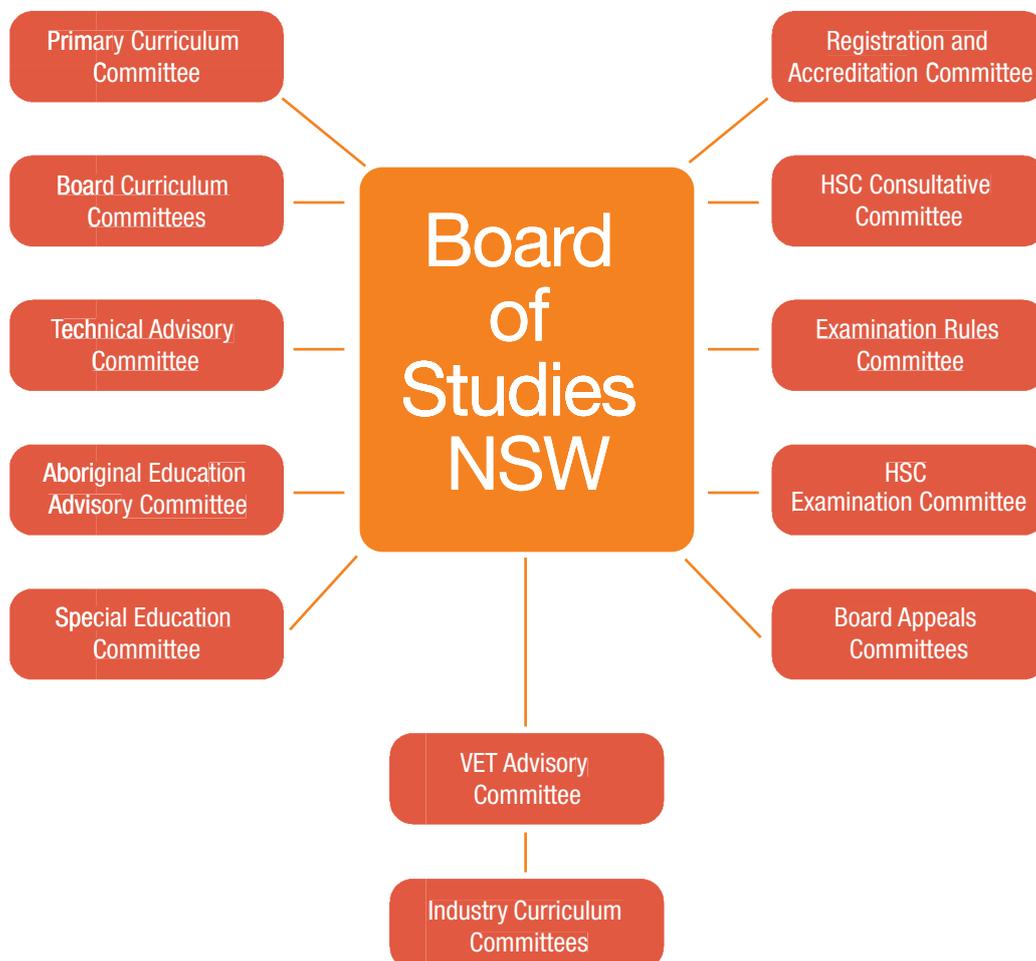
Professor John Pegg
Professor and Founder/Director of the Science,
Information and Communication Technology, and
Mathematics Education for Rural and Regional
Australia (SiMERR) National Research Centre at
the University of New England, Armidale.

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 Record of School Achievement and Higher School Certificate programs
- special cases arising from the Higher School Certificate examinations.

Standing committees of the Board of Studies



Members of the Board of Studies



Mr Tom Alegounarias
BEc, DipEd

Mr Alegounarias was appointed President of the Board of Studies NSW in June 2009. He was previously the founding Chief Executive of the NSW Institute of Teachers and was responsible for developing the Institute's policy and legislative framework.

Mr Alegounarias is the NSW nominee to the Australian Curriculum, Assessment and Reporting Authority (ACARA) Board. He is an Adjunct Professor in the Faculty of Education and Social Work at the University of Sydney. Previously he has been Director of Equity and General Manager of Strategic Policy for the NSW Department of Education and Training, where he was responsible for national, cross-sectoral and cross-agency policy and liaison. He has been Chair and Executive Officer of a number of national policy committees, including the Schools Resourcing Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). He was co-founder and inaugural chair of the Australian Centre for Equity through Education.



Ms Cindy Berwick
BEEd

Ms Berwick is the President of the NSW Aboriginal Education Consultative Group Inc and chairs the Board of Studies Aboriginal Education Advisory Committee. She is a secondary mathematics teacher and has spent considerable time teaching in schools as well as lecturing at the University of Western Sydney and University of Sydney.

Ms Berwick is a member of the Director-General's Aboriginal Education Reference Group for the NSW Department of Education and Communities. Ms Berwick represents Aboriginal people on a number of national committees, including First Peoples Education Advisory Group and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Aboriginal and Torres Strait Islander Working Group. Ms Berwick has considerable knowledge and expertise in Aboriginal education and training, including policy development, and understands the cultural, social and economic factors that affect Aboriginal communities.



Ms Dianne Butland
(until May 2013)
PTC, BA (Social Science),
MEd

Ms Butland is a Vice-President of the Federation of Parents and Citizens Associations of NSW, which represents the interests of parents and communities in public schools across New South Wales. She has an active and broad interest in education K–12. Ms Butland serves the Federation on a range of committees at state, regional and local school levels. Her research interests are in education policy, inequity, and community and school engagement. Her career has been in teacher education, currently with the University of Western Sydney.



Mr Barry Calvert
(until February 2013)
BEc, DipEd

Mr Calvert joined the Board in 2010 and is currently a Regional Vocational Education Consultant for the NSW Department of Education and Communities, Western Sydney Region, a role that includes acting as the day-to-day manager of the regional Registered Training Organisation (RTO). He has a 36-year career in public education and for the past 15 years has been working to provide greater opportunities for students through the planning, introduction and development of vocational education and training (VET) courses, vocational learning programs (including work-readiness programs for newly arrived students), ongoing partnerships between schools and industry, and school-based part-time apprenticeships and traineeships. Mr Calvert is also a local government councillor and in this role he has focused on increasing youth participation and involvement in local decision-making as well as instigating planning directions to ensure that local communities provide a strong support network for their youth.

Members of the Board of Studies



Ms Pam Christie
(until February 2013)
BA, DipEd, DipSpEd

Ms Christie has worked in education and training for more than 30 years and was appointed Deputy Director-General, TAFE and Community Education, in March 2010. Her key responsibilities include driving strategic directions and policy across TAFE NSW, and working with industry to increase productivity and develop a highly skilled workforce. She was previously Institute Director for TAFE NSW – Sydney Institute.

Ms Christie is also a member of the NSW TAFE Commission Board, the TAFE NSW Higher Education Council and Academic Board, and the LH Martin Institute for Higher Education Leadership and Management Advisory Board.



Mr Philip Cooke
BEd (Primary)

Mr Cooke is a full-time classroom teacher at Cessnock Public School. He has been a teacher in the NSW Public Education system since 1990 and has taught in rural, regional and metropolitan schools.

Currently the President of the Cessnock Teachers Association and a member of the State Executive of the New South Wales Teachers Federation, Mr Cooke has conducted a variety of research activities on behalf of the Federation. This research has included a comparative study of teaching and learning conditions in schools across Australian states and territories.

Mr Cooke's educational interests include curriculum development, pedagogical models and support models for teachers that enhance student outcomes.

In recent years, Mr Cooke has worked closely with the University of Newcastle on the MEGS (Making Educational Goals Sustainable) Project. MEGS aims to address the education and career aspirations of students from low SES backgrounds by providing access to, and knowledge of, higher education, particularly in the areas of science, mathematics and technology.



Dr Brian Croke
BA(Hons), DipEd, DPhil,
HonDLitt

Dr Brian Croke is Executive Director of the Catholic Education Commission NSW and Deputy Chair of the National Catholic Education Commission, as well as being a director of the Australian Council for Educational Research, Education Services Australia and the Australian Curriculum, Assessment and Reporting Authority (ACARA). He is also Adjunct Professor of History at Macquarie University and Honorary Associate at the University of Sydney.



Ms Janet Davy
(from February 2013)
BEd, MEd

Ms Janet Davy is the Executive Director, Office of the Director-General within the NSW Department of Education and Communities. Janet commenced in this role in July 2012 after three years as Group Manager for Curriculum, Assessment and Teaching in the Australian Government Department of Education, Employment and Workplace Relations. Prior to this, Janet was Chief Executive and Deputy Chief Executive of the ACT Department of Education and Training. Janet started her career in New South Wales as a secondary Personal Development, Health and Physical Education (PDHPE) teacher in south-western Sydney and then went on to hold various senior curriculum roles in the NSW Department of Education and Communities and the Board of Studies NSW. Janet has also undertaken high-level change management roles with AusAID in Papua New Guinea and the Solomon Islands, including two years as Program Manager for the PNG Education Capacity Building Program.

Members of the Board of Studies



Professor Sue Dockett
BEd(Hons), MEd(Hons),
PhD

Professor Dockett is Professor of Early Childhood Education at Charles Sturt University. Over a period of 30 years, she has been actively involved in early childhood education as a teacher, academic and researcher. For the past 20 years, she has been involved in early childhood teacher education and research. Much of her current research agenda is focused on educational transitions, particularly transitions to school and the expectations, experiences and perceptions of all involved. Other educational transitions, including the transition from primary to secondary school and from school to work, are also components of ongoing research. Professor Dockett's research is widely published both nationally and internationally. She is a patron of the Early Childhood Education Council of NSW Inc.



Mr Denis Fitzgerald
BA, DipEd

Mr Fitzgerald has taught in a range of public schools across New South Wales as a classroom teacher and in a variety of promotion positions. He was a founder member of the NSW Board of Secondary Education, a member of the Curriculum Corporation of Australia and a founder member of the Board of Studies NSW.

Mr Fitzgerald has also been President of the New South Wales Teachers Federation, the Federal President of the Australian Education Union and a writer and speaker on educational and social issues. More recently, Mr Fitzgerald was Director of Equity and Aboriginal Education in the NSW Department of Education and Training, a position he left in order to return to schools. Recently, the University of New South Wales Press published his history of education, *Teachers and their Times*. Mr Fitzgerald continues research work along with casual teaching and is the Director of the Centre for Professional Learning.



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

Mr Grumley has 35 years teaching experience in secondary (government, independent, diocesan and TAFE) and tertiary sectors in both New South Wales and overseas. He has taught in co-educational, all boys and all girls schools over the course of his career. He has also been involved in Higher School Certificate and School Certificate marking as a Supervisor of Marking, a Senior Marker and a Marker, as well as being a part of examination committees and syllabus development.

Mr Grumley is currently Head Teacher of English at Catherine McAuley High School, Westmead. He works with current HSC students through the libraries in New South Wales and the SPARK program in primary schools, in an effort to give all students equal access to education and to promote independent learning for life after formal schooling.

He is a passionate advocate for equality and the rights of all to access education and learning, and the system's need to facilitate that access.



Mr David Hope
BE(Hons)

Mr David Hope is a Vice-President of the Federation of Parents and Citizens Associations of NSW. He has held a range of leadership roles in the P&C movement at state, regional, district and school levels, and is a former *P&C Journal* editor.

David's interests in improving our education systems, and providing life opportunities for all children irrespective of social advantage, stem from the personal benefits that he obtained from the availability of a strong public education system. His belief is that such a system underpins a civilised, fair and productive society.

David's interests in education, training and life-long learning have continued throughout his working life as a professional engineer, senior manager and now an independent consultant in the water industry.

David is a life member of the Australian Water Association (AWA) and has held a range of positions, including NSW President and National Vice-President. As a director of AWA, David had portfolio responsibility for major conferences and technical publications, including the refereed journal *Water*.

GOVERNANCE – OUR ORGANISATION

Members of the Board of Studies



Mr Gary Johnson
BA, DipEd

Mr Johnson is currently Principal at Cherrybrook Technology High School and was formerly Principal of Jamison High School. He is an active member of the New South Wales Secondary Principals' Council (SPC), being a member of the Assessment and Reporting Reference group and previously a member of the SPC executive. He has worked in public education for over 30 years in a variety of teaching and executive positions.

He has held leadership roles in Higher School Certificate and School Certificate marking, examination committees and syllabus development. He is an occasional writer and speaker on educational issues. His interests include pedagogy, curriculum development, and assessment and reporting. He is committed to the preservation of strong, local comprehensive high schools.



Ms Leslie Loble
BSc, MPubAdmin

Ms Loble is Chief Executive of the Office of Education, NSW Department of Education and Communities. She leads strategy and policy on cross-sectoral, statewide and national developments in education, spanning early childhood education, schooling, training and higher education. She also manages national engagement in education and training on behalf of the NSW Government and the Centre for Education Statistics and Evaluation.



Associate Professor
Jacqueline Manuel
BA(Hons1), DipEd, PhD

Dr Manuel is an Associate Professor in secondary English education in the Faculty of Education and Social Work, University of Sydney. She holds a PhD in English Literature from the University of New England (1991). She has published widely in the fields of English education and teacher motivation and early career experience. She has published six books in the field of English education, the most recent being *Teenagers and Reading: Literary Heritages, Cultural Contexts and Contemporary Reading Practices* (2012); *Imagination, Innovation, Creativity: Re-Visioning English in Education* (with Paul Brock, Don Carter and Wayne Sawyer, 2009) and *The English Teacher's Handbook A to Z* (with Don Carter, 2009). She co-edited *Drama and English Teaching: Imagination, Action and Engagement*, published by Oxford University Press in 2008. She has been a member of the NSW Higher School Certificate English Examination Committee (Standard and Advanced, 2004–2006) and Chief Examiner of these courses (2007–2011).



Dr Meredith Martin
BA(Hons), DipEd,
MEd(Special Ed), PhD

Dr Martin is a consultant in Special Education. She was previously lecturer in Special Education, Macquarie University and Principal Education Officer in Special Education in the NSW Department of Education and Training. Dr Martin is currently a part-time lecturer at Sydney University in the School of Education and Social Work. She is a member of the Guardianship Tribunal, the Mental Health Review Tribunal and, until June 2008, was a member of the Administrative Decisions Tribunal. Dr Martin has worked for over 30 years in training and evaluation for government and non-government sectors that have programs for people with disabilities.

Members of the Board of Studies



Mr John Mularczyk
BEd, DipEd

Mr Mularczyk, in his role as Principal in several schools, has created a sustainable culture of improvement by developing strategic targets, using data to drive improvement and action plans that emphasise student learning.

He was seconded to the Professional Learning and Leadership Development Directorate to deliver the Team Leadership for School Improvement K–12 Program statewide.

Mr Mularczyk has addressed national conferences on integrating internet technologies and critical thinking into K–12, sustaining student success and expanding teachers' pedagogical knowledge. He is focused on building school capacity in leadership, developing talents to foster learning and growth for new and experienced principals. He was a member of the Institute of Senior Educational Administrators tour to Hong Kong and Singapore that studied school and university systems.

Since 2010, he has been a Member of the Board of Studies, NSW Primary Principals' Association (PPA) Primary Curriculum Reference Group and Australian Curriculum Working Party.



Ms Jennifer Neary
BA, DipEd

Ms Neary began her career as a secondary Mathematics teacher in New South Wales. She then worked for the Australian Government Department of Education, the Schools Commission, the Victorian Ministry of Education, and TAFE in both Victoria and New South Wales. She has had a long history in the development and implementation of public policy in employment, education and training. This has been at both state and federal levels, and internationally with the OECD Manpower and Social Affairs Committee.

Ms Neary has also been a senior executive in the financial services sector. She was the Managing Director of Horwath Chartered Accountants, a Director in Financial Risk Management at PricewaterhouseCoopers and the Head of Knowledge and Data Management at Insurance Australia Group Limited (IAG). She is the Chair of the Foundation for Public Education in New South Wales and a member of the Board of the NSW Institute of Teachers.



Professor John Pegg
BSc, DipEd, MMath, PhD

Professor John Pegg began his career as a secondary mathematics teacher. Currently, he is Professor and Foundation Director of the SIMERR National Research Centre at the University of New England, Armidale. His work is far ranging, and he is known internationally and nationally for his contribution to theory-based cognition research in mathematics education and assessment. He advocates equality of educational learning outcomes for students and teachers, regardless of their geographic circumstance. He has strong links with schools, professional teaching associations and educational authorities in Australia and overseas, being used as a consultant/evaluator in a diverse range of educational contexts.

In the past few years, he has been a team leader on many large-scale nationally significant projects linked to underachieving learners in basic Mathematics and Literacy, statewide diagnostic testing in science, developmental-based assessment and instruction, the validation of the Australian National Professional Standards for Teachers, investigating faculties achieving outstanding student-learning outcomes in the AESOP study, and evaluations of the effectiveness of programs in education jurisdictions.



Mr Gregory Prior
BEd Dip Teach, MEd

Mr Prior is Deputy Director-General Schools, NSW Department of Education and Communities. His key responsibilities include driving strategic directions and policy across Public Schools NSW. He leads the implementation of significant initiatives in New South Wales in leadership, curriculum and assessment, literacy and numeracy, Aboriginal Education, quality teaching and organisational effectiveness.

Mr Prior has worked in education for over 34 years and has held a number of senior positions across the state. He has been instrumental in building the capacity of teachers and leaders through the development of a culture of collaboration at all levels, including school, region and central office. He places great value on instructional leadership at all levels, supported by a systems approach to facilitate continuous improvement and quality teaching to meet the needs of the students of New South Wales.

Mr Prior is an Adjunct Professor, School of Education, University of Western Sydney.

Members of the Board of Studies



Professor Jo-Anne Reid
BA, DipEd, Qld, GCertEd,
Ballarat, BEd, PhD Deakin

Professor Jo-Anne Reid is currently Associate Dean, Teacher Education at Charles Sturt University. As a secondary English teacher, she served as a Curriculum Advisory Consultant for rural teachers in Western Australia before being appointed to Murdoch University, and has since worked as a literacy teacher educator in three rural universities (Ballarat, New England and Charles Sturt). She is committed to improving the preparation of teachers for schools in rural and remote locations. She has won a range of national competitive research grants over her career, several of which have focused on English teaching and teacher education, rural teacher education, the experience of overseas-born and Indigenous teachers, as well as on classroom practice related to literacy and the environment. She has published in these areas and has served as co-editor of the *Journal of Curriculum Studies*. She is a past president of Australian Association for Research in Education (AARE), Australian Teacher Education Association (ATEA), the NSW Teacher Education Council, and was an inaugural member of the NSW Quality Teaching Council.



Dr Angela Schulz
BSc(Hons), PhD

Dr Schulz joined the Board of Studies NSW in 2010 as the joint representative for the Council of Catholic School Parents and the NSW Parents' Council.

Dr Schulz has come from a background of tertiary education and biomedical research at the University of Sydney and the Save Sight Institute at Sydney Eye Hospital. As a mother of two primary school aged children, she has a keen interest in ensuring quality and engaging educational experiences for all children. She believes that all children are entitled to an education that will help them to reach their full potential and that parents have the right to exercise choice to achieve this. She believes that providing quality educational experiences and resources to all children is fundamental to successfully encouraging children to develop inquiring minds and become lifelong learners. Dr Schulz is an advocate for ensuring appropriate professional development for the teachers in our various educational systems to enable them to stay abreast of best educational practices.



Dr Dan White
BA, DipEd, Grad
Dip(Religious Studies),
MEd(Leadership),
MEd(Religious Education),
EdD (ACU), FACEL

Dr Dan White is currently the Executive Director of Catholic Schools for the Archdiocese of Sydney. Prior to this, he was the Director of Catholic Education for the Archdiocese of Hobart for six years and has served in senior leadership roles in the Dioceses of Parramatta and Bathurst.

Dr White's research interests include investigations into brain-based learning theory and its practical implications for classroom pedagogy, especially in the field of religious education. Dr White is the co-author of seven educational resource books focusing particularly on higher order learning and thinking strategies.

Dr White is a Fellow of both the Australian College of Educators and the Australian Council for Educational Leaders. Dr White is currently the Executive Officer of the Sydney Archdiocesan Catholic Schools (SACS) Board and represents Sydney on the Catholic Education Commission NSW. In 2010, he was appointed to the Board of Studies NSW. Dr White is also a member of the Board of Governors for the University of Notre Dame, and a member of the NSW Chapter and Senate of the Australian Catholic University.



Dr Timothy Wright
BSc(Hons), DipEd, PhD,
FACE, MRACI, CCHEM

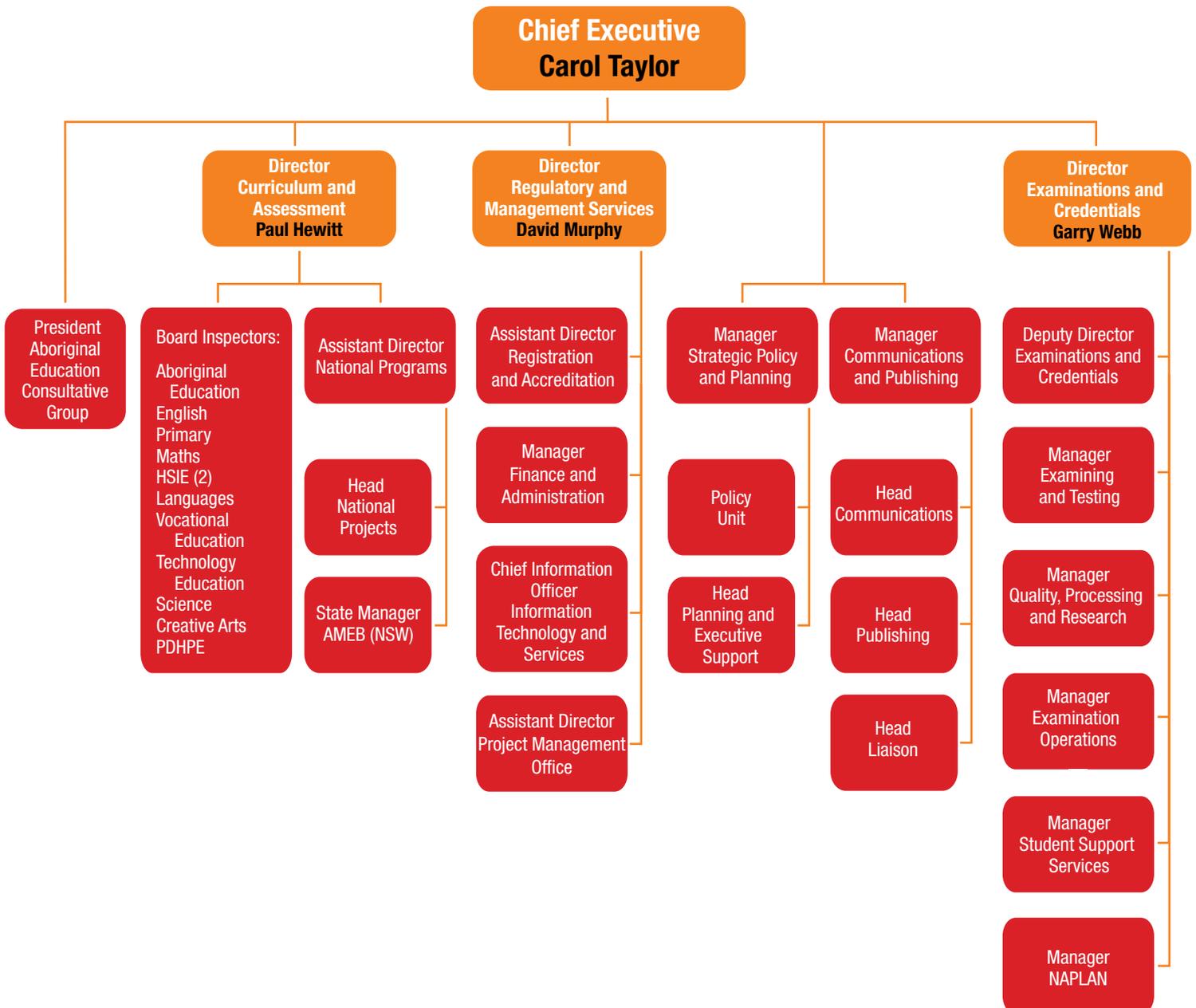
Dr Wright is Headmaster of Sydney Church of England Grammar School (SHORE). Prior to this appointment he was Headmaster of All Saints' College, Bathurst.

He has served as the Chairman of the GPS Headmasters' Standing Committee, and as Secretary of this committee as well as Secretary of the Heads of Independent Co-Educational Schools group. He has been a member of the Association of Heads of Independent Schools of Australia (AHISA) since 1993. He became chair of the Association of Independent Schools Leadership Centre in August 2013.

His educational interests include pedagogy, staff development and professional learning as well as a lifelong interest in effective pastoral care for young people. Personally he enjoys walking, swimming and sports of all kinds.

Dr Wright is an active member of the Anglican Church of Australia and a member of the Crusader Council, a Christian organisation that works with independent schools.

Structure of the Office of the Board of Studies



Strategic planning and goals

Strategic planning processes and initiatives

The NSW government's ten-year strategic blueprint for further improving education and learning outcomes for NSW students provides the key focus for the Board's future directions and initiatives. The NSW State Plan, *NSW 2021: A Plan to Make NSW Number One*, outlines a range of key goals and targets designed to strengthen the NSW skill base, improve education and learning outcomes for all NSW students, and foster greater opportunity for and partnership with Aboriginal people.

In June 2012, the Board finalised a new Board of Studies Strategic Plan (2012–2016) in response to *NSW 2021*. The Board's new strategic plan sets broad strategic directions for the Board over the next four years and will play an essential role in guiding the focus and work of the Board towards achieving the NSW State Plan targets within an ever-changing context of significant global and national developments.

The Board's new strategic plan encompasses nine key priority areas (KPAs):

- Educational leadership and support for government policy implementation
- Curriculum and assessment
- Examining and credentialling
- Regulation (including registration and accreditation of non-government schools)
- Supporting teacher quality in New South Wales
- Pathways and credentials
- Technological innovation in assessment and examinations
- Consultation and engagement
- Stakeholder services, ICT innovation and communication.

The Office's operational planning provides a detailed framework for implementing the Board's nine KPAs together with an additional tenth KPA relating to the effective, efficient, economic and equitable management of the Office's functions, activities and staff.

The Office's Operational Plan promotes a direct alignment between the priorities in the Board's Strategic Plan and the ongoing strategic focus of the Office, as well as the responsibilities and priorities of each officer. The Operational Plan also provides the basis for the individual performance agreements for Senior Executive Service officers, Corporate Development Plans and the Management Plans for each branch of the Office.

For each strategic priority identified for the 2012–2013 reporting year, key activities, milestones, timeframes, accountabilities and targeted outcomes were incorporated into the Office's detailed 2012–2013 Operational Plan.

Reports highlighting the activities and achievements of the Board and the Office of the Board over the reporting year 2012–2013 follow in Sections 2–4 of this Annual Report.

Key Priority Area 1:

Educational Leadership and Support for Government Policy Implementation

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|---|--|
| <p>1.1 Position the Board of Studies NSW as a leading Australian education authority through strategic research, evaluation and development</p> | <p>1.1.1 Strategically advocate high-quality education for NSW students from Kindergarten to Year 12 drawing on the Board’s national and international reputation as a leading curriculum, assessment and certification authority</p> <p>1.1.2 Lead a review of languages education in NSW in consultation with school education sectors and other key stakeholders and provide advice and recommendations to the Minister for Education regarding the development of more effective languages curriculum and implementation for NSW students from Kindergarten to Year 12</p> <p>1.1.3 Lead a project to increase the capacity of universities to recognise the breadth of achievement of NSW school students and the achievements of low-SES, regional, isolated and Aboriginal students through formal collaboration with the higher education sector and school education sectors</p> <p>1.1.4 Provide strategic leadership through Board-initiated research and evaluation and by drawing on relevant external research studies to strengthen the Board’s advocacy for the national development of high-quality evidence-based curriculum, assessment and certification</p> <p>1.1.5 Report annually on the participation and performance of NSW school students in relation to NSW curriculum and performance standards as well as national and international performance data</p> |

GOVERNANCE – OUR ORGANISATION

Key Priority Area 2:

Curriculum and Assessment

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|---|---|
| <p>2.1 Strategically review and update the NSW curriculum to ensure it promotes high-quality education for NSW students</p> | <p>2.1.1 Lead the provision of a high-quality, inclusive and engaging education for NSW students through best practice curriculum and assessment policies and programs</p> <p>2.1.2 Expand the range of nationally accredited vocational education and training pathways, courses and qualifications for Years 9 to 12 students</p> <p>2.1.3 Support the effective transitioning of NSW school students to the world of work and further education and training</p> <p>2.1.4 Promote high levels of knowledge and understanding of Aboriginal history, cultures and identities</p> |
| <p>2.2 Ensure the development and provision of a high-quality Australian curriculum for NSW students</p> | <p>2.2.1 Actively collaborate with the Australian Curriculum, Assessment and Reporting Authority (ACARA) in the development of a high-quality Australian curriculum for NSW students</p> <p>2.2.2 Provide advice and recommendations to the NSW Minister for Education regarding the suitability of the Australian curriculum for NSW students</p> <p>2.2.3 Lead the successful implementation of the Australian curriculum in NSW schools</p> |
| <p>2.3 Promote high standards of achievement and improved retention rates for students from all communities throughout NSW – including Aboriginal students, students in regional and remote areas and students with special education needs</p> | <p>2.3.1 Promote active partnerships with Aboriginal people and communities at state, regional and local levels</p> <p>2.3.2 Collaborate with other agencies and Aboriginal communities to support the coordination and integration of services to Aboriginal people across NSW</p> <p>2.3.3 Support Aboriginal communities to revitalise their languages through the Board's K–10 Aboriginal languages framework</p> <p>2.3.4 Develop and promote guidance and resources to support enhanced student engagement and improved literacy, numeracy and vocational outcomes within schools in regional and remote areas</p> <p>2.3.5 Promote high-quality, inclusive education for students with special education needs</p> |

Key Priority Area 2:

Curriculum and Assessment ... continued

| | |
|---|--|
| | <p>2.3.6 Support enhanced literacy, numeracy and vocational outcomes for students within schools offering flexible curriculum approaches</p> <p>2.3.7 Support improved student engagement in Years 11 and 12 with a focus on improving literacy, numeracy and vocational education and training outcomes</p> |
| <p>2.4 Develop and promote best practice in the school-based assessment and reporting of student achievement from Kindergarten through to Year 12</p> | <p>2.4.1 Develop and implement best practice assessment and reporting policies and practices that provide a clear indication of each student's progress, strengths and areas requiring further remediation and support</p> |

Key Priority Area 3:

Examining and Credentialling

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|--|---|
| <p>3.1 Deliver highly regarded, comprehensive and inclusive credentials that meet the needs of students and the NSW community</p> | <p>3.1.1 Promote the national and international standing and recognition of the NSW Higher School Certificate</p> <p>3.1.2 Lead the effective implementation of a modern and relevant new Record of School Achievement that records a broad range of curricular and other-curricular achievements for eligible students who leave school prior to the HSC</p> |
| <p>3.2 Collaborate with national and international education authorities to support the global development of high-quality examining and credentialling of student achievement</p> | <p>3.2.1 Collaborate with national and international education authorities to exchange information, share expertise and benchmark and promote NSW school curriculum, assessment and certification of student achievement</p> <p>3.2.2 Establish formal collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA) to strengthen educational development in the Pacific region</p> <p>3.2.3 Establish the Board as a national leader in research evaluation and development in 'technology in examinations and assessment'</p> |

GOVERNANCE – OUR ORGANISATION

Key Priority Area 4:

Regulation

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|--|---|
| 4.1 Regulate and promote the delivery of high-quality educational programs by non-government schools | <p>4.1.1 Provide advice and make recommendations to the NSW Minister for Education regarding the registration of non-government schools</p> <p>4.1.2 Accredit non-government schools to present candidates for the NSW Record of School Achievement and Higher School Certificate</p> <p>4.1.3 Monitor the legislative compliance of registration systems</p> |
| 4.2 Regulate and promote the delivery of high-quality educational programs to NSW home schooled children | <p>4.2.1 Register eligible children for home schooling</p> |
| 4.3 Regulate and promote the delivery of high-quality education programs by school providers delivering courses to overseas students | <p>4.3.1 Approve NSW school providers to deliver courses to overseas students</p> |

Key Priority Area 5:

Supporting Teacher Quality in New South Wales

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|---|--|
| <p>5.1 Complement the work of the NSW Institute of Teachers, school systems and the higher education teacher training sector to ensure the balance and quality of the NSW teaching profession</p> | <p>5.1.1 Support the role of the NSW Institute of Teachers through formal collaboration and advice on the Board's curriculum, assessment, credentialling, registration and accreditation programs</p> <p>5.1.2 Strengthen the capacity of the NSW teaching profession through the delivery of high-quality Board of Studies developed and NSW Institute of Teachers accredited 'teacher professional learning' courses</p> <p>5.1.3 Support the capacity of the higher education teacher training sector to deliver effective, up-to-date pre-service and post-graduate teacher training through formal collaboration and advice on the Board's curriculum, assessment and credentialling programs</p> |

GOVERNANCE – OUR ORGANISATION

Key Priority Area 6:

Pathways and Credentials

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|--|--|
| <p>6.1 Develop a new Record of School Achievement credential that promotes and reports a broader range of achievements for students leaving school prior to the HSC</p> | <p>6.1.1 Develop a relevant and meaningful new Record of School Achievement that reports a broad range curricular and other-curricular achievements for eligible students who leave school prior to completing the HSC</p> |
| <p>6.2 Identify and accommodate the impacts of the development of national curriculum, assessment and reporting on the NSW Record of School Achievement and HSC credentials</p> | <p>6.2.1 Provide high-quality advice to the NSW Minister for Education regarding the credentialling of NSW student achievement of the Australian curriculum standards</p> |
| <p>6.3 Promote the smooth and effective transition of students through the stages of schooling and VET into the world of employment, tertiary education and further training</p> | <p>6.3.1 Develop and promote strong and flexible curriculum pathways, recognition and credentialling for the full range of students from Years 9 to 12</p> <p>6.3.2 Develop and promote guidance and resources to support enhanced student engagement and improved literacy, numeracy and vocational outcomes within schools offering flexible curriculum approaches</p> <p>6.3.3 Support the effective transitioning of students from early childhood education into Kindergarten</p> |

Key Priority Area 7:

Technological Innovation in Assessment and Examinations

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|---|--|
| 7.1 Develop and implement technological innovation and best practice in the examination and assessment of student achievement | 7.1.1 Provide strategic leadership of the development of new examination technologies in testing and marking and the progressive online delivery and marking of NSW HSC examinations |

Key Priority Area 8:

Consultation and Engagement

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|--|--|
| 8.1 Strengthen partnerships with the education community and effectively advocate the views, needs and interests of NSW school communities, key education groups and employers | <p>8.1.1 Promote strong engagement with and support for NSW school communities, key education groups and employers through the Board's Liaison Officer Program and targeted consultation strategies</p> <p>8.1.2 Strengthen consultation processes with NSW students to ensure an active 'student voice' in Board decision-making</p> <p>8.1.3 Strengthen consultation processes with rural and regional communities to ensure their 'active voice' in Board decision-making</p> <p>8.1.4 Promote improved parental understanding and engagement with their children's education</p> |

GOVERNANCE – OUR ORGANISATION

Key Priority Area 9:

Stakeholder Services, ICT Innovation and Communication

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|---|--|
| 9.1 Actively promote community confidence in NSW education through conduct and stakeholder engagement that is ethical, transparent and in the public interest | <p>9.1.1 Provide strategic leadership and direction for the delivery of professional and responsive services to the Board's stakeholders, with a particular emphasis on the needs of students, parents and teachers</p> <p>9.1.2 Endorse a range of resources, key events and exhibitions to showcase the outstanding quality of students' achievement of NSW K-10 standards, with a particular emphasis on outstanding achievement of NSW Higher School Certificate standards</p> |

Key Priority Area 10:

Governance (Office of the Board)

| STRATEGIC PRIORITIES | STRATEGIC ACTIVITIES |
|--|---|
| 10.1 Governance and Workforce Planning, Management Reform and Organisation Development | <p>10.1.1 Update the Board of Studies Strategic Plan (2012-2016) and develop, implement and monitor associated Office operational plans</p> <p>10.1.2 Develop and submit comprehensive and informative Annual Reports to the Minister for tabling in the NSW Parliament</p> <p>10.1.3 Develop and implement Efficiency Improvement Plans, Workforce Plans, Recurrent Maintenance of Effort and Capital Funding Proposals and other savings measures</p> |
| 10.2 Training and Development | 10.2.1 Develop and implement a new Performance Building and Measurement Program to support the Office's delivery of priorities, capability development and business continuity |

SECTION 2

PERFORMANCE – OUR ACHIEVEMENTS

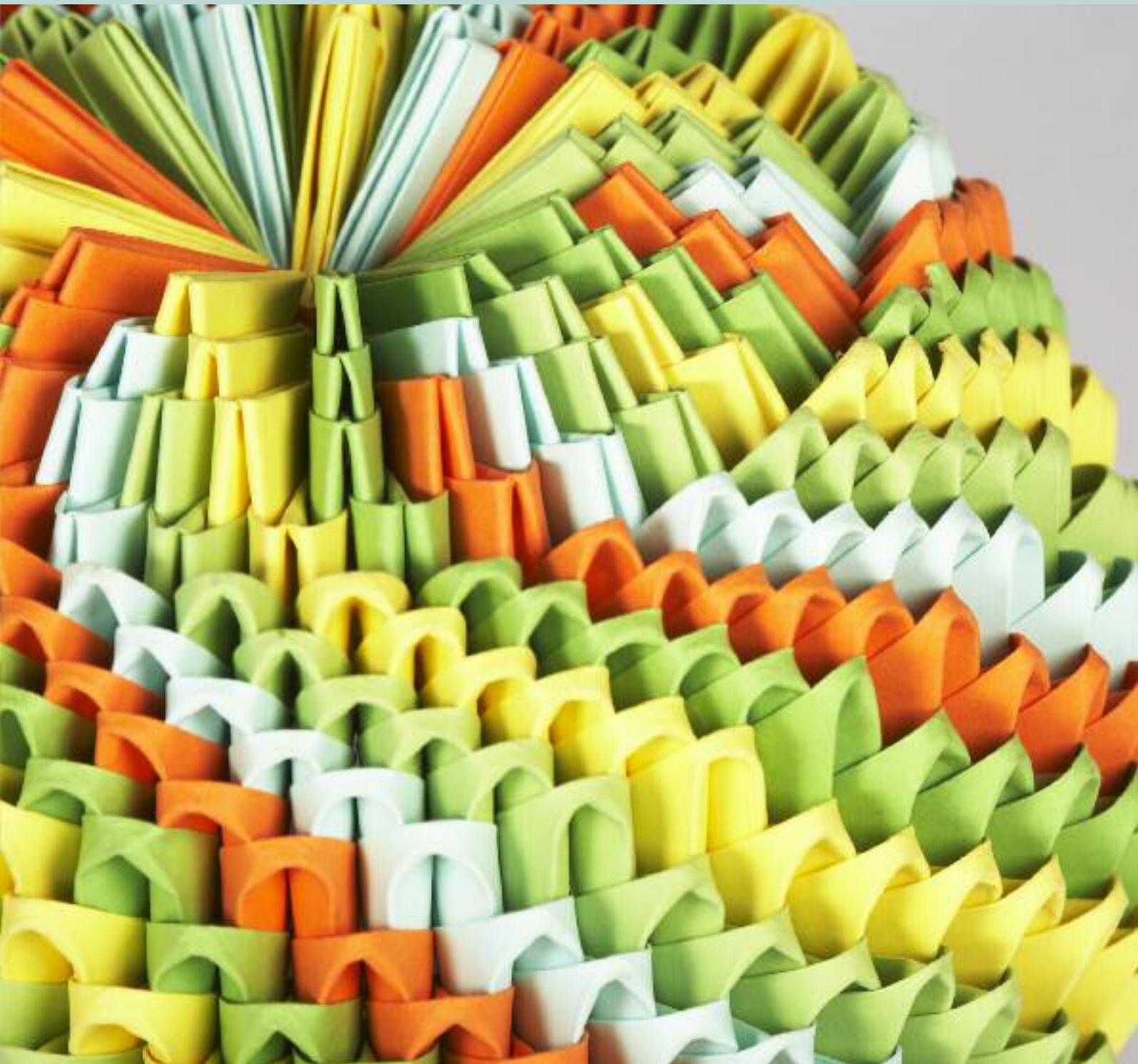


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- Registration and Accreditation 75
- Policy and Practice 87

CURRICULUM and ASSESSMENT



- The Australian curriculum
- The NSW curriculum
 - Primary
 - Stages 4 and 5
 - Stage 6
 - Board Endorsed Courses
 - Vocational Education and Training (VET) Courses
- Aboriginal education
- *Assessment Resource Centre (ARC)*
- *NSW Syllabuses for the Australian Curriculum* website
- The *Up2now* website
- Australian Music Examinations Board (AMEB)



From *Finding Form Through Folds* by
Daniel Meier (St Paul's College, West Kempsey)
HSC 2012 Visual Arts student

CURRICULUM AND ASSESSMENT

Key Priority Area 2: Curriculum and Assessment

Strategic Priorities

- 2.1 Strategically review and update the NSW curriculum to ensure it promotes high-quality education for NSW students
- 2.2 Ensure the development and provision of a high-quality Australian curriculum for NSW students
- 2.3 Promote high standards of achievement and improved retention rates for students from all communities throughout NSW – including Aboriginal students, students in regional and remote areas and students with special education needs
- 2.4 Develop and promote best practice in the school-based assessment and reporting of student achievement from Kindergarten through to Year 12

Key Priority Area 6: Pathways and Credentials

Strategic Priorities

- 6.3 Promote the smooth and effective transition of students through the stages of schooling and VET into the world of employment, tertiary education and further training

The Australian curriculum

Working collaboratively to build a quality national curriculum

Our achievements

Development of the Australian curriculum

In 2012 and 2013, the Board of Studies NSW continued to work collaboratively with the Australian Curriculum, Assessment and Reporting Authority (ACARA), all states and territories, and the education sectors in New South Wales towards achieving a high-quality Australian curriculum.

In New South Wales, the Board is working closely with the NSW Department of Education and Communities, the Catholic Education Commission NSW, the Association of Independent Schools of NSW, principals and teachers to ensure that the Australian curriculum enhances the already high standard of curriculum in New South Wales and that its implementation is well supported.

K–10 English, Mathematics, Science and History

The Board of Studies endorsed the new Kindergarten to Year 10 syllabuses for English,

Mathematics, Science and History in June 2012 for recommendation to the Minister for Education, the Hon Adrian Piccoli MP, for approval. The Minister approved the new syllabuses in August 2012.

The new syllabuses were published in print and in an interactive online format on the Board's *NSW Syllabuses for the Australian Curriculum* website in October 2012. Materials to support initial implementation in schools, including multi-media guides for schools, teachers and parents, information about accessing the new syllabuses online, and overarching principles about assessment were also published in October 2012. Additional materials to further support professional learning and assist schools with planning for implementation, including advice about programming, sample units, sample scope and sequences, and assessment activities were published on the Board's website in December 2012.

The Board conducted meetings with the NSW Department of Education and Communities, the Catholic Education Commission NSW, the Association of Independent Schools of NSW,

teacher professional associations, academics, and tertiary educators as part of its handover of the syllabuses. The meetings provided a full briefing on the syllabuses and support materials as well as presentation of the *NSW Syllabuses for the Australian Curriculum* website and the Board's *Program Builder*.

Implementation schedule: K–10 English, Mathematics, Science and History

In July 2012, the Board issued a joint memorandum with the NSW Department of Education and Communities, the Catholic Education Commission NSW, and the Association of Independent Schools of NSW. This memorandum provided a timeline for the implementation of the new K–10 syllabuses for English, Mathematics, Science and History for the Australian curriculum. The memorandum confirmed that 2013 would be a year of familiarisation and planning for teachers and schools, and that implementation would commence in schools from 2014.

The timeline for implementation of the new syllabuses from Kindergarten to Year 6 included some options for early implementation of Mathematics, Science and Technology, and History to accommodate the priorities and planning of individual schools.

Other phases of the Australian curriculum

Phases 2 and 3 of the Australian curriculum include Geography, Languages, the Arts, Health and Physical Education, Technologies, Civics and Citizenship, Economics and Business, and National Trade Cadetships.

The Board has continued to work with ACARA in leading New South Wales' consultation strategies to provide consolidated advice on Phases 2 and 3 subjects. The Board's consultation processes include face-to-face meetings in metropolitan and regional areas, a reference group meeting and an online survey.

NSW representatives, including Board Officers, have been involved in ACARA workshops to provide input on draft shape papers, curriculum content and achievement standards, and have also provided input at national forums.

Senior secondary Australian curriculum

The senior secondary Australian curriculum in the areas of English, Mathematics, Science and History comprises 14 courses. The draft courses were made available by ACARA for consultation from 10 May to 20 July 2012. The Board consulted with teachers and the public during June and July 2012 to provide ACARA with formal NSW feedback about the quality and suitability of the curriculum. The focus of the Board's consultation was on the draft content.

On 7 December 2012, the English, Mathematics, Science and History curriculum for the senior secondary years was presented for approval to the Education Ministers of the Standing Council on School Education and Early Childhood (SCSEEC). The ministers approved the curriculum as the basis for further development in collaboration with states and territories. The ministers also approved ACARA's role in working with states and territories in 2013 to monitor how material will be integrated into their respective courses and curriculum structures.

The development and implementation of any new senior secondary curriculum in New South Wales will be subject to the Board's normal timelines, in consultation with NSW teachers and stakeholders. At this stage there is no timetable for implementation of the senior secondary Australian curriculum in New South Wales.

Communication

The Board of Studies website and the *Board Bulletin* continue to be the main sources of information about the Australian curriculum in New South Wales. In 2013, each edition of the *Board Bulletin* featured an article relating to Kindergarten to Year 6 matters, with a focus on planning for implementation of the new syllabuses for the Australian curriculum from 2014.

The Australian Curriculum in New South Wales site on the Board's website is updated with memorandums, news items and information about the latest developments relating to the Australian curriculum in New South Wales. Opportunities for teachers and the public to participate in consultation and provide feedback were published regularly, and archived, on this site.

The NSW curriculum

Promoting high standards of primary and secondary education in New South Wales through the provision of quality syllabuses, courses and support materials as well as the assessment, reporting and credentialling of student achievement

Curriculum overview

The Board of Studies is responsible, under the *Education Act 1990*, 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.

NSW students from Kindergarten to Year 12 are taught according to a detailed common curriculum, which clearly prescribes what students should learn and be taught. The NSW syllabuses contain explicit descriptions of the subject content that must be taught and the knowledge and skills that students should develop.

The syllabuses and related support materials also describe clear standards of achievement expected of students at each of the stages of

learning, allowing for student achievement to be assessed and reported against these standards. The stages of learning are as follows:

| | |
|---------------|--------------|
| Early Stage 1 | Kindergarten |
| Stage 1 | Years 1–2 |
| Stage 2 | Years 3–4 |
| Stage 3 | Years 5–6 |
| Stage 4 | Years 7–8 |
| Stage 5 | Years 9–10 |
| Stage 6 | Years 11–12 |

The NSW syllabuses have been developed after extensive consultation with subject experts, academics, teachers and the community, and ensure that common material is taught in both government and non-government schools irrespective of where a student lives or attends school.

Organisation of the curriculum

| Years | Learning areas | Credential |
|--------------|--|------------------------------|
| K–6 | English Mathematics Science and Technology Human Society and Its Environment Personal Development, Health and Physical Education Creative and Practical Arts | |
| 7–10 | English Mathematics Science Human Society and Its Environment Languages Technological and Applied Studies Personal Development, Health and Physical Education Creative Arts | Record of School Achievement |
| 11–12 | English (compulsory) plus a choice from over 150 Board Developed Courses, Board Endorsed Courses, Vocational Education and Training Courses, Life Skills Courses | Higher School Certificate |

Our achievements

Setting clear expectations for learning

Curriculum development

The *Syllabus Development Handbook* (2006) guides those responsible for curriculum development in undertaking an inclusive approach to curriculum development. It details the policies that all Board syllabuses and support materials are required to meet. These include:

- the *K–10 Curriculum Framework*
- the Statement of Values (revised statement published in July 2010)
- the Statement of Equity Principles (revised statement published in February 2011).

The *K–10 Curriculum Framework* (2002) guides the evaluation and revision of syllabuses. It ensures that the curriculum is coherent, challenging and allows for developmental continuity.

The Board's syllabus development process

The Board is committed to a syllabus development process that provides opportunities for consultation, establishes achievable timelines and ensures quality syllabuses.

The process uses a project management approach involving four phases:

1. syllabus review
2. writing brief development
3. syllabus development
4. implementation.

The ongoing strategic review and updating of the NSW curriculum provides syllabus and support material that meets the needs of the full range of students and operates within the context of national and international developments in curriculum, assessment, teaching and learning.

Full details about the process are available on the Board of Studies website:
www.boardofstudies.nsw.edu.au/manuals/pdf_doc/syl_dev_process.pdf.

Primary curriculum – Early Stage 1 to Stage 3 (Kindergarten – Year 6)

Support materials for primary teachers

In 2013, the development of *A teacher's guide to phonics in the early years* was completed. This publication will be available at the commencement of the 2014 school year. *A teacher's guide to understanding grammar* was also developed and is expected to be available in 2014. These publications will form part of the support materials produced to help primary teachers as they implement the new NSW *English K–10 Syllabus* for the Australian curriculum.

A1-sized posters entitled Key Mathematics Skills K–6 have been published and are being well received by teachers. These posters have been designed to support the new NSW *K–10 Mathematics Syllabus* for the Australian curriculum.

An English Grammar Key Skills poster that maps key grammar skills across the stages has been published and is being well received by teachers. These posters are available in A1 size and enable teachers to track students' progress in grammar skills.

An A1 poster entitled Graphological and Phonological Key Skills has been developed and published for the primary years. This is the most popular of the three new key skills charts because it provides details across the stages of the key development skills of children in their early years of learning for reading and writing.

The K–6 writing competition *WriteOn* continues to develop as a competition attracting high-quality entries from across the state. An anthology of the best entries is published each year and is considered by schools to be an excellent resource as they strive to improve the quality of students' writing from Kindergarten to Year 6.

In preparation for the implementation of the new English and Mathematics syllabuses for the Australian curriculum, modules for each stage of learning, ie Early Stage 1, Stage 1, Stage 2 and Stage 3, are being developed and will be ready for publication in 2014. These

modules will provide support to teachers as they come to terms with planning, programming, teaching and assessing, using the new syllabuses.

An innovative interactive website called *Safetytown*, which has been developed in collaboration with Transport for NSW, will be launched in November 2013. Using technology, students will 'take' their *Safetytown* character on safe journeys: when riding bikes, as pedestrians and as train travellers. The website is designed to support the Safe Living strand of the current *Personal Development, Health and Physical Education (PDHPE) Syllabus*, with activities incorporated that use outcomes from the new English and Mathematics syllabuses. A 100-page *Teachers Handbook* of additional activities to promote safe behaviours has also been developed to accompany this resource.

Support materials for parents

The Board has continued its development of support materials for parents of primary school children. The latest book that is being developed is entitled *Helping your child learn about grammar: A guide for parents*. This will add to, and complement, the suite of three books published for parents in 2012. This publication will provide parents with a clear understanding of terminology, how grammar looks in context, examples of grammar in children's writing, strategies to try at home and useful resources.

The Board has provided a video presentation for parents on the new *NSW Syllabuses for the Australian Curriculum* website to explain the new syllabuses, key implementation dates and key features of the new syllabuses in English, Mathematics, Science and technology, and History. Because it is an online presentation, parents can view the presentation anytime anywhere and refer back to it for further clarification if required.

A new interactive road safety website called *Safetytown*, which has been developed for Stage 3 students (Years 5 and 6), is nearing completion. The public component of this

website will be available for parents to learn about what is being studied in class as well as for providing opportunities to extend their child's learning and develop safer road and rail habits and behaviours.

English K–6 support materials for students with special education needs

The online resource English K–6 Support Materials for Students with Special Education Needs has been published on the Board's K–6 website. The materials provide advice and strategies for teachers to assist students who are experiencing difficulties with aspects of literacy such as:

- comprehending oral and written language
- vocabulary
- speech production
- decoding
- sentence and text construction
- handwriting
- spelling
- initiating and sustaining communication.

Case studies, including videos, have been included to illustrate the strategies in action. The online materials also comprise a variety of ready-to-use resources that can be downloaded by teachers.

Stages 4 and 5 curriculum – Years 7–10

History Elective Years 7–10 Syllabus

Life Skills outcomes and content for the History Elective course were endorsed by the Board in June 2012. This provides the opportunity for students with special education needs to undertake additional study in History. The History Elective Life Skills course will be available to students in 2014.

Child Studies Content Endorsed Course Years 7–10 Syllabus

A new *Child Studies Content Endorsed Course Years 7–10 Syllabus* was released to schools in October 2012 and available for implementation from the commencement of 2013. The new syllabus includes a range of modules that provide schools with the flexibility to design courses that best meet the needs and interests of their students. Satisfactory completion of 100 or 200 hours of study in Child Studies Content Endorsed Course Years 7–10 during Stage 5 (Years 9 and/or 10) will be recorded with a grade on the student's Record of School Achievement.

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Stage 4 and Stage 5 Anaphylaxis Amendments

A number of syllabuses were reviewed and modified to increase student knowledge of the risks associated with allergy and the appropriate action in the case of anaphylactic reaction.

The NSW Higher School Certificate provides students with a world-class end-of-school credential that offers up-to-date, challenging courses with clear pathways to further education, training and work, with fair, meaningful assessment and reporting of achievement.

| Syllabus amendment/project | Key features | Status/completion |
|--|--|---|
| Technology (Mandatory) Years 7–10 | Syllabuses and related support materials amended to strengthen the knowledge and awareness of teachers and students to food allergies that could result in an anaphylactic reaction. | Amendments published on the Board's website |
| Food Technology Years 7–10 | | |
| Science and Technology K–6 Outcomes and Indicators | | |
| Science Years 7–10 | | |
| Science K–10 (incorporating Science and Technology K–6) | | |
| Personal Development, Health and Physical Education K–6 | | |
| Personal Development, Health and Physical Education Years 7–10 | | |
| Agriculture Stage 6 | | |
| Software Design and Development Stage 6 | | |

Stage 6 curriculum – Years 11 and 12

Syllabuses and support materials

■ STAGE 6 ENGLISH

Stage 6 English Studies Content Endorsed Course

The Board's English Studies Content Endorsed Course is designed to suit the needs of senior secondary students who do not wish to follow an 'ATAR eligible' program of study. This initiative formed part of the Board's response to the increased leaving age legislation (*Education Amendment Act 2009*).

During 2013, the English Studies course continued to be available to all schools in New South Wales. At its May 2013 meeting, the

Board extended the pilot phase to the end of 2016. For all participating schools, the course remains at the pilot phase and is subject to ongoing evaluation and appropriate further development. The course is now being offered at over 400 schools and has an HSC cohort exceeding 6000 students.

Further support materials have been developed to assist schools in their assessment and reporting of student achievement in English Studies. A support document entitled *Reporting Achievement in HSC English Studies* was published in September 2011. This support document provides advice on the assessment and reporting of student achievement. Aligned student work samples

with commentaries were also uploaded to the Years 11 and 12 section of the *Assessment Resource Centre* (ARC) website in April 2012.

In response to teacher feedback on the needs and interests of students, further English Studies modules were developed and published in Term 4, 2012.

Stage 6 English Prescriptions

At its February 2012 meeting, the Board approved a review of the *English Stage 6 Prescriptions: Area of Study, Electives and Texts for the HSC 2015–2020*. The revision included the development of a new Area of Study, changes to electives, the relocation of some texts, and the addition of new texts. The new prescribed text list will remain current for a period of six years in place of the existing arrangement of four years. The Area of Study will continue to be refreshed at four-yearly intervals.

■ STAGE 6 MATHEMATICS

A new *Mathematics General Stage 6 Syllabus* was released in 2012. The syllabus incorporates a Preliminary course and two HSC courses. The Preliminary Mathematics General course was implemented in schools from the beginning of 2013. The course allows students to access either the HSC Mathematics General 2 course or the HSC Mathematics General 1 course in their HSC year.

Students following the Preliminary Mathematics General/HSC Mathematics General 2 pathway will be able to count their Mathematics study towards the calculation of an ATAR. The first HSC examination for Mathematics General 2 will be conducted in 2014.

The HSC Mathematics General 1 course is a Content Endorsed Course and represents an additional course in the suite of Stage 6 HSC mathematics courses. It has been designed to better meet the needs of students who wish to study mathematics in Stage 6 but whose purposes are not accommodated in the HSC Mathematics General 2 course. As with other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only and will not count towards the calculation of an ATAR.

A range of support materials has been released progressively in 2012–2013 for the information and assistance of teachers. These materials include programming advice, support materials for the teaching of new syllabus content, and an HSC specimen examination package for Mathematics General 2.

■ STAGE 6 LANGUAGES

In all, 63 HSC languages are examined for the NSW Higher School Certificate. The Board has developed 40 of these courses. The remaining 23 courses are community language courses developed and managed nationally. The national candidatures for many of these community language courses are very small.

Since the early 1990s, a national framework of inter-agency collaboration between state and territory Year 12 curriculum and assessment authorities has supported these small candidature community languages. This national program is known as CCAFL (Collaborative Curriculum and Assessment Framework for Languages). The national framework allows states to collaborate in developing syllabuses and conducting examinations for senior secondary students in languages where there are small numbers of students.

There are now 32 languages developed under the national framework. The 23 CCAFL courses offered in New South Wales are designed at a number of levels: 3 courses at Background Speakers level, 16 at Continuers level and 4 at Heritage level.

The Heritage Language courses in Chinese (Mandarin), Japanese and Korean were examined for the first time in the 2012 Higher School Certificate. Indonesian will be examined for the first time in 2013.

In 2013, the NSW Minister for Education approved the development of the Russian Continuers course to replace the existing Russian Background Speakers course. The new syllabus will be examined for the first time in the 2015 Higher School Certificate.

The Heritage Language Curriculum Framework and Courses of Study were developed as part of CCAFL and are consistent with a national

set of curriculum statements at the senior secondary level. The syllabuses were prepared in accordance with the Framework for Heritage Languages at Senior Secondary level that was endorsed by the Department of Education, Employment and Workplace Relations and accepted by the NSW Minister for Education and Training in August 2009.

A project began in 2011 to select new prescriptions for Extension courses in Arabic, Chinese, French, German, Indonesian, Japanese, Modern Greek and Spanish, and Stage 6 Background Speakers courses in Chinese, Indonesian, Japanese and Korean. Prescribed texts are an integral part of the study of languages in both Extension and Background Speakers courses. The new prescriptions were published in August 2012. The prescriptions will be examined for the first time in the 2014 Higher School Certificate.

In 2012, a project was begun to select new course prescriptions for the Stage 6 Classical Greek Continuers from 2018, Extension courses from 2016, Classical Hebrew Continuers from 2019 and Extension courses from 2016. Consultation with key stakeholders was undertaken in Term 1, 2013. The proposed new prescriptions will be presented to the Board in August 2013.

■ STAGE 6 LIFE SKILLS

New Stage 6 Life Skills courses

A new Stage 6 Community and Family Studies Life Skills course is currently in development and will be available for implementation with Year 11 students in 2014. The new syllabus is being developed in response to increasing enrolments within the Stage 6 Community and Family Studies course and to broaden Life Skills course options within the Personal Development, Health and Physical Education key learning area.

In addition, the Stage 6 Studies of Religion Life Skills course will be available as both a 1 unit and 2 unit course, commencing 2014. Students will be able to undertake either Studies of Religion I Life Skills or Studies of Religion II Life Skills, facilitating course delivery in integrated settings.

2012–2013 syllabus amendment table Stage 6

The following table provides an overview of syllabus changes and support materials developed during the reporting period.

| Syllabus amendment/project | Key features | Status/completion |
|---|---|---|
| Stage 6 Automotive Curriculum Framework | Updated curriculum framework to version 4 of the AUR05 Training Package | Updated framework published on Board website |
| Stage 6 Business Services Curriculum Framework | Updated curriculum framework to version 7 of the BSB07 Training Package | Updated framework published on Board website |
| Stage 6 Construction Curriculum Framework | Updated curriculum framework to version 7 of the CPC08 Training Package | Updated framework published on Board website |
| Stage 6 Electrotechnology Curriculum Framework | Revised curriculum framework based on UEE11 Training Package | Revised framework published on Board website |
| Stage 6 Financial Services Curriculum Framework | Updated curriculum framework to version 3.1 of the FNS10 Training Package | Updated framework published on Board website |
| Stage 6 Human Services Curriculum Framework | Updated curriculum framework to version 4.1 of the CHC08 and version 5 of the HLT07 Training Packages | Updated framework published on Board website |
| Stage 6 Information Technology Curriculum Framework | Amended to allow students to access units of competency and the Certificate III qualification from the new ICA11 Training Package | Syllabus amendment document published on Board website |
| Stage 6 Information and Digital Technology Curriculum Framework | New curriculum framework based on ICA11 Training Package (replacing Information Technology) | New framework published on Board website |
| Stage 6 Metal and Engineering Curriculum Framework | Updated curriculum framework to version 8.1 of the MEM05 Training Package | Updated framework published on Board website |
| Stage 6 Primary Industries Curriculum Framework | Updated curriculum framework to version 4 of the AHC10 Training Package | Updated framework published on Board website |
| Stage 6 Retail Services Curriculum Framework | Revised curriculum framework based on version 3.1 of the SIR07 Training Package | Revised framework published on Board website |
| Stage 6 Tourism and Events Curriculum Framework | Updated curriculum framework to version 3 of the SIT07 Training Package | Official notice published on Board website to inform of new version |

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| Syllabus amendment/project | Key features | Status/completion |
|--------------------------------------|---|--|
| Stage 6 Mathematics General Syllabus | New support materials developed for new Preliminary Mathematics General, HSC Mathematics General 2, and HSC Mathematics General 1 courses | New support materials developed and published on Board website |
| Stage 6 English Studies CEC | Support document developed and published to support new syllabus | New support materials developed and published on Board website |
| Stage 6 Agriculture | Minor amendments increasing clarity and consistency of specific content of syllabus | Amendments endorsed by the Board in June 2013. Publication on Board website expected in Term 3, 2013 |

Relevant flexible and inclusive pathways for student learning

Board Endorsed Courses

There are three categories of Board Endorsed Courses.

- Content Endorsed Courses (CECs):** developed by the Board to cater for a wide candidature in areas of specific need not served by Board Developed Courses. TAFE-delivered CECs and VET CECs are categories of Content Endorsed Courses.
- School Developed Courses:** designed by an individual school or group of schools to meet the local needs of a group of students.
- University Developed Courses:** developed by universities in conjunction with a school, a group of schools or a school system for the particular needs of high-achieving Stage 6 students.

School Developed Courses

School Developed Board Endorsed Courses are submitted to the Board by schools for endorsement in Stage 5 for the Record of School Achievement or in Stage 6 as Preliminary or Higher School Certificate units. In Stage 6, completed courses are included in a student's pattern of study but do not contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). School Developed Courses may be endorsed for a maximum of four years.

In 2012–13, the Board Endorsement Panel considered 68 courses in both Stage 5 and Stage 6 (see table below). Of these applications, two were declined and 13 were deferred prior to endorsement.

| Year | Stage 5/6 | Proposals | Approvals |
|-----------|-----------|-----------|-----------|
| 2012–2013 | Stage 5 | 45 | 44 |
| | Stage 6 | 23 | 22 |
| 2011–2012 | Stage 5 | 112 | 112 |
| | Stage 6 | 92 | 92 |
| 2010–2011 | Stage 5 | 88 | 86 |
| | Stage 6 | 74 | 74 |
| 2009–2010 | Stage 5 | 35 | 32 |
| | Stage 6 | 60 | 60 |
| 2008–2009 | Stage 5 | 38 | 37 |
| | Stage 6 | 24 | 23 |

University Developed Board Endorsed Courses

University Developed Board Endorsed Courses (UDBECs) supplement and extend the Higher School Certificate curriculum for high-achieving students in Stage 6. The courses may be included in a student's pattern of study but, as with all other Board Endorsed Courses, the results in these courses are not eligible for inclusion in the calculation of the ATAR. Some form of university credit is usually attached to these courses.

The criteria for endorsement of UDBECs are consistent with those used for any new courses developed or endorsed by the Board. Requirements are set out in the Board's document *University Developed Board Endorsed Courses in the Higher School Certificate: Guidelines and Application Form*, which is available on the Board's website.

Twenty-six courses were endorsed for study in 2012. One hundred and sixty-six students in Years 11 and 12 were enrolled in a University Developed Board Endorsed Course.

Board Endorsed Alternative Education programs

From 2011, the Board has delegated responsibility for the endorsement of alternative education programs. Board Endorsed Alternative Education programs are provided for a very small number of 'at risk' young people who are unable to participate in formal education due to their exceptional circumstances. The aim of the Board Endorsed Alternative Education programs is to support young people to return to school, other education or training, or to enter into employment.

The Board has established a Board Endorsement Panel for the purpose of approving alternative education programs based on criteria for endorsement detailed in the Guidelines for Equivalent and Alternative Courses of Study. The panel consists of representatives from the NSW Commission for Children and Young People, NSW Department of Education and Communities, Catholic Education Commission NSW, Association of Independent Schools of NSW, TAFE NSW and Community Education, and agencies working with at-risk young people.

In 2012, 14 Board Endorsed Alternative Education programs were being delivered across New South Wales.

HSC–University Pathways for talented HSC students

HSC–University Pathways recognises and provides for the learning needs of talented students. The program offers flexibility for highly able students to begin university while still concluding their HSC studies. Successful students can access first-year university courses through a variety of delivery modes. 2013 is the third year that students were enrolled in university courses through the program.

HSC–University Pathways gives gifted students an opportunity to apply for entry to challenging first-year university subjects and fast-track their first university degree. Students undertake the study of a university subject concurrently with completion of the Higher School Certificate. In previous years the program was made available only to students who had accelerated in at least one HSC course. In 2013, the selection criteria for the program have been broadened by one university to consider applications from highly able students who have not had the opportunity to accelerate their HSC studies but who have demonstrated outstanding academic ability in other ways.

The Board of Studies NSW continues to coordinate and monitor this program.

The University of New England, the University of New South Wales and Macquarie University have participated in HSC–University Pathways since its inception.

In 2013, there are 42 courses available for study across a range of disciplines, including courses such as Advanced Mathematics, the Sciences, Law, Criminology, Microeconomics, Financial Accounting, Australian Indigenous studies, Early Childhood studies, Education, Psychology, Philosophy, Sociology and Music. Students can choose from a number of delivery modes. For example, they can choose to study by distance mode with the option of a weekend residential, or they might attend university on campus for an early experience of studying in a university environment. The experience of three

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years of the program indicates that courses delivered largely through a distance model are the most practical for students and therefore the most popular.

On completion of their university subjects, students receive relevant university credentials and appropriate cross-university credit. The program is independent of the Higher School Certificate and does not contribute to the ATAR.

Maximising curriculum provisions for students in Years 9 to 12 to access nationally accredited vocational education and training courses

Vocational Education and Training (VET) courses

The Board of Studies continues to expand the range of VET courses available for students in Year 9 through to Year 12, providing access to more industry areas and to higher-level qualifications.

The Board's VET courses allow students to study and achieve vocational qualifications that are recognised nationally by employers and industry. They also allow such study to be given credit as part of the Record of School Achievement and Higher School Certificate.

Industry Curriculum Frameworks

The majority of VET courses studied in the Higher School Certificate are available through Industry Curriculum Frameworks developed by the Board. In addition to the nationally recognised Australian Qualifications Framework (AQF) VET qualifications available through the Frameworks, students can also count the results from the HSC VET examination available in each Framework towards their Australian Tertiary Admission Rank (ATAR).



There are currently 13 Industry Curriculum Frameworks covering the major areas of work and employment in New South Wales: Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Human Services, Information and Digital Technology, Metal and Engineering, Primary Industries, Retail Services, and Tourism and Events.

Mandatory work placement requirements are a critical feature of Industry Curriculum Framework VET courses. The work placement that students do as part of their HSC VET courses underpins the quality of the outcomes they achieve in these courses.

As the national industry training packages on which the Frameworks are based are revised, the corresponding HSC Industry Curriculum Frameworks are also revised. This provides students with access to the latest VET qualifications and industry competency standards.

The Board endorsed the new Information and Digital Technology and revised Electrotechnology and Retail Services Curriculum Frameworks for implementation in 2013. These Frameworks provide new pathways to Certificate III qualifications within their respective industry areas.

Revisions were also made to the Automotive, Business Services, Construction, Financial Services, Human Services, Information Technology, Metal and Engineering, Primary Industries, and Tourism and Events Frameworks.

Industry Curriculum Committees have been convened to oversee the development of revised Automotive, Hospitality, and Tourism and Events Curriculum Frameworks for implementation in 2014. Initial consultation on proposals for these revised Frameworks occurred in March 2013, with final consultation on draft syllabuses in June 2013.

Board Endorsed VET Courses

Board Endorsed VET courses allow schools the opportunity to offer vocational courses in industry areas not available through Industry Curriculum Frameworks. Curriculum pathways provided through these courses cater for a range of student needs and interests within the Higher School Certificate and Record of School Achievement, including those undertaking school-based apprenticeships or traineeships.

The suite of Stage 6 (HSC) and Stage 5 (Years 9 and 10) Board Endorsed VET courses were updated to align with the most recent version of their associated training package.

A new format of course description was used across all courses and has been well received. In 2012, 113 VET courses were endorsed for 2013:

- 104 Stage 6 VET courses
- 9 Stage 5 VET courses.

VET curriculum provisions to enable pathways for Years 11 and 12 students to higher level VET qualifications

The Board of Studies continues to enhance curriculum provisions, enabling schools and school systems to offer VET pathways leading to Certificate III and IV AQF VET qualifications for students in Years 11 and 12.

Students undertaking HSC VET courses in Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, Hospitality, Human Services, Information and Digital Technology, Metal and Engineering, Primary Industries, Retail Services, and Tourism and Events have the opportunity to work towards, or obtain, a Certificate III AQF VET qualification.

There are approximately 35 VET Board Endorsed courses that allow students to work towards, or obtain, a Certificate III AQF VET qualification. These include Assistant Dance Teaching, Children's Services, Design Fundamentals, Education Support, Farriery, Indigenous Primary Health Care, Information and Cultural Services, Laboratory Skills, Locksmithing, Maritime Operations, Plumbing, Property Services, Signage and Stonemasonry.

There are also six VET Board Endorsed courses that enable students to work towards Certificate IV AQF VET qualifications in Advertising, Beauty Therapy, Children's Services (Outside school hours care), Human Resources, Marketing and Telecommunications Networks Technology.

More students complete Year 12 or recognised vocational training better prepared for further study, training or employment

| | | 2008–09 | 2009–10 | 2010–11 | 2011–12 | 2012–13 |
|--|-------|---------|---------|----------------------|----------------------|---------|
| Result indicators | Units | Actual | Actual | Actual | Actual | Actual |
| HSC VET credentials at AQF Certificate II level or higher ⁱ | no. | 45 070 | 42 993 | 49 651 ⁱⁱ | 58 627 ⁱⁱ | 67 684 |

ⁱ Number of VET Certificate II or higher qualifications and Statements of Attainment achieved as part of the Higher School Certificate program.

ⁱⁱ Impact of increase in school leaving age to 17 years from January 2012 reflected in 2010 and 2011 actuals.

VET pathways for Years 9 and 10 students

Since 2009, undertaking a VET course in Years 9 and 10 (Stage 5) has been an option available to all students in NSW schools as a part of a broad general education leading to recognised schooling and VET sector qualifications.

Access to VET courses for students in Years 9 and 10 can be a valuable strategy for schools seeking to improve student engagement, retention and participation in education and training. It provides options for developing training pathways from Stage 5 to Stage 6 and

post-school. This is of particular benefit in planning pathways for students who will now stay on at school as a result of the increase to the school leaving age in New South Wales, which requires students to participate in education, training or employment until the age of 17 years.

Students in Years 9 and 10 can access VET courses through two curriculum pathways:

- Stage 5 Board Endorsed VET courses
- early commencement of Stage 6 VET courses.

Number of entries in School Certificate/Record of School Achievement VET courses/qualifications by Training Package industry area (2008–2012)

| Training Package industry area | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------------------------------------|------------|------------|------------|------------|------------|
| Information Technology | 39 | 20 | 130 | 178 | 327 |
| Manufacturing/Metal and Engineering | 17 | 38 | 112 | 160 | 259 |
| Business Services | 9 | 46 | 135 | 100 | 109 |
| Primary Industries | 31 | 34 | 80 | 69 | 184 |
| Construction | 22 | 0 | 0 | 31 | 48 |
| Total | 118 | 138 | 457 | 538 | 927 |

Students in Years 9 and 10 undertaking early commencement of HSC VET courses (2008–2012) – Top 20

In 2012, there were 2478 students in Years 9 or 10 who undertook early commencement of 2590 HSC VET courses.

In 2012, there were 29 students in Years 9 or 10 who sat for an HSC VET examination.

In 2012, there were 15 students in Year 9 or 10 who undertook the Industry-based learning course.

The top 20 industry areas for these entries in 2012 were in:

| HSC course industry area | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Hospitality | 140 | 217 | 366 | 448 | 593 |
| Metal and Engineering | 135 | 91 | 139 | 177 | 320 |
| Construction | 127 | 148 | 230 | 217 | 303 |
| Retail Services | 31 | 98 | 91 | 49 | 197 |
| Sport, Fitness and Recreation | 23 | 2 | 46 | 125 | 164 |
| Automotive | 126 | 142 | 136 | 148 | 160 |
| Information Technology | 96 | 149 | 125 | 96 | 146 |
| Primary Industries | 64 | 110 | 119 | 118 | 123 |
| Community Services and Health | 57 | 40 | 53 | 60 | 109 |
| Hairdressing | 77 | 37 | 70 | 93 | 106 |
| Business Services | 47 | 57 | 74 | 61 | 89 |
| Beauty | 33 | 44 | 22 | 80 | 56 |
| Animal Studies | 103 | 61 | 73 | 55 | 51 |
| Workplace Communication | 0 | 0 | 1 | 26 | 39 |
| Entertainment Industry | 0 | 37 | 27 | 56 | 34 |
| Electrotechnology | 0 | 0 | 5 | 21 | 30 |
| Plumbing | 0 | 5 | 8 | 16 | 15 |
| Furnishing | 5 | 4 | 1 | 15 | 9 |
| Resources and Infrastructure | 0 | 0 | 7 | 2 | 9 |
| Visual Arts and Contemporary Craft | 3 | 11 | 20 | 14 | 9 |
| Other | 88 | 106 | 124 | 76 | 28 |
| Total | 1155 | 1359 | 1737 | 1953 | 2590 |

Internal review of VET curriculum development

During 2012, the Board conducted an internal review of its processes for the development and endorsement of VET curriculum. The review involved analysis of the Board's existing VET curriculum development and endorsement arrangements as well as consultation with external stakeholders. Key stakeholders indicated strong support for the review.

The review was prompted by the significant challenges arising from the:

- scale and speed of continual improvement and revisions of national industry training packages on which the Board's VET curriculum is based
- new requirements surrounding how Registered Training Organisations (RTOs) who deliver the curriculum manage the transition and teach-out arrangements for superseded training packages.

The review identified ways that the Board's VET curriculum development process could be enhanced in light of this emerging context. In line with the feedback and recommendations of the review, VET officers commenced implementation of new practices during 2012–2013 relating to VET Industry Curriculum Frameworks and VET Board Endorsed Courses, including streamlining of processes and products. These recommendations, along with principles for dealing with VET syllabus transition and teach-out, were endorsed by the Board in April 2013.

Promoting high levels of knowledge and understanding of Aboriginal history, cultures and identities

Aboriginal education

The Board has an ongoing commitment to Aboriginal education and, during the reporting period, has advanced a range of significant projects.

Aboriginal Studies syllabuses

The Board revised the *Aboriginal Studies Stage 6 Syllabus* in 2010. Schools began implementing the revised syllabus in Year 11 in 2011 and the first HSC cohort commenced in 2012. During the reporting period, a determination was made for the inclusion of additional HSC examination preparation support for students of Aboriginal Studies to be included in the *Sydney Morning Herald HSC Study Guide*.

The Board continued its work to support the development of resources to assist teachers to implement both the Year 7–10 and the Stage 6 Aboriginal Studies syllabuses.

The Board has collaborated with the State Library of New South Wales and schools to collect and digitise a range of exemplary major projects by HSC Aboriginal Studies students. The major projects were copied and placed in the State Library of New South Wales digital collection and can be accessed through the library's website.

Aboriginal Languages K–10

The *Aboriginal Languages K–10 Syllabus* has been available for implementation since 2005. Since that time, the Board has provided support to several local communities and schools to develop Stage 4 and 5 units of work in the NSW languages of Paakantji, Wiradjuri, Gamilaraay/Yuwaalaraay and Gumbaynggirr. During the reporting period, the Board negotiated with the NSW Department of Education and Communities, NSW Aboriginal Education Consultative Group Inc (AECG) and the NSW Office of Communities – Aboriginal Affairs in relation to the planning of the NSW

Aboriginal Language and Culture Nests initiative. This will involve the provision of further curriculum support to local communities and schools by the Board's Aboriginal Curriculum Unit during 2013–14.

The Board is also working with higher education representatives on resource development to support school-based, NSW Aboriginal languages education.

NSW Consultation on the Australian Curriculum: Languages – Draft K–10 Framework for Aboriginal Languages and Torres Strait Islander Languages

The Board commenced a consultation program to acquire feedback from NSW stakeholders on the *Australian Curriculum: Languages – Draft K–10 Framework for Aboriginal Languages and Torres Strait Islander Languages*. The consultation comprised meetings in four locations, in some cases incorporating links to other sites through videoconferencing. Stakeholders were also invited to provide submissions directly to the Board's Aboriginal Curriculum Unit. In addition, a targeted focus group and a reference group meeting of system representatives will be held.

The Board's final consultation report will be provided to the Australian Curriculum, Reporting and Assessment Authority (ACARA) in 2013 and published on the Board's website.

Implementation of recommendations of the Report of the Royal Commission into Aboriginal Deaths in Custody

The Board has partial responsibility, in conjunction with the NSW Department of Education and Communities, for implementing recommendations 289, 290, 291, 292 and 298 of the Report of the Royal Commission into Aboriginal Deaths in Custody (Australian Government, 1991). The implementation of each recommendation is an ongoing process, as syllabuses, support materials and digital resources are developed and revised.

Through its work with local communities, teachers and other stakeholders, the Board seeks to develop and showcase exemplary and

innovative curriculum opportunities that contribute to positive learning conditions and enhanced educational outcomes for Aboriginal and Torres Strait Islander students. All NSW students continue to benefit from the Aboriginal and Torres Strait Islander learning across the curriculum content within existing NSW syllabuses, and opportunities have been retained or enhanced in the development of the new NSW syllabuses that incorporate the Australian curriculum. Through these measures, the Board contributes to meeting the aspirations of Aboriginal communities for social justice and cultural security.

During the reporting period, continuing work on the following initiatives seeks to improve the learning outcomes of Aboriginal students:

- **supporting the implementation of the mandatory cross-curriculum content within Years 7–10 syllabuses**
- **assisting teachers in the implementation of Aboriginal Studies syllabuses Stage 6 and Years 7–10**
- **collaborating with other agencies on joint initiatives to further support Aboriginal languages K–10 programs**
- **facilitating school and Aboriginal community partnerships.**

Recommendations 289 to 292 of the Royal Commission into Aboriginal Deaths in Custody broadly relate to activities of the Board.

In response, the Board's syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups as well as the importance of equity and inclusiveness. Curriculum writing is informed by the Board's equity principles. These principles recognise the importance of consultation with, and the direct involvement of, Aboriginal people in the process of curriculum development, along with the proper and appropriate inclusion of Aboriginal and Indigenous perspectives. These perspectives provide all students with the opportunity to develop knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures.

The Board's Aboriginal Curriculum Unit works closely with key stakeholder bodies such as the NSW Aboriginal Education Consultative Group Inc (AECG) and other regional and local bodies. The unit attends, participates in and facilitates meetings and workshops in support of its own projects as well as in conjunction with other government and regional agencies. The unit provides opportunities for Aboriginal teachers, Aboriginal Education Officers and community members to take up roles in Aboriginal Curriculum Unit projects.

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

In 2012–2013, AEAC provided valuable advice on the Board's opportunities in working with ACARA in relation to the development of the *Australian Curriculum: Languages – Foundation to Year 10 Draft Framework for Aboriginal Languages and Torres Strait Islander Languages* and on the Review of Languages Education in New South Wales.

The President of the NSW AECG is Chair of the AEAC and is also a member of the Board of Studies.

All Board curriculum committees include a member representing the AECG, the peak NSW body for advising the government on Aboriginal education. The HSC Aboriginal Studies Examination Committee has an Aboriginal representative.

Recommendation 298 of the Royal Commission calls for the participation of Aboriginal parents and community members in decisions regarding the planning, delivery and evaluation of preschool, primary and secondary education services.

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

- **inclusion, as a member of the Board, of an Aboriginal person with knowledge and expertise in the education of Aboriginal people**
- **ongoing consultation with the NSW AECG and other relevant Aboriginal organisations**
- **inclusion of positions within the Board's Aboriginal Curriculum Unit for which Aboriginality is an essential criterion**
- **employment of other Aboriginal people as project officers, curriculum writers, consultants and administrative staff**
- **representation of Aboriginal people on advisory, planning and writing groups**
- **active engagement with parents and Aboriginal community members in Aboriginal curriculum projects.**

Assessment Resource Centre (ARC)

arc.boardofstudies.nsw.edu.au

The *Assessment Resource Centre* (ARC) supports teachers in the assessment and reporting of students from Kindergarten to Year 12. While primarily developed for teachers, the ARC is also used by parents, students and other stakeholders.

The ARC contains resources to support quality assessment and reporting practices across three areas of schooling: Years K–6, Years 7–10, and Years 11–12. It is regularly updated as resources are developed and renewed.

The ARC provides support for teachers in their use of assessment to enhance learning. Activities and student work samples illustrate the Board's curriculum standards and assist teachers to apply the common grade scale by awarding grades A–E to specific work samples. Brief commentaries are also provided to explain why teachers award a particular grade during alignment workshops.

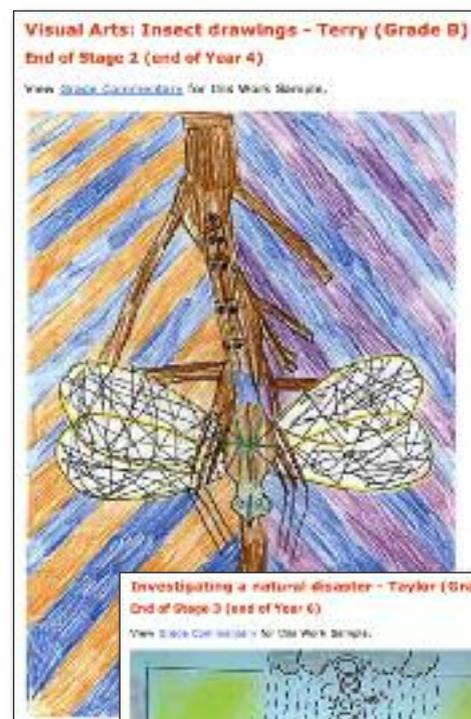
The Years 11–12 section contains information on assessment for the Higher School Certificate in relation to the standards. Standards packages have been produced to illustrate the performance standards in HSC courses. These include samples of responses typically demonstrated by students who achieved that standard.

The ARC Standards packages are currently being redeveloped for increased usability, with a larger number of student work samples for a range of subjects. The student work samples show the standard of work typically produced by students across the range of performances for the courses available.

The results obtained on searching the Standards packages can be filtered on the basis of syllabus content or assessment component.

New courses are added to the Standards packages available on the ARC, in preparation for the initial examination of the courses at the Higher School Certificate.

The ARC has been designed to allow for the continual upgrading and expansion as further resources are developed. By the end of the reporting period, over 370 activities and 2572 work samples had been published. The work samples comprise 2123 graded work samples and 449 ungraded samples for Kindergarten to Year 10 (Early Stage 1 to Stage 5). This is in addition to the annotated samples of students' work from HSC examinations that are also available on the ARC.



Student work samples from the ARC

NSW Syllabuses for the Australian Curriculum website

The new NSW K–10 English, Mathematics, Science and History syllabuses for the Australian curriculum were released in an interactive online format on the Board's *NSW Syllabuses for the Australian Curriculum* website in October 2012. The interactive online presentation of the syllabuses is a first for New South Wales and provides online access to the new K–10 syllabuses on a variety of devices.

The website includes the four new K–10 syllabuses and a range of support materials such as syllabus guides as well as advice on programming and assessment to support teachers in planning and programming for implementation from 2014. Currently, the *NSW Syllabuses for the Australian Curriculum* website caters to over 80 000 visitors every month.

Features of the online presentation of the syllabuses include the ability to:

- navigate syllabuses by stage or subject
- view syllabus outcomes, content and stage statements by subject or stage
- view and download mathematics equations and diagrams
- use a hyperlinked glossary
- filter 'learning across the curriculum' content
- search syllabuses and support materials
- download the syllabuses or specific stages as PDF and Word documents.

Additional enhancements for development in 2013 include machine-readable versions of the new syllabuses and tagging of content to link to national online resources.

The Board is working closely with the NSW Department of Education and Communities as well as Education Services Australia to develop an integrated resource discovery option connecting the *NSW Syllabuses for the Australian Curriculum* website, *Program Builder* and *Scoutle*.

Program Builder

Program Builder is a programming tool designed and developed by the Board of Studies to support primary and secondary teachers in New South Wales in implementing the new *NSW Syllabuses for the Australian Curriculum*. The Minister for Education, the Hon Adrian Piccoli MP, launched *Program Builder* in April 2013.

Program Builder has a number of features that streamline the processes teachers typically use to plan and create scope and sequences and units of work. *Program Builder* enables teachers to select outcomes and content, including mathematics diagrams, and import them directly into a range of ready-to-use or customised program templates without the need to reformat or retype text. Teachers are able to share scope and sequences as well as units of work with colleagues, and collaborate to develop teaching and learning activities for students.

Since the launch of *Program Builder*, over 24 000 teachers from all education sectors have logged in and created over 90 000 units of work. School development days and teacher professional development opportunities for the new K–10 syllabuses have resulted in an increase in the use of *Program Builder* as well as the number of scope and sequences and units of work created. Currently, *Program Builder* is being accessed and used nearly 14 000 times every month.

The Up2now website

In 2012, the Board launched a website as part of a pilot project for students to record their extracurricular activities as an adjunct to the Record of School Achievement. The *Up2now – My Ongoing Learning Portfolio* Pilot project involved 1300 Year 10 and Year 11 students from 30 schools across New South Wales. The 2012 *Up2now* website allowed students to record, organise and describe their extracurricular awards and achievements and share this information with prospective employers or use it to access other education or training pathways. A more extensive pilot project involving over 200 schools and 50 000 students is underway in 2013.

Australian Music Examinations Board (AMEB)

Role and Structure

The Australian Music Examinations Board (NSW) is the agency responsible for administering practical and written examinations in Music and Speech and Drama in accordance with the 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 is an incorporated body with representatives from each state.

The AMEB (NSW) processes around 40 000 examinations throughout New South Wales and the Australian Capital Territory each year in almost 80 categories, and services nearly 8000 teachers and 200 examiners and assessors.

Governance of the AMEB NSW

AMEB (NSW) Board

(as at 30 June 2013)

Dean, Sydney Conservatorium of Music
Dr Karl Kramer (Chairperson)

Private Music Teacher Representatives
Dr Rita Crews (Deputy Chairperson),
Dr William Clark, Anne Harvey

Private Speech and Drama Teacher
Representative
Victoria Clancy

Examiner Representatives
Richard Mophew, Lyn Morgan

Nominee of the NSW Vice-Chancellors'
Committee and NSW Representative of the
Federal AMEB Board (since 6 May 2013)
Professor Jennifer Shaw

Nominees of the Director-General of Education
Margaret Bradley, Stephen Bull,
Roslynne Moxham

Representative of the Office of the Board of
Studies
Howard Kennedy

Management

NSW State Chairperson
Dr Karl Kramer – Dean,
Sydney Conservatorium of Music

NSW State Manager
Ms Maree Lucas

Achievement highlights 2012–2013

The principal activities of the AMEB (NSW) during 2012–2013 are outlined below. Further information about the AMEB is available from the address supplied on page 60.

Examinations

The AMEB (NSW) conducted around 40 000 examinations throughout New South Wales and the Australian Capital Territory in 2012–2013. These examinations involved almost 60 practical music syllabuses, three practical speech and drama syllabuses and four written syllabuses, each containing many grades.



Natasha Petzel, recipient of two Licentiate diplomas



Diploma presentation performers 2012–2013

Annual Presentation Ceremony

The Annual Diploma Presentation Ceremony for 2013 was held on 10 March, with 212 Associate Diplomas and 47 Licentiate Diplomas awarded to musicians and 6 Diplomas to Speech and Drama students.

Spectacular performances were given by a variety of outstanding musicians who received their LMusA diplomas with Distinction, along with a performance by Natasha Petzel, a talented young performer who received the rare honour of two Licentiate awards for Speech and Drama at this ceremony.

In 2013 Erin Bubb, a Speech and Drama teacher from the Wollongong area, was awarded her first ever teaching shield and Alex Todicescu, a violin and viola teacher from the North Shore, celebrated a milestone – his twentieth AMEB (NSW) teaching shield. Speech and Drama examiner Jack Walker was awarded a shield to commemorate 25 years as an AMEB examiner.

During the ceremony, AMEB shields were presented in the following categories:

Examiner Award for 25 years Service
Jack (John) Walker (Speech & Drama)

Private Teacher Pianoforte Category
Preliminary to Sixth Grade
Marie Elisabeth Cull

Private Teacher Pianoforte Category
Seventh Grade to Licentiate
Bradley Evans

Private Teacher Instrumental/Vocal Category
Preliminary to Sixth Grade
Jocelyn Edey Fazzone

Private Teacher Instrumental/Vocal Category
Seventh Grade to Licentiate
Alex Todicescu

Private Teacher Written Category
Preliminary to Licentiate
Helen Lowry

Private Teacher Speech Category
Preliminary to Fifth Grade
Erin Joy Bubb

Private Teacher Speech Category
Sixth Grade to Licentiate
Victoria Clancy

Schools Category
Sydney Grammar School

Workshops

Regular professional development workshops are held for examiners in all instrument categories.

A successful Speech and Drama workshop was held in February 2013 with keynote speaker Simone Whetton, a Special Counsel, at national law firm Clayton Utz.

More than 60 people attended a workshop jointly run by the AMEB (NSW) and the Music Teachers' Association of New South Wales on 17 February 2013 at The King's School to learn more about the teaching syllabuses offered by the AMEB. Participants were keen to gain valuable tips regarding preparation for the folio submission and the written and practical components of the Certificate of Teaching, the Associate of Teaching and the Licentiate of Teaching. These are flexible alternatives for studio teachers wishing to gain a teaching credential without committing to full-time study.



John Keene, LMusA with Distinction

AMEB (NSW) Woodwind Advisor Jocelyn Fazzone presented a well-attended workshop on 5 May 2013 exploring the new *Flute Syllabus*. Jocelyn not only covered the main features of the new syllabus and the differences in the technical work, but she also summarised where and how pieces had been regraded. She also provided useful tips in the sourcing of CD performances of syllabus pieces. There are more than 590 new syllabus pieces. Samples from the new grade books and the manual lists were performed for each grade level ranging from Preliminary to Licentiate, with many of the publications on display for teachers and students to view during the day.

The annual Examiners' Meeting included a guest presentation by Dr Samantha Pickering, Head of the Measurement and Research Services Unit at the Office of the Board of Studies NSW, who presented the review of examiner grading patterns. A workshop was held on report writing for grade examinations, and examiners then participated in sessions for their specialist categories organised and facilitated by the adviser for each group.

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

EXAMINATIONS and CREDENTIALS



- 2012 Higher School Certificate
- Record of School Achievement (RoSA)
- 2013 National Assessment Program – Literacy and Numeracy (NAPLAN)



OnSTAGE HSC 2012,
Hunter School of the Performing Arts

EXAMINATIONS AND CREDENTIALS

Key Priority Area 3: Examining and Credentialling

Strategic Priorities

- 3.1 Deliver highly regarded, comprehensive and inclusive credentials that meet the needs of students and the NSW community
- 3.2 Collaborate with national and international education authorities to support the global development of high-quality examining and credentialling of student achievement

Key Priority Area 6: Pathways and Credentials

Strategic Priorities

- 6.1 Develop a new Record of School Achievement credential that promotes and reports a broader range of achievements for students leaving school prior to the HSC
- 6.2 Identify and accommodate the impacts of the development of national curriculum, assessment and reporting on the NSW Record of School Achievement and HSC credentials

Key Priority Area 7: Technological Innovation in Assessment and Examinations

Strategic Priorities

- 7.1 Develop and implement technological innovation and best practice in the examination and assessment of student achievement

Highly regarded, comprehensive, flexible and inclusive credentials

The Board is responsible for issuing the Higher School Certificate (at the completion of Year 12) and, from 2012, the Record of School Achievement (for eligible students who leave school prior to the completion of the Higher School Certificate). The eligibility criteria for these certificates are specified in the *Education Act 1990*. The criteria require that students be assessed via internal school-based assessment and, for the Higher School Certificate, via statewide public examinations.

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

2012 Higher School Certificate

Our achievements

Higher School Certificate reporting and credentialling

The Higher School Certificate portfolio

Students who met all of the requirements for the Higher School Certificate received a portfolio of credentials consisting of:

- a testamur
- a Record of Achievement listing all Stage 6 (Preliminary and HSC) courses completed and, where appropriate, the results achieved
- a Course Report for each externally examined HSC course undertaken
- a Statement of Attainment listing competencies achieved for school-delivered VET courses, if applicable
- a Certificate for VET qualifications achieved under the AQF, if applicable.

Higher School Certificate candidature

In 2012, the Higher School Certificate candidature was 72 487, of whom 66 676 received a full Higher School Certificate. Students selected from 115 externally examined courses, one non-examined English course, a range of courses from 12 industry curriculum frameworks, and 18 Life Skills courses. In all, these Board Developed Courses covered 81 subject areas. In addition, students chose from 117 endorsed courses (including VET courses delivered through TAFE and university developed and delivered courses) that do not include an external examination.

There were 1349 students receiving a full Higher School Certificate who identified as having an Aboriginal or Torres Strait Islander background, representing 2 percent of the total HSC candidature.

In 2012, 84 956 students successfully completed Preliminary courses (typically studied during Year 11). Details of the courses completed by each student were reported on a Record of Achievement and, where appropriate, a Statement of Attainment and Australian Qualifications Framework (AQF) Certificate.

Students with special education needs

There were 1595 students who completed one or more Board Developed Life Skills courses for their Higher School Certificate.

2013 Higher School Certificate entries

At the end of Term 1, 2013 there were 77 605 students enrolled for the Higher School Certificate credential. Of these students, 1925 have identified as having an Aboriginal and/or Torres Strait Islander background, representing 2.5 percent of all HSC enrolments.

Twenty-three percent of students eligible for a Higher School Certificate are enrolled in, or have completed, at least one Extension course (this does not include students in VET specialist studies).

Thirty-three per cent of students eligible for a Higher School Certificate are enrolled in, or have completed, at least one Vocational Education and Training (VET) course as part of their total pattern of study.

2012 Higher School Certificate examinations

Examination setting

Examination papers and marking guidelines were produced, in accordance with the Board's principles, by committees of practising secondary teachers and tertiary educators working under the leadership of a Chief Examiner, with the support of Senior Project Officers.

Board Inspectors and Supervisors of Marking also had a role in ensuring the quality of the examinations and marking guidelines. Each examination was assessed by at least one independent practising teacher with recent experience of teaching the Higher School Certificate course.

EXAMINATIONS AND CREDENTIALS

The preparation of the 2012 Higher School Certificate examinations involved:

- 84 examination committees
- over 450 examination committee members and assessors
- over 1000 committee meetings
- printing over 700 000 examination papers.

Administration and conduct

The administration and conduct of the 2012 Higher School Certificate examinations involved:

- 19 days of written examinations
- practical examinations/projects in Agriculture, Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design, and Visual Arts
- speaking skills examinations in more than 49 Language courses
- more than 5000 examination supervisors
- 13 marking sites for written examinations
- more than 6000 markers assessing students' written scripts, practical examinations and submitted works
- more than 500 casual clerical staff.

Higher School Certificate marking

Higher School Certificate metropolitan and regional day marking

For teachers who would not normally be able to participate in evening marking sessions, the metropolitan and regional day marking programs continue to provide an opportunity to gain insight and experience into the standards being achieved by students presenting for the Higher School Certificate. Each year the Board rotates day-marked subjects to give this opportunity to teachers in as many courses as possible.

In 2012, day marking made up approximately 9.5 percent of the total marking hours in six marking centres in both metropolitan and regional areas: Sydney Showground, Australian Technology Park, Bathurst, Wagga Wagga, Coffs Harbour and Tamworth.

Metropolitan day marking

Subject

Aboriginal Studies

Legal Studies

Physics

Primary Industries

Regional day marking

Subject

Agriculture (part)

English (Advanced)

English (Advanced)

English (Standard)

English (Standard)

Venue

Wagga Wagga

Tamworth

Coffs Harbour

Bathurst

Wagga Wagga

The Board meets the cost of employing casual teachers to replace teachers appointed to day-marked subjects.

Country Transfer of Duty Marking Program

In a joint initiative with the NSW Department of Education and Communities and the Catholic Education Office, Lismore, the Board continues to conduct the Country Transfer of Duty Marking Program.

The program provides opportunities for marking to country teachers who have limited 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 at a designated metropolitan marking centre at night.

In 2012, 31 teachers were appointed to participate in this program across a variety of subjects.

New examination technologies

During the reporting period, the Board continued to progressively develop and implement technologies in testing procedures and marking to enhance the effectiveness and efficiency of the Higher School Certificate program.

In 2012, 36 HSC courses were marked totally or partially using secure on-screen marking technology developed by the Board, representing over 26 percent of the total number of HSC marks awarded. On-screen marking involves students' examination responses being presented to markers as electronic files on a computer. The files can be a scanned image of a handwritten response, or a sound file from a language oral examination. On-screen marking allows markers to mark securely at home via the internet or at a corporate marking centre. The Board's on-screen marking software allows for the efficient real time electronic recording of marks into the Board's examination system and enables senior markers to monitor the marking and advise their teams through the continuous provision of immediate data while the marking is taking place. In 2012, a total of 775 on-screen markers marked externally via a secure internet connection, representing 70 percent of the total number of on-screen markers.

The Board also integrated the use of netbooks or tablets (iPads) to record marks for a range of project and performance examinations conducted in schools and other centres throughout the state. These marks have traditionally been recorded on paper and then centrally collected and processed by the Board. Markers of Dance, Design and Technology, Drama, Industrial Technology and Visual Arts major works or performances used the technology. This allowed for marks to be quickly and securely transmitted to the Board and statistics on the marking process to be available daily, allowing senior markers to monitor and advise the work of their marking teams more effectively. In 2012, iPads were used for the first time in a corporate marking centre. Senior markers in English Paper 1 (Section I) were issued with iPads to review the marks awarded by markers in their team and to view statistics. They reported that the iPads made the monitoring and reviewing of the marking faster and more effective.

Standards-setting operation

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

The procedure used by the Board for setting standards has a strong theoretical foundation and is based on the use of professional judgement informed by statistical reports and student responses. This procedure has been used since 1998. The procedure involves using teams of highly experienced markers (referred to as judges) to determine the examination mark that corresponds to the borderline between each performance band. The procedure is conducted over several stages depending on which standards-setting model applies to the course. This multi-staged process allows judges the opportunity to refine initial recommendations.

The Consultative Committee for the Higher School Certificate has the responsibility to approve the final cut-off marks.

Once the band cut-off marks for each course have been finalised, they are used to produce the marks for each student as reported on their Record of Achievement.

Supervisor of Marking briefings

Briefings for 82 Supervisors of Marking, who manage the marking operation for an allocated subject/part, were held across the Sydney metropolitan area in 2012. These briefing sessions covered a range of topics encompassed in the administration and organisation of the marking centre as well as quality assurance of marking.

A series of briefing sessions were held for new Supervisors of Marking as well as for practical, language, written and on-screen Supervisors of Marking.

Student support services for Higher School Certificate

Disability provisions

Disability provisions are practical arrangements designed to assist candidates with a disability (verified by functional evidence) so that they can:

- access the questions in the Higher School Certificate examinations
- communicate their responses.

The program's aim is to offer practical help to students by providing support, including (but not limited to) a writer, a reader, extra time to write, extra time to rest, coloured examination papers and examination papers in large print. The Board's policy on disability provisions requires that they neither advantage nor disadvantage any student and complies with the *Disability Discrimination Act 1992* (Cth) and its prescribed disability standards.

It is planned that disability provisions applications for the 2014 HSC cohort will be opened in Term 3, 2013 when students are in Year 11. Earlier applications will allow schools

and students to practise with the approved provisions and allow the school to implement provisions for the internal assessment program, in full knowledge of what has been approved for the student for the HSC examinations.

Comprehensive statistics on disability provisions application and approval rates have been provided for the period 2009–2012 on the Board's website. A breakdown of data for each school in the same period is also available.

The guidelines used to determine disability provisions are reviewed and updated annually.

The disability provisions program is reviewed regularly by education experts and independent auditors to ensure that decisions are fair, appropriate and consistent. Reports of past reviews are available on the Board's website. The NSW Ombudsman conducted a review of the disability provisions program specifically targeting different levels of participation across the sectors, looking at the difference in government, Catholic and independent schools. The Ombudsman made a number of recommendations, most of which the Board has implemented or is in the process of implementing.

HSC disability provisions

Disability provisions applications

| 2009 | 2010 | 2011 | 2012 |
|------|------|------|------|
| 4817 | 5117 | 5261 | 5464 |

Modified examination papers produced

| Disability provisions examination papers | 2009 | 2010 | 2011 | 2012 |
|--|------|------|------|------|
| Coloured papers | 734 | 730 | 842 | 684 |
| Large print papers | 379 | 340 | 412 | 388 |
| Braille papers | 10 | 16 | 13 | 32 |
| Specially modified papers | 177 | 180 | 168 | 208 |

Illness and misadventure appeals

Higher School Certificate examinations

Students who are prevented from attending an examination (including speaking/listening or practical examinations) or who consider that their performance has been affected by illness and/or misadventure immediately before or during an examination, may submit an illness/misadventure appeal.

| Appeal type | 2009 | | 2010 | | 2011 | | 2012 | |
|-------------|--------|---------------------------|--------|---------------------------|--------|---------------------------|--------|---------------------------|
| | Number | Fully or partially upheld |
| Individual | 4400 | 3987 | 4631 | 4157 | 4441 | 4076 | 4740 | 4244 |
| Whole group | 104 | 60 | 65 | 51 | 85 | 69 | 59 | 44 |

Release of HSC results

The Board provides three services that allow students to access their HSC results on the day the results are released: via the web, SMS and IVR telephone services.

The results release from 6 am on 19 December 2012 was highly successful. The HSC class of 2012 overwhelmingly chose to access their results via the web. The results services websites had approximately 88 000 hits in total, exceeding the number of students enrolled, since many students access their results more than once. Large numbers of students continued to view their results throughout the day and about 70 percent of these students accessed their results online before 10 am.

A one-page Student Result Summary was then mailed to all HSC students and received by most of them on 21 December 2013.

The trend towards fewer students using the IVR phone and SMS services continues, as more web-enabled devices allow students to use the internet to view their results.

Higher School Certificate Results Inquiry Centre

The 2012 Higher School Certificate Results Inquiry Centre opened to coincide with the release of the HSC results and operated for 10 days. The centre enables students to ask

questions regarding aspects of their results. There were 4082 inquiries from students across the state.

HSC post-results services

The 2012 HSC post-results services for students allow students to access their results check, raw marks and examination responses on payment of a fee. The 2012 services opened with the release of the HSC results check on 20 December. The raw marks and examination responses were available on 24 December 2012, with the closure of the services on 12 April 2013.

Altogether, 662 students ordered one or more of the results check, raw marks or examination responses services, with 2736 items requested in total (many students requested several items). In 2012, there were HSC results check requests for 1390 HSC courses. Of these, 8 resulted in a change of results.

Anomalous results inquiries

Principals may seek explanation of an individual student's or a group's results where the performance of the individual or group does not fall within expectations. A thorough investigation of each inquiry is undertaken by Board staff and, where appropriate, the Supervisor of Marking also reviews the case and provides feedback. Following the release of results for the 2012 Higher School Certificate, 46 inquiries were received.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school after Year 10 and before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA)

Record of School Achievement

The RoSA is a major educational reform that has been made possible through the Board's ongoing commitment to work in close cooperation with education sectors. It provides students in New South Wales with a 21st century credential that goes hand-in-hand with the internationally recognised NSW Higher School Certificate.

Following extensive consultation with representatives of key stakeholder groups, in August 2011 the NSW Government announced the abolition of the School Certificate. The government asked the Board to conduct further consultation and make recommendations about an alternative moderated credential that would recognise a wider range of student achievement and would be more easily understood by employers.

The Board prepared a consultation paper on a credential to replace the School Certificate. Feedback was gathered via separate meetings with more than 500 principals, teachers, students, parents, community members and over 450 responses to an online survey. There was strong support for the proposed directions for change and the Board responded to areas of common concern, which principally regarded the nature of the proposed Literacy and Numeracy tests.

As the School Certificate was enshrined in the *Education Act 1990*, legislative changes were required to enact the new Record of School Achievement. In 2011, Cabinet approved:

- abolishing the School Certificate and associated external examinations

- replacing the School Certificate with a moderated school-based statement of achievement
- amending the *Education Act 1990* accordingly.

The requisite legislative changes passed both Houses of Parliament in March 2012.

The RoSA is a cumulative, comprehensive credential provided to eligible students who leave school after Year 10 and before receiving their Higher School Certificate. It recognises student achievement in all courses completed in Years 10 and 11, and aims to encourage retention into the senior years of schooling by providing an incentive for students to add to their results incrementally.

Eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to mandatory curriculum, school attendance and the completion of Year 10 are identical to those that previously applied to the School Certificate.

The RoSA shows mandatory curriculum requirements completed by the student, additional courses completed with the school-based grade achieved, and a statement of the student's eligibility for the RoSA. Vocational Education and Training (VET) courses are recorded as completed (with separate vocational documentation), as are courses based on Life Skills outcomes and content (with a separate Profile of Student Achievement).

Students leaving school who do not meet the RoSA requirements will be issued with a Transcript of Study, containing the same information as the RoSA, for courses satisfactorily completed.

School-based grades (A–E) will be awarded for Stage 5 courses, as previously occurred for the School Certificate, as well as for Stage 6 Preliminary (Year 11) courses from 2013. This will allow a broader assessment of student achievement that aligns strongly with the curriculum. The Board will continue to monitor moderation procedures carefully to ensure that school-based grades are awarded consistently and fairly.

To help school leavers gain employment or transition to further training, optional Literacy and Numeracy tests were offered in November 2012 as part of the RoSA. An online record of extracurricular achievements is also being developed and was piloted in 2012 with a group of volunteer schools.

In June 2012, the Board launched a new webpage with the latest information on the development of the RoSA and these details are updated regularly. The RoSA landing page directs visitors to three separate sites for students, principals and teachers, and parents and employers, with information tailored specifically to each group.

2013 Year 10 Entries

At the end of Term 1, 2013 there were 89 363 students enrolled for at least one Stage 5 course eligible for inclusion towards the RoSA. Of these students, 2074 have identified as having an Aboriginal or Torres Strait Islander background, representing 2.3 percent of the total candidature.

Assessment for the Record of School Achievement

School-based assessment

Schools assess their students during Year 10 and award them Stage 5 grades – A, B, C, D or E – in each Stage 5 course, based on their performance in school-based assessment activities. These grades correspond to the Board's common grade scale, which is used by schools and systems to record student achievement in Stages 1 to 5. Teachers award grades in accordance with Course Performance Descriptors, which are Stage 5 level 'professional elaborations' of the common grade scale and are specific to the outcomes and content of each syllabus. In each course, schools match the student's overall achievement in the course to the Course Performance Descriptor that is most appropriate. The grade that corresponds to that descriptor is then awarded to the student.

The Board monitors the award of grades to ensure comparability in the grades awarded by different schools.

On its web-based *Assessment Resource Centre* (ARC), the Board has published 6808 student work samples aligned to grades in Stages 1 to 5. These work samples assist teachers to consistently award appropriate grades in their reporting of student achievement. By June 2013, there were 781 graded and 169 ungraded Stage 5 samples on the ARC, across 25 courses, to support teachers in the consistent awarding of grades at the end of Year 10. New samples for Stages 5 and 6 are currently being selected and graded to support the introduction of the Record of School Achievement. By June 2013, 37 new work samples were added for Stage 6 across 4 courses.

Literacy and Numeracy tests

In November 2012, the Board launched optional online Literacy and Numeracy tests for Year 10 students planning to leave school. In May 2013, the tests were available to students in Years 10 and 11 and by 2014, will also include school leavers up to Year 12.

The tests are presented in an online program developed by the Board of Studies and delivered through an internet browser. The program accommodates a range of student disability needs, including the use of screen-reading software for vision impairment.

The results are made available to students using the *Students Online* portal, and to schools using *Schools Online*. Schools and students can print detailed reports indicating the marks obtained and the Australian Core Skills Framework level corresponding to their test performance.

Students may re-sit the tests if they decide to stay on at school so that their increased skills can be recognised.

The Board is working with a range of interstate education authorities and non-school youth-based organisations that wish to adapt the technology to support their numeracy and literacy assessment programs.

2013 National Assessment Program – Literacy and Numeracy (NAPLAN)

The Melbourne Declaration on Educational Goals for Young Australians articulates nationally consistent future directions and aspirations for Australian schooling agreed by all Australian Education Ministers.

The Melbourne Declaration has two overarching goals for schooling in Australia:

- Goal 1 Australian schooling promotes equity and excellence
- Goal 2 All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The National Assessment Program is a measure through which governments, education authorities and schools can determine whether or not young Australians are meeting important educational outcomes.

NAPLAN tests the types of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide every year, in the second full week in May.

NAPLAN tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning as well as for their productive and rewarding participation in the community. Students are assessed using common national tests in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

Schools play a central role in ensuring the smooth running of NAPLAN tests. Each year, the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Office of the Board of Studies as the NSW Test Administration Authority (TAA) provide information and guidance to schools to ensure they understand what is required to support the administration of the NAPLAN tests.

All states and territories administer the tests in accordance with nationally agreed protocols. The National Protocols for Test Administration detail information on all aspects of the administration of the tests. It specifies security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions, which in turn will ensure that the results of the tests will be comparable across Australia.

Test Administration Authority

From the 2013 test cycle, the responsibility for NAPLAN test administration in New South Wales was transferred from the NSW Department of Education and Communities to the Office of the Board of Studies, which now is the TAA for all schools in New South Wales and for international schools registered with the Board of Studies. Students who registered for home schooling may also opt to participate in the tests. By arrangement with the ACT Department of Education and Training, the Board of Studies also provides the testing and reporting services to the Australian Capital Territory.

Contracts

In 2011, Pearson Research and Assessment (PRA) was awarded the contract for print, distribution, data capture, marking of writing and the reporting of results for the 2012 NAPLAN cycle. The contract was for one year, with two one-year extension options. Following a successful 2012 program, the option for a second year was executed for the 2013 program.

Governance

A special NAPLAN coordination committee has been established to oversee the operational matters relating to the administration of the NAPLAN tests in New South Wales and to provide a reporting and accountability mechanism to the Board.

A standing committee of the Board is to be established to advise the Board on National Assessment Program related matters. This committee will be advisory and will not exercise any of the Board's functions in relation to NAPLAN.

2013 NAPLAN tests

The 2013 NAPLAN tests were held from Tuesday 14 May to Thursday 16 May, with Friday 17 May designated as a catch-up test day. A small number of schools was given approval to conduct the NAPLAN tests the week commencing 20 May, due to their being closed in the week of the NAPLAN tests because of religious holy days.

Test participation

Schools register to participate in NAPLAN testing and to register their students who are eligible. The following table lists the number of schools registered in 2013 by sector:

| Schools by sector | |
|-----------------------|-------------|
| NSW Government | 2123 |
| NSW Catholic Systemic | 573 |
| NSW Independent | 351 |
| NSW Home Schoolers | 82 |
| NSW International | 15 |
| ACT Government | 75 |
| ACT Catholic Systemic | 29 |
| ACT Independent | 19 |
| ACT International | 3 |
| ACT Home Schoolers | 1 |
| Total | 3271 |

All students in Years 3, 5, 7 and 9 are expected to participate in the tests. In 2013, the Board was responsible for the administration of one or more tests to over 377 595 students across the various sectors in New South Wales, the Australian Capital Territory and internationally.

Student participation and registration website

A secure website has been established for schools to register details of all students participating in the NAPLAN tests. These student details are required to facilitate the smooth administration of the testing program.

Each school can only access and amend the details of their own students. Schools are provided with their usernames and passwords in a letter included in the package containing their Handbook for principals, Information for teachers and Information for parents.

In the registration phase, schools are able to add new students and review and edit student details. Schools can allocate students into classes according to their arrangements for administering the NAPLAN tests and select the order in which the test booklets are printed. This enables test booklets to be sorted and delivered as per school test administration requirements.

In the participation phase, schools are able to update student details by adding or deleting students, complete the test participation status for each student, indicate disability adjustments accessed during each test, confirm the number of test books and boxes being returned for processing and indicate the post office details where materials are lodged.

| Registered students for participation by sector | | | |
|---|----------------|--------------|---------------|
| NSW DET | 228 476 | ACT DET | 10 324 |
| NSW CEC | 67 067 | ACT AIS | 4 499 |
| NSW AIS | 60 325 | ACT CEC | 4 325 |
| NSW Int | 2 252 | ACT Int | 204 |
| NSW Home | 111 | ACT Home | 12 |
| Total | 358 231 | Total | 19 364 |

EXAMINATIONS AND CREDENTIALS

| Students who participated in one or more tests | |
|--|----------------|
| NSW Government | 215 540 |
| NSW Catholic Systemic | 65 508 |
| NSW Independent | 57 927 |
| NSW International | 2 145 |
| NSW Home Schoolers | 107 |
| ACT Government | 9 145 |
| ACT Independent | 4 261 |
| ACT Catholic Systemic | 4 176 |
| ACT International | 189 |
| ACT Home Schoolers | 11 |
| Total | 359 009 |

For each test, students are placed in one of five categories:

- **Absent** – students who were unable to sit for the tests because they were not present when the test was administered and did not complete a catch-up test
- **Exempt** – students may be exempt because they have:
 - a language background other than English and have been in Australia for less than a year before the tests
 - a significant intellectual disability, and/or significant co-existing conditions
- **Sanctioned abandonment** – students who attempt one or more questions in a test but who abandon the test due to illness or injury
- **Withdrawn** – students withdrawn from the testing program by their parent/carer
- **Present** – students who are assessed because they were present for the test and not otherwise considered as abandonment.

The table below shows the number of students in each of these categories for each test.

| Tests | Absent | Exempt | Sanctioned Abandonment | Withdrawn | Present |
|----------------------|--------|--------|------------------------|-----------|---------|
| Language Conventions | 9 527 | 5727 | 49 | 3283 | 359 009 |
| Numeracy | 20 951 | 8232 | 72 | 4508 | 532 357 |
| Reading | 10 467 | 5723 | 50 | 3309 | 358 041 |
| Writing | 10 037 | 5765 | 138 | 3357 | 358 293 |

Disability adjustments

According to the test protocols, many disability adjustments for the NAPLAN tests can be organised at school level and do not need prior approval from the TAA. These include the provision of rest breaks, extra time, oral/sign support and the use of black and white masters.

For adjustments where approval is required, schools were required to apply for disability adjustments prior to the week of the NAPLAN tests, and they were advised by the Board of Studies if their application was approved. Schools must seek approval for scribe use in the Writing test or for computer use. The Board of Studies approved 94 students to have a scribe and 224 students to use a computer in the Writing test. In addition, 106 students were provided with electronic answer sheets to enable them to respond to all test questions on screen. There were 106 applications to use a scribe that were not approved.

In 2013, 9 students with severe disabilities were provided with the NAPLAN tests electronically, 15 students were provided with Braille test materials and 219 students were provided with large print.

The table below shows the total number of students who accessed one or more disability adjustments.

| Disability adjustments | ACT | NSW |
|------------------------|--------------|---------------|
| Scribe | 39 | 511 |
| Support person | 78 | 2 396 |
| Reader | 75 | 1 622 |
| Computer | 15 | 524 |
| Large print | 85 | 708 |
| Braille | 0 | 62 |
| Black & white | 55 | 1 868 |
| Electronic test | 8 | 22 |
| Extra time | 726 | 8 741 |
| Rest break | 83 | 2 144 |
| Support class | 367 | 4 272 |
| Total | 1 531 | 22 870 |

Processing and marking of student responses

The processing and capture of student responses commenced on Saturday 18 May 2013. Approximately 100 schools were targeted for early pick-up of their test materials on Friday 17 May 2013 and Monday 20 May 2013. The early pick-up of test material allowed the scanning of student test booklets to commence, emphasis being placed on ensuring sufficient writing scripts were loaded into the Pearson system before the marking of the writing task commenced.

Schools returned their test materials via Australia Post to Pearson's premises for processing, which include scanning and capture of multiple-choice and constructed responses. There were approximately 1.1 million test booklets scanned, resulting in approximately 18 million images with approximately 54 million responses across all test types captured. The scanning and data capture of student responses was completed on 16 June 2013.

The writing task

The marking of the writing task is conducted on-screen and commenced with training on Thursday 23 May 2013 and Friday 24 May 2013, and live marking from Saturday 25 May 2013. There were two shifts per day (approximately 240 markers per shift), and Board staff monitored the contractors' implementation of quality assurance procedures.

In 2013, a pilot of home-based marking was conducted in conjunction with the Corporate Marking Operation. Forty-five home-based markers were trained in the writing rubric in the Hunter/Central Coast area and commenced marking from 27 May 2013. The pilot was successful and consideration is being given to an expansion of home-based marking in 2014.

The marking of the writing scripts was completed on schedule on 21 June 2013.

REGISTRATION and ACCREDITATION



- Responsibilities
- Our achievements
- Best practice policies and processes in the regulation of non-government schools
- Registration statistics
- Home schooling

OnSTAGE HSC 2012,
Mosman High School



REGISTRATION AND ACCREDITATION

Key Priority Area 4: Regulation

Strategic Priorities

- 4.1 Regulate and promote the delivery of high-quality educational programs by non-government schools
- 4.2 Regulate and promote the delivery of high-quality educational programs to NSW home schooled children
- 4.3 Regulate and promote the delivery of high-quality education programs by school providers delivering courses to overseas students

Responsibilities

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

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

The Board of Studies is also the designated authority for approving NSW schools delivering courses to students from overseas under the *Education Services for Overseas Act 2000* (the ESOS Act) and associated legislative framework.

Our achievements

High-quality educational programs delivered by non-government schools

The major functions of the Board of Studies registration program are to:

- inspect schools seeking registration and accreditation
- assess applications for proposed new schools and new Years of schooling
- monitor:
 - schools by inspection
 - schools where concerns about compliance have been identified
 - the procedures used by registration

systems to monitor the compliance of member schools

- the submission of annual school reports.

Since October 2010, the Board of Studies registration program has also had the function to:

- inspect school providers seeking approval to deliver courses to students from overseas
- assess applications for initial approval and to amend approval
- monitor:
 - school providers by inspection
 - school providers where concerns about compliance have been identified.

The Board of Studies Registration and Accreditation Committee (the Registration Committee), under delegation of the Board of Studies (the Board), is responsible for making recommendations to the Minister regarding registration and for making decisions with regard to accreditation and approval.

Recommendations are based on the findings of school inspections or through the advice of registration systems.

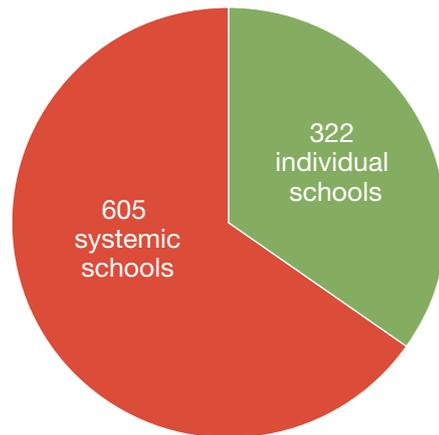
The Board's registration program is based on the requirements and evidence of compliance described in the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual* (the registration manuals).

With regard to approval, the Board's program is based on the requirements and evidence of compliance described in the *Guidelines for Approved NSW School Providers Delivering Courses to Overseas Students* (the Guidelines).

The Board also grants recognition to schools from outside New South Wales to provide courses of study leading to the awards of the Record of School Achievement and/or Higher School Certificate.

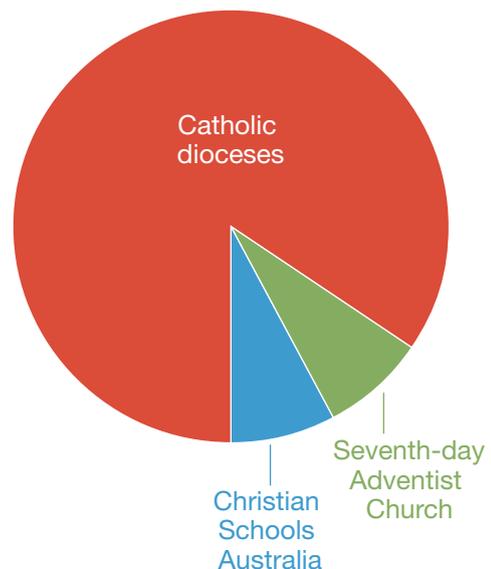
At the end of the 2012–2013 reporting period, there were 927 non-government schools comprising 322 individual schools and 605 systemic schools.

Non-government schools



There are 13 registration systems. Of these, 11 are administered by Catholic dioceses, one by Christian Schools Australia and one by the Seventh-day Adventist Church.

13 registration systems



Making enhanced registration requirements operational

Enhanced registration requirements became effective for all non-government schools in 2005.

During the 2012–2013 reporting year, the requirements were made operational through the following processes: briefings of registration systems, non-government schools and proposed new schools; the online application process; the review of curriculum documentation received with applications; inspecting and monitoring schools and registration systems; professional development of inspection teams; handling complaints; and reviewing the annual reports from non-government schools.

Briefing of registration systems, schools and proposed new schools

Briefings for registration systems were held in November 2012 and March 2013. The sessions provided an opportunity to advise systems with regard to updated information, emerging issues and plans for monitoring systems. Topics for discussion included the new Kindergarten to Year 10 Board of Studies syllabuses, the Record of School Achievement, evidence-based decision-making, handling complaints and the further development of five-year plans for monitoring registration systems.

With regard to briefing non-government schools, in 2012 the Office of the Board of Studies (the Office) participated in sessions for schools with registration expiring in 2013. The sessions, held in metropolitan and regional areas, focused on providing information about the registration and accreditation requirements, the online application form, the documentation required to support an application, and the inspection process. Of particular relevance to the sessions was advice about the application process using *RANGS Online*.

In February 2013, the Office also conducted a briefing for proposed new schools seeking initial registration for 2014. The session aimed to provide an overview of the requirements for initial registration, the evidence of compliance and the process for assessing an application.

Online application process

In 2005, the Board introduced an online facility for registered schools, *RANGS Online*. Since 2009, all applications and notifications have been made electronically using the online facility. Each year the facility has been enhanced with a range of improvements.

Reviewing documentation received with applications

The 2013 Key Learning Area (KLA) Review was held in April 2013. The review assessed the curriculum documentation submitted by schools applying for registration and accreditation in 2013. Experienced teachers reviewed the curriculum documentation to assess compliance with the requirements of the Board's syllabuses and the registration manual. Reviewers accessed the curriculum documentation online, thus streamlining the process and reducing the time taken.

In 2013, the documentation provided by school providers seeking renewal of approval or initial approval was reviewed by Registration and Accreditation Branch staff with the assistance of experienced casual staff.

Inspecting and monitoring schools

During the 2012–2013 reporting period, 109 non-government schools that applied for registration were inspected. The registration statistics later in this report provide details of the inspections.

During the reporting period, Board Inspectors reviewed the monitoring procedures of all 13 registration systems and confirmed that each system's procedures are adequate for monitoring the compliance of member schools.

Another eight schools were selected randomly for monitoring by partial inspection. This process involves assessing compliance in relation to a limited set of requirements. Each school was monitored against no more than four requirements that were selected randomly, thus generating a varied set of requirements for each school. All schools were found to comply with the selected registration requirements.

Inspecting school providers

In October 2010, the Board commenced its new responsibilities for approving school providers delivering courses to students from overseas. During the 2012–2013 reporting period, 37 school providers were inspected in response to applications relating to approval.

Professional learning for inspection teams

Inspection teams comprise Board Inspectors from the Curriculum Branch and the Registration and Accreditation Branch, and are supported by Senior Registration Officers and/or Curriculum Officers. During the 2012–2013 reporting period, inspection teams were supplemented by a pool of experienced casual officers with expertise in curriculum areas and/or approval of school providers.

During 2012–2013, Inspectors and Senior Registration Officers participated in regular professional learning forums and workshops. Topics for discussion and/or input included the new Kindergarten to Year 10 Board of Studies syllabuses, the Record of School Achievement, updated information from the NSW Institute of Teachers, changes to child protection legislation, five-year plans for monitoring registration systems, inspection reports and the development of an evidence matrix based on the requirements for registration and accreditation.

Handling complaints

During the 2012–2013 reporting year, the Office continued to develop enhanced procedures to strengthen the investigative and reporting processes applied by Board Inspectors in dealing with complaints.

Annual reports

By July 2012, all non-government schools disclosed publicly and submitted annual reports to the Board for the 2011 school year. The reports were submitted in electronic format using the Board's *RANGS Online* facility. A review of a sample of the reports found that the significant majority met the requirement for specific measures to be reported. Publication of annual reports on school websites was the most common form of public disclosure.

School providers delivering courses for students from overseas

In October 2010, the Board of Studies became responsible for approving NSW school providers delivering courses to students from overseas. An approved provider may seek to be registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS).

The Board's Guidelines for approved providers and its *Administrative Arrangements for Approved NSW Providers to Deliver Courses to Overseas Students* were published in October 2010. During the 2012–2013 reporting period, the Board updated its Guidelines in relation to changes made by the Commonwealth to introduce the Tuition Protection Scheme and in relation to the Board's responsibilities for approving school providers delivering English Language Intensive Courses for Overseas Students (ELICOS).

The Office has also provided information for school providers by participating in briefings conducted by the Association of Independent Schools of NSW.

Administrative Decisions Tribunal

The Administrative Decisions Tribunal (ADT) hears applications for review of recommendations by the Board to the Minister that a non-government school not be registered and decisions by the Board that a non-government school not be accredited.

During 2012–2013, the Appeal Panel of the ADT considered an appeal related to a recommendation by the Board to cancel the registration of ANC High School, Sydney. The Appeal Panel determined that the school's period registration be reduced to expire on 31 December 2012. During the appeal process, the school decided to close in November 2012. As the school closed, the recommendation to cancel the school's registration was not made to the Minister. The school's registration expired on 8 November 2012 when it closed.

Best practice policies and processes in the regulation of non-government schools

During the 2012–2013 reporting year, the Office evaluated the registration program for the 2012 calendar year to review key performance data in relation to its responsibilities for regulating non-government schools, registration systems and approved providers. A report on the evaluation was considered by the Board of Studies at its meeting in February 2013.

The Board also updated its registration manuals, the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual*. The manuals were amended with regard to the replacement of the School Certificate with the Record of School Achievement, the introduction of the *Child Protection (Working with Children) Act 2012*, the clarification of information about registration for Years 11 and 12 requiring that schools have policies and procedures for student welfare issues arising from unsatisfactory attendance, and a range of minor matters as identified in the relevant Board of Studies Official Notices, 21/12 and 22/13.

In 2010, the Minister established a cross-sectoral attendance working party for all school sectors to work together in responding to legislative changes concerning school attendance. A focus of the working party, which includes representatives from the Office, has been the development of common guidelines and processes for recording student attendance. The working party will continue to meet during the 2013–2014 reporting year.

Registration statistics

| Recommendations of the Registration Committee in relation to registration | Reporting year | | | | | | | |
|---|-----------------|----------|-----------------|-----------|-----------------|------------|-----------|-----------|
| | 2009–2010 | | 2010–2011 | | 2011–2012 | | 2012–2013 | |
| | i | s | i | s | i | s | i | s |
| Renewal of registration (5 years)⁺ | | | | | | | | |
| Primary education | 20 | 3 | 14 | 3 | 13 | 149 | 14 | 37 |
| Secondary education | 20 | 2 | 13 | 6 | 16 | 45 | 11 | 6 |
| Primary and secondary education | 81 | 1 | 46 | 4 | 60 | 20 | 38 | 2 |
| Education of a kind, or for children of a kind | 2 ⁺⁺ | 0 | 6 ⁺⁺ | 0 | 6 ⁺⁺ | 0 | 5 | 0 |
| Exemption from registration | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Total | 123 | 6 | 79 | 13 | 95 | 214 | 69 | 45 |

⁺ The variation in the number of recommendations for renewal of registration for each reporting year reflects the number of schools with registration expiring in each reporting year.

⁺⁺ These schools also received registration for particular Years of schooling.

| | | | | | | | | |
|---|-----------|----------|-----------|-----------|-----------|----------|-----------|----------------|
| Initial registration for new Years of schooling (1 year) | | | | | | | | |
| Primary education | 0 | 2 | 1 | 3 | 1 | 1 | 3 | 0 |
| Secondary education | 4 | 2 | 2 | 2 | 4 | 1 | 0 | 0 |
| Primary and secondary education | 17 | 1 | 14 | 7 | 16 | 3 | 10 | 4 |
| Total | 21 | 5 | 17 | 12 | 21 | 5 | 13 | 4 |
| Extension of registration (1 year) | | | | | | | | |
| Primary education | 0 | 0 | 1 | 0 | 2 | 0 | 5 | 0 |
| Secondary education | 3 | 0 | 6 | 0 | 4 | 0 | 4 | 0 |
| Primary and secondary education | 5 | 0 | 4 | 0 | 4 | 0 | 7 | 0 |
| Total | 8 | 0 | 11 | 0 | 10 | 0 | 16 | 0 |
| Reduced period of registration (provisional) | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 |
| Cancel registration | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Initial registration of new schools | 10 | 3 | 7 | 3 | 6 | 0 | 7 | 2 ⁺ |
| Registration of new campuses of existing schools | 11 | 1 | 19 | 3 | 14 | 4 | 11 | 3 |

⁺ This school received initial registration to commence in 2015.

i = individual non-government school s = systemic non-government school, belonging to a registration system

REGISTRATION AND ACCREDITATION

| Recommendations of the Registration Committee in relation to other matters | Reporting year | | | | | | | |
|--|----------------|---|-----------|---|-----------|----|-----------|---|
| | 2009–2010 | | 2010–2011 | | 2011–2012 | | 2012–2013 | |
| | i | s | i | s | i | s | i | s |
| Renewal of accreditation (5 years)⁺ | | | | | | | | |
| Courses leading to the award of the Record of School Achievement | 70 | 0 | 42 | 2 | 58 | 58 | 39 | 7 |
| Courses leading to the award of the Higher School Certificate | 67 | 1 | 33 | 3 | 46 | 53 | 30 | 7 |

⁺ The variation in the number of recommendations for renewal of accreditation for each reporting year reflects the number of schools with accreditation expiring in each reporting year.

| | | | | | | | | |
|--|-----|---|----------------|---|----|---|----|---|
| Reduced period of accreditation (provisional) | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Cancel accreditation | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Recognition as a special school | 7 | 0 | 5 | 0 | 5 | 0 | 5 | 0 |
| Recognition as a special assistance school | 6 | 0 | 5 | 0 | 14 | 0 | 8 | 0 |
| School closed | 10 | 2 | 6 | 4 | 8 | 6 | 5 | 0 |
| Campus closed | 3 | 1 | 2 | 1 | 8 | 2 | 8 | 0 |
| Recognition for schools outside of NSW | | | | | | | | |
| Courses leading to the award of the Record of School Achievement | 3 | | 0 | | 1 | | 0 | |
| Courses leading to the award of the Higher School Certificate | 2 | | 0 | | 6 | | 0 | |
| Approval of school providers of courses for students from overseas | n/a | | 2 ⁺ | | 28 | | 31 | |

⁺ The Board's responsibility for approval commenced in October 2010.

i = individual non-government school s = systemic non-government school, belonging to a registration system

REGISTRATION AND ACCREDITATION

New schools granted initial registration to commence in 2013 calendar year

| School name | Location | Years of schooling |
|--|-------------|------------------------|
| ALESCO Learning Centre – Far West | Broken Hill | Year 10 |
| ET Australia Secondary College | Gosford | Years 9 and 10 |
| International Football School | Kariong | Years 5 to 10 |
| Irfan College | Cecil Park | Kindergarten to Year 8 |
| Pal International School | Canley Vale | Years 7 to 12 |
| Southern Highlands – Rudolf Steiner School | Bowral | Kindergarten |
| Wollongong Flexible Learning Centre | Towradgi | Years 7 to 10 |

Schools closed during the 2012–2013 reporting period

| School name | Location | Years of schooling |
|--|----------|-------------------------|
| Southern Cross High School | Sydney | Years 11 and 12 |
| ANC High School | Sydney | Years 11 and 12 |
| Sydney Jacaranda College | Sydney | Years 11 and 12 |
| Lifestyle Solutions Inspired Education | Wickham | Years 5 to 8 |
| Iqra Grammar College | Minto | Kindergarten to Year 12 |

REGISTRATION AND ACCREDITATION

| Complaints about non-government schools investigated by Board Officers | 2009–2010 | 2010–2011 | 2011–2012 | 2012–2013 |
|---|------------------|------------------|------------------|------------------|
| Number of complaints about individual schools | 11 | 14 | 8 | 12 |
| Number of complaints about systemic schools | 2 | 0 | 0 | 3 |
| Number of complaints about schools with overseas recognition | 0 | 0 | 0 | 0 |
| Number of complaints substantiated | 6 | 6 | 2 | 6 |
| Number of complaints per requirement* | | | | |
| Governance | 0 | 0 | 1 | 0 |
| Teaching staff | 3 | 1 | 3 | 3 |
| Curriculum | 4 | 3 | 1 | 2 |
| Safe and supportive environment | 12 | 13 | 4 | 8 |
| Premises and buildings | 1 | 0 | 0 | 0 |
| Facilities | 1 | 0 | 1 | 1 |
| Discipline | 2 | 7 | 2 | 2 |
| Management and operation of the school | 3 | 2 | 0 | 1 |
| Educational and financial reporting | 1 | 2 | 0 | 0 |
| Investigations completed | 15 | 12 | 9 | 12 |
| Investigations ongoing into the next reporting period | 2 | 4 | 3 | 6 |

* For some schools the complaint related to more than one issue/requirement.

Home schooling

Under the *Education Act 1990* (the Act), the Office of the Board of Studies is responsible for administering the program for home schooling registration – that is, granting permission for a child to be schooled at home.

The Act provides for parents to home school their children. Authorised Persons assess applications and provide recommendations to the Minister for Education or delegate.

Children may be registered, or exempt from being registered, for a maximum period of two years. Children with exemption from registration on religious grounds must meet the requirements for registration.

The number of children registered for home schooling has shown a steady increase over recent years. From the commencement of the 2010 calendar year, applicants for home schooling have been invited to provide a reason for choosing to apply for home schooling. The majority of applicants have not provided a reason for applying for home schooling registration. Applicants who have provided a reason commonly cite philosophical choice or individualised approach to learning difficulties as the reason for applying to home school.

Increase in school leaving age

In June 2009, the NSW Government passed legislation increasing the school leaving age

effective from January 2010. In response to the legislation, the Office of the Board of Studies introduced home schooling registration for children up to 17 years of age and a process for parents to apply for a Certificate of Completion of Year 10. These changes are detailed in the *Home Education in NSW Information Package*, which is available on the Board's website. During the 2012–2013 reporting period, 34 certificates of completion of Year 10 were issued.

During the 2012–2013 reporting year, the Office's Authorised Persons participated in three professional learning forums. The forums provided opportunities for professional dialogue on topics relevant to home schooling registration, including the new Board of Studies Kindergarten to Year 10 syllabuses, the Board's *Assessment Resource Centre* (ARC), the nature of evidence and strengthened procedures. One of the learning forums involved input from the Student Welfare Directorate of the NSW Department of Education and Communities (DEC). This session was valuable in furthering the relationship between the Office and the DEC's home school liaison program.

Administrative Decisions Tribunal

The Administrative Decisions Tribunal (ADT) hears applications for review of decisions to refuse home schooling registration. There were no such appeals lodged during the reporting period.

Home schooling statistics

| Number of children with home schooling registration at the end of reporting period | 2009–2010 | 2010–2011 | 2011–2012 | 2012–2013 |
|---|------------------|------------------|------------------|------------------|
| Number of children with registration | 2315 | 2631 | 2802 | 3194 |
| Number of families | 1350 | 1538 | 1625 | 1853 |

| Number of children with exemption from home schooling registration at the end of reporting period | 2009–2010 | 2010–2011 | 2011–2012 | 2012–2013 |
|--|------------------|------------------|------------------|------------------|
| Number of children with exemption from registration | 128 | 132 | 122 | 133 |
| Number of families | 69 | 73 | 61 | 69 |

Comment: The number of children registered for home schooling has shown a steady increase since the 2009–2010 reporting year. During the 2012–2013 reporting year, the most common reasons for home schooling have been philosophical preference for home schooling and individualised approach to address special learning needs.

POLICY and PRACTICE



- Research, evaluation and development
- Overseas visitors
- Secretariat of the Pacific Board for Educational Assessment (SPBEA) Partnership
- Supporting teacher quality in New South Wales
- *TES Australia*
- 2012–2013 website developments
- Board of Studies Student Advisory Group
- Communications
- Languages Education Review
- RoSA Data for Universities
- Board of Studies Liaison Officers (BOSLOs)
- Acknowledging outstanding student achievements



From *The Tempest* by Nicola Shear (Masada College)
2012 Visual Arts student

POLICY AND PRACTICE

Key Priority Area 1: Educational Leadership and Support for Government Policy Implementation

Strategic Priorities

- 1.1 Position the Board of Studies NSW as a leading Australian education authority through strategic research, evaluation and development

Key Priority Area 5: Supporting Teacher Quality in NSW

Strategic Priorities

- 5.1 Complement the work of the NSW Institute of Teachers, school systems and the higher education teacher training sector to ensure the balance and quality of the NSW teaching profession

Key Priority Area 8: Consultation and Engagement

Strategic Priorities

- 8.1 Strengthen partnerships with the education community and effectively advocate the views, needs and interests of NSW school communities, key education groups and employers

Key Priority Area 9: Stakeholder Services, ICT Innovation and Communication

Strategic Priorities

- 9.1 Actively promote community confidence in NSW education through conduct and stakeholder engagement that is ethical, transparent and in the public interest

Strategic policy and communications

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

Achievement highlights 2012–2013

Promoting key aspects of effective Board programs

Research, evaluation and development

The Board of Studies recognises the importance of research, evaluation and data analysis in providing an evidence base to inform continuous improvement in policy and program design and delivery.

Research, Evaluation and Development Committee

The Research, Evaluation and Development (RE&D) Committee functions to assist the Board and the Office to fulfil their respective statutory functions in curriculum and assessment, examinations and credentials, and regulatory and management services through the strategic identification of the research agenda and the commissioning and oversighting of appropriate research in areas of strategic importance as well as of topical interest.

The Committee is chaired by the Chief Executive and comprises the Office's directors together with managers and other members of the Committee as nominated by the Chief Executive.

The Committee monitors and evaluates both internal and external research and development projects conducted under the Committee's auspices and provides reports to the Board as appropriate.

The Committee meets regularly and performs the following functions:

- identify, promote and facilitate research in areas of strategic importance and interest
- commission, or approve the involvement of Board officers in, research in identified areas
- commission Occasional Papers by Board officers

- act as a steering committee for whole-of-agency research and development projects
- evaluate research and development proposals and provide approval and direction
- monitor progress of approved research and development projects
- ensure research and development processes are appropriately structured, including the documentation of methodology, timelines and resources
- approve final research and development project reports
- authorise the appropriate publication of Occasional Papers and research findings
- oversee partnerships with other Australian and international curriculum, assessment, examinations, credentialling and regulatory agencies
- review and revise the Board's Research Policy and Guidelines, as required.

Board of Studies Research Policy and Guidelines

During the reporting period, the Office commenced a review of the Board of Studies Research Policy and Guidelines in line with the RE&D Committee's decision in March 2013 to maintain a dedicated Research Application pathway that is separate from, but complementary to, the formal *Government Information (Public Access) Act 2009* (GIPA) requirements.

Once approved, the revised Board of Studies Research Policy and Guidelines and the associated Application to Access Board of Studies Data and Information for External Research Purposes will be published on the Board's website.

Overseas visitors

In 2012–2013, the Board of Studies warmly welcomed delegations from overseas countries. These visits assist in promoting the policies and initiatives taken by the Board of Studies in meeting the challenges of 21st century education. The exchange of ideas and experiences with international educators encourage better understanding of the developments in global education.

This year, senior members of the educational community from China and India visited the Board. The visitors focused on current educational standards, frameworks and processes, including regulations, quality assurance and accreditations as well as teaching and learning pedagogies.

A high-ranking delegation from India visited on Monday, 22 October 2012. The delegation was headed by Mr Apurva Chandra, Joint Secretary, Secondary Education and Ministry of Human Resource Development (MHRD). The group was accompanied by Mr Chris Freeman, Research Director, Australian Council for Educational Research (ACER) Sydney; Ms Ratna Dhamija, Manager, ACER India; and Ms Frances Eveleigh, Assistant Manager, ACER Sydney.

Carol Taylor welcomed the delegation and presented an overview of the work of the Board of Studies in the NSW educational context, including standards-referenced assessment and credentialling of the Higher School Certificate. The new K–10 syllabuses for English, Mathematics, Science and History incorporating the Australian curriculum content were highlighted using the Board's website as well as a demonstration of how the *Assessment Resource Centre* (ARC) supports consistent teacher judgement.

On Wednesday, 19 December 2012 the Office hosted a delegation from Guangzhou in the People's Republic of China. A group of twenty delegates represented the technical colleges of the province. Mr He Shilin, Deputy Chief of Bureau, Guangzhou Municipal Human Resources and Social Security Bureau led them. Other delegates represented colleges

teaching Trade, Communications, Electromechanical and Light Industry. The purpose of the visit was to gain knowledge of the Board's place in the context of NSW education, examination processes and credentialling, with a special focus on the management of Vocational Education.

Paul Hewitt welcomed the delegates and introduced them to the assessment and credentialling processes of the Board. His demonstration of the ARC website was received with enthusiasm. With the aid of an



Mr He Shilin presents Paul Hewitt with a contemporary scroll



Mr He Shilin, Paul Hewitt and Ian Balcomb

interpreter, the non-English speaking group was given an overview of the Board of Studies in the NSW educational context. Ian Balcomb, Board Inspector Vocational Education, provided a detailed account of the Vocational Education curriculum in New South Wales and answered many questions that identified the deep interest shown by the group.

The delegates saw the work of the Board as progressive, and they expressed their appreciation for the opportunity that their visit to the Board gave them.

Secretariat of the Pacific Board for Educational Assessment (SPBEA) Partnership

The Board of Studies commenced a partnership with the Secretariat of the Pacific Board for Educational Assessment (SPBEA) in August 2011. The SPBEA administers two regional senior secondary school qualifications and currently has nine member countries: Fiji, Kiribati, Nauru, Tokelau, Tonga, Tuvalu, Samoa, Solomon Islands and Vanuatu.

SPBEA operates under the Education, Training and Human Development Division of the Secretariat of the Pacific Community (SPC). During 2012 the role of the SPBEA, including its directions and future activities, was part of an external review commissioned by the SPC. As recommended by that review, the SPBEA has been the subject of a further specific review in 2013.

In this context of review, the Board engaged in a number of activities associated with the partnership during the reporting period:

- The Board became a consultative member of the Pacific Board for Educational Assessment (PBEA). The PBEA consists of the Chief Executive Officers of Ministries or Departments of Education of nine member countries, and Australia and New Zealand as major donors. Consultative members include the New Zealand Qualifications Authority, the Pacific Islands Forum Secretariat, the United Nations Children's Fund and the United Nations Educational Scientific and Cultural Organisation.

The President of the Board attended the annual PBEA meeting in Fiji in August 2012. The principal functions of the PBEA are: to advise on regional, national and international developments in educational assessment and other related issues; to be the awarding authority of the PBEA's qualifications; and to be the governing body for the Pacific Register of Qualifications and Standards.

- The President of the Board attended the SPBEA regional conference in Fiji in August 2012 on Challenges in Pacific Educational Assessment – Quality and the Shift in Emphasis. The President delivered a keynote address on assessment practices in the pursuit of quality.

The partnership provides the Board with an opportunity to assist and cooperate in the educational development of the Pacific Region and to develop valuable links with the member countries. It positions the Board as an international leader in the educational arena and attests to the Board's reputation for high quality and rigour in curriculum, assessment, certification and educational policy.

Supporting teacher quality in New South Wales

In 2011–2012, the Board was endorsed by the NSW Institute of Teachers to provide professional development opportunities in relation to Elements 3 and 6 and Standard 7.2.4 of the NSW Professional Teaching Standards at Professional Competence.

In 2013, this scope of endorsement was extended to incorporate Standards 3, 5 and 6 and Descriptor 7.4.2 of the Australian Professional Standards for Teachers at the level of Proficient Teacher.

During the transition to Australian Standards, the Board has supported teachers in maintaining their accreditation under both sets of standards.

In 2012–2013, the Board led a total of 123 professional development sessions that were accredited by the NSW Institute of Teachers.

These sessions provided teachers with professional development in relation to:

- HSC Visual Arts and Textiles and Design marking processes
- assessment and reporting of student achievement in Stages 4 and 5
- standards-based assessment, reporting of student achievement and assessment best practice
- assessment and reporting of student achievement in the Preliminary Record of School Achievement using the Board's *Assessment Resource Centre (ARC)* website
- collection of data and the use of the *Schools Online* website
- consistency in teacher judgement for Stages 4, 5 and 6.

A breakdown of courses is shown in the table below.

| Professional Development Course | Number of sessions July 2012 – June 2013 |
|--|---|
| 2012 Higher School Certificate Visual Arts Practical Marking Development Day | 1 |
| 2012 Higher School Certificate Textiles and Design Practical Marking Development Evening | 1 |
| Board of Studies Information Workshops | 25 |
| Consistent Teacher Judgement Workshops for Stages 4, 5 and 6 | 41 |
| Preliminary Grading Workshop | 35 |
| Understanding <i>Schools Online</i> | 16 |
| Using the <i>Assessment Resource Centre</i> Website K-6 | 4 |

TES Australia

The Board of Studies has been working in partnership with TSL Education in the United Kingdom to develop a website *TES Australia* for Australian teachers to connect and share resources. The website mirrors TSL Education's original site, *TES Connect*, developed in the United Kingdom and available to teachers globally. Currently, over 90 000 Australian teachers are registered with *TES Connect*.

TES Australia will provide a platform for teachers to share teacher-developed resources, connect and network with other teachers through online forums, and review current employment opportunities in education.

The resources shared on *TES Australia* are mapped to a variety of subjects and learning areas from Kindergarten to Year 12, available in each state and territory. Resources are also mapped to the Australian curriculum, including the cross-curriculum priorities and general capabilities. Teachers will also be able to share and access resources relating to special education needs as well as whole-school policies and programs such as student welfare, assessment and staff development.

Other contributors to the development of *TES Australia* include the Australian Education Union and the Centre for Professional Learning NSW. *TES Australia* was launched in July 2013.

2012–2013 website developments

Frequency of access to BOS websites 2012–2013

| Websites | No. of visits | No. of page views |
|----------------------------------|---------------|-------------------|
| Board of Studies NSW | 8 136 598 | 27 213 633 |
| HSC: All My Own Work | 185 384 | 2 036 509 |
| Assessment Resource Centre (ARC) | 424 994 | 2 720 095 |
| Aboriginal Resource Centre | 46 190 | 114 266 |
| Students Online | 760 185 | 4 046 043 |
| Schools Online | 23 028 | 88 016 |
| ENCORE (HSC Showcase) | 11 535 | 36 009 |
| ARTEXPRESS (HSC Showcase) | 17 763 | 39 657 |
| K–6 Education | 663 192 | 1 579 732 |
| Board News | 408 971 | 743 714 |
| Multiple-choice self-testing | 889 710 | 5 586 293 |
| WriteOn competition | 12 805 | 33 316 |
| School Registration | 19 834 | 42 717 |
| ANZAC Day Teaching and Learning | 12 117 | 20 760 |
| Sydney Harbour Bridge | 74 561 | 133 302 |

Board website – HSC multiple-choice self-testing system

www4.boardofstudies.nsw.edu.au

The HSC multiple-choice online self-testing service, established in 2001 as a trial, has since become one of the most popular internet services developed by the Board of Studies NSW.

Students have access to around 5000 multiple-choice questions from 33 HSC course examinations in an online self-testing service on the Board's website.

In the weeks leading up to the Higher School Certificate, the site is heavily used by students practising for their tests. The online multiple-choice testing system also provides the Board with a 'testbed' for online eAssessment high-speed test delivery application development.

Web partnerships

During the reporting period, the Board continued its successful partnership with other organisations, industry groups and government agencies to produce educational websites that support and promote the Board's curriculum materials and add to the quality of curriculum support available on the internet for students and teachers everywhere. In particular, through a partnership with the Australian Government Department of Veterans' Affairs, the Board has continued developing these historical educational websites:

Gallipoli and the Anzacs, Australians on the Western Front 1914–1918, Australia's War 1939–1945, Australia and the Vietnam War, Australian involvement in South-East Asian conflicts, The Kokoda Track and Australia's involvement in the Korean War as well as supporting the ABC Television series by hosting *Australians at War*.

POLICY AND PRACTICE

| Partner sites | No. of visits | Unique visitors | No. of page views |
|---|---------------|-----------------|-------------------|
| AMEB ameb.nsw.edu.au | 185 061 | 65 933 | 415 761 |
| ACACA acaca.bos.nsw.edu.au | 16 768 | 14 359 | 43 697 |
| Teaching Heritage www.teachingheritage.nsw.edu.au | 29 536 | 25 131 | 43 578 |
| The Kokoda Track kokoda.commemoration.gov.au | 122 472 | 75 531 | 297 587 |
| Australians on the Western Front 1914–1918 ww1.westernfront.gov.au | 231 042 | 183 612 | 468 662 |
| Australia's involvement in the Korean War korean-war.commemoration.gov.au | 52 419 | 43 446 | 89 223 |
| Australia and the Vietnam War vietnam-war.commemoration.gov.au | 263 186 | 173 940 | 618 976 |
| Australian involvement in South-East Asian conflicts se-asia.commemoration.gov.au | 11 437 | 9 497 | 22 834 |
| Australia's War 1939–1945 ww2australia.gov.au | 210 539 | 210 539 | 1 320 163 |
| Australians at War (ABC Television series) australiansatwar.gov.au | 35 739 | 28 442 | 118 789 |
| Commemoration – Australia's wartime heritage commemoration.gov.au | 2 692 | 2 376 | 3 213 |
| Gallipoli and the Anzacs anzacsite.gov.au | 419 767 | 296 926 | 1 055 905 |
| Making Multicultural Australia www.multiculturalaustralia.gov.au | 156 092 | 116 198 | 344 081 |
| WriteOn writeon.bos.nsw.edu.au | 12 805 | 7 276 | 33 316 |

Meeting the needs and expectations of customers through effective communications and support services

Board of Studies Student Advisory Group

The Board of Studies Student Advisory Group was developed to provide direct student input into the Board's work on a range of issues in line with the Board's statutory functions. The Student Advisory Group is one of a range of strategies the Board uses to promote meaningful involvement of young people in the Board's processes.

The inaugural Student Advisory Group was formed in 2012. The fourteen members were representative of schooling sectors, regional and metropolitan areas, age, gender and a range of learning abilities. The core activities of the 2012 Student Advisory Group program comprised three meetings – one face-to-face meeting and two video conferences.

The experience of the Student Advisory Group in 2012 reinforced the importance of gaining student feedback on the overall work of the Board and on specific Board projects. The experience also highlighted the need to develop student knowledge and understanding of the Board's roles and responsibilities.

A stronger, broader student advisory program is underway in 2013. The focus of this program is on two-way communication between the Board and students throughout the state. In 2013, the Student Advisory Group is the central student body and has been expanded to fifteen members. Its first meeting was held on 14 May 2013.

The 2013 program also includes supplementary student group meetings conducted by the Board's Liaison Officers in metropolitan and regional areas each term. Feedback from the supplementary student meetings is provided to the Student Advisory Group, which is responsible for reporting student perspectives to the Board.

The expanded program enables feedback to the Board from at least 20 student meetings across the state as well as the Student Advisory Group. Topics for the 2013 program include: HSC curriculum, *Students Online*, Languages education and *HSC: All My Own Work*. Emerging educational issues are included in the program of topics as required.

Communications

Media

SMH HSC Study Guide

Each year the Board of Studies contributes to the content of the *Sydney Morning Herald HSC Study Guide*. In 2013, the Guide was published in the *Sydney Morning Herald* on 17 June and the Board sent copies to all high schools for each HSC student.

HSC Media Guide

The Higher School Certificate attracts considerable media attention and to assist the Board's work with the media in providing accurate and timely information on the Higher School Certificate, the Board prepares a media guide. As in 2011, the *2012 HSC Media Guide* was published online on the Board of Studies website.

An addition to the content was inclusion of an address from the President of the Board of Studies, which was regularly visited by journalists.

The Media Guide consisted of these sections:

- President's message for the 2012 Higher School Certificate
- Media guidelines for media attending schools
- HSC statistics
- HSC timetable, historical data, setting and marking, results and merit lists
- How the Board assists students
- Rules and regulations.

The Board's Communications Unit focused media resources on the core business of the Board and less on the individual circumstances and achievements of students.

Digital resources for the new NSW syllabuses

In October 2012 the Minister for Education, the Hon Adrian Piccoli MP, launched the new K–10 syllabuses for English, Mathematics, Science and History at Ultimo Public School.

For the first time the syllabuses are available online through the *NSW Syllabuses for the Australian curriculum* website, which provides teachers with access to syllabus content on any digital device.

In April 2013 the Minister for Education subsequently launched a support for the syllabuses, the online application *Program Builder*, at Homebush Boys High School. *Program Builder* is designed to assist teachers to adapt the content of these syllabuses to a format suitable for classroom lessons, to create innovative teaching strategies. As at 30 June 2013, a total of 24 380 educators (approximately 30 percent of all NSW teachers) were using the application.

Schools

Board Bulletin

Each week during school term, the Board emails the *Board Bulletin* electronic newsletter to over 19 600 subscribers. The *Board Bulletin* includes Official Notices, news items, key dates and staff vacancies. All Official Notices and news items also appear on the News section of the Board's website. Fifty-eight Official Notices to inform principals and teachers of new or amended policies and procedures were published in the reporting period.

In addition to principals, teachers, and parents across all sectors, the Board invites all members of the community to subscribe to the *Board Bulletin*.

President and Chief Executive communications

Over the reporting period, the President and the Chief Executive communicated directly with principals on a range of key issues, including an update on the Board's credentials and an announcement regarding the malpractice register for HSC school-based assessments.

Twitter

Increasingly, the Board engages with its stakeholders by *Twitter*. The volume and frequency of *Twitter* use increased over the reporting period. The Board now has 4157 *Twitter* followers sending 1871 tweets since the account was opened in 2009 and 126 over the reporting period.

Students

Student communication

The Board uses online and printed channels to communicate important HSC updates and information to senior secondary students. Year 12 students who have provided an email address receive a series of email newsletters relevant to the progress of the HSC year. Email communication is being expanded to Years 10 and 11 students. Each cohort also receives a series of guides with information and advice about different stages of senior study.

Students Online website

Students Online is a website designed to provide Year 12 students with information and advice about the Higher School Certificate, as well as to provide access to a student's personal study details. In 2012, access to the site was expanded with accounts made available for Year 10 students, so they can access their personal study details including their grades. From 2013, Years 10, 11 and 12 students have access to *Students Online* accounts.



The Sydney Morning Herald HSC and Careers Expo, Moore Park

HSC Expos

The Board was a sponsor of the Sydney Morning Herald HSC and Careers Expo held from 31 May to 2 June 2013 at Moore Park and the Western Sydney Careers Expo held from 20 June to 24 June 2013 at Homebush.

The Board's liaison officers answered questions from students, parents and teachers and sold HSC examination preparation material to assist students.

The Moore Park Expo attracted 16 327 visitors including more than 80 school groups. 75 percent were students, and of these 57 percent were in Year 12. The Homebush Expo attracted 23 269 visitors including more than 115 school groups. 76 percent were students, and of these 62 percent were in Year 12.

HSC exit survey

The sixth annual HSC exit survey was conducted in 2012 to help capture the student view of the Higher School Certificate.

Around 2 000 students responded to the survey. Overall, students expressed general agreement that the HSC examination was a fair test and that their assessment tasks were

varied and helped with their learning. Students generally disagreed with the statement that there were too many assessment tasks. The majority of respondents found individual courses to be interesting, challenging and useful for their further work and education.

Parents

Magazines and newsletters

To extend the reach of our messages beyond the education community, the Communications Unit provided articles to stakeholder publications, including parent organisation newsletters, on a range of topics including the Record of School Achievement and the availability of Literacy and Numeracy tests for students.

Languages Education Review

In February 2012, the Minister for Education requested that the Board undertake a review of languages education in New South Wales. Initial discussions were held with key stakeholders and a stocktake of current provision and participation was undertaken. A literature review combined with research on best practice and recent developments in languages education in New South Wales, Australia and internationally was also carried out.

New South Wales does not currently have a Languages policy for schools. The Board's Consultation and Reference Papers outline proposals that together provide all NSW students with a broader and more inclusive languages education. The proposals provide the foundation for a sustainable and coherent languages education policy in New South Wales. Together, the recommended actions aim to utilise best practice teaching, more effectively coordinate resources across the school sectors and increase language course participation rates at senior secondary level.

RoSA Data for Universities

The Record of School Achievement (RoSA) Data for Universities is a new project. It aims to help universities to broaden their entrance criteria by using RoSA achievement data.

The project is overseen by a cross-sectoral steering committee, including representatives from universities, the Universities Admissions Centre (UAC), and secondary school sectors. As part of the RoSA, the Board captures students' grades for Year 10 and Year 11 courses. Co-curricular achievements may also be recorded by students using the *Up2Now* website. *Up2Now* is under development and is being piloted in a number of secondary schools.

From 2014, universities, via UAC, will be able to access students' Year 10 and Year 11 school grades where students have opted to take part in this project. In future years, students also will be able to make their *Up2Now* co-curricular record available.

Board of Studies Liaison Officers (BOSLOs)

Board of Studies Liaison Officers (BOSLOs) are highly experienced teachers who are seconded by the Board of Studies to provide advice and assistance to schools and the community on matters relating to Board of Studies policies and programs. There are nine BOSLOs located across the state. Three are situated in metropolitan Sydney and six are based in regional centres.

Over the reporting period, the BOSLO team has conducted in excess of 750 school visits to

more than 400 individual schools across the state, led a comprehensive schedule of videoconferences to promote professional discussion and feedback regarding Board advice and procedures, and continued to assist with curriculum consultations statewide.

The reporting year 2012–2013 has seen a further development and coordination of the Board of Studies workshop program. The Board is endorsed by the NSW Institute of Teachers to provide professional learning opportunities in relation to Standards 3, 5, 6 and Descriptor 7.4.2 of the Australian Professional Standards for Teachers at the level of Proficient Teacher, as well as Elements 3, 6 and Standard 7.2.4 of the NSW Professional Teaching Standards at Professional Competence. Workshops included HSC Best Practice, *K–6 Assessment Resource Centre*, *Schools Online* and Board of Studies Information days.

Throughout 2012–2013, the BOSLO team has continued its ongoing support for the implementation of the Record of School Achievement, in particular, the introduction for the first time of grades in Preliminary courses. Preliminary Grading workshops using a 'teach-the-teacher' model reached more than 1200 teachers across the state. These workshops focused on the application of the Preliminary course common grade descriptions in schools.

The BOSLO team was also involved with the development of a 'student voice' within the Board. In collaboration with the Board's Policy branch, the BOSLO team has surveyed students across the state on a series of topics pertinent to students in Years 10, 11 and 12. A review of *HSC: All My Own Work*, its relevance and accessibility, was just one of the surveyed topics.

In 2012–13, the BOSLO team continued its role of providing student support services related to the administering and reporting of the Higher School Certificate. In particular, the BOSLO team was integrally involved in the HSC Illness/Misadventure Panel and the HSC Inquiry Centre, and also provided seminars and advice to hundreds of students through two major metropolitan HSC Expos.



First Place in Course students with Tom Alegounarias



The Hon Adrian Piccoli presents the first RoSA credentials

Acknowledging outstanding student achievements

HSC First in Course Awards

This presentation acknowledges students who have achieved first place in an HSC course. In 2012, awards were given to 117 students in a total of 111 courses.

The awards were presented to students with their family and friends in attendance, by NSW Minister for Education, the Hon Adrian Piccoli MP, at a ceremony at Australian Technology Park on 18 December 2012.

In 2012, equal first place was given in nine courses with five students receiving a First in Course Award for more than one course and one student receiving four awards.

Premier's Award for Excellence in the HSC

The Premier's Award for Excellence is awarded to all HSC students who achieve a Band 6 standard in 10 or more units. In 2012, 1291 students received a Premier's Award for Excellence.

Record of School Achievement

On 11 December 2012 the NSW Minister for Education, the Hon Adrian Piccoli MP, presented Reece Barrett from Windsor High School and Ashley Alwan from Model Farms High School with their Record of School Achievement (RoSA) credentials at a ceremony at Parliament House, Sydney. These students were the first to receive a RoSA – the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate.

Brother John Taylor Memorial Prize

The Brother John Taylor Memorial Prize is awarded to a student, or students, who overcome significant disability or disadvantage to achieve academic excellence in the Higher School Certificate.

In 2012, prize recipients were Bethany-Kate Richmond from Grafton High School and Maia Jane Ryall from Trinity Catholic College, Lismore. Both received HSC results of the highest possible band for at least two of their courses.

The NSW Minister for Citizenship and Communities and Minister for Aboriginal Affairs, the Hon Victor Dominello MP, presented the prizes to the recipients at a ceremony held at NSW Parliament House in March 2013 on behalf of the Minister for Education.

Aboriginal Studies awards

Each year the Board and the NSW Aboriginal Education Consultative Group Inc (AECG) honour the achievements of the highest achieving Aboriginal and non-Aboriginal students who have completed the 2 Unit HSC Aboriginal Studies course.

In 2012, the highest achieving Aboriginal student in the course was Bianca Manning of Kotara High School. The highest achieving non-Aboriginal student was Alexandra Graham of Cheltenham Girls' High School.

The recipients were announced by the Director of Curriculum and Assessment Mr Paul Hewitt and the Chair of the AECG Ms Cindy Berwick at the AECG Annual General Meeting.

SECTION 3

MANAGING OUR ORGANISATION



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From *Six Degrees* by Courtney Martyn (Bishop Druitt College)
HSC 2012 Visual Arts student

MANAGING OUR ORGANISATION

Key Priority Area 10: Governance (Office of the Board)

Strategic Activities

- 10.1.1 Update the Board of Studies Strategic Plan (2012– 2016) and develop, implement and monitor associated Office operational plans
- 10.1.2 Develop and submit comprehensive and informative Annual Reports to the Minister for tabling in the NSW Parliament
- 10.1.3 Develop and implement Efficiency Improvement Plans, Workforce Plans, Recurrent Maintenance of Effort and Capital Funding Proposals and other savings measures
- 10.2.1 Develop and implement a new Performance Building and Measurement Program to support the Office's delivery of priorities, capability development and business continuity

The Office of the Board of Studies

Delivering the goals of the Board as defined in the Education Act 1990

Performance statement of the President, Board of Studies

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

President, Board of Studies:

Mr Tom Alegounarias, BEc, DipEd

Level: SES Level 6

Period in position: Whole year

Strategic Leadership and Direction of the Board

During the reporting period, Mr Alegounarias continued to work collaboratively with school sector representatives in his role as a member of the Minister's NSW Schools Advisory Council (SAC). The SAC has membership from all public and private education sectors and regulators, and reports directly to the Minister for Education. It advises on school education matters that arise from early childhood education, higher education and vocational education and training.

Mr Alegounarias also oversaw commencement of the implementation of the Board's new Strategic Plan (2012–2016) and associated detailed operational plans.

Development of the Australian Curriculum for NSW Students

Mr Alegounarias provided strategic guidance on the development of the Australian Senior Secondary curriculum and the Australian Geography curriculum as both President of the Board and as the NSW representative on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Board.

Following extensive negotiations with all school sectors and a wide range of interest groups, Mr Alegounarias announced a consensus timetable for the staged NSW-wide introduction of Phase 1 K–10 Australian curriculum for English, Mathematics, History and Science approved by the Minister. Mr Alegounarias also oversaw the creation of the innovative NSW e-Syllabuses teaching resource to support implementation of the new Australian curriculum.

Strategic Review and Update of the NSW Curriculum

Mr Alegounarias led the Board in its consideration of the staged review and development of identified NSW syllabuses. A new Years 9–10 Child Studies Content Endorsed Course and thirteen revised course prescriptions for Stage 6 Languages courses were approved by the Minister on the recommendation of the Board.

To support the implementation of curriculum across all subjects, new educational resources were developed and promoted to support teachers of the new K–10 English syllabus, Years 11–12 English Studies Course, K–10 Aboriginal Languages syllabus, and Years 7–10 students with special education needs.

NSW Higher School Certificate

The high level of confidence by key school, professional and community stakeholders in the quality and integrity of the 2012 NSW Higher School Certificate program underpins the national and international esteem in which the credential is held.

Technological Innovation in Assessment and Examinations

Mr Alegounarias oversaw the introduction of online Literacy and Numeracy tests as part of the suite of reforms implemented with the NSW Record of School Achievement.

Registration and Accreditation of Non-government Schools

As Chair of the Board's Registration and Accreditation Committee, Mr Alegounarias sustained the Board's highly successful regulatory system for non-government schools and the educational programs they provide. He provided expert advice and recommendations on school compliance matters to the Minister.

Mr Alegounarias' stewardship of school regulation matters underpins the high level of confidence by key cross-sectoral, professional

and community stakeholders in the quality and integrity of the Board's regulatory processes regarding non-government schools.

Approval of School Providers to Deliver Courses to Overseas Students

Mr Alegounarias also oversaw the Board's regulation of school providers delivering courses to overseas students, ensuring the confidence of stakeholders in the integrity of NSW schools.

NSW Record of School Achievement

From the end of 2012, eligible NSW students who leave school without completing the Higher School Certificate may be awarded a Record of School Achievement. Mr Alegounarias liaised extensively with stakeholders about the implementation of this new credential, and oversaw the development of high-quality resources to support schools in the consistent assessment and reporting of Stage 5 student achievement.

Consultation

Mr Alegounarias has introduced a schedule of regular, formal consultation meetings with NSW education stakeholders, meeting most groups once every school term (four times per year). This two-way communication ensures that stakeholders are kept well informed, and that the Board is able to take disparate views into account in its decision-making.

During the reporting period, the Board's recently established Student Advisory Group operations and outcomes were reported to the Board.

Community, Business and Peak Interest Group Engagement

The innovative *Building Our Cultural Capital* lecture series that Mr Alegounarias established in 2011 continued during the reporting period with the 'Science' themed lecture. The lectures promote engagement with key ideas and sectors not usually involved in informing the education discourse.

Performance statement of the Chief Executive, Office of the Board of Studies

The Chief Executive is the Department Head of the Office under the *Public Sector Employment and Management Act 2002*.

Chief Executive, Office of the Board of Studies:

Ms Carol Taylor, BA, DipEd, MEd

Level: SES Level 5

Period in position: Whole year

Delivery of the NSW Higher School Certificate

During 2012–13 Ms Taylor oversaw the strategy for management of the 2012 NSW Higher School Certificate. More than 70 000 students sat for written exams in 760 examination centres in NSW. Ms Taylor was responsible for increasing the proportion of on-screen marking of NSW Higher School Certificate written examinations.

Record of School Achievement (RoSA)

Ms Taylor led the successful implementation of the Board's policy positions for RoSA credentialling and Literacy and Numeracy testing, and provided strong direction for the inaugural Literacy and Numeracy tests.

National Assessment Program – Literacy and Numeracy (NAPLAN)

During the reporting period, the responsibilities of the NSW Test Administration Authority for NAPLAN were transferred from the Department of Education and Communities to the Board. Ms Taylor led the seamless integration of the NAPLAN staff and functions into the agency, and the 2013 NAPLAN tests for NSW Years 3, 5, 7 and 9 students were successfully delivered.

Development of the Australian Curriculum for NSW Students

Ms Taylor oversaw publication of the NSW e-Syllabuses incorporating the Phase 1 K–10 Australian curriculum for English, Mathematics, Science and History for implementation by schools, along with accompanying support tools. She continued to provide high-quality advice to the Board and its stakeholders on the suitability of the Senior Secondary Australian curriculum and Geography Australian curriculum for NSW students.

Strategic Review and Update of the NSW Curriculum

During 2012–13 Ms Taylor assisted the Board to establish priorities for NSW curriculum development for the next five years. In addition she oversaw the development and implementation of curriculum for 17 new Vocational Education and Training (VET) courses.

High Quality Support Materials for NSW Syllabuses

Ms Taylor oversaw the development and publication of a high-quality collection of syllabus support material, including:

- an interactive road safety resource for teachers of Years 5 and 6 students available on the Board's website for initial consultation, produced on behalf of the Department for Transport;
- support documents for teachers of secondary school children (Years 7–10) with special education needs.

High Quality Curriculum Support for Aboriginal and Torres Strait Islander Education

Ms Taylor oversaw the development of new resource materials to support schools' implementation of the K–10 Aboriginal Languages syllabus.

Strengthened Board Pathways and Credentials

During the reporting period Ms Taylor provided strategic direction for:

- rationalising the *Credit Transfer, Accelerated Progression* and *Compression Model* policies; and
- VET pathways for students in Years 9 to 12.

Regulatory Functions

During the reporting period Ms Taylor oversaw the delivery of programs for regulating individual non-government schools, school registration systems, school providers delivering courses to overseas students and home schooling.

AMEB NSW

The AMEB NSW is a branch of the Office of the Board of Studies, and this reporting year it examined about 40 000 candidates across all levels. To support this, it delivered a professional development program to 180 examiners.

Research and Evaluation

Ms Taylor oversaw implementation of the Research, Evaluation and Development priorities identified by the Board and the development of associated Policy and Guidelines.

Curriculum Innovation

Ms Taylor provided thought leadership in developing advice to the Minister on the development of a more effective languages curriculum that meets the changing demand for languages education, including with regard to Asian languages.

Broader Recognition of Student Achievement

In 2012–13 Ms Taylor worked closely with universities to raise their awareness of the breadth of achievement of NSW school students, and obtained Board support for the phased implementation of data sharing between the Board and the universities.

Technology in Examinations and Assessment

Ms Taylor's leadership in this area resulted in:

- RoSA Literacy and Numeracy tests being delivered and marked online;
- implementation of an expanded range of courses marked on-screen for the 2012 NSW Higher School Certificate examinations.

Leveraging the Board's Reputation to Increase Revenue

Ms Taylor continued to market the Board's innovative products – including eSyllabus, Program Builder and Mark Manager – to national and international agencies.

She also successfully applied for the formal recognition of Board developed 'teacher professional learning' courses by the NSW Institute of Teachers.

Governance and Workforce Planning, Management Reform and Organisation Development

Ms Taylor guided the on-time achievement of key priorities in the organisation's Operational Plan (2012–2013), supporting the Board's Strategic Plan (2012–2016).

Evaluation and Updating of Board Rules and Procedures

During the reporting period Ms Taylor ensured that the Board's Assessment Certification and Examination (ACE) Manual was updated to incorporate the new Record of School Achievement rules and procedures.

Information Management and Technology Planning and Implementation

A revised new IM&T Strategic Plan (2012/13 – 2015/16) was developed during the reporting period.

Training and Development

A new corporate Capability Development Program targeting management development and staff development needs was developed and implemented during the reporting period.

Engagement with External Stakeholders

During the reporting period Ms Taylor oversaw the development of several products for parents with children in Years K–6. She also ensured that the Board’s key messages were delivered to internal and external stakeholders via the weekly *Board Bulletin* email.

Online Services

Ms Taylor provided direction to the plans for an enhanced *Students Online* website portal to be completed for the 2013 NSW Higher School Certificate.

Organise and Host the 2012 ‘Building Our Cultural Capital’ Lecture Series

Ms Taylor organised and hosted the *Building Our Cultural Capital* Science lecture.

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

| Level | Total CES/SES 2012–2013 | Total CES/SES 2011–2012 |
|-------|-------------------------|-------------------------|
| 8 | | |
| 7 | | |
| 6 | | |
| 5 | 1 | 1 |
| 4 | | |
| 3 | 1 | 1 |
| 2 | 1 | 1 |
| 1 | | |

Number of positions held by women

| | |
|---------------|---|
| Current year | 1 |
| Previous year | 1 |

Office of the Board of Studies CES/SES staff academic qualifications

Chief Executive

Ms Carol Taylor, BA, DipEd, MEd

Director, Examinations and Credentials

Mr Garry Webb, BSc (Hons), MA, DipEd, MACE

Director, Regulatory and Management Services

Mr David Murphy, BBus (Acc/Econ), MALP, CPA

Office of the Board of Studies directorate descriptions

The directorates of the Office of the Board of Studies and their functions during the reporting period are detailed below.

Curriculum and Assessment

Director: Paul Hewitt

The Director, Curriculum and Assessment is responsible to the Office's Chief Executive for maintaining and enhancing the high-quality NSW Board of Studies K–12 curriculum and assessment support.

This includes:

- curriculum development
- collaboration with Australian Curriculum, Assessment and Reporting Authority (ACARA) in the development and implementation of the Australian curriculum
- securing the high quality and rigour of the NSW curriculum during the consultation and implementation of the first phase of the Australian curriculum
- delivery of curriculum support materials
- evaluation of the Board's curriculum and other proposed curriculum materials
- assessment policy advice and support
- development of performance standards described through syllabus statements
- descriptions of student performance, illustrated by student work samples aligned to the performance descriptions.

The Director, Curriculum and Assessment has overall responsibility for the functions of the Board Inspectors; the Assistant Director, National Programs; the *Assessment Resource Centre*; and the branch supporting the operations of the NSW Branch of the Australian Music Examinations Board (AMEB). A description of the AMEB is provided in Section 2, Curriculum and Assessment, pages 58–60.

National Programs

Assistant Director: Howard Kennedy

The role of the Assistant Director, National Programs reflects the Office's current and future responsibilities that involve a national focus, including an increase in resources to support the implementation of the Australian curriculum.

The Assistant Director and the National Programs Unit have a strong liaison role with ACARA and a coordinating role with NSW stakeholders.

The Assistant Director supervises the National Projects Unit, the Interactive Syllabus and *Program Builder* project and the *Assessment Resource Centre* (ARC), and is responsible for providing advice as well as producing curriculum and assessment materials to support the Board's Kindergarten to Year 12 syllabuses. Emphasis is on ensuring effective integration of curriculum and assessment support materials during the implementation of the Australian curriculum.

The Assistant Director also has responsibility for the NSW Branch of the Australian Music Examinations Board (AMEB).

Regulatory and Management Services

Director: David Murphy

The Director, Regulatory and Management Services is responsible to the Office's Chief Executive for the delivery of high-quality and cost-effective regulatory and management services in the areas of:

- the registration and accreditation of non-government schools
- the registration of children for home schooling
- the approval of school providers of courses to overseas courses
- workforce planning and human resource management
- industrial relations

- financial accounting
- budget and management accounting
- audit and risk management
- legal services
- information and communications technology (ICT)
- corporate governance
- information and records management
- staff training and development
- asset and facilities management
- administrative and office services.

The Director has overall responsibility for the functions of the Office's Finance and Administration, Information Technology and Services, Project Management Office and Registration and Accreditation branches.

Examinations and Credentials

Director: Garry Webb

The Director, Examinations and Credentials is responsible to the Office's Chief Executive for maintaining and enhancing the high-quality NSW Board of Studies examinations and credentials. This includes:

- preparation and delivery of the Board's Higher School Certificate examinations as well as Literacy and Numeracy tests
- marking and scoring of the Board's tests and examinations
- development and management of the on-screen marking and online testing programs
- delivery of the Higher School Certificate results and Record of School Achievement credentials
- delivery of student support and appeals services associated with the Board's assessment and examinations

- evaluation of the Board's assessment and examination programs
- assessment policy advice and support.

Branch descriptions

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

Communications and Publishing Branch

Manager: Kathy Connell

The Communications and Publishing Branch brings together three units that focus on presenting information to key audiences, including schools, students, parents and the broader community.

The Communications Unit focuses on proactive and reactive media management, internal and external communications functions, and events and exhibitions.

The Publishing Unit includes specialists in editing, graphic design, website development and publishing. It also provides copyright and intellectual property advice in the production of educational and information products, as well as customer support for purchasers of the Board's products.

The Liaison Unit includes the Board of Studies Liaison Officers (BOSLOs) in both metropolitan and regional locations (see report on page 102). BOSLOs are a key conduit for direct information flow between the Board, teachers and educational leaders.

Examination Operations Branch

Manager: Peter Feary

Examination Operations Branch manages the planning, conduct and marking of the Higher School Certificate examinations, including the conduct of performance examinations and the marking of projects and submitted works.

The branch is responsible for the recruitment, appointment and training of all personnel for the conduct, marking and support of the

examinations and tests, including examination supervisors, examiners, markers and administrative support staff.

The branch is also responsible for all logistical organisation and support associated with the conduct and marking of all examinations and tests across the state, including the costing, planning and structure of all marking sessions, warehousing of examination and test papers, and the set-up and pack-up of all associated resources supporting the conduct and marking programs. As part of this role, the branch takes a leading part in enhancing the effectiveness of its examination program through strategic use of information technology.

Examining and Testing Branch

Manager: Helen Bristow

Examining and Testing Branch is responsible for the development of the Board's Higher School Certificate examinations as well as the Literacy and Numeracy tests for the Record of School Achievement.

Functions of the branch include the appointment and training of Chief Examiners, committee members and reviewers for each examination; the secure development of all test and Higher School Certificate examination materials, including marking guidelines and sample answers, Language and ESL listening examinations, specimen papers and questions, and the Notes from the Marking Centre; and the oversight of the printing and production of these materials.

The branch manages the development of modified papers for the HSC examination for students with approved disability provisions. These include large print, coloured, modified and braille papers, and a variety of special papers tailored to individual students' needs.

The branch also devises and monitors procedures for the effective, valid and reliable conduct and marking of the Board's performance and practical examinations.

Finance and Administration Branch

Manager: Greg Logan

The Finance and Administration Branch provides an efficient and effective support structure through which the financial and administrative resources and assets of the Office and subsidiary units are managed. The Branch consists of three distinct functional areas: Finance, Human Resources and Corporate Operations.

The Financial Operations Unit 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 accounts, financial reporting and the timely production of monthly and annual financial statements.

The Human Resources Unit provides services in recruitment, payroll management, staff entitlements, workers compensation, training, job evaluation and personnel policy development, as well as offering support and advice to staff.

The Corporate Operations Unit provides services in building and lease management, purchasing, travel arrangements, administrative policies, motor vehicle fleet management and business continuity planning. The unit is responsible for the operational management of the North Rocks multi-function and warehousing facility.

Information Technology and Services Branch

Chief Information Officer: Mitra Bhar

The Information Technology and Services branch is organised into four units responsible for various aspects of infrastructure, network, desktop and web.

Infrastructure and Governance: Infrastructure encompasses hardware, software and services support operations, including data centre facilities. This unit is also responsible for organisation-wide ICT enterprise standards,

architecture and design. Governance covers project review, management and oversight of all ICT-based projects that require in-house or third-party ICT infrastructure and applications, as well as program and portfolio management, security, procurement and service management.

Applications Development is responsible for software application business analysis, development, quality assurance and/or user-acceptance testing for both in-house and third-party applications, including the web.

Service Support is responsible for end-user support for all in-house and third-party ICT infrastructure, applications and services, including user acceptance testing and training.

Online Marking is responsible for management, administration and maintenance of online marking operations for internal and external clients. This includes overseeing the ICT component of scanning operations, including in-house scanning and outsourcing to third-party suppliers.

Project Management Office

Assistant Director: Ken Emeleus

The Project Management Office (PMO) provides coordinated management of major projects across the Board's Office. This is done by creating and maintaining standards, monitoring compliance and providing project management support. The PMO is also responsible for the continual evaluation and improvement of all project management governance-related policies and processes.

The PMO also provides a reporting and consultative role to the Board's senior executive in the identification and planning of the review of the Board's programs.

Quality, Processing and Research Branch

Manager: Dr Kelvin Gregory

Quality, Processing and Research Branch is responsible for the Office's measurement and assessment research functions. The branch conducts the analyses of the results for the

Board's Higher School Certificate programs and conducts research to support and enhance the Board's educational measurement activities.

The branch is also responsible for developing processes and procedures that ensure the accurate and reliable marking of the Board's examinations and the integrity of the standards-referenced reporting of student achievement in the Higher School Certificate and Literacy and Numeracy tests. It monitors the alignment of Higher School Certificate examination marks to standards through the Board's standards-setting and consultative committee programs. It also monitors the awarding of grades for the Record of School Achievement.

Quality, Processing and Research Branch is also responsible for the credentialling of student achievement in accordance with the Board's policies, including determining student eligibility for the Board's credentials and for particular courses. It ensures the accurate and timely processing of all student examination and assessment data to produce the Board's credentials, the accuracy of information in the Board's examination system database to support the results processing, and is responsible for the production and distribution of credentials.

The Branch monitors and supports the implementation of the Board's procedures for quality assurance of marking and for the alignment of Higher School Certificate examination marks to standards. It analyses enrolment and performance data to inform the Board's curriculum and credentialling offerings, as well as produces statistical reports from student entry and result data for the Board, the Minister and external clients and bodies. It reports on performance of students in the Board's examinations to internal and external audiences, which includes identifying outstanding student performance in the Board's merit lists and for approved external clients, providing information to schools on the performance of their students and providing information to students on their examination performance.

Registration and Accreditation Branch

Assistant Director: Anne Keenan

Registration and Accreditation Branch is responsible for the administration of the non-government school registration and accreditation program and the monitoring of registration systems with regard to the compliance of their member schools. The branch is also responsible for the administration of the program for approving NSW school providers of courses for overseas students.

Functions performed by the branch include processing applications for registration of non-government schools, processing applications for approval of school providers, managing the curriculum and documentation review process, coordinating and managing inspection visits, processing inspection reports for the Registration Committee, monitoring and assessing school annual reports, coordinating the complaints handling process and liaising with systems and professional bodies.

Board Inspectors from the Curriculum and Assessment Directorate have a significant responsibility relating to the functions of the Registration and Accreditation Branch.

The branch is also responsible for processing and assessing applications for home schooling registrations. Authorised Persons are employed to review and make recommendations about applications.

Strategic Policy and Planning Branch

Manager: Andrew Goodyer

Strategic Policy and Planning Branch provides and coordinates strategic policy and planning advice to the Board and the Office relating to the Board's curriculum, examinations, assessment and reporting, and registration and accreditation programs.

The Branch manages and coordinates research and policy advice on strategic issues in operational and external relations policy domains, including cross-sectoral and other external stakeholder liaison and emerging policy issues of strategic importance in the wider educational and public policy landscape.

The Branch arranges briefings and advisory materials in these policy domains for the Minister for Education, the Board, central agencies and senior officers and manages the Office's correspondence program. It also coordinates the provision of administrative support for the Board of Studies and its standing committees, the Senior Executive and the Board President.

The Branch coordinates the development of strategic plans for the Board and the Office, including the Office's operational plan, monitors the implementation of corporate priorities in the operational plan and produces the Annual Report.

The Branch also supplies expert support and input into other Board programs and services, as well as manages applications for data and assistance from university and other external researchers.

Student Support Services Branch

Manager: Kevin Ford

Student Support Services Branch manages a variety of programs relating to students and the Board's Record of School Achievement and Higher School Certificate programs. These include the disability provisions program, appeals relating to illness or misadventure affecting student performance in the examinations, posthumous credentials, investigation of non-certification of examination projects, possible breaches of examination rules, examination malpractice, and the requirement for students to make a serious attempt at their examinations.

Additionally, the branch conducts students' appeals of school decisions such as those regarding eligibility for certain courses, non-completion of course requirements, assessment rankings and grades awarded.

The branch also provides advice to students through telephone and online information services, as well as to the Minister for Education, the Board and its committees, schools and the public on issues relating to disability provisions, appeals and examinations.

Overseas travel

Mr Tom Alegounarias
Suva, Fiji, August 2012

Attended the meeting of the Secretariat of the Pacific Board for Educational Assessment (SPBEA) and addressed the preceding SPBEA Regional Conference

Mr Paul Hewitt
Ms Marina Laing
London, UK, 4–11 February 2013

Meeting with TSL Education Limited (TSL)

Dr Andrew Kyngdon
Suva, Fiji, 18–22 March 2013

Attendance at meeting organised by the Secretariat of the Pacific Board for Educational Assessment (SPBEA) for South Pacific Islands to discuss regional Literacy and Numeracy test data

Mr Kevin Ford
Mr Neal Crocker
Ms Tracey McIntosh
New Zealand, 24–27 March 2013

Meeting of the Australian Curriculum, Assessment and Reporting Authority (ACARA) Special Provisions Workshop Group hosted by the New Zealand Qualifications Authority

Dr Andrew Kyngdon
San Francisco, USA, 26–30 April 2013

National Council on Measurement in Education (NCME) Annual Meeting
Presented a paper on assessment

Ms Marina Laing
London, UK, 26 June – 12 July 2013

Meeting with TSL Education Limited

Higher School Certificate markers

Ms Pauline Cain
(Senior Marker, Drama)

Ms Julia Homfray
(Senior Marker, Drama)
Singapore, 5–7 September 2012

Mr Bradley Merrick
(Senior Marker, Music)

Ms Karen Pennings
(Senior Marker, Music)
Singapore, 17–19 September 2012

Ms Colleen Fry
(Senior Marker, Visual Arts)

Ms Brigiat Maltese
(Senior Marker, Visual Arts)
Singapore, 22–25 October 2012

Ms Catherine Sip
(Assistant Supervisor of Marking, Design and Technology)

Mr Stephen Davies
(Senior Marker, Design and Technology)
Singapore, 10–12 September 2012

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

Ms Catherine Sip
(Assistant Supervisor of Marking, Design and Technology)

Mr Stephen Davies
(Senior Marker, Design and Technology)
Hong Kong, 12–14 September 2012

Ms Nancy Morvillo
(Supervisor of Marking, Music)

Mr Owen Nelson
(Senior Marker, Music)
Hong Kong, 19–21 September 2012

The markers listed above attended the Australian International School, Hong Kong to mark Higher School Certificate Drama and Design and Technology major projects as well as Music performances. The school met the cost of these visits.

Mr David Smith
(Senior Marker, Industrial Technology)
Norfolk Island, 17–20 August 2012

The above marker attended Norfolk Island Central School to mark Higher School Certificate Industrial Technology major projects. The school met the cost of this visit.

Representation on external committees

(as at 30 June 2013)

Mr T Alegounarias
(President, Board of Studies)

Australian Curriculum, Assessment and Reporting Authority (ACARA) Board

Dean's Advisory Board, Faculty of Education and Social Work, The University of Sydney

Faculty of Arts and Social Sciences Advisory Committee, University of Technology, Sydney

Legal Information Access Centre (LIAC) Advisory Board of the State Library of New South Wales

Non-government Schools Advisory Council (NGSAC)

NSW Schools Advisory Council (SAC)

Pacific Board for Educational Assessment (PBEA)

Teacher Education Advisory Board (TEAB) of The University of Sydney

Ms C Taylor
(Chief Executive, Office of the Board of Studies)

Australasian Committee of Chief Executive Officers of Curriculum, Assessment and Certification Authorities (ACACA)

NSW Vice-Chancellors' Conference Technical Committee on Scaling

Quality Teaching Council – NSW Institute of Teachers

Mr P Hewitt
(Director, Curriculum and Assessment)

ACARA F–12 Curriculum Reference Group

Schools Consortium (Vocational Education and Training in Schools)

MANAGING OUR ORGANISATION

Mr H Kennedy

(Assistant Director, National Programs)

Australian Music Examinations Board NSW

ACARA Directors Curriculum Group

Mr I Balcomb

(Board Inspector, Vocational Education)

Australasian Curriculum, Assessment and Certification Authorities (ACACA) Sub-group on Vocational Education

TAFE NSW Accreditation Council

Schools Consortium (Vocational Education and Training in Schools)

State Advisory Committee on Work Placement Coordination

Department of Education and Communities – VET Consultative Forum

Mr S Browne

(Board Inspector – Personal Development, Health and Physical Education (PDHPE))

Premier's Physical Activity Scholarship

Cross-sectoral Working Party

Ms G Grant

(Board Inspector, Science)

Premier's Macquarie Capital Science School

STANSW School Animal Care and Ethics Committee

Australian Museum Eureka Prizes – Science Teaching Award Panel

Mr H Jacobs

(Board Inspector, Languages)

Collaborative Curriculum and Assessment Framework for Languages Reference Group

NSW Community Languages Schools Board

Ms J Lawless

(Board Inspector, Human Society and Its Environment (HSIE))

Premier's History Teachers' Scholarship Committee

National Archives of Australia Consultative Forum

Cross-sector HSIE Forum

Premier's Gallipoli Student Scholarship Committee

Community Learning Panel, State Library of New South Wales

Ms A Keenan

(Assistant Director, Registration and Accreditation)

Cross-sectoral Attendance Working Party

Tripartite Meeting

National Non-government School Program Managers Meeting

Mr A Goodyer

(Manager, Strategic Policy and Planning)

Chair, External Review Panel, TAFE NSW Tertiary Preparation Courses

National Senior Secondary Outcomes Working Group

Project Reference Group, State of Education in New South Wales Project

Management and governance of the Office of the Board of Studies

The Board's Strategic Plan

The Board of Studies Strategic Plan (2012–2016) has been developed in response to the NSW State Plan – *NSW 2021: A Plan to Make NSW Number One*. It sets broad strategic directions for the Board over the next four-year period and will play an essential role in guiding our focus and work towards the achievement of the NSW State Plan targets within an ever-changing context of significant global and national developments.

The Board's planning encompasses nine key priority areas (KPA):

- Educational leadership and support for government policy implementation
- Curriculum and assessment
- Examining and credentialling
- Regulation (including registration and accreditation of non-government schools)
- Supporting teacher quality in NSW
- Pathways and credentials
- Technological innovation in assessment and examinations
- Consultation and engagement
- Stakeholder services, ICT innovation and communication.

The Office's planning

The Office's planning provides the detailed framework for implementing the Board's nine KPAs together with an additional tenth KPA relating to the effective, efficient, economic and equitable management of the Office's functions, activities and staff.

The Office's Operational Plan (2012–2013) identifies the key strategic activities, milestones, accountabilities and targeted outcomes to be achieved over the period July 2012 to December 2013. The Office's Operational Plan is a key corporate governance tool that promotes a direct alignment between the priorities in the Board's Strategic Plan, the

ongoing strategic focus of the Office and the responsibilities and priorities of each officer. The plan also provides the basis for the Board's and Office's Annual Report to parliament as well as the individual performance agreements for Senior Executive Service officers, corporate development plans and the management plans for each branch and business unit of the Office.

Delivering the plan

The Chief Executive provides leadership and oversight of the implementation of the Office's Operational Plan through the following corporate governance committees and meetings:

- Audit and risk
- Finance
- Information and physical security
- Information management and technology
- Board matters
- Program planning and review
- eServices projects
- Examinations and credentials
- Curriculum and assessment
- Directors
- Senior executive
- Management.

Progress towards achieving the plan's key outcomes is actively monitored by the senior executive and is reviewed in detail at a dedicated Management meeting at the end of each month. The plan is a 'living document' that is continually updated to reflect any changing priorities and timelines as they arise from time to time.

Recruitment

During 2012–2013, the full-time equivalent (FTE) staffing of the Office of the Board of Studies was 245. Over the course of the year, the FTE of a further 509.7 casual staff were engaged principally to assist with the peak periods associated with the Higher School Certificate programs.

MANAGING OUR ORGANISATION

Board of Studies – FTE Staffing 2010–2013

| | 2013 | | | 2012 | | | 2011 | | | 2010 | | |
|---|-------------|------------|------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|
| | CES/ SES | Other | Total | CES/ SES | Other | Total | CES/ SES | Other | Total | CES/ SES | Other | Total |
| Senior Executive | 3 | | 3 | 3 | | 3 | 3 | | 3 | 3 | | 3 |
| Strategic Policy and Planning | | 17 | 17 | | 19 | 19 | | 15 | 15 | | 15 | 15 |
| Communications and Publishing | | 33.4 | 33.4 | | 37.4 | 37.4 | | 30.2 | 30.5 | | 30.2 | 30.2 |
| Quality, Processing and Reporting | | 14 | 14 | | 14 | 14 | | 14 | 14 | | 13 | 13 |
| Examining and Testing | | 14 | 14 | | 14 | 14 | | 13 | 13 | | 13 | 13 |
| Student Support Services | | 6.6 | 6.6 | | 7.6 | 7.6 | | 7.6 | 7.6 | | 7.6 | 7.6 |
| Examination Operations | | 31 | 31 | | 29 | 29 | | 28.5 | 28.5 | | 29.5 | 29.5 |
| NAPLAN | | 6 | 6 | | | | | | | | | |
| Curriculum | | 36 | 36 | | 34.6 | 34.6 | | 25.2 | 25.2 | | 32.7 | 32.7 |
| National Programs | | 4 | 4 | | 10 | 10 | | 13 | 13 | | 5 | 5 |
| Australian Music Examinations Board | | 10 | 10 | | 10 | 10 | | 10 | 10 | | 10 | 10 |
| Finance and Administration | | 21 | 21 | | 21 | 21 | | 22 | 22 | | 22 | 22 |
| Registration and Accreditation | | 14 | 14 | | 14 | 14 | | 9.4 | 9.4 | | 9.7 | 9.7 |
| Information Technology and Services | | 27 | 27 | | 25 | 25 | | 21.2 | 21.2 | | 21 | 21 |
| Project Management Office | | 3 | 3 | | | | | | | | | |
| Aboriginal Education Consultative Group Inc | | 5 | 5 | | 5 | 5 | | 5 | 5 | | 5 | 5 |
| Total | 3 | 242 | 245 | 3 | 240.6 | 243.6 | 3 | 214.1 | 217.4 | 3 | 213.7 | 216.7 |

Equal Employment Opportunity

Equal Employment Opportunity statistics

| A: Trends in the representation of EEO groups | | Percentage of total staff | | |
|---|--------------------------|---------------------------|-----------|-----------|
| EEO group | Benchmark or target % | 2011 % | 2012 % | 2013 % |
| Women | 50 | 65.9 | 69.6 | 65.1 |
| Aboriginal and Torres Strait Islander people | 2.6 | 2.2 | 3.3 | 2.1 |
| People whose first language spoken as a child was not English | 19 | 22.3 | 22 | 21.4 |
| People with a disability | n/a | 2.3 | 1.3 | 1.7 |
| People with a disability requiring work-related adjustment | 1.5 | 0.9 | 0.9 | 1.3 |

| B: Trends in the distribution of EEO groups | | Distribution of index | | |
|---|---------------------|-----------------------|------|------|
| EEO group | Benchmark or target | 2011 | 2012 | 2013 |
| Women | 100 | 89 | 90 | 89 |
| Aboriginal and Torres Strait Islander people | 100 | n/a | n/a | n/a |
| People whose first language spoken as a child was not English | 100 | 89 | 91 | 96 |
| People with a disability | 100 | n/a | n/a | n/a |
| People with a disability requiring work-related adjustment | 100 | n/a | n/a | n/a |

Notes

1. A Distribution Index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.
2. The Distribution Index is not calculated where EEO group or non-EEO group numbers are less than 20.

MANAGING OUR ORGANISATION

Workplace Health and Safety performance

The Office complies with the consultative requirements of the *Work Health and Safety Act 2011*. The Office's Health and Safety Committee acts as the cornerstone of these consultative requirements.

| Injuries | | | |
|-----------------|---|--------------|---|
| Permanent staff | | Casual staff | |
| Fall | 2 | Fall | 3 |
| Lifting | 0 | Lifting | 0 |
| Strain | 2 | Strain | 1 |
| Other | 1 | Other | 3 |

Public interest disclosures

Details of public interest disclosures received for the period 1 July 2012 to 30 June 2013.

Number of public officials who have made a public interest disclosure to the Office: 0

Number of public interest disclosures received by the Office by category:

| | |
|--|---|
| Corrupt conduct | 0 |
| Maladministration | 0 |
| Serious and substantial waste of public money | 0 |
| Government information contraventions | 0 |

Number of public interest disclosures finalised by the Office: 0

The Office has established public interest disclosures policy and procedures that are available to all staff on its intranet site. The Chief Executive has ensured that all staff are aware of the policy and procedures by undertaking internal briefings, training new staff, email messages and circulars.

Audit and risk management

The Office's approach to audit and risk management complies with the requirements of Treasury Circular TC 09/08 Internal Audit and Risk Management Policy.

During the reporting period, the Office's Audit and Risk Committee comprised Mr Brian Suttor (Independent Chair), Dr Gul Izmir (Independent Member) and Mr Paul Hewitt (Executive Member).

The Audit and Risk Committee met five times during the reporting period. Matters for consideration included the Office's risk register, risk management review, Finance Committee minutes, 2011–12 unaudited and audited financial statements, the associated management representation letter and response, and audit and risk committee responsibilities. The internal audit reports reviewed by the Committee during the reporting period included those relating to Workplace Health and Safety, Syllabus Development and National Curriculum, Review of Corporate Governance, Accounts Payable Data Mining and Home Schooling Review.

Payment of accounts

Payment performance indicators

The Office's accounts payable procedures are carried out in accordance with the government's payment of accounts policy as required by the Treasurer's Directions and the *Public Finance and Audit Regulation 2010*.

Aged analysis at the end of each quarter

| Quarter | Current (ie within due date) \$ '000 | Less than 30 days overdue \$ '000 | Between 30 and 60 days overdue \$ '000 | Between 60 and 90 days overdue \$ '000 | More than 90 days overdue \$ '000 |
|---------|---|--|---|---|---|
|---------|---|--|---|---|---|

All suppliers

| | | | | | |
|-----------|--------|-----|-----|----|-----|
| September | 12 694 | 727 | 77 | 20 | 22 |
| December | 20 335 | 718 | 108 | 12 | 34 |
| March | 15 188 | 632 | 234 | 8 | 21 |
| June | 13 650 | 508 | 37 | 58 | 175 |

Small business suppliers

| | | | | | |
|-----------|-----|--|--|--|--|
| September | 516 | | | | |
| December | 396 | | | | |
| March | 496 | | | | |
| June | 431 | | | | |

MANAGING OUR ORGANISATION

Accounts due or paid within each quarter

| Measure | Sep 2012 | Dec 2012 | Mar 2013 | Jun 2013 |
|---|--------------|--------------|--------------|--------------|
| All suppliers | | | | |
| Number of accounts due for payment | 2152 | 2907 | 1846 | 1624 |
| Number of accounts paid on time | 1880 | 2638 | 1693 | 1458 |
| Actual percentage of accounts paid on time (based on number of accounts) | 87.4% | 91.0% | 92.0% | 90.0% |
| Dollar amount of accounts due for payment | \$13 539 808 | \$21 208 024 | \$16 083 304 | \$14 428 154 |
| Dollar amount of accounts paid on time | \$12 694 346 | \$20 335 304 | \$15 188 441 | \$13 650 645 |
| Actual percentage of accounts paid on time (based on \$) | 93.8% | 95.9% | 94.4% | 94.61% |
| Number of payments for interest on overdue accounts | 0 | 0 | 0 | 0 |
| Interest paid on overdue accounts | 0 | 0 | 0 | 0 |
| Small business suppliers* | | | | |
| Number of accounts due for payment to small business | 105 | 87 | 60 | 67 |
| Number of accounts due to small business paid on time | 105 | 87 | 60 | 67 |
| Actual percentage of small business accounts paid on time (based on number of accounts) | 100% | 100% | 100% | 100% |
| Dollar amount of accounts due for payment to small business | \$516 359 | \$396 124 | \$496 114 | \$431 110 |
| Dollar amount of accounts due to small business paid on time | \$516 359 | \$396 124 | \$496 114 | \$431 110 |
| Actual percentage of small business accounts paid on time (based on \$) | 100% | 100% | 100% | 100% |
| Number of payments to small business for interest on overdue accounts | 0 | 0 | 0 | 0 |
| Interest paid to small business on overdue accounts | 0 | 0 | 0 | 0 |

* The identification of small business suppliers is an ongoing process. Suppliers have been advised of the new policy via purchase orders and selected identification from vendor and payment records.

The Office has implemented an accounts payable email address for the electronic lodgement of invoices by suppliers to assist in improving the payment process.

The main causes of accounts not being paid on time can be explained by the following:

- the period required to certify performance of service prior to payment extended beyond the due date for payment
- invoices lost in the mail
- invoices in dispute with the supplier.

No interest for late payment of accounts has been paid to suppliers.

Exceptional movements in employee wages, salaries or allowances

Administrative and clerical staff employed under the Crown Employees (Public Sector – Salaries 2008) Award received a salary increase of 2.5% effective from 6 July 2012.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a salary increase of 2.5 percent effective from 4 January 2013.

Personnel policies and practices

Board officers are employed under the *Public Sector Employment and Management Act 2002*.

The Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries 2008) Award determines the salaries and conditions of employment of these staff.

Industrial relations policies and practices

Industrial relations policies and practices at the Office of the Board accord with the direction and guidance provided by the Industrial Relations Branch, NSW Department of Finance and Services, the Public Service Commission, the Department of Premier and Cabinet, 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 2013 for the Office was:

- Extended leave \$8 413 000
- Recreation leave \$2 693 947.

Contracting and market testing

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

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

- continued implementation of an information and communication technology infrastructure plan adopting current government policy for acquisition of these assets
- continued market testing of suppliers for the procurement of a wide range of information computer technology and equipment advice
- procurement of various goods and services
- continued management and expansion of printing contracts for the provision of publishing services to the Board
- procurement of corporate training requirements.

Consultancies

Consultancies equal to or more than \$50 000

There were no consultancies equal to or more than \$50 000.

Consultancies less than \$50 000

There were no consultancies less than \$50 000.

Major works in progress

The Office had major works in progress related to the asset acquisition program:

- Information Communication Technology Replacement Program. Expenditure in 2013 was \$1 558 000. Total cost to completion in 2014 is \$2 724 000.
- Examination System Applications Development. Expenditure in 2013 was \$324 000. Estimated total cost to 2014 is \$1 951 000.
- Examination System Upgrade Program. Expenditure in 2013 was \$547 000. Estimated total cost to completion in 2014 is \$5 036 000.
- Office Accommodation Fitout. Expenditure in 2013 was \$688 000. Total cost to completion was \$1 488 000.

Code of Conduct and Ethics

The Board of Studies is committed to ethical conduct. The commitment is reflected in its Code of Conduct and Ethics that sets the standards of behaviour expected of employees and provides guidance to 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 staff as part of the induction process. A revised Code of Conduct and Ethics was implemented in July 2011.

Commitment to service

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

The Minister for Education

The Minister for Education 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 committees

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

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 TAFE NSW and universities can expect curriculums 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 of Studies 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 three full-time liaison officers in metropolitan Sydney and six across regional New South Wales to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on Board policies and decisions
- researching community opinion on particular initiatives and policies
- responding to correspondence within two weeks
- responding to all requests for publications within five working days
- ensuring that all publications for the general public are in plain English and that they are appropriate for their intended audience
- providing a range of relevant publications in community languages

- providing accurate and timely responses to public and media inquiries
- providing a comprehensive range of value-for-money commercial services and products.

Complaints management

Central to the Office's management of complaints is its policy of devolving accountability for its resolution to line managers and staff at the point of delivery of services. As a result, the Office is able to directly remedy or resolve problems at the source as they arise. The Office's service standards act as a reference point for both customers and staff in this process.

Most direct involvement with the public occurs in relation to matters of a personal nature, such as the disability provisions for examinations, the illness/misadventure appeals program and the home schooling program, and in responding to correspondence, including email. Complaints arising from these are addressed in accordance with service standards or via structured appeals mechanisms.

Further information is available using the 'Contact Us' link on the Board's website.

Waste reduction and recycling

The Environment Protection Authority (EPA) approved the Office of the Board of Studies Waste Reduction and Purchasing Policy (WRAPP) Plan in June 1999. The Office has included WRAPP principles in its corporate plans and operational policies and practices.

The Office has been fully committed to recycling its paper and cardboard waste since 1993. Recycling is part of the 'Waste Reduction Hierarchy' and is one of the waste minimisation strategies included in the Office's WRAPP Plan. The Office has continued its commitment to recycling its paper and cardboard waste during the reporting period, during which time the total volume of recycled waste, including recycled paper and cardboard, for the Board's Clarence Street premises was 322 cubic metres.

Improving waste avoidance and recycling systems across the Office

Waste avoidance

The Office has made significant progress in its efforts to avoid paper waste by developing and enhancing its online services. The areas in which the Office was successful in applying technology to completely replace usage of paper are Students Lists as well as Entry and Confirmation of Entry for Higher School Certificate students.

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

- use of intranet and email systems to reduce the Office's overall in-house use of paper, with electronic publishing of internal newsletters using the Office's email system
- moves that increased the percentage of external publications available in electronic online formats, replacing hard copies
- use of electronic records in the TRIM records management system
- electronic registration and accreditation of non-government schools.

Recycling

Waste separation to reduce waste going into landfill

In October 2006, the owners of the head office premises, in partnership with the Office, altered the system of refuse collection in the head office premises to focus on recycling over waste going to landfill. This initiative has proved very successful, with the amount of waste being recycled averaging 83.69 percent of total waste produced daily, reaching a peak of 84.03 percent in July 2010.

Toner cartridges

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

PC monitors and equipment

The Office continues to recycle the majority of written-off electronic equipment via auction. This policy will continue in the future.

Increasing the range and quantity of recycled content materials being purchased

The Office has been purchasing a wide range of recycled paper products for several years, predominantly green recycled paper, a product made with wastes produced in Australia. This office paper is certified carbon neutral under the National Carbon Offset Scheme.

Government Energy Management Program

The Office is committed to achieving and sustaining reduced greenhouse gas emissions and energy cost savings through improved energy management, greater use of 'green' energy technologies and more efficient energy-related purchasing.

This commitment is demonstrated by the consistent purchase of energy, which includes 6 percent green power from an accredited energy supplier, and a reduction in cost as well as consumption over the 1995 base year by an average 35 percent of cost and 63 percent of consumption.

The Office has achieved a 4.5 star NABERS (National Australian Built Environment Rating System) energy efficiency rating for its head office in Clarence Street Sydney, before green power considerations.



MANAGING OUR ORGANISATION

SECTION 4

APPENDIXES



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OnSTAGE HSC 2012,
Vinay Matta, The Scots College

Appendix 1 – NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc)

Background

The NSW AECG Inc is an Aboriginal community controlled, independent, not-for-profit Advocacy Group. The NSW AECG Inc promotes respect, empowerment and self-determination, and believes the process of collaborative consultation is integral to equal partnerships and fundamental to the achievement of equality. Furthermore, the NSW AECG Inc advocates cultural affirmation, integrity and the pursuit of equality, ensuring that the unique and diverse identity of Aboriginal employees, students, families and community is recognised and valued.

Governance of the NSW AECG Inc

The Governance of the NSW AECG Inc comprises an Association Management Committee (AMC), a State Committee,

19 regional AECGs and over 120 local AECGs. Office Bearer positions (President, Vice-President, Secretary and Treasurer) are elected by full members for a 3-year term. This also applies to the local and regional AECGs.



The Association Management Committee (AMC) is elected by members in attendance at the NSW AECG Inc Annual General Meeting (AGM). The 19 regional representatives and AMC members form the NSW AECG Inc State Committee. The elected arm of the NSW AECG Inc is supported by a small Secretariat who

provide administrative and management support to the AMC, State Committee, and regional and local AECGs. In 2012–13, the Secretariat was maintained with 16 staff members, 11 based at the Stanmore office and 5 in satellite locations across New South Wales.

NSW AECG Inc and the Board of Studies

In 2012–13, the NSW AECG Inc continued its membership of the Board of Studies ensuring Aboriginal people are represented in all aspects of the Board's planning, policy and strategy. The NSW AECG Inc provides advice to the Board on all matters relevant to inclusive curriculum and the implementation of Aboriginal perspectives in syllabuses, curriculum and teaching.

The NSW AECG Inc looks forward to continued collaboration with the Board of Studies to improve outcomes for all Aboriginal students and to ensure that all students learn about Aboriginal Australia in the context of understanding the true and shared history.

Key programs and initiatives

Connecting to Country

The Connecting to Country program is an intensive professional development program for principals and teachers consisting of a 3-day cultural immersion program facilitated by local and/or regional AECGs and a follow-up 2-day workshop delivered by the NSW Department of Education and Communities. In 2012–13, over 100 government and independent schools participated in the program.

Aboriginal languages

Centre for Aboriginal Languages Coordination and Development (CALCD)

The NSW AECG Inc continues to support the revitalisation, reclamation and maintenance of Aboriginal languages in New South Wales through the establishment of the Centre for Aboriginal Languages Coordination and Development (CALCD). In 2012–13, regional Aboriginal Community Language forums were held to provide critical information as well as the opportunity for participants to provide valuable input and feedback. Regional forums were held in Nambucca, Gunnedah, Mollymook, Condobolin, Broken Hill, Newcastle and Liverpool.

Aboriginal Language Nests

The NSW AECG Inc continues to work closely with the Office of Communities Aboriginal Affairs on the creation of Aboriginal Language Nests – an outcome of the NSW Government Ministerial Taskforce on Aboriginal Affairs.

Language programs in schools

In 2012–13, the NSW AECG Inc has been responsible for the distribution of language funds to schools that currently deliver an Aboriginal Language program.

Connected Communities

The Connected Communities program positions a school as a community hub, with a key focus on delivering quality education while reinforcing Aboriginal cultural identity through language nests and cultural streams. The relevant local AECG will chair a reference group that will provide strategic and community advice in partnership with the leadership of the school.

Parent and Community Engagement (PaCE)

The NSW AECG Inc coordinates the PaCE program that places an emphasis on parent and community involvement in regard to the Connected Communities program, in collaboration with the NSW Department of Education and Communities as well as the Aboriginal communities of Boggabilla, Moree, Toomelah and Wilcannia. The program aims to build on community capacity to influence what the people would like in their communities, such as languages and strengthening their local AECG. In 2012–13, the PaCE program supported numerous participants from across New South Wales in undertaking a TAFE accredited Certificate III in Employment, Education and Training course.

Contact details

NSW Aboriginal Education Consultative Group
Incorporated Secretariat

37 Cavendish Street, Stanmore NSW 2048

Telephone: (02) 9550 5666

Fax: (02) 9550 3361

Email: info@aecg.nsw.edu.au

Website: www.aecg.nsw.edu.au

Appendix 2 – Standing committees of the Board of Studies

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 Higher School Certificate programs
- special cases arising from 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 New South Wales 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 Kindergarten to Year 12 continuity.

Membership of this committee:

Board members

Mr T Alegounarias

Ms D Butland

Mr P Cooke

Professor S Dockett

Mr J Mularczyk

Non-Board members

Mr G Brown, Headmaster, representing the Association of Independent Schools of NSW, the Headmasters' Conference and the Association of Heads of Independent Girls' Schools

Mr S Collins, Primary school teacher, representing the Aboriginal Education Consultative Group Inc

Ms D Costello, Primary school teacher, representing the Independent Education Union NSW/ACT

Ms K Turnbull, representing the Early Childhood Education Council of NSW Inc

Mr A Fraser, Head, Professional Learning and Development, Human Resources Team, representing the Catholic Education Commission NSW

Mrs L Kumulia, representing the NSW Parents' Council

Ms M McKay, Principal, representing Special Education

Dr J McLeod, Senior Lecturer and Convenor, Primary Teacher Education, University of Newcastle, representing the New South Wales Vice-Chancellors' Committee

Mrs C Zurowski, Council of Catholic School Parents NSW/ACT

Dr D Cullen, representing NSW Department of Education and Communities

Registration and Accreditation Committee

This committee monitors non-government schools' compliance with the requirements for registration and accreditation, as specified in the Act. On delegation from the Board, the committee considers and decides applications made by non-government schools to present courses of study leading to the award of the Record of School Achievement and the Higher School Certificate.

Membership of this committee:

Board members

Mr T Alegounarias

Ms D Butland

Mr D Fitzgerald

Non-Board members

Mr J Healey, NSW Institute of Teachers

Ms K Campbell, Catholic Education Commission NSW

Mr M Graham, General Manager, External Relations Policy, NSW Department of Education and Communities

Dr G Newcombe, Executive Director, Association of Independent Schools of NSW

Mr J Quessy, Assistant Secretary, Independent Education Union NSW/ACT

Mrs N Taylor (from November 2010), Principal, representing NSW State Council of Christian Parent Controlled Schools Ltd

Higher School Certificate Consultative Committee

The role of this committee is to approve the final performance band cut-off marks for each course.

Membership of this committee for the 2012 Higher School Certificate:

Non-Board members

Dr J Bennett

Professor G Cooney

Emeritus Professor M Cooper

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

Dr P Southwell-Keely

Dr D Tacon

Professor J Tognolini (Pearson Research and Assessment)

Professor N Weber (School of Mathematics and Statistics, University of Sydney)

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

Dr R Yager (Department of Mathematics, Macquarie University)

Technical Advisory Group

This is a small group of experts in statistics and educational measurement who meet when needed to advise the Board on statistical and measurement issues associated with Higher School Certificate assessment procedures.

Non-Board members

Professor G Cooney

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

Examination Rules Committee

This committee considers all allegations of malpractice and breaches of examination rules relating to Higher School Certificate examinations. The committee determines penalties under delegation from the Board. In 2012, the committee considered 15 cases.

The committee also makes determinations and applies penalties for examination projects that are unable to be certified by the principal, or for non-serious attempts at an examination.

In 2012, 26 students received reduced or zero marks for submitting a project that was late or contained unoriginal content. A further 241 students had one or more courses cancelled for not making a serious attempt at the examination.

Membership of this committee for the 2012 Higher School Certificate examinations:

Board members

Mr L Grumley

Mr G Johnson

Dr A Schulz

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 NSW Department of Education and Communities, the Association of Independent Schools of NSW, the Catholic Education Commission NSW, the Australian Association of Special Education, the New South Wales Teachers Federation and the Independent Education Union NSW/ACT.

Aboriginal Education Advisory Committee

This committee advises the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the Aboriginal Education Consultative Group Inc, Ms Cindy Berwick (who is also a member of the Board of Studies NSW), and consists of representatives from the NSW Office of Communities Aboriginal Affairs, the NSW Aboriginal Education Consultative Group Inc, the NSW Department of Education and Communities, the Australian Government Department of Education, Employment and Workplace Relations, the Catholic Education Commission NSW, the Independent Education

Union NSW/ACT, the New South Wales Teachers Federation and the Higher Education Network Aboriginal Corporation (Australia). It also has representation from the New South Wales Teachers Federation's Aboriginal Teachers' Membership Committee (one secondary teacher and one primary teacher).

Board Curriculum Committees

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

Memberships comprise the following:

1–2 members of the Board of Studies

2 tertiary sector nominees, nominated by the Committee of Chairs of Academic Boards

3 NSW Department of Education and Communities nominees (2 with school backgrounds and 1 with a TAFE background for Years 7–12 projects)

2 New South Wales Teachers Federation nominees

1 Independent Education Union NSW/ACT nominee

1 NSW Aboriginal Education Consultative Group Inc nominee

1 Catholic Education Commission NSW nominee

1 Federation of Parents and Citizens Associations of NSW nominee

1 Association of Independent Schools of NSW nominee

1 representative with a background in Special Education

1 Professional Teachers' Council NSW nominee

1 NSW Parents' Council/Council of Catholic School Parents nominee

1 NSW Primary Principals' Association Inc nominee (for K–6 syllabus projects).

Additional Board Curriculum Committee Membership for K–10 Australian Curriculum

Membership of each K–10 Board Curriculum Committee for the development of the Australian curriculum in NSW is as follows:

- 1 member of the Board of Studies NSW or its nominee (Chair)
- 1 Tertiary Sector nominee, nominated by the Committee of Academic Boards
- 2 NSW Department of Education and Training nominees
- 1 NSW Department of Education and Training nominee with TAFE background
- 2 Association of Independent Schools of NSW nominees (one school based nominee and one non-school based nominee)
- 1 Catholic Education Commission NSW nominee
- 2 New South Wales Teachers Federation nominees (one K–6 nominee and one Years 7–10 nominee)
- 1 Independent Education Union NSW/ACT nominee
- 1 NSW Aboriginal Education Consultative Group Inc nominee
- 1 Federation of Parents and Citizens Associations of NSW nominee
- 1 representative with a background in Special Education
- 1 representative with a background in primary education nominated by the Board's Primary Curriculum committee
- 1 Early Childhood Australia NSW nominee
- 2 nominees from the learning area professional association, one nominee for K–6 and one nominee for Years 7–10 nominated by the Professional Teachers Council
- 1 NSW Parents' Council nominee

- 1 Council of Catholic Schools Parents nominee
- 1 Primary Principals' Association NSW nominee
- 1 Secondary Principal nominated by the Board.

Other(s) deemed necessary by the Board: Executive Officer(s) – Board Inspector, Project Manager and member of National Projects Unit.

Board of Studies VET Advisory Committee

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

1–2 members of the Board of Studies

Director of Curriculum and Assessment (Board of Studies) or nominee

2 NSW Department of Education and Communities nominees (1 with a school background, 1 with a TAFE background)

1 Catholic Education Commission NSW nominee

1 Association of Independent Schools of NSW nominee

1 tertiary sector nominee (nominated by the Committee of Chairs of Academic Boards)

1 NSW Aboriginal Education Consultative Group Inc (AECG) nominee

1 Industry Training Advisory Board (ITAB) nominee

1 Unions NSW nominee

1 employer representative

3 practising teachers (2 representing the New South Wales Teachers Federation (1 TAFE and 1 school), and 1 representing the Independent Education Union)

1 representative from the Federation of Parents and Citizens Association of NSW

1 Association of Heads of Independent Schools of Australia (AHISA) nominee

1 Association of Catholic School Principals NSW nominee

1 NSW Secondary Principals' Council nominee

1 NSW Parents' Council nominee.

Industry Curriculum Committees

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

The membership of each committee is as follows:

2 industry nominees:

- 1 ITAB representative
- 1 employer representative

4 NSW Department of Education and Communities nominees:

- 1 TAFE NSW – Training and Education Support portfolio
- 2 Office of Schools from the Senior Pathways Unit, including VET Teacher Training
- 1 State Training Services – Apprenticeships and Traineeships

1 Catholic Education Commission NSW nominee

1 Association of Independent Schools of NSW nominee

1 private provider, if appropriate to the industry

1 university representative from a related industry area

3 practising teachers:

- 1 TAFE NSW representing the New South Wales Teachers Federation
- 1 school representing the New South Wales Teachers Federation
- 1 representing the Independent Education Union NSW/ACT

Other(s) deemed necessary by the Board.

Higher School Certificate Examination Committees

These committees develop the examination papers and marking guidelines for the Higher School Certificate. Examination committees usually comprise four people and, where possible, the committee is made up equally of practising teachers and representatives of tertiary institutions. Committee members are recruited through an expression of interest process and are selected by panels.

For the 2012 examinations, there were 84 Higher School Certificate examination committees.

Board Appeals Committee

Section 97 of the *Education Act 1990* provides that a person affected by a decision of the Board may request the Board to reconsider the decision. Under section 103 of the Act, the Board appoints a committee to investigate and determine any such requests for reconsideration. Committee members are school principals Brother Paul Conn, Dr Julie Greenhalgh and Ms Jenni Wilkins.

For the 2012 Higher School Certificate, three appeals were referred to the committee.

Appendix 3 – Board meetings and attendance of members of the Board of Studies

| MEMBER | 2012 | | | | 2013 | | | |
|--|------|------|-------|-------|------|------|------|------|
| | 7/8 | 18/9 | 30/10 | 04/12 | 26/2 | 09/4 | 21/5 | 25/6 |
| Mr Tom Alegounarias | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ms Cindy Berwick | ✓ | ap | ✓ | ✓ | ap | ap | ✓ | ap |
| Ms Dianne Butland | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A |
| Mr Barry Calvert | ap | ✓ | ap | ap | N/A | N/A | N/A | N/A |
| Ms Pam Christie | ✓ | ✓ | ap | ap | N/A | N/A | N/A | N/A |
| Mr Philip Cooke | ✓ | ✓ | ap | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dr Brian Croke | ✓ | ✓ | ✓ | ap | ✓ | ✓ | ** | ** |
| Ms Janet Davy | ✓ | ✓ | ✓ | ✓ | ap | ✓ | ✓ | ✓ |
| Professor Sue Dockett | ✓ | ** | ✓ | ✓ | ✓ | ap | ✓ | ** |
| Mr Denis Fitzgerald | ✓ | ap | ✓ | ✓ | ✓ | ✓ | obs | obs |
| Mr Larry Grumley | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr David Hope | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ap | ✓ |
| Mr Gary Johnson | ✓ | ** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ms Leslie Loble | ap | ap | ✓ | ap | ✓ | ✓ | ✓ | ap |
| Associate Professor Jacqueline Manuel | ✓ | ap | ✓ | ✓ | ✓ | ✓ | ap | ✓ |
| Dr Meredith Martin | ✓ | ✓ | ✓ | ap | ap | ✓ | ✓ | ✓ |
| Mr John Mularczyk | ✓ | ✓ | ✓ | ap | ✓ | ✓ | ✓ | ✓ |
| Ms Jenni Neary | ✓ | ** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Professor John Pegg | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr Greg Prior | ap | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Professor Jo-Anne Reid | ✓ | ✓ | ✓ | ap | ✓ | ✓ | ✓ | ✓ |
| Dr Angela Schulz | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ap |
| Dr Dan White | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ap |
| Dr Timothy Wright | ✓ | ap | ✓ | ap | ✓ | ✓ | ✓ | ap |

| MEMBER | 2012 | | | | 2013 | | | |
|---|------|------|-------|-------|------|------|------|------|
| | 7/8 | 18/9 | 30/10 | 04/12 | 26/2 | 09/4 | 21/5 | 25/6 |
| Ian Baker (on behalf of Brian Croke) | | | | | | | ✓ | ✓ |
| Carole Lawson (on behalf of Leslie Loble) | | | | ✓ | | | | |
| Sarah Newlands (on behalf of Leslie Loble) | ✓ | | | | | | | |
| Kathy Rankin (on behalf of Pam Christie) | | | ✓ | | | | | |

ap Apology

ab Absent

** Leave of absence

obs observer

Appendix 4 – Major assets

The following major assets were acquired:

| Property, plant and equipment | \$'000 |
|-------------------------------|-------------|
| IT network computer equipment | 1513 |
| Office furniture | 130 |
| Security system upgrade | 14 |
| Office fitout* | 563 |
| Total | 2220 |

* Includes Work In Progress of \$72 000

| Intangibles | \$'000 |
|---------------------------------|------------|
| Examination system applications | 324 |
| RoSA system applications | 573 |
| Total | 897 |

Appendix 5 – Statutory disclosure requirements

Funds granted to non-government community organisations

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

Legal change

The three pieces of legislation that most directly affect the work of the Board and the Office are the *Education Act 1990*, the *Public Sector Employment and Management Act 2002* and the *Vocational Education and Training (Commonwealth Powers) (Transitional) Regulation 2011*.

The *Vocational Education and Training (Commonwealth Powers) (Transitional) Regulation 2011* provided for the Board to regulate school providers of courses to overseas students. The term of the Regulation expired on 30 June 2013. The provisions of the Regulation were of a substantive rather than transitional nature. Accordingly, the *Education Act 1990* was amended to insert these same provisions within the principal legislation that contains the Board's other statutory functions, with effect on and from 1 July 2013.

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.

Land disposal

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

Subsidiaries, partnerships, joint ventures and other associations

The Office of the Board of Studies joint ventures with other organisations are listed in the Sponsorships section of this Report.

Investment management performance

The Office of the Board of Studies does not have an investment portfolio and is funded by recurrent and capital grants and user charges.

Liability and management performance

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

Executive remuneration

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

| | |
|------------------------------|--|
| Position title and SES level | President, Board of Studies SES Level 6 |
| Name of occupant | Mr Tom Alegounarias |
| Total remuneration package | \$328 650 |

| | |
|------------------------------|--|
| Position title and SES level | Chief Executive, Office of the Board of Studies SES Level 5 |
| Name of occupant | Ms Carol Taylor |
| Total remuneration package | \$266 260 |

Internal audit and risk management attestation for the 2012–2013 financial year for Office of the Board of Studies

I, Carol Taylor, Chief Executive am of the opinion that the Office of the Board of Studies has internal audit and risk management processes in operation that are, in all material respects, compliant with the core requirements set out in Treasury Circular NSW TC 09/08 Internal Audit and Risk Management Policy.

I, Carol Taylor, Chief Executive am of the opinion that the Audit and Risk Committee for the Office of the Board of Studies is constituted and operates in accordance with the independence and governance requirements of Treasury Circular NSW TC 09/08. The Chair and Members of the Audit and Risk Committee are:

- Independent Chair
Mr Brian Suttor (appointed 1 March 2010 to 28 February 2014)
- Independent Member
Dr Gul Izmir (appointed March 2010 to 28 February 2014)
- Non-independent Member 1
Mr Paul Hewitt.

These processes provide a level of assurance that enables the senior management of the Office of the Board of Studies to understand, manage and satisfactorily control risk exposures.

As required by the policy, I have submitted an Attestation Statement outlining compliance with the policy to Treasury on behalf of the Treasurer.

Carol Taylor
Chief Executive

Additional matters

There were no additional matters arising after 30 June 2013 and prior to the submission of the Annual Report that were expected to have a significant effect on the Board's operations or clientele.

Appendix 6 – Credit card compliance

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

Appendix 7 – Disability Action Plan

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

- development of additional course options in Years 7–10 and Stage 6 for students undertaking Life Skills outcomes and content
- review and update of support materials to assist teachers to implement courses based on Life Skills outcomes and content in schools
- review and update of advice in line with current disability legislation, in relation to meeting the needs of students with disabilities within the curriculum
- Board's standing committee on special education, which continues to provide advice on issues pertaining to students with special education needs
- representation of students with disability on the Board's student advisory group
- Office's Student Support Services continuing evaluation and response to the needs of students with a disability
- Board's assessment of the impact of the *Disability Discrimination Act 1992* (Cth) on its registration requirements and the inclusion of necessary amendments to school manuals.

The Office is also concerned to ensure that it complies with the NSW Department of Premier and Cabinet's circular C2012-08 *NSW Government Website Management*, which requires all NSW Government websites to comply with *Web Content Accessibility Guidelines* (WCAG 2.0) by 31 December 2014.

WCAG 2.0 compliance of the Board's website content will be achieved in a staged approach by prioritising areas according to the nature of material and its level of traffic.

The Office continues to refine and update its Disability Action Plan in line with changes to legislation and any revised policy guidelines issued by the NSW Department of Ageing, Disability and Home Care (ADHC).

Appendix 8 – Privacy Management Plan

The Office maintains a Privacy Management Plan in compliance with the requirements of the *Privacy and Personal Information Protection Act 1998* (the PPIP Act). The plan explains how the Office manages personal information in line with the PPIP Act and health information under the *Health Records and Information Privacy Act 2002* (HRIP Act).

The purpose of the plan is to:

- maintain a current listing of personal information collected by the Office
- identify the policies and strategies that the Office uses to ensure compliance with the PPIP Act

- provide a mechanism for periodic review of the Office's practices in relation to the handling, maintenance and security of personal and health information.

Information collected by the Office includes student data in relation to HSC, Year 11, and RoSA candidates. Personal data concerning employees of the Office is also collected.

The Privacy Management Plan was reviewed and updated during the reporting period.

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

Appendix 9 – Multicultural Policies and Services Plan

During the reporting period, the Board of Studies continued to implement its Multicultural Policies and Services Program in the following ways:

- An extensive range of Language courses has been maintained, with 17 K–10 Language courses offered and 63 Board Developed Courses in 34 languages available for students in Years 11 and 12.
- 63 Board Developed Courses in 34 languages were examined for the 2012 Higher School Certificate.
- In 2012, the recently developed Stage 6 Chinese, Indonesian, Japanese and Korean Heritage Language courses were examined for the first time in the Higher School Certificate.
- Included in the HSC suite of languages are 19 courses for small-candidature community languages that are offered through the national Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a program under the auspices of the Australasian Curriculum, Assessment and Certification Authorities (ACACA).
- The Board Inspector, Languages continues to be a member of the NSW Community Languages Schools Board.
- The Board's principles specifying that examination questions be accessible to all candidates and 'free of bias, stereotyping or tokenism' were used in the development of the 2012 HSC examinations.
- A number of 2012 HSC examination papers were provided with an additional review by an expert in literacy and English as a Second Language (ESL) to ensure that the papers were accessible to ESL students in appropriate subject areas.

- Throughout the reporting period, the Board continued a review of languages education in NSW schools. In light of national developments in this area, the Board is seeking to gauge the changing demand for languages education, the community's interest in sustainable languages education and possible approaches to assuring consistency of languages education opportunities from preschool to Year 12.

Ongoing strategies to promote the Board's commitment to ethnic affairs in New South Wales for 2012–2013 include:

- The review of examination papers from an ESL perspective, in addition to the standard checks to ensure papers are accessible to all students, will continue to be expanded as appropriate.
- Parent information on the Board's website is provided in community languages on the following:
 - *Parents' Guide to the NSW Primary Syllabuses*
 - using A–E grades to report student achievement
 - HSC assessments and submitted works
 - advice to parents.
- The Board's website *Making Multicultural Australia for the 21st Century* is one of Australia's leading sources of quality educational resources in multiculturalism. The Board developed the site in partnership with the Multicultural Programs Unit of the NSW Department of Education and Communities and the University of Technology, Sydney (UTS). In 2012, the Board continued to work in close collaboration with UTS in uploading new materials from across Australia to the site.

- The Board's website contains links to other websites that provide information for ethnic community groups:
 - The *HSC Online Parents' Information* website, developed by Charles Sturt University and the NSW Department of Education and Communities, provides advice to parents in community languages on how to support their HSC student during Year 12.
 - The *Racism, No Way* website is a national response to countering racism in Australian schools, managed by the Multicultural Programs Unit of the NSW Department of Education and Communities. It provides resources and practical strategies for use by school communities.

Appendix 10 – Government Information (Public Access)

Government Information (Public Access) statistics

These statistics are set out in accordance with the provision of the *Government Information (Public Access) Act 2009* (the Act).

TABLE A: NUMBER OF APPLICATIONS BY TYPE OF APPLICANT AND OUTCOME

| Type of applicant | Access granted in full | Access granted in part | Access refused in full | Information not held | Information already available | Refuse to deal with application | Refuse to confirm/deny whether information is held | Application withdrawn |
|---|------------------------|------------------------|------------------------|----------------------|-------------------------------|---------------------------------|--|-----------------------|
| Media | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Members of Parliament | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private sector business | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not-for-profit organisations or community groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Members of the public (application by legal representative) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Members of the public (other) | 2 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |
| Total | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |

TABLE B: NUMBER OF APPLICATIONS BY TYPE OF APPLICATION AND OUTCOME

| Type of application | Access granted in full | Access granted in part | Access refused in full | Information not held | Information already available | Refuse to deal with application | Refuse to confirm/deny whether information is held | Application withdrawn |
|--|------------------------|------------------------|------------------------|----------------------|-------------------------------|---------------------------------|--|-----------------------|
| Personal information applications | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Access applications (other than personal information applications) | 2 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |
| Access applications that are partly personal information applications and partly other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |

TABLE C: INVALID APPLICATIONS

| Reason for invalidity | No. of applications |
|---|---------------------|
| Application does not comply with formal requirements (section 41 of the Act) | 0 |
| Application is for excluded information of the agency (section 43 of the Act) | 0 |
| Application contravenes restraint order (section 110 of the Act) | 0 |
| Total number of invalid applications received | 1 |
| Invalid applications that subsequently became valid applications | 0 |

TABLE D: CONCLUSIVE PRESUMPTION OF OVERRIDING PUBLIC INTEREST AGAINST DISCLOSURE: MATTERS LISTED IN SCHEDULE 1 OF THE ACT

| | Number of times consideration used |
|---|------------------------------------|
| Overriding secrecy laws | 0 |
| Cabinet information | 0 |
| Executive Council information | 0 |
| Contempt | 0 |
| Legal professional privilege | 3 |
| Excluded information | 0 |
| Documents affecting law enforcement and public safety | 0 |
| Transport safety | 0 |
| Adoption | 0 |
| Care and protection of children | 0 |
| Ministerial code of conduct | 0 |
| Aboriginal and environmental heritage | 0 |
| Total | 3 |

TABLE E: OTHER PUBLIC INTEREST CONSIDERATIONS AGAINST DISCLOSURE: MATTERS LISTED IN TABLE TO SECTION 14 OF THE ACT

| Matters listed | Number of occasions when application not successful |
|--|---|
| Responsible and effective government | 0 |
| Law enforcement and security | 0 |
| Individual rights, judicial processes and natural justice | 0 |
| Business interests of agencies and other persons | 1 |
| Environment, culture, economy and general matters | 0 |
| Security provisions | 0 |
| Exempt documents under interstate Freedom of Information legislation | 0 |

TABLE F: TIMELINESS

| Timeframe | Number of applications |
|---|------------------------|
| Decided within the statutory timeframes (20 days plus any extensions) | 8 |
| Decided after 35 days (by agreement with applicant) | 0 |
| Not decided within time (deemed refusal) | 0 |
| Total | 8 |

TABLE G: NUMBER OF APPLICATIONS REVIEWED UNDER PART 5 OF THE ACT (BY TYPE OF REVIEW AND OUTCOME)

| Type of review | Decision varied | Decision upheld | Total |
|--|-----------------|-----------------|----------|
| Internal review | 0 | 1 | 1 |
| Review by Information Commissioner | 0 | 0 | 0 |
| Internal review following recommendation under section 93 of the <i>Government Information (Public Access) Act 2009</i> (the GIPA Act) | 0 | 0 | 0 |
| Review by the Administrative Decisions Tribunal (ADT) | 0 | 0 | 0 |
| Total | 0 | 1 | 1 |

TABLE H: APPLICATIONS FOR REVIEW UNDER PART 5 OF THE ACT (BY TYPE OF APPLICANT)

| Type of applicant | Number of applications for review |
|--|-----------------------------------|
| Applications by access applicants | 0 |
| Applications by persons to whom information the subject of access application relates (see section 54 of the GIPA Act) | 0 |

Clause 7(a) of the *Government Information (Public Access) Regulation 2009* requires the Board of Studies to report on the following categories:

- Details of how the agency carried out the review required by section 7(3) of the Act, of its program for proactive release of the information held.

The Board of Studies (BOS) program for the proactive release of information involved the formulation of an Open Access Information Advisory Group. The group met to review, determine and prioritise information for open access.

During the reporting period, the group reviewed the list of Policy/Publication documents and the Overriding Public Interest against Disclosure (OPIAD) Schedule. Both updated documents are available on the BOS website.

- Total number of formal access applications the Board of Studies received during the reporting year, including withdrawn applications (but not invalid applications).

During the reporting period 2012–2013, 8 applications were received. Of those 8 applications:

- 4 applications were granted in full
- 1 application from one school was refused in part under Clause 5 Schedule 1 of the Act
- 2 applications (1 internal review) from one applicant were refused under Clause 5 Schedule 1 of the Act
- 1 application, not for the Board of Studies, was invalid. The application was forwarded to the appropriate Department.

- The total number of formal access applications the Board of Studies received during the reporting year that the Board of Studies refused, either wholly or partially, because the application was for information for which there is conclusive presumption of an overriding public interest against disclosure (information listed in Schedule 1 of the Act).

Three applications were refused under Schedule 1 of the Act.

Appendix 11 – Financial statements

Office of the Board of Studies

Year ended 30 June 2013

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 2010*, 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);
- (b) the Statement of comprehensive income presents a true and fair view of the results of the Office of the Board of Studies for the year ended 30 June 2013;
- (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 2013; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



Carol Taylor
Chief Executive
Office of the Board of Studies
23 September 2013



INDEPENDENT AUDITOR'S REPORT

Office of the Board of Studies

To Members of the New South Wales Parliament

I have audited the accompanying financial statements of the Office of the Board of Studies (the Office), which comprise the statement of financial position as at 30 June 2013, the statement of comprehensive income, statement of changes in equity, statement of cash flows, service group statements for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information.

Opinion

In my opinion the financial statements:

- give a true and fair view of the financial position of the Office as at 30 June 2013, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 45E of the *Public Finance and Audit Act 1983* (the PF&A Act) and the Public Finance and Audit Regulation 2010

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

The Chief Executive's Responsibility for the Financial Statements

The Chief Executive is responsible for the preparation of the financial statements that give a true and fair view in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the Chief Executive determines is necessary to enable the preparation of the financial statements that give a true and fair view and that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial statements based on my audit. I conducted my audit in accordance with Australian Auditing Standards. Those standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Office's preparation of the financial statements that give a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Office's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Chief Executive, as well as evaluating the overall presentation of the financial statements.

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does *not* provide assurance:

- about the future viability of the Office
- that it has carried out its activities effectively, efficiently and economically
- about the effectiveness of its internal control
- about the assumptions used in formulating the budget figures disclosed in the financial statements
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented
- about other information that may have been hyperlinked to/from the financial statements.

Independence

In conducting my audit, I have complied with the independence requirements of the Australian Auditing Standards and relevant ethical pronouncements. The PF&A Act further promotes independence by

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



Aaron Green
Director, Financial Audit Services

23 September 2013
SYDNEY

FINANCIAL STATEMENTS

FINANCIAL STATEMENTS

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FINANCIAL STATEMENTS

Start of audited financial statements

Statement of comprehensive income for the year ended 30 June 2013

| | Notes | Actual 2013 \$'000 | Budget 2013 \$'000 | Actual 2012 \$'000 |
|---|-------|--------------------------|--------------------------|--------------------------|
| Expenses excluding losses | | | | |
| Operating expenses | | | | |
| Employee related | 3(a) | 84,378 | 83,787 | 91,373 |
| Other operating expenses | 3(b) | 32,780 | 22,512 | 27,379 |
| Depreciation and amortisation | 3(c) | 2,604 | 2,185 | 2,559 |
| Finance costs | 3(d) | – | 26 | 17 |
| Total expenses excluding losses | | 119,762 | 108,510 | 121,328 |
| Revenue | | | | |
| Sale of goods and services | 4(a) | 11,090 | 6,392 | 7,461 |
| Investment revenue | 4(b) | 100 | 284 | 348 |
| Grants and contributions | 4(c) | 107,338 | 100,473 | 106,924 |
| Acceptance by the Crown Entity of employee benefits and other liabilities | 4(d) | 1,613 | 1,486 | 2,778 |
| Other revenue | 4(e) | 474 | 197 | 328 |
| Total Revenue | | 120,615 | 108,832 | 117,839 |
| Gain/(loss) on disposal | 5 | 2 | 10 | (355) |
| Net result | | 855 | 332 | (3,844) |
| Other comprehensive income | | | | |
| Total other comprehensive income | | – | – | – |
| TOTAL COMPREHENSIVE INCOME | | 855 | 332 | (3,844) |

The accompanying notes form part of these financial statements.

FINANCIAL STATEMENTS

Statement of financial position as at 30 June 2013

| | Notes | Actual 2013 \$'000 | Budget 2013 \$'000 | Actual 2012 \$'000 |
|--------------------------------------|-------|--------------------------|--------------------------|--------------------------|
| ASSETS | | | | |
| Current Assets | | | | |
| Cash and cash equivalents | 6 | 4,254 | 4,864 | 5,614 |
| Receivables | 7 | 5,481 | 1,487 | 1,350 |
| Inventories | 8 | 1,775 | 1,207 | 1,203 |
| Total Current Assets | | 11,510 | 7,558 | 8,167 |
| Non-Current Assets | | | | |
| Receivables | 7 | 42 | – | 178 |
| Property, plant and equipment | | | | |
| – Leasehold Improvements | | 2,033 | 1,715 | 2,037 |
| – Plant and equipment | | 3,358 | 4,411 | 3,276 |
| Total property, plant and equipment | 9 | 5,391 | 6,126 | 5,313 |
| Intangible assets | 10 | 2,835 | 2,011 | 2,401 |
| Total Non-Current Assets | | 8,268 | 8,137 | 7,892 |
| Total Assets | | 19,778 | 15,695 | 16,059 |
| LIABILITIES | | | | |
| Current Liabilities | | | | |
| Payables | 11 | 6,847 | 1,704 | 3,332 |
| Provisions | 12 | 3,763 | 2,586 | 3,589 |
| Other | 13 | 578 | 1,298 | 578 |
| Total Current Liabilities | | 11,188 | 5,588 | 7,499 |
| Non-Current Liabilities | | | | |
| Provisions | 12 | 57 | 37 | 304 |
| Other | 13 | 1,155 | 211 | 1,733 |
| Total Non-Current Liabilities | | 1,212 | 248 | 2,037 |
| Total Liabilities | | 12,400 | 5,836 | 9,536 |
| Net Assets | | 7,378 | 9,859 | 6,523 |
| EQUITY | | | | |
| Accumulated funds | | 7,378 | 9,859 | 6,523 |
| Total Equity | | 7,378 | 9,859 | 6,523 |

The accompanying notes form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2013

| | Notes | Accumulated Funds \$'000 | Total \$'000 |
|--|-------|--------------------------------|-----------------|
| Balance at 1 July 2012 | | 6,523 | 6,523 |
| Net result for the year | | 855 | 855 |
| Other comprehensive income | | – | – |
| Total other comprehensive income | | – | – |
| Total comprehensive income for the year | | 855 | 855 |
| Balance at 30 June 2013 | | 7,378 | 7,378 |
| | | | |
| Balance at 1 July 2011 | | 10,367 | 10,367 |
| Net result for the year | | (3,844) | (3,844) |
| Other comprehensive income | | – | – |
| Total other comprehensive income | | – | – |
| Total comprehensive income for the year | | (3,844) | (3,844) |
| Balance at 30 June 2012 | | 6,523 | 6,523 |

The accompanying notes form part of these financial statements.

FINANCIAL STATEMENTS

Statement of cash flows for the year ended 30 June 2013

| | Notes | Actual 2013 \$'000 | Budget 2013 \$'000 | Actual 2012 \$'000 |
|--|-----------|--------------------------|--------------------------|--------------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | |
| Payments | | | | |
| Employee related | | (82,522) | (82,301) | (87,884) |
| Other | | (35,590) | (25,738) | (28,741) |
| Total Payments | | (118,112) | (108,039) | (116,625) |
| Receipts | | | | |
| Sale of goods and services | | 10,791 | 6,392 | 7,174 |
| Interest received | | 170 | 284 | 357 |
| Grants and contributions | | 106,997 | 100,473 | 106,950 |
| Transfers to the Crown Entity | | | | (56) |
| Other | | 1,908 | 3,453 | 4,640 |
| Total Receipts | | 119,866 | 110,602 | 119,065 |
| NET CASH FLOWS FROM OPERATING ACTIVITIES | 16 | 1,754 | 2,563 | 2,440 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | | | |
| Proceeds from sale of plant and equipment | 5 | 3 | 30 | 22 |
| Purchases of plant and equipment, leasehold improvements and intangibles | | (3,117) | (2,642) | (2,343) |
| NET CASH FLOWS FROM INVESTING ACTIVITIES | | (3,114) | (2,612) | (2,321) |
| NET INCREASE/(DECREASE) IN CASH | | (1,360) | (49) | 119 |
| Opening cash and cash equivalents | | 5,614 | 4,913 | 5,495 |
| CLOSING CASH AND CASH EQUIVALENTS | 6 | 4,254 | 4,864 | 5,614 |

The accompanying notes form part of these financial statements.

FINANCIAL STATEMENTS

Supplementary Financial Statements Service group statements for the year ended 30 June 2013

| | Service Group 1* | | Service Group 2* | | Service Group 3* | | Not Attributable | | Total | |
|---|------------------|-----------------|------------------|-----------------|------------------|----------------|------------------|----------------|----------------|----------------|
| | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 |
| ENTITY'S EXPENSES & INCOME | | | | | | | | | | |
| Expenses excluding losses | | | | | | | | | | |
| Operating expenses | | | | | | | | | | |
| • Employee related | 8,764 | 10,830 | 72,279 | 77,262 | 3,335 | 3,281 | – | – | 84,378 | 91,373 |
| • Other operating expenses | 4,066 | 3,758 | 28,017 | 23,181 | 697 | 440 | – | – | 32,780 | 27,379 |
| Depreciation and amortisation | 372 | 406 | 2,232 | 2,153 | – | – | – | – | 2,604 | 2,559 |
| Finance costs | – | 4 | – | 13 | – | – | – | – | – | 17 |
| TOTAL EXPENSES EXCLUDING LOSSES | 13,202 | 14,998 | 102,528 | 102,609 | 4,032 | 3,721 | – | – | 119,762 | 121,328 |
| Revenue* | | | | | | | | | | |
| Sale of goods and services | 1,120 | 928 | 9,706 | 6,268 | 264 | 265 | – | – | 11,090 | 7,461 |
| Investment revenue | – | – | – | – | – | – | 100 | 348 | 100 | 348 |
| Grants and contributions | 1,409 | 1,126 | – | – | – | – | 105,929 | 105,798 | 107,338 | 106,924 |
| Acceptance by the Crown Entity of employee benefits and other liabilities | 500 | 766 | 1,056 | 1,921 | 57 | 91 | – | – | 1,613 | 2,778 |
| Other revenue | 6 | 64 | 468 | 264 | – | – | – | – | 474 | 328 |
| Total revenue | 3,035 | 2,884 | 11,230 | 8,453 | 321 | 356 | 106,029 | 106,146 | 120,615 | 117,839 |
| Gain/(loss) on disposal | 1 | (106) | 1 | (249) | – | – | – | – | 2 | (355) |
| Net result | (10,166) | (12,220) | (91,297) | (94,405) | (3,711) | (3,365) | 106,029 | 106,146 | 855 | (3,844) |
| Other comprehensive income | | | | | | | | | | |
| Increase/(decrease) in asset revaluation reserve | – | – | – | – | – | – | – | – | – | – |
| Other | – | – | – | – | – | – | – | – | – | – |
| Total other comprehensive income | – | – | – | – | – | – | – | – | – | – |
| TOTAL COMPREHENSIVE INCOME | (10,166) | (12,220) | (91,297) | (94,405) | (3,711) | (3,365) | 106,029 | 106,146 | 855 | (3,844) |
| ENTITY'S ASSETS & LIABILITIES | | | | | | | | | | |
| Current Assets | | | | | | | | | | |
| Cash and cash equivalents | – | – | – | – | – | – | 4,254 | 5,614 | 4,254 | 5,614 |
| Receivables | 687 | 277 | 4,735 | 935 | 30 | 39 | 29 | 99 | 5,481 | 1,350 |
| Inventories | 887 | 602 | 888 | 601 | – | – | – | – | 1,775 | 1,203 |
| Total current assets | 1,574 | 879 | 5,623 | 1,536 | 30 | 39 | 4,283 | 5,713 | 11,510 | 8,167 |
| Non-current Assets | | | | | | | | | | |
| Receivables | 12 | 44 | 27 | 125 | 3 | 9 | – | – | 42 | 178 |
| Property, plant and equipment | 769 | 845 | 4,622 | 4,468 | – | – | – | – | 5,391 | 5,313 |
| Intangibles | – | – | 2,835 | 2,401 | – | – | – | – | 2,835 | 2,401 |
| Total non-current assets | 781 | 889 | 7,484 | 6,994 | 3 | 9 | – | – | 8,268 | 7,892 |
| TOTAL ASSETS | 2,355 | 1,768 | 13,107 | 8,530 | 33 | 48 | 4,283 | 5,713 | 19,778 | 16,059 |
| Current liabilities | | | | | | | | | | |
| Payables | 581 | 338 | 6,148 | 2,939 | 118 | 55 | – | – | 6,847 | 3,332 |
| Provisions | 1,259 | 1,224 | 2,251 | 2,129 | 253 | 236 | – | – | 3,763 | 3,589 |
| Other | 167 | 62 | 359 | 494 | 52 | 22 | – | – | 578 | 578 |
| Total current liabilities | 2,007 | 1,624 | 8,758 | 5,562 | 423 | 313 | – | – | 11,188 | 7,499 |
| Non-current liabilities | | | | | | | | | | |
| Provisions | 16 | 106 | 36 | 165 | 5 | 33 | – | – | 57 | 304 |
| Other | 335 | 186 | 716 | 1,481 | 104 | 66 | – | – | 1,155 | 1,733 |
| Total non-current liabilities | 351 | 292 | 752 | 1,646 | 109 | 99 | – | – | 1,212 | 2,037 |
| TOTAL LIABILITIES | 2,358 | 1,916 | 9,510 | 7,208 | 532 | 412 | – | – | 12,400 | 9,536 |
| NET ASSETS | (3) | (148) | 3,597 | 1,322 | (499) | (364) | 4,283 | 5,713 | 7,378 | 6,523 |

* The names and purposes of each service group are summarised in Note 19. Expenses and income, except for investment revenue, have been allocated on an actual basis. Assets and liabilities have been allocated on an actual basis or by staffing numbers except for cash which is not attributable.

Notes to the financial statements for the year ended 30 June 2013

1 Summary of Significant Accounting Policies

(a) Reporting entity

The Office of the Board of Studies (the Office) is a NSW government entity. The Office is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units. The reporting entity is consolidated as part of the NSW Total State Sector Accounts.

All the operating activities of the Office are 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.

The Office provides personnel services free of charge to the Board of Studies and the Board of Studies Casual Staff Division. The value of these services are estimated at \$.553m (\$0.449m 2012) and \$45.414m (\$51.576m 2012) respectively. These services relate primarily to the provision of casual examination staff.

These financial statements for the year ended 30 June 2013 have been authorised for issue by the Chief Executive on 23 September 2013.

(b) Basis of preparation

The Office's financial statements are general purpose financial statements which have been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and Regulation and
- the Financial Reporting Directions published in the Financial Code for NSW General Government Sector Entities or issued by the Treasurer.

Plant and equipment and leasehold improvements are measured at fair value. Other financial statement items are prepared in accordance with the historical cost convention.

Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) Statement of compliance

The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

(d) Administered activities

The Office has no administered activities.

(e) Insurance

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

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

Income, expenses and assets are recognised net of the amount of GST, except that:

- 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 and
- receivables and payables are stated with the amount of GST included.

Cash flows are included in the statement of cash flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows.

(g) Income recognition

Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies for the recognition of income are discussed below.

(i) Grants and Contributions

Grants and contributions are generally recognised as income when the Office obtains control over the assets comprising the grants/contributions. Control over grants and contributions is normally obtained upon the receipt of cash.

From 2012 the Office receives its funding via grants from the Department of Education and Communities.

(ii) Sale of goods

Revenue from the sale of goods is recognised as revenue when the Office transfers the significant risks and rewards of ownership of the assets.

(iii) Rendering of services

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

(iv) Investment revenue

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*.

(h) Assets

(i) Acquisitions of assets

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Office. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value is the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent; ie the deferred payment amount is effectively discounted at an asset-specific rate.

(ii) Capitalisation thresholds

Property, plant and equipment and intangible assets costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised.

(iii) Revaluation of property, plant and equipment

Physical non-current assets are valued in accordance with the 'Valuation of Physical Non-Current Assets at Fair Value' Policy and Guidelines Paper (TPP 07-01). This policy adopts fair value in accordance with AASB 116 *Property, Plant and Equipment*.

Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.

Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market buying price, the best indicator of which is depreciated replacement cost.

Non-specialised assets with short useful lives are measured at depreciated historical cost, as a surrogate for fair value.

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(iv) Impairment of property, plant and equipment

As a not-for-profit entity with no cash generating units, AASB 136 *Impairment of Assets* effectively is not applicable. AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, where an asset is already measured at fair value, impairment can only arise if selling costs are material. Selling costs for the Office are regarded as immaterial.

(v) Depreciation of property, plant and equipment

Depreciation is provided for on a straight line basis for 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.

All material separately identifiable components of assets are depreciated over their shorter useful lives. Useful lives of each major category of depreciable assets are:

Plant and equipment

| | |
|---------------------|-------------|
| Computer hardware | 4 years |
| Office furniture | 10–15 years |
| Office equipment | 5 years |
| Plant and machinery | 10 years |
| Motor vehicles | 7 years |

Leasehold improvements Unexpired period of the lease

(vi) Restoration costs

The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

(vii) Maintenance

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated.

(viii) Leased assets

Operating lease payments are charged to the statement of comprehensive income in the periods in which they are incurred. The Office has no finance leases.

(ix) Intangible assets

The Office recognises intangible assets only if it is probable that future economic benefits will flow to the Office and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.

All research costs are expensed. Development costs are only capitalised when certain criteria are met.

The useful lives of intangible assets are assessed to be finite.

Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Office's intangible assets, the assets are carried at cost less any accumulated amortisation.

The Office's intangible assets are amortised using the straight line method over a period of 3–10 years for software intangibles.

Intangible assets are tested for impairment where an indicator of impairment exists. If the recoverable amount is less than its carrying amount, the carrying amount is reduced to recoverable amount and the reduction is recognised as an impairment loss.

(x) Receivables

Receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market.

Receivables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent

measurement is at amortised cost using the effective interest rate method. Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

An allowance for impairment of receivables is established when there is objective evidence that the entity will not be able to collect all amounts due. The amount of the allowance is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. Bad debts are written off as incurred.

(xi) Inventories

Inventories held for distribution are stated at cost, adjusted when applicable, for any loss of service potential. A loss of service potential is identified and measured based on the existence of a current replacement cost that is lower than the carrying amount. Inventories (other than those held for distribution) are stated at the lower of cost and net realisable value. Cost is calculated using the weighted average cost or 'first in first out' method.

The cost of inventories acquired at no cost or for nominal consideration is the current replacement cost as at the date of acquisition. Current replacement cost is the cost the Office would incur to acquire the asset. Net realisable value is the estimated selling price in the ordinary course of business less the estimated costs of completion and the estimated costs necessary to make the sale.

(xii) Impairment of financial assets

All financial assets, except those measured at fair value through profit and loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the entity will not be able to collect all amounts due.

(xiii) Derecognition of financial assets and financial liabilities

A financial asset is derecognised when the contractual rights to the cash flows from the financial assets expire; or if the entity transfers the financial asset:

- where substantially all the risks and rewards have been transferred, or
- where the entity has not transferred substantially all the risks and rewards, if the entity has not retained control.

Where the entity has neither transferred nor retained substantially all the risks and rewards or transferred control, the asset is recognised to the extent of the entity's continuing involvement in the asset.

A financial liability is derecognised when the obligation specified in the contract is discharged or cancelled or expires.

(i) Liabilities

(i) Payables

These amounts represent liabilities for goods and services provided to the Office and other amounts, including interest. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(ii) Employee benefits and other provisions

(a) Salaries and wages, annual leave, sick leave and on-costs

Liabilities for salaries and wages (including non-monetary benefits), annual leave and paid sick leave that are due to be settled within 12 months after the end of the period in which the employees render the service are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amounts expected to be paid when the liabilities are settled.

A proportion of the annual leave may be settled after 12 months but the effect of discounting is not likely to be material.

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

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

(b) Long service leave and superannuation

The Office's liabilities for long service leave and defined benefit 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 benefits and other liabilities'.

Long service leave is measured at present value in accordance with AASB 119 *Employee Benefits*. This is based on the application of certain factors (specified in NSW TC 12/06) to employees with five or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

The superannuation expense for the financial year is determined by using the formulae 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.

(iii) Other provisions

Other provisions exist when: the entity has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

If the effect of the time value of money is material, provisions are discounted at 5.5%, which is a pre-tax rate that reflects the current market assessments of the time value of money and the risks specific to the liability.

(j) Budgeted amounts

The budgeted amounts are drawn from the original budgeted financial statements presented to Parliament in respect of the reporting period, as adjusted for section 24 of the PFAA where there has been a transfer of functions between departments. Other amendments made to the budget are not reflected in the budgeted amounts.

(k) Equity and reserves

(i) Accumulated funds

The category 'Accumulated Funds' includes all current and prior period retained funds.

(l) Comparative information

Except when an Australian Accounting Standard permits or requires otherwise, comparative information is disclosed in respect of the previous period for all amounts reported in the financial statements.

(m) New Australian Accounting Standards issued but not effective

As mandated by the Treasurer, the Office has not early-adopted the following new/revised Standards/Interpretations:

AASB 9 *Financial Instruments* (application date 1 Jul 2013)

AASB 13 *Fair Value Measurement* (application date 1 Jul 2013)

AASB 119 *Employee Benefits* (application date 1 Jul 2013)

AASB 1055 *Budgetary Reporting* (application date 1 Jul 2013)

AASB 2010-7 *Amendments to Australian Accounting Standards arising from AASB 9* (application date 1 Jul 2013)

AASB 2011-8 *Amendments to Australian Accounting Standards arising from AASB 13* (application date 1 Jul 2013)

AASB 2011-10 Amendments to Australian Accounting Standards arising from AASB 119 (application date 1 Jul 2013)

AASB 2012-2 Amendments to Australian Accounting Standards – Disclosures – Offsetting Financial Assets and Financial Liabilities [AASB 7 & AASB 132] (application date 1 Jul 2013)

AASB 2012-3 Amendments to Australian Accounting Standards – Offsetting Financial Assets and Financial Liabilities [AASB 132] (application date 1 Jul 2013)

AASB 2012-5 Amendments to Australian Accounting Standards arising from Annual Improvements 2009–2011 Cycle [AASB 1, AASB 101, AASB 116, AASB 132 & AASB 134 and Interpretation 2] (application date 1 Jul 2013)

AASB 2012-6 Amendments to Australian Accounting Standards – Mandatory Effective Date of AASB 9 and Transitional Disclosures (application date 1 Jul 2013).

Management cannot assess the impact of the applications of the new standards on the Office's financial statements.

Notes to the financial statements for the year ended 30 June 2013

2 Budget Review

Net result

The actual result in 2013 was higher than budget by \$0.523m. The major variances in expenses and revenue related to the mid-year transfer of the NAPLAN (National Assessment Program for Literacy and Numeracy) test functions to the Office from the Department of Education and Communities.

NAPLAN accounted for additional expenditure of \$8.1m, revenue of \$3.9m and additional grant funding of \$5.9m.

Expenses were also impacted by increases in employer's superannuation on-costs, depreciation expense and additional revenue funded expenditures.

Additional revenue was also received for specific grants, project services, redundancy funding and increased employer's superannuation liabilities.

Assets and liabilities

Current assets were higher than budget by \$3.952m due to an increase in receivables for NAPLAN test fees and inventories and a decrease in cash.

Non current assets were higher than budget by \$0.131m due to additional leasehold improvements and intangible asset acquisitions and a reduction in plant and equipment assets.

Current liabilities were higher than budget by \$5.600m due to increases in payables (primarily related to NAPLAN), employee benefit provisions, property lease incentive liabilities and unearned revenue related to the NAPLAN tests.

Non current liabilities were higher than budget by \$0.964m due to a provision for property lease incentives.

Cash flows

Net Cash Flows from Operating Activities was lower than budget by \$0.809m. This is attributable to increased payments over receipts primarily due to additional information communications technology expenses and purchases of inventory.

Net Cash Flows from Investing Activities exceeded the budget by \$0.502m due to an increase in leasehold improvements associated with office accommodation fit-outs. This increase was funded by capital funds carried forward from the prior year.

Notes to the financial statements for the year ended 30 June 2013

| | 2013 | 2012 |
|---|---------------|---------------|
| | \$'000 | \$'000 |
| 3 Expenses Excluding Losses | | |
| (a) Employee related expenses | | |
| Salaries and wages (including recreation leave) | 73,146 | 77,935 |
| Superannuation – defined benefit plans | 804 | 897 |
| Superannuation – defined contribution plans | 5,065 | 5,286 |
| Long service leave | 749 | 2,224 |
| Workers' compensation insurance | 318 | 473 |
| Payroll tax and fringe benefit tax | 4,296 | 4,558 |
| | 84,378 | 91,373 |
| (b) Other operating expenses include the following: | | |
| Auditor's remuneration – audit of the financial statements | 48 | 46 |
| Computing expenses | 3,047 | 2,770 |
| Couriers | 315 | 438 |
| Fees for services | 693 | 1,625 |
| Furniture and equipment | 446 | 710 |
| Insurance | 62 | 61 |
| Legal fees | 226 | 212 |
| Maintenance | 1,234* | 1,412* |
| Marking centre rental | 3,845 | 4,106 |
| Motor vehicles | 615 | 634 |
| Operating lease rental expense – minimum lease payments | 3,630 | 3,880 |
| Other contractors | 10,813 | 2,691 |
| Other expenses | 769 | 837 |
| Postage | 800 | 778 |
| Printing and publishing | 1,891 | 2,502 |
| Security | 1,651 | 1,696 |
| Staff development | 247 | 287 |
| Stationery and consumables | 239 | 428 |
| Telephones | 340 | 279 |
| Travel and accommodation | 1,869 | 1,987 |
| | 32,780 | 27,379 |
| * Reconciliation – Total maintenance | | |
| Maintenance expense – contracted labour and other (non-employee related), as above | 1,234 | 1,412 |
| Employee related maintenance expense included in Note 3(a) | – | – |
| Total maintenance expenses included in Note 3(a) + 3(b) | 1,234 | 1,412 |

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Notes to the financial statements for the year ended 30 June 2013

| | 2013 \$'000 | 2012 \$'000 |
|--|----------------|----------------|
| (c) Depreciation and amortisation expense | | |
| Depreciation | | |
| Building improvements | 567 | 316 |
| Plant and equipment | 1,575 | 1,728 |
| | 2,142 | 2,044 |
| Amortisation | | |
| Software intangibles | 462 | 515 |
| | 462 | 515 |
| Total depreciation and amortisation expense | 2,604 | 2,559 |
| (d) Finance costs | | |
| Unwinding of discount rate | – | 17 |
| | – | 17 |

Notes to the financial statements for the year ended 30 June 2013

| | 2013 \$'000 | 2012 \$'000 |
|--|----------------|----------------|
| 4 Revenue | | |
| (a) Sale of goods | | |
| Publication and copyright fees | 1,710 | 1,828 |
| Rendering of services | | |
| Higher School Certificate user charges | 1,262 | 1,423 |
| NAPLAN user charges | 3,863 | – |
| Australian Music Examination Board fees | 3,272 | 3,226 |
| Information and Communication Technology fees | 269 | 277 |
| Exhibition fees | 449 | 437 |
| Other | 265 | 270 |
| | 11,090 | 7,461 |
| (b) Investment revenue | | |
| Interest | 100 | 348 |
| (c) Grants and contributions | | |
| Aboriginal education | 40 | 40 |
| Vocational education and training | 344 | 321 |
| Department of Education and Communities | 105,928* | 105,559* |
| Crown Entity Redundancy Grant | 253 | 239 |
| Road Safety Education | 473 | 765 |
| Other | 300 | – |
| * Refer to Note 1(g) | 107,338 | 106,924 |
| (d) Acceptance by the Crown Entity of employee benefits and other liabilities | | |
| Superannuation – defined benefit | 804 | 897 |
| Long service leave | 765 | 1,868 |
| Payroll tax | 44 | 13 |
| | 1,613 | 2,778 |
| (e) Other revenue | | |
| Project Services | 418 | 222 |
| Other | 56 | 106 |
| | 474 | 328 |

FINANCIAL STATEMENTS

Notes to the financial statements for the year ended 30 June 2013

| | 2013 \$'000 | 2012 \$'000 |
|---|----------------|----------------|
| 5 Gain/(Loss) on Disposal | | |
| Gain/(loss) on disposal of plant and equipment: | | |
| Proceeds from disposal | 3 | 22 |
| Written down value of assets disposed | (1) | (377) |
| Net gain/(loss) on disposal of plant and equipment | 2 | (355) |

6 Current Assets – Cash and Cash Equivalents

| | | |
|--------------------------|--------------|--------------|
| Cash at bank and on hand | 4,254 | 5,614 |
| | 4,254 | 5,614 |

For the purposes of the statement of cash flows, cash and cash equivalents include cash at bank and cash on hand.

Cash and cash equivalent assets recognised in the statement of financial position are reconciled at the end of the financial year to the statement of cash flows as follows:

| | | |
|--|--------------|--------------|
| Cash and cash equivalent (per statement of financial position) | 4,254 | 5,614 |
| Closing cash and cash equivalents (per statement of cash flows) | 4,254 | 5,614 |

Refer Note 18 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

7 Current/Non-Current Assets – Receivables

| | | |
|--------------------------------|--------------|--------------|
| Sale of goods and services | 38 | 17 |
| Less: Allowance for impairment | – | – |
| Sundry government debtors | 817 | 384 |
| Accrued NAPLAN fees | 3,714 | – |
| Other debtors | 144 | 360 |
| Prepayments – Current | 768 | 589 |
| Prepayments – Non-Current | 42 | 178 |
| | 5,523 | 1,528 |

Details regarding credit risk, liquidity risk and market risk, including financial assets that are either past due or impaired, are disclosed in Note 18.

8 Current Assets – Inventories

Held for distribution

| | | |
|------------------------------|------------|------------|
| Publications stock – at cost | 826 | 628 |
| | 826 | 628 |

Held for resale

| | | |
|------------------------------|--------------|--------------|
| Publications stock – at cost | 949 | 575 |
| | 949 | 575 |
| | 1,775 | 1,203 |

A provision for obsolescence of \$0.154m (\$0.228m 2012) is included in the above amounts.

Notes to the financial statements for the year ended 30 June 2013

| | Leasehold Improvements \$'000 | Plant and Equipment \$'000 | Total \$'000 |
|---|-------------------------------------|----------------------------------|-----------------|
| 9 Non-Current Assets – Property, Plant and Equipment | | | |
| At 1 July 2012 – fair value | | | |
| Gross carrying amount | 5,587 | 9,371 | 14,958 |
| Accumulated depreciation and impairment | (3,550) | (6,095) | (9,645) |
| Net carrying amount | 2,037 | 3,276 | 5,313 |
| At 30 June 2013 – fair value | | | |
| Gross carrying amount | 6,150 | 10,913 | 17,063 |
| Accumulated depreciation and impairment | (4,117) | (7,555) | (11,672) |
| Net carrying amount | 2,033 | 3,358 | 5,391 |
| Reconciliation | | | |
| A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below: | | | |
| Year ended 30 June 2013 | | | |
| Net carrying amount at start of year | 2,037 | 3,276 | 5,313 |
| Additions | 491 | 1,658 | 2,149 |
| Work In Progress | 72 | – | 72 |
| Disposals | – | (1) | (1) |
| Depreciation expense | (567) | (1,575) | (2,142) |
| Net carrying amount at end of year | 2,033 | 3,358 | 5,391 |
| At 1 July 2011 – fair value | | | |
| Gross carrying amount | 4,912 | 10,255 | 15,167 |
| Accumulated depreciation and impairment | (3,234) | (6,046) | (9,280) |
| Net carrying amount | 1,678 | 4,209 | 5,887 |
| At 30 June 2012 – fair value | | | |
| Gross carrying amount | 5,587 | 9,371 | 14,958 |
| Accumulated depreciation and impairment | (3,550) | (6,095) | (9,645) |
| Net carrying amount | 2,037 | 3,276 | 5,313 |
| Reconciliation | | | |
| A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below: | | | |
| Year ended 30 June 2012 | | | |
| Net carrying amount at start of year | 1,678 | 4,209 | 5,887 |
| Additions | 675 | 1,172 | 1,847 |
| Disposals | – | (377) | (377) |
| Depreciation expense | (316) | (1,728) | (2,044) |
| Net carrying amount at end of year | 2,037 | 3,276 | 5,313 |

FINANCIAL STATEMENTS

Notes to the financial statements for the year ended 30 June 2013

| | Software \$'000 | Total \$'000 |
|--|--------------------|-----------------|
| 10 Intangible Assets | | |
| At 1 July 2012 | | |
| Cost (gross carrying amount) | 8,921 | 8,921 |
| Accumulated amortisation and impairment | (6,520) | (6,520) |
| Net carrying amount | 2,401 | 2,401 |
| At 30 June 2013 | | |
| Cost (gross carrying amount) | 9,816 | 9,816 |
| Accumulated amortisation and impairment | (6,981) | (6,981) |
| Net carrying amount | 2,835 | 2,835 |
| Year ended 30 June 2013 | | |
| Net carrying amount at start of year | 2,401 | 2,401 |
| Additions | 896 | 896 |
| Amortisation (recognised in 'depreciation and amortisation') | (462) | (462) |
| Net carrying amount at end of year | 2,835 | 2,835 |
| At 1 July 2011 | | |
| Cost (gross carrying amount) | 8,425 | 8,425 |
| Accumulated amortisation and impairment | (6,005) | (6,005) |
| Net carrying amount | 2,420 | 2,420 |
| At 30 June 2012 | | |
| Cost (gross carrying amount) | 8,921 | 8,921 |
| Accumulated amortisation and impairment | (6,520) | (6,520) |
| Net carrying amount | 2,401 | 2,401 |
| Year ended 30 June 2012 | | |
| Net carrying amount at start of year | 2,420 | 2,420 |
| Additions | 496 | 496 |
| Amortisation (recognised in 'depreciation and amortisation') | (515) | (515) |
| Net carrying amount at end of year | 2,401 | 2,401 |

Notes to the financial statements for the year ended 30 June 2013

| | 2013 \$'000 | 2012 \$'000 |
|--|----------------|----------------|
| 11 Current Liabilities – Payables | | |
| Accrued salaries, wages and on-costs | 888 | 797 |
| Creditors | 4,530 | 1,214 |
| Relief staff costs | 103 | 126 |
| Unearned revenue | 1,322 | 1,190 |
| Other | 4 | 5 |
| | 6,847 | 3,332 |

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 18.

12 Current/Non-Current Liabilities – Provisions

Employee benefits and related on-costs

| | | |
|-----------------------------|--------------|--------------|
| Recreation leave | 2,694 | 2,505 |
| Long service leave on-costs | 655 | 664 |
| Payroll tax on LSL payable | 471 | 477 |
| | 3,820 | 3,646 |

Other Provisions – non current

| | | |
|-------------------------|--------------|--------------|
| Restoration costs | – | 247 |
| | – | 247 |
| Total Provisions | 3,820 | 3,893 |

Aggregate employee benefits and related on-costs

| | | |
|--|--------------|--------------|
| Provisions – current | 3,763 | 3,589 |
| Provisions – non current | 57 | 57 |
| Accrued salaries, wages and on-costs (Note 11) | 888 | 797 |
| | 4,708 | 4,443 |

The total for recreation leave above includes \$1.752m in 2013 (\$1.630m 2012) expected to be settled after more than 12 months.

Movements in provisions (other than employee benefits)

Movements in each class of provisions during the financial year, other than employee benefits are set out below:

| | Restoration Costs \$'000 |
|--|--------------------------------|
| 2013 | |
| Carrying amount at the beginning of the financial year | 247 |
| Reversal of provision | (247) |
| Carrying amount at end of financial year | – |

Note: 2013 reflects the reversal of provision at 30 June 2012 as the renewed lease agreement for office premises contains no 'restoration' clause.

FINANCIAL STATEMENTS

Notes to the financial statements for the year ended 30 June 2013

| | 2013 \$'000 | 2012 \$'000 |
|---|----------------|----------------|
| 13 Current/Non-Current Liabilities – Other | | |
| Property Lease Incentive Liability – Current | 578 | 578 |
| Property Lease Incentive Liability – Non-Current | 1,155 | 1,733 |
| | 1,733 | 2,311 |

14 Commitments for Expenditure

(a) Operating Lease Commitments

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

| | | |
|---|---------------|---------------|
| Not later than one year | 3,692 | 4,089 |
| Later than one year and not later than five years | 7,129 | 10,314 |
| Later than five years | – | – |
| Total (including GST) | 10,821 | 14,403 |

Operating lease commitments relate to office accommodation and motor vehicles.

The total 'Operating Lease Commitments' above includes input tax credits of \$0.984m that are expected to be recoverable from the Australian Taxation Office.

(b) Capital Commitments

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

| | | |
|------------------------------|----------|----------|
| Not later than one year | – | 7 |
| Total (including GST) | – | 7 |

15 Contingent Liabilities

The Office is unaware of any contingent liabilities existing as at 30 June 2013.

Notes to the financial statements for the year ended 30 June 2013

| | 2013 | 2012 |
|--|----------------|----------------|
| | \$'000 | \$'000 |
| 16 Reconciliation of Cash Flows from Operating Activities to Net Result | | |
| Net cash used on operating activities | 1,754 | 2,440 |
| Depreciation and amortisation | (2,604) | (2,559) |
| Decrease/(increase) in provisions | 651 | (2,834) |
| Increase/(decrease) in receivables | 3,995 | (418) |
| Decrease/(increase) in creditors | (3,515) | (114) |
| Increase/(decrease) in inventories | 572 | (4) |
| Net gain/(loss) on sale of plant and equipment | 2 | (355) |
| Net Result | 855 | (3,844) |
| 17 Non-cash Financing and Investing Activities | | |
| Liabilities and expenses assumed by the Crown Entity | (1,613) | (2,778) |
| | (1,613) | (2,778) |

FINANCIAL STATEMENTS

Notes to the financial statements for the year ended 30 June 2013

18 Financial Instruments

The Office's principal financial instruments are outlined below. These financial instruments arise directly from the Office's operations or are required to finance the Office's operations. The Office does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The Office's main risks arising from financial instruments are outlined below, together with the Office's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout these financial statements.

The Audit and Risk Committee (the Committee) has overall responsibility for the oversight of risk management and reviews, and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the Office, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Committee and internal auditors on a continuous basis.

(a) Financial instrument categories

| Financial Assets | Note | Category | Carrying Amount | Carrying Amount |
|---------------------------|------|---|-----------------|-----------------|
| | | | 2013 \$'000 | 2012 \$'000 |
| Cash and cash equivalents | 6 | N/A | 4,254 | 5,614 |
| Receivables* | 7 | Loan and Receivable at amortised cost | 4,361 | 476 |

* Excludes statutory receivables and prepayments (ie not within the scope of AASB 7)

| Financial Liabilities | Note | Category | Carrying Amount | Carrying Amount |
|-----------------------|------|---|-----------------|-----------------|
| | | | 2013 \$'000 | 2012 \$'000 |
| Payables* | 11 | Financial Liabilities measured at amortised cost | 7,080 | 4,114 |

* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7)

(b) Credit Risk

Credit risk arises when there is the possibility of the Office's debtors defaulting on their contractual obligations, resulting in a financial loss to the Office. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the Office, including cash, receivables, and authority deposits. No collateral is held by the Office. The Office has not granted any financial guarantees.

Credit risk associated with the Office's financial assets, other than receivables, is managed through the selection of counterparties and establishment of minimum credit rating standards. Authority deposits held with NSW TCorp are guaranteed by the State.

Cash

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. 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 NSW Treasury.

Notes to the financial statements for the year ended 30 June 2013

Receivables – trade debtors

All trade debtors are recognised as amounts receivable at balance date. Collectability of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the entity will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30-day terms.

The Office is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2013: \$693,036; 2012: \$269,426) and less than 6 months past due (2013: \$342,913; 2012: \$67,960) are not considered impaired. Together, these represent 100% of the total trade debtors. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the statement of financial position.

| | Total ^{1,2} \$'000 | Past due but not impaired ^{1,2} \$'000 | Considered impaired ^{1,2} \$'000 |
|-----------------------------|--------------------------------|---|---|
| 2013 | | | |
| < 3 months overdue | 343 | 343 | – |
| 3 months – 6 months overdue | – | – | – |
| > 6 months overdue | – | – | – |
| 2012 | | | |
| < 3 months overdue | 68 | 68 | – |
| 3 months – 6 months overdue | – | – | – |
| > 6 months overdue | – | – | – |

Notes:

1 Each column in the table reports 'gross receivables'.

2 The ageing analysis excludes statutory receivables, as these are not within the scope of AASB 7 and excludes receivables that are not past due and not impaired. Therefore, the 'total' will not reconcile to the receivables total recognised in the statement of financial position.

(c) Liquidity risk

Liquidity risk is the risk that the Office will be unable to meet its payment obligations when they fall due. The Office continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances. Liquidity risk is assessed as low.

During the current and prior years, there were no defaults of any loans payable. No assets have been pledged as collateral. The Office's exposure to liquidity risk is deemed insignificant based on prior period's data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW TC 11/12. For small business suppliers, where terms are not specified, payment is made no later than 30 days from the date of receipt of a correctly rendered invoice. For other suppliers, if trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a

FINANCIAL STATEMENTS

statement is received. For small business suppliers, where payment is not made within the specified time period, simple interest must be paid automatically unless an existing contract specifies otherwise. For payments to other suppliers, the Chief Executive may automatically pay the supplier simple interest. During the year no penalty interest payments were made.

(d) Market risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. The Office's exposure to market risk is considered low.

Interest rate risk

The Office does not account for any fixed rate financial instruments at fair value through profit or loss or as available-for-sale. Therefore, for these financial instruments, a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility. The Offices' exposure to interest rate risk is set out below.

| | Carrying Amount | \$'000 | | | |
|------------------------------|--------------------|---------------|--------|--------------|--------|
| | | -1% Profit | Equity | 1% Profit | Equity |
| 2013 | | | | | |
| Financial assets | | | | | |
| Cash and cash equivalents | 4,254 | (43) | – | 43 | – |
| Receivables | 4,361 | (44) | – | 44 | – |
| Financial liabilities | | | | | |
| Payables | 7,080 | 71 | – | (71) | – |
| 2012 | | | | | |
| Financial assets | | | | | |
| Cash and cash equivalents | 5,614 | (56) | – | 56 | – |
| Receivables | 476 | (5) | – | 5 | – |
| Financial liabilities | | | | | |
| Payables | 1,804 | 18 | – | (18) | – |

(e) Fair value compared to carrying amount

The amortised cost of financial instruments recognised in the statement of financial position approximates the fair value, because of the short-term nature of many of the financial instruments.

Notes to the financial statements for the year ended 30 June 2013

19 Service Groups of the Entity

Service Group 1: Curriculum Development and Support

Objectives: This service group covers the provision of relevant high quality syllabuses, courses and support materials that promote high standards of primary (K–6) and secondary (7–12) education for a full range of students.

Service Group 2: Examinations, Assessments and Credentials

Objectives: This service group covers conducting School Certificate (SC) tests to 2011, Higher School Certificate (HSC) examinations, Australian Music Examinations Board (AMEB) examinations, administering the new Record of School Achievement from 2012 and being the test administration authority for the National Assessment Program for Literacy and Numeracy (NAPLAN) from 2013.

Service Group 3: Registration and Accreditation

Objectives: This service group covers the registration and accreditation of non-government schools, the registration of home schooling and the approval of course providers for students from overseas.

20 Restricted Assets

The Office holds monies donated for the Brother John Taylor Memorial Trust (\$38,228) and for the Mary Besley Biology Teachers award (\$598).

The Brother John Taylor Memorial Trust recognises a HSC student who has overcome significant disadvantage to achieve academic excellence. The Mary Besley Biology Teachers award recognises outstanding achievement in Biology. Interest earned from the investment of these assets is used to provide cash awards to the recipients.

21 Events after the Reporting Period

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

Board of Studies

For the year ended 30 June 2013

Pursuant to Section 41C 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 2010* and other authoritative pronouncements of the Australian Accounting Standards Board;
- (b) the Statement of comprehensive income presents a true and fair view of the results of the Board of Studies for the year ended 30 June 2013;
- (c) the Statement of financial position gives a true and fair view of the state of affairs of the Board of Studies as at 30 June 2013; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.

Signed under delegation from the Board of Studies.



Carol Taylor
Chief Executive
Office of the Board of Studies
23 September 2013



INDEPENDENT AUDITOR'S REPORT

Board of Studies

To Members of the New South Wales Parliament

I have audited the accompanying financial statements of Board of Studies (the Board), which comprise the statements of financial position as at 30 June 2013, the statements of comprehensive income, statements of changes in equity and statements of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information of the Board and the Consolidated Entity. The Consolidated entity comprises the Board and the entity it controlled at the year's end or from time to time during the financial year.

Opinion

In my opinion, the financial statements:

- give a true and fair view of the financial position of the Board and the consolidated entity as at 30 June 2013, and of their financial performance and cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 41B of the *Public Finance and Audit Act 1983* (the PF&A Act) and the Public Finance and Audit Regulation 2010

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

The Chief Executive's Responsibility for the Financial Statements

The Chief Executive is responsible for the preparation of the financial statements that give a true and fair view in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the Chief Executive determines is necessary to enable the preparation of financial statements that give a true and fair view and that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial statements based on my audit. I conducted my audit in accordance with Australian Auditing Standards. Those Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Board's preparation of the financial statements that give a true and fair view in order to design audit procedures appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Chief Executive, as well as evaluating the overall presentation of the financial statements.

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does *not* provide assurance:

- about the future viability of the Board or consolidated entity
- that they have carried out their activities effectively, efficiently and economically
- about the effectiveness of internal control
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented
- about other information which may have been hyperlinked to/from the financial statements.

Independence

In conducting my audit, I have complied with the independence requirements of the Australian Auditing Standards and other relevant ethical pronouncements. The PF&A Act further promotes independence by:

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



Aaron Green
Director, Financial Audit Services

23 September 2013
SYDNEY

FINANCIAL STATEMENTS

Start of audited financial statements

Board of Studies

Statement of comprehensive income for the year ended 30 June 2013

| | Notes | CONSOLIDATED | | PARENT | |
|--|-------|----------------|----------------|----------------|----------------|
| | | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 |
| Expenses excluding losses | | | | | |
| Operating expenses | | | | | |
| Personnel services | 2(a) | 45,629 | 51,477 | 387 | 402 |
| Other operating expenses | 2(b) | 338 | 548 | 166 | 47 |
| TOTAL EXPENSES EXCLUDING LOSSES | | 45,967 | 52,025 | 553 | 449 |
| Revenue | | | | | |
| Services received free of charge | | 45,967 | 52,025 | 554 | 449 |
| Total Revenue | | 45,967 | 52,025 | 553 | 449 |
| Net result | | – | – | – | – |
| Other comprehensive income | | – | – | – | – |
| TOTAL COMPREHENSIVE INCOME | | – | – | – | – |

The accompanying notes form part of these financial statements.

Board of Studies

Statement of changes in equity for the year ended 30 June 2012

| | Notes | Accumulated Funds \$'000 | Total \$'000 |
|---|-------|--------------------------------|-----------------|
| Balance at 1 July 2012 | | – | – |
| Total comprehensive income for the year | | – | – |
| Balance at 30 June 2013 | | – | – |
| Balance at 1 July 2011 | | – | – |
| Total comprehensive income for the year | | – | – |
| Balance at 30 June 2012 | | – | – |

The accompanying notes form part of these financial statements.

FINANCIAL STATEMENTS

Board of Studies Statement of financial position as at 30 June 2013

| | Notes | CONSOLIDATED | | PARENT | |
|--------------------------|-------|----------------|----------------|----------------|----------------|
| | | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 |
| ASSETS | | | | | |
| Receivables | | - | - | - | - |
| Total Assets | | - | - | - | - |
| LIABILITIES | | | | | |
| Payables | | - | - | - | - |
| Provisions | | - | - | - | - |
| Total Liabilities | | - | - | - | - |
| Net Assets | | - | - | - | - |
| EQUITY | | | | | |
| Accumulated funds | | - | - | - | - |
| Total Equity | | - | - | - | - |

The accompanying notes form part of these financial statements.

Board of Studies Statement of cash flows for the year ended 30 June 2012

| | Notes | CONSOLIDATED | | PARENT | |
|---|-------|----------------|----------------|----------------|----------------|
| | | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | | |
| Payments | | | | | |
| Personnel services | | - | - | - | - |
| Total Payments | | - | - | - | - |
| Receipts | | | | | |
| Other | | - | - | - | - |
| Total Receipts | | - | - | - | - |
| NET CASH FLOWS FROM OPERATING ACTIVITIES | | - | - | - | - |
| NET INCREASE/(DECREASE) IN CASH | | - | - | - | - |
| Opening cash and cash equivalents | | - | - | - | - |
| CLOSING CASH AND CASH EQUIVALENTS | | - | - | - | - |

The accompanying notes form part of these financial statements.

Board of Studies

Notes to the financial statements for the year ended 30 June 2013

1 Summary of Significant Accounting Policies

(a) Reporting entity

The Board of Studies was established under the *Education Act 1990* and is, for the purposes of any Act, a statutory body representing the Crown.

The Board of Studies consolidated accounts include the Board of Studies and the Board of Studies Casual Staff Division.

Pursuant to Treasury Circular 11/19, the Board of Studies receives personnel services on a free of charge basis from the Office of the Board of Studies. From 17 March 2006 the Board of Studies Casual Staff Division provided personnel services to the Board in respect of casual examination staff. These staff were previously employed by the Board of Studies directly under the *Education Act 1990*; however, they were paid by the Office of the Board of Studies. This employment provision has since been repealed.

These financial statements have been authorised for issue by the Chief Executive, Office of the Board of Studies under delegation from the Board of Studies on 23 September 2013.

(b) Basis of preparation

The Board of Studies financial statements are general purpose financial statements which have been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and Regulation and
- specific directions issued by the Treasurer.

The historical cost basis of accounting has been adopted in the preparation of the financial statements.

Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) Statement of compliance

The consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

(d) Income recognition

Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

(e) Personal Services Expense

Expenses associated with, but that are not, employee benefits (such as payroll tax) are recognised separately.

Defined contribution plan superannuation liabilities are recognised as expenses when the obligations arise, which is usually through the rendering of service by employees.

Long service leave is measured at present value in accordance with AASB 119 *Employee Benefits*.

This is based on the application of certain factors (specified in NSW TC 12/06) to employees with five or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value. This has been taken up by the Office of the Board of Studies as Acceptance by the Crown of Employee Benefits. On-costs related to long-service leave are taken up as a liability by the Office of the Board of Studies.

FINANCIAL STATEMENTS

(f) Comparative information

Comparative figures have been disclosed for all amounts reported in the financial statements.

(g) New Australian Accounting Standards issued but not effective

As mandated by the Treasurer, the Board of Studies has not early-adopted the following new/revised Standards/Interpretations:

AASB 10 Consolidated Financial Statements (application date 1 Jul 2013)

AASB 12 Disclosure of Interests in Other Entities (application date 1 Jul 2013)

AASB 127 Separate Financial Statements (2011) (application date 1 Jul 2013)

AASB 1055 Budgetary Reporting (application date 1 Jul 2013)

AASB 2011-7 Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements Standards (application date 1 Jul 2013)

AASB 2011-9 Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income (application date 1 Jul 2013)

AASB 2012-5 Amendments to Australian Accounting Standards arising from Annual Improvements 2009–2011 Cycle [AASB 1, AASB 101, AASB 116, AASB 132 & AASB 134 and Interpretation 2] (application date 1 Jul 2013).

Management cannot assess the impact of the applications of the new standards on the financial statements.

2 Expenses

| | CONSOLIDATED | | PARENT | |
|---|----------------|----------------|----------------|----------------|
| | 2013 \$'000 | 2012 \$'000 | 2013 \$'000 | 2012 \$'000 |
| (a) Personnel services comprise: | | | | |
| Salaries and wages (incl recreation leave) | 39,759 | 44,929 | 341 | 358 |
| Long service leave | 3 | (8) | 3 | (8) |
| Payroll tax | 2,348 | 2,651 | 19 | 20 |
| Superannuation – defined contribution plans | 3,516 | 3,902 | 21 | 29 |
| Workers' compensation insurance | 3 | 3 | 3 | 3 |
| | 45,629 | 51,477 | 387 | 402 |
| (b) Other operating expenses comprise: | | | | |
| Rent and accommodation | 97 | 2 | 97 | 2 |
| Postage and telephones | 5 | 6 | 5 | 6 |
| Travel | 173 | 204 | 21 | 18 |
| Printing | 9 | 5 | 9 | 5 |
| Meeting fees | 11 | 6 | 11 | 6 |
| Other | 43 | 325 | 23 | 10 |
| | 338 | 548 | 166 | 47 |

3 Commitments

There are no commitments existing as at 30 June 2013.

4 Contingent Liabilities

The Board of Studies is unaware of any contingent liabilities existing as at 30 June 2013.

5 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

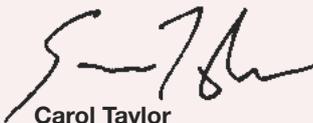
Board of Studies Casual Staff Division

For the year ended 30 June 2013

Pursuant to Section 41C 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 2010* and other authoritative pronouncements of the Australia Accounting Standards Board;
- (b) the Statement of comprehensive income presents a true and fair view of the results of the Board of Studies Casual Staff Division for the year ended 30 June 2013;
- (c) the Statement of financial position gives a true and fair view of the state of affairs of the Board of Studies Casual Staff Division as at 30 June 2013; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.

Signed under delegation from the Board of Studies.



Carol Taylor
Chief Executive
Office of the Board of Studies
23 September 2013



INDEPENDENT AUDITOR'S REPORT

Board of Studies Casual Staff Division

To Members of the New South Wales Parliament

I have audited the accompanying financial statements of the Board of Studies Casual Staff Division (the Division), which comprise the statement of financial position as at 30 June 2013, the statement of comprehensive income, statement of changes in equity, statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information.

Opinion

In my opinion the financial statements:

- give a true and fair view of the financial position of the Division as at 30 June 2013, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 41B of the *Public Finance and Audit Act 1983* (the PF&A Act) and the Public Finance and Audit Regulation 2010

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

The Chief Executive's Responsibility for the Financial Statements

The Chief Executive is responsible for the preparation of the financial statements that give a true and fair view in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the Chief Executive determines is necessary to enable the preparation of the financial statements that give a true and fair view and that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial statements based on my audit. I conducted my audit in accordance with Australian Auditing Standards. Those standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Division's preparation of the financial statements that give a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Chief Executive, as well as evaluating the overall presentation of the financial statements.

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does *not* provide assurance:

- about the future viability of the Division
- that it has carried out its activities effectively, efficiently and economically
- about the effectiveness of its internal control
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented
- about other information that may have been hyperlinked to/from the financial statements.

Independence

In conducting my audit, I have complied with the independence requirements of the Australian Auditing Standards and relevant ethical pronouncements. The PF&A Act further promotes independence by:

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



Aaron Green
Director, Financial Audit Services

23 September 2013
SYDNEY

FINANCIAL STATEMENTS

Start of audited financial statements

Board of Studies Casual Staff Division Statement of comprehensive income for the year ended 30 June 2013

| | Notes | 2013 \$'000 | 2012 \$'000 |
|--|-------|----------------|----------------|
| Expenses excluding losses | | | |
| Operating expenses | | | |
| Personnel services | 2(a) | 45,242 | 51,075 |
| Other operating expenses | 2(b) | 172 | 501 |
| TOTAL EXPENSES EXCLUDING LOSSES | | 45,414 | 51,576 |
| Revenue | | | |
| Services received free of charge | | | |
| | | 45,414 | 51,576 |
| Total Revenue | | 45,414 | 51,576 |
| Net result | | – | – |
| Other comprehensive income | | – | – |
| TOTAL COMPREHENSIVE INCOME | | – | – |

The accompanying notes form part of these financial statements.

Board of Studies Casual Staff Division Statement of changes in equity for the year ended 30 June 2013

| | Notes | Accumulated Funds \$'000 | Total \$'000 |
|---|-------|--------------------------------|-----------------|
| Balance at 1 July 2012 | | – | – |
| Total comprehensive income for the year | | | |
| | | – | – |
| Balance at 30 June 2013 | | – | – |
| Total comprehensive income for the year | | | |
| | | – | – |
| Balance at 1 July 2011 | | – | – |
| Total comprehensive income for the year | | | |
| | | – | – |
| Balance at 30 June 2012 | | – | – |

The accompanying notes form part of these financial statements.

FINANCIAL STATEMENTS

Board of Studies Casual Staff Division Statement of financial position as at 30 June 2013

| | Notes | 2013 \$'000 | 2012 \$'000 |
|--------------------------|-------|----------------|----------------|
| ASSETS | | | |
| Receivables | | - | - |
| Total Assets | | - | - |
| LIABILITIES | | | |
| Payables | | - | - |
| Provisions | | - | - |
| Total Liabilities | | - | - |
| Net Assets | | - | - |
| EQUITY | | | |
| Accumulated funds | | - | - |
| Total Equity | | - | - |

The accompanying notes form part of these financial statements.

Board of Studies Casual Staff Division Statement of cash flows for the year ended 30 June 2013

| | Notes | 2013 \$'000 | 2012 \$'000 |
|---|-------|----------------|----------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | | |
| Payments | | | |
| Personnel services | | - | - |
| Total Payments | | - | - |
| Receipts | | | |
| Other | | - | - |
| Total Receipts | | - | - |
| NET CASH FLOWS FROM OPERATING ACTIVITIES | | - | - |
| NET INCREASE/(DECREASE) IN CASH | | | |
| Opening cash and cash equivalents | | - | - |
| CLOSING CASH AND CASH EQUIVALENTS | | - | - |

The accompanying notes form part of these financial statements.

Board of Studies Casual Staff Division **Notes to the financial statements for the year ended 30 June 2013**

1 Summary of Significant Accounting Policies

(a) Reporting entity

The Board of Studies Casual Staff Division (the Division) is a Division of the Government Service, established pursuant to Part 3 of Schedule 1 to the *Public Sector Employment and Management Act 2002*. It is a not-for-profit entity as profit is not its principal objective. It is domiciled in Australia and its principal office is at 117 Clarence Street, Sydney.

Pursuant to Treasury Circular 11/19, the Division's objective is to provide personnel services to the Board of Studies. The personnel services relate to the provision of examination staff. It first receives these services from the Office of the Board of Studies.

The Division commenced operations on 17 March 2006 when it assumed responsibility for the employees and employee-related liabilities of the Board of Studies casual examination staff. No employee liabilities existed at the time of transfer.

The Office of the Board of Studies' Chief Executive as Division Head of the Division, pursuant to Schedule 1 Part 3 of the *Public Sector Employment and Management Act 2002* (the Act), has delegated the employment power for these staff, pursuant to section 4F of the Act, to the Office of the Board of Studies.

These financial statements have been authorised for issue by the Chief Executive, Office of the Board of Studies on 23 September 2013.

(b) Basis of preparation

The Division's financial statements are general purpose financial statements which have been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and Regulation and
- specific directions issued by the Treasurer.

The historical cost basis of accounting has been adopted in the preparation of the financial statements.

Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) Statement of compliance

The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

(d) Income recognition

Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

(e) Employee benefits and expenses

Expenses associated with, but that are not, employee benefits (such as payroll tax) are recognised separately.

Defined contribution plan superannuation liabilities are recognised as expenses when the obligations arise, which is usually through the rendering of service by employees.

No employee liabilities exist at 30 June 2013 for casual examination staff.

FINANCIAL STATEMENTS

(f) Comparative information

Except when an Australian Accounting Standard permits or requires otherwise, comparative information is disclosed in respect of the previous period for all amounts reported in the financial statements.

(g) New Australian Accounting Standards issued but not effective

As mandated by the Treasurer, the Division has not early-adopted the following new/revised Standards/Interpretations:

AASB 1055 Budgetary Reporting (application date 1 Jul 2013)

AASB 2011-9 Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income (application date 1 Jul 2013)

AASB 2012-5 Amendments to Australian Accounting Standards arising from Annual Improvements 2009–2011 Cycle [AASB 1, AASB 101, AASB 116, AASB 132 & AASB 134 and Interpretation 2] (application date 1 Jul 2013).

Management cannot assess the impact of the applications of the new standards on the Division's financial statements.

2 Expenses

| | 2013 \$'000 | 2012 \$'000 |
|---|----------------|----------------|
| (a) Personnel services comprise: | | |
| Salaries and wages | 39,418 | 44,571 |
| Payroll tax | 2,329 | 2,631 |
| Superannuation – defined contribution plans | 3,495 | 3,873 |
| | 45,242 | 51,075 |
| (b) Other operating expenses comprise: | | |
| Travel | 152 | 186 |
| Fees for services | 20 | 315 |
| | 172 | 501 |

3 Commitments

There are no commitments existing as at 30 June 2013.

4 Contingent Liabilities

The Division is unaware of any contingent liabilities existing as at 30 June 2013.

5 Events after the Reporting Period

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

FINANCIAL STATEMENTS

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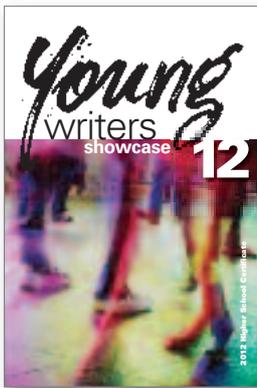
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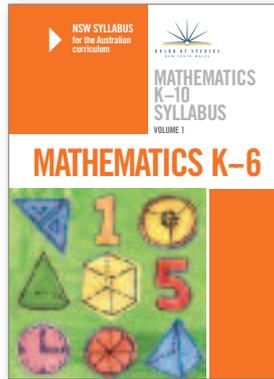
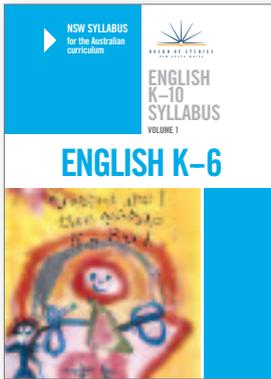
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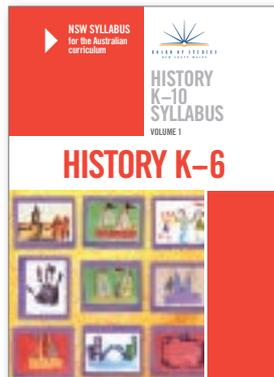
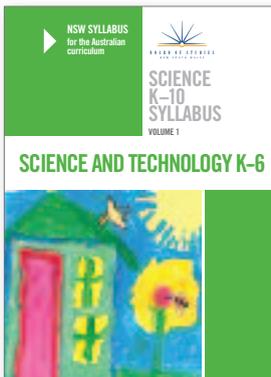
BOARD OF STUDIES PUBLICATIONS

The Communications and Publishing Branch (CPB), Office of the Board of Studies, published more than 1100 documents in the reporting period – an average of more than four items per day throughout the year – incorporating the work of graphic designers, editors, website staff and copyright officers. In line with the continuing rapid increase in the use of electronic, internet and interactive publishing, more documents were published on the Board's websites and partner websites than in previous years. The Board of Studies is currently implementing the National Transition Strategy and aims to have all content on its websites WCAG 2.0 Level AA compliant by 31 December 2014.



The CPB published eight new NSW K–10 syllabuses in English, Mathematics, Science (including Science and Technology K–6) and History, incorporating the Australian curriculum. For the first time the syllabuses are available in an interactive online format.

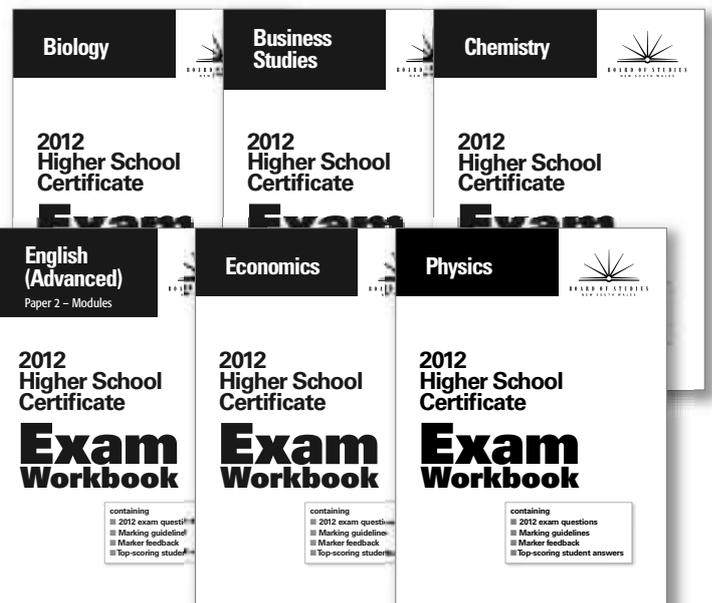
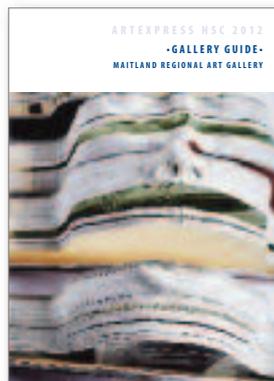
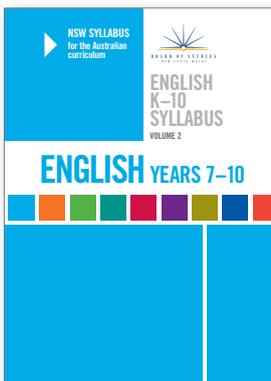
Printed publications included syllabuses, syllabus support documents, timetables in various formats, flyers to support events and eBOS Shop Online, performance programs for OnSTAGE and ENCORE, DesignTECH 2012 seminar booklets, and sets of project cards and programs. Printed products also comprised invitations, postcards and flyers for ARTEXPRESS 2012, credential certificates and awards, posters, banners, rules and procedures booklets, general stationery and much more. Most publicly available printed documents can also be accessed on the Board of Studies website.



Commercial publications produced included *Young Writers Showcase 2012*, *The Sydney Morning Herald Youngest Writer: WriteOn 2012*, *ENCORE CD* and 2012 HSC Exam workbooks for a range of subjects.

Publications on the Board's website and partner websites included new and updated content on the *Assessment Resource Centre* site and gallery guides for the ARTEXPRESS and DesignTECH metropolitan and regional exhibitions.

A selection of annually recurring major web-only publications included sample multi-choice questions for the Higher School Certificate, as well as Marking Guidelines, Notes from the Marking Centre, Sample Answers and examination papers from the 2012 HSC Examinations.





Contact details

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

Tel: (02) 9367 8111
Fax: (02) 9367 8484

Internet: www.boardofstudies.nsw.edu.au

Postal address

Office of the Board of Studies NSW
GPO Box 5300
SYDNEY NSW 2001

This report is available on the Board of Studies website at
www.boardofstudies.nsw.edu.au

Office hours: 8.30 am – 5.30 pm Monday to Friday

Board staff are available outside these hours by arrangement.