

# ANNUAL REPORT 2011

**BOARD OF STUDIES NSW • OFFICE OF BOARD OF STUDIES NSW**

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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 2011.

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

I am delighted to have the opportunity to reflect on the important work and achievements of the Board of Studies NSW over the past 12 months and to touch on some of the challenges that lie ahead.

Our mission is to provide educational leadership through the development of quality policies, programs and practices in school curriculum, assessment and examinations, and in the registration and accreditation of non-government schools.

It is an exciting time in education. Government reforms, advancements in technology and globalisation are having a remarkable impact. The pace of these changes poses great challenges as we continue to advocate the highest quality primary and secondary education for NSW students.

During the past 12 months the Board has maintained its focus on supporting the current and future provision of first-class education for the 1.1 million students in NSW schools from Kindergarten to Year 12. The Board has continued its extensive participation in shaping the developing Australian curriculum while continuing to deliver the broad range of existing services to NSW students and schools.

We are committed to ensuring that the highest quality standards are reflected in the Australian curriculum. We bring to this collaborative national endeavour extensive expertise, experience and resources in curriculum development and assessment. We have seen intense engagement by schools, teachers and the entire NSW community in taking up the many consultation opportunities that the Board has provided over the last year. The valuable feedback obtained through these consultations has informed NSW responses to the various documents produced by the federal government's Australian Curriculum, Assessment and Reporting Authority (ACARA).

As we advance towards finalising a national curriculum in the four learning areas of English, mathematics, science and history from



Kindergarten to Year 10, the Board has begun to focus on providing quality syllabuses for NSW teachers to support their delivery of the new Australian curriculum from 2014.

Draft NSW syllabuses and support materials that incorporate the Australian curriculum content have been developed by the Board for K–10 English, mathematics, science and history. The syllabuses retain many of the features that are familiar to and appreciated by NSW teachers.

The Board will guide finalisation of the NSW syllabuses and support materials over the remainder of 2011 and during 2012.

As new developments surrounding the Australian curriculum take place, the Board will continue to provide consultation opportunities and systematically obtain and provide the views and input of both the NSW education community and the broader community in the preparation of its consultation responses.

During the reporting period, the Board also conducted extensive consultations with the NSW education community to assess the appropriateness of the School Certificate in its

current form. After considering recommendations by the Board, the Minister for Education, the Hon. Adrian Piccoli MP, announced in August 2011 that School Certificate tests would not continue beyond 2011, and that an alternative credential would be available for students from 2012.

The raising of the school leaving age, national testing, the development of the Australian curriculum and innovations in examination technology are all factors that have contributed to this important decision.

In consultation with teachers and the broader community, the Board is now examining options to develop a more meaningful credential that better reflects the needs of students who leave school before attaining their Higher School Certificate.

The year ahead promises to be another exciting but undoubtedly challenging one.

The NSW Government's newly released State Plan, NSW 2021, and its confirmed goal to improve education and learning outcomes for all students has been welcomed by the Board.

The Board itself is currently developing a new strategic plan for the period 2012–2016 after an extensive assessment of the current and likely future education environment.

We know from our participation in national and international assessments that NSW school education is amongst the best in the world. Despite these achievements there are still students struggling to meet minimum standards.

The Board's new strategic plan will help guide our work in addressing areas of need and continuing to advocate the highest quality education for all NSW students well into the future.

It has been a privilege to lead the Board of Studies NSW during the reporting period and I thank all Board members for their valuable contributions.

On behalf of the Board I want to acknowledge the expertise and professionalism of the staff in the Board's office and to note my own personal gratitude to Carol Taylor, the Office's Chief Executive, for the leadership, conviction and insight which she brings to the position.

Finally, I extend my gratitude to the many teachers, parents and other education professionals who have played a crucial role in advancing the Board's important work over the past 12 months.

## Chief Executive's message

This 2010-2011 Annual Report reflects a year of significant achievement in our continued advocacy and support for high standards of primary and secondary education in New South Wales.

Much of the work in the Office of the Board of Studies over the past year has been focussed on national initiatives in educational reform, including the development of the Australian curriculum.

We have worked closely with education sectors, the teaching profession and the broader community in analysing feedback from key stakeholders on various draft documents that have been developed to date by ACARA as part of the Australian curriculum. This feedback has enabled the Board of Studies to provide advice to the Minister on the quality and readiness of the national curriculum materials.

Throughout 2010–2011, we developed draft NSW syllabuses and support materials that incorporate the Australian curriculum content in English, mathematics, science and history from Kindergarten to Year 10, using New South Wales' well-established syllabus development processes. These syllabus documents will guide NSW teachers in their implementation of the Australian curriculum and provide a smooth transition from the existing syllabuses.

In addition to our work with the Australian curriculum, initiatives to improve and support the existing NSW curriculum continued throughout the reporting period.

In the K–6 area we developed a range of support materials for parents and teachers, including a *Dictionary of classroom strategies K–6*. The dictionary introduces a range of strategies that teachers can use in the classroom to enhance teaching and learning. Further primary education support materials are planned for release next year.



This report also details achievements in the secondary curriculum, including:

- The successful piloting of the new *Stage 6 English Studies Content Endorsed Course* in 76 schools during 2010 and enrolments of over 6 000 Year 11 students from over 350 schools in the course in 2011. This English course is aimed at senior students who do not wish to follow an 'ATAR' program.
- The introduction in 2011 of the Board's four new Heritage languages courses in Chinese (Mandarin), Japanese, Indonesian and Korean aimed at encouraging more students to take up these languages for the HSC.
- The introduction of the new VET curriculum framework in Human Services and the development of a new draft Financial Services framework add to the comprehensive set of VET opportunities.
- A new Alternative Education Program that provides options for the small number of students who need assistance to complete mandatory Year 10 requirements.

- The introduction of *HSC–University Pathways* that offers flexibility for highly capable students who have accelerated in a course to begin a university course while still concluding their HSC studies.
- The Board’s decision to continue to include Life Skills content and outcomes for Years 7–10 in the new draft K–10 syllabuses in English, mathematics, science and history.

In the area of examining and credentialling, the HSC class of 2010 set a new record with over 70 000 students completing senior secondary education in New South Wales. Students sat for written examinations in 109 courses at over 750 examination centres across New South Wales and overseas. More than 65 000 students received an HSC and 31 percent included a VET credential along with their HSC.

In November 2011 Year 10 students will be the final cohort of students to sit for the NSW School Certificate tests. From 2012 onwards, a new credential will be provided for students who leave school before receiving their HSC.

This report illustrates the significant strides we have made in maximising the use of technologies in all areas of our work. Initiatives undertaken during the reporting period include improvements to online services, an increase in the use of onscreen marking and continued piloting of online tests which may eventually lead to significant changes in the way our testing and marking is conducted.

We also continued to focus on achieving more efficient and meaningful communication with students, teachers, schools, parents and the wider community. Some of the successful initiatives detailed in this report include:

- New materials on the *Students Online* website, including tips and tools to help students prepare for their examinations.
- Improved online HSC results services that provide access to individuals’ raw mark reports and scanned examination responses.
- A new personalised messaging function through *Students Online* that allows the Board to communicate with students electronically.
- Extended use of videoconferencing technology that enabled us to provide schools with information sessions on a variety of Board-related issues.
- Improvements to the design of our weekly electronic newsletter, the *Board Bulletin*, to make it easier for the wide range of interested readers to access articles of interest and relevance.
- Participation in two major HSC expos in June 2011 at which the Board held an information stand and our expert staff presented a wide range of seminar sessions. Together the expositions attracted over 37 000 visitors.

Over the reporting period the Office of the Board comprised over 200 full-time equivalent staff members and, during the peak periods, many thousands more to ensure the successful delivery and marking of the 2010 School Certificate tests and Higher School Certificate examinations.




The staff’s professional expertise, flexibility and engagement over the past year have been truly remarkable. In addition to thanking the staff for the full range of achievements presented in this report, I want to thank the many nominees from the broad NSW education community who support our work through participation in committees and working groups.

Finally, I would like to thank the members of the Board, so ably led by the President, Tom Alegounarias, for their time, insight, expertise and the provision of educational leadership and guidance throughout 2010–2011.





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From *Bob & Inge Marchant*  
by Paige Donnelly (De La Salle College Cronulla)  
2010 HSC 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*.

## Mission

The mission of the Board of Studies NSW is to provide educational leadership through the development of quality policies, programs and practices in school curriculum, assessment, registration and accreditation.

## Values and principles

### Leadership

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

### Service

The Board will ensure the delivery of professional and responsive services to its clients with a view to promoting and supporting the effective implementation of its policies and programs for the benefit of NSW students.

### Accountability

The Board will actively promote community confidence in NSW education through conduct that is ethical and in the public interest and will communicate openly and transparently.

### Equity and inclusiveness

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

### Quality and effectiveness

The Board will implement and inform best practice standards in education through benchmarking against national and international standards and practices.

## Responsibilities

In achieving its mission, the Board has the following responsibilities:

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

The Office of the Board has the following responsibilities:

- provide professional and administrative support and services to the Board
- encompass the Australian Music Examinations Board (New South Wales) and the Aboriginal Education Consultative Group
- 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 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

Ms Leslie Loble

Mr Gregory Prior

#### Appointed members

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

Professor Anne Cusick

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:*

Ms Deborah Lloyd (until July 2010)

Mr David Hope (from August 2010)

One nominee of the Catholic Education Commission, New South Wales

Dr Brian Croke

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

Dr Timothy Wright

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

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 New South Wales Parents' Council

Mrs Rose Cantali (until August 2010)

Dr Angela Schulz (from September 2010)

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:*

Ms Janet Chan (until August 2010)

Mr John Mularczyk (from September 2010)

*Representing secondary school principals:*

Ms Suzette Young (until July 2010)

Mr Gary Johnson (from August 2010)

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 Garry Grant (until January 2011)

Mr Philip Cooke (from February 2011)

*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

# GOVERNANCE – OUR ORGANISATION

## Mr Barry Calvert

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

## Brother Kelvin Canavan, AM (until August 2010)

Executive Director Emeritus: Catholic Schools, Archdiocese of Sydney

Visiting Professor: Australian Catholic University; University of Notre Dame, Australia

## Dr Jacqueline Manuel

Senior Lecturer in Secondary English Education, University of Sydney

## Dr Meredith Martin

Consultant in Special Education

## Ms Jennifer Neary

Principal in a Management Consulting firm and Chair of the Foundation for Public Education in NSW

## Dr Dan White (from September 2011)

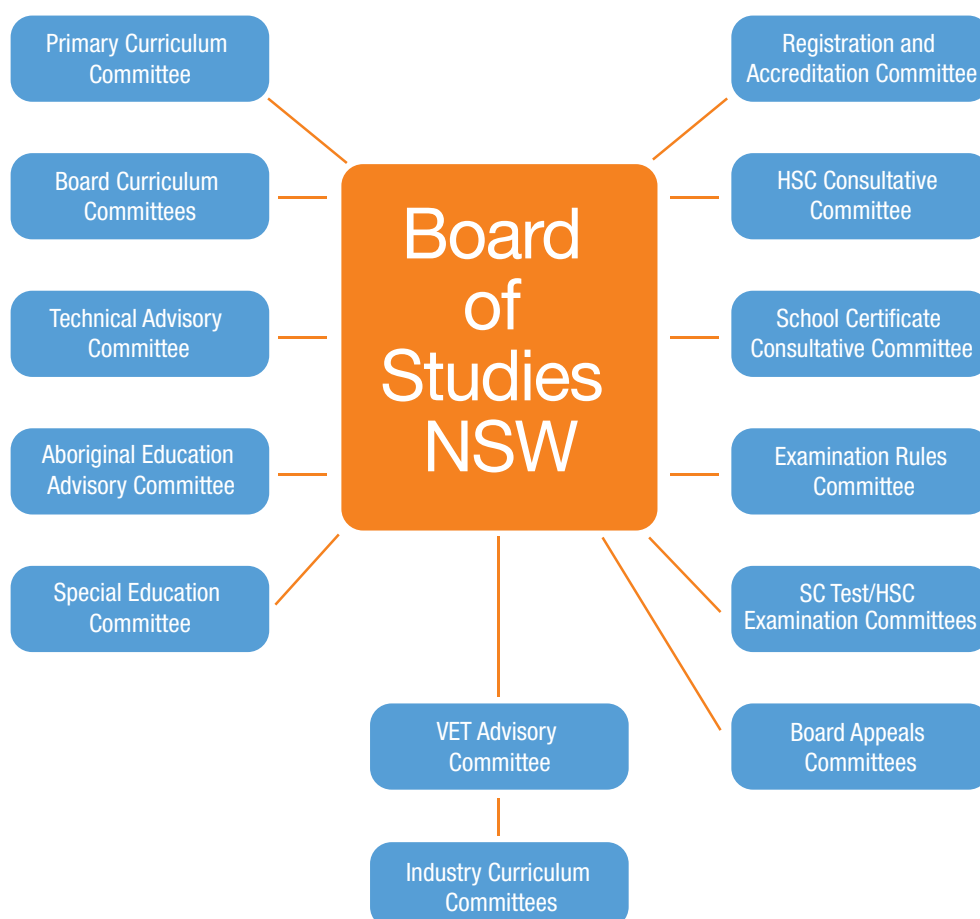
Executive Director of Catholic Schools Archdiocese of Sydney

## The Board's committees

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

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

## 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 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 to 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 Advisory Committee for the NSW Department of Education and Communities and has involvement in the NSW Government's 'Two Ways Together Aboriginal Affairs Plan'. She has considerable knowledge and expertise in Aboriginal education and training and also Aboriginal affairs policy development and understands the cultural, social and economic factors that affect Aboriginal communities.



Ms Dianne Butland,  
CT, BA(Social Science),  
MEd

Ms Butland is an executive member of the Federation of Parents and Citizens' Associations which acts on behalf of 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. She is a sociologist and works in teacher education. Her research interests are in education policy, inequality and community empowerment. Her current research is a global comparative study that focuses on the educational and social implications of national testing.



Mr Barry Calvert,  
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 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 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.



# GOVERNANCE – OUR ORGANISATION

## Members of the Board of Studies



Ms Pam Christie,  
BA, DipEd, DipSpEd,  
Graduate Member of the  
Australian Institute of  
Company Directors  
(GAICD)

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. In March 2011, Ms Christie was appointed Acting Director-General of the Department of Education and Training. She led the Department through a major transition, with a change of government, appointment of three ministers overseeing education and communities, and preparing for a new Director-General in August 2011. Ms Christie is a member of the NSW TAFE Commission Board, the Board of Studies 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 NSW 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 which 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, maths and technology.



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

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.



Professor Anne Cusick,  
BAppSc (OT),  
GradCertBusAdmin,  
GradDipAppBehavSc,  
MA(Psych), MA (Interdisc  
Stud), PhD, Diploma  
Australian Institute of  
Company Directors

Anne Cusick is Professor and Head, School of Health Sciences, University of Wollongong, and Emeritus Professor, University of Western Sydney (UWS). She is a NSW Vice Chancellors Committee nominee to the Board of Studies and Vocational Education and Training Advisory Committee. She recently served as Chair of Academic Senate at UWS for six years, and was a member of the UWS Board of Trustees for that period during the major university restructure and development of the Medical School. She has particular policy expertise in the development of student-centred inclusive academic policy, and the critical appraisal of the effectiveness and transparency of academic governance arrangements. She is a registered occupational therapist, experienced academic administrator and active researcher.

## Members of the Board of Studies



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

Dr 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. Dr Dockett's research is widely published both nationally and internationally. She is patron of the NSW Early Childhood Education Council.



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 promotions positions. He was a foundation member of the NSW Board of Secondary Education, a member of the Curriculum Corporation of Australia and a foundation member of the Board of Studies NSW.

Mr Fitzgerald has also been President of the NSW 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. Currently, he is writing a book on education policy and ideas, and working at a number of PSP schools in Western Sydney.



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

Mr Grumley has 33 years' teaching experience in secondary (government and independent) and tertiary sectors both in New South Wales and overseas. He has also been involved in HSC and School Certificate marking, examination committees and syllabus development. Mr Grumley is currently Head Teacher English at Catherine McAuley School, Westmead.



Mr David Hope,  
BE(Hons)

David Hope is a Vice President of the NSW Federation of Parents and Citizens Associations. 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 lifelong 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 formerly Principal of Jamison High School. He is an active member of the NSW Secondary Principals' Council (SPC), being a member of the Digital Education Revolution Taskforce, 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 Deputy Director-General, Strategic Planning and Regulation, NSW Department of Education and Communities. She oversees public policy development and corporate planning and performance across schooling, vocational education and training, and higher education, and leads national engagement in education and training on behalf of the NSW Government.



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 is Convenor of the Arts, English and Literacy Education (AELE) Research Network and coordinator of pre-service secondary English teacher education in the Faculty. She holds a PhD in English Literature from the University of New England (1991). She has published widely in the field of English education and teacher motivation and retention. 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* (2011); *Imagination, Innovation, Creativity: Re-Visioning English 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: Action, Imagination, 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, 2009, 2010).



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. 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 state-wide the Team Leadership for School Improvement K–12 Program. 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 Administrator's 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 PPA Primary Curriculum Reference Group and Australian Curriculum Working Party.



Ms Jennifer Neary,  
BA, DipEd, FAICD

Ms Neary began her career as a secondary mathematics teacher and has had a long history of involvement in public policy in employment, education and training. This involvement has been at both state and federal levels, and internationally with the OECD.

Ms Neary has also had extensive experience as a senior executive in the financial services sector. She is Principal in a Management Consulting firm, is the Chair of the Foundation for Public Education in NSW and a member of the Board of the NSW Institute of Teachers.



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 33 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.



Dr Angela Schulz,  
BSc(Hons), PhD

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

Dr Schulz comes 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 enquiring 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.

## Members of the Board of Studies



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 member of the Australian College of Education and the Australian Council of Educational Leaders. Dr White is currently the Executive Officer of the Sydney Archdiocesan Catholic Schools (SACS) Board and represents Sydney on the NSW Catholic Education Commission. In 2010 he was appointed to the NSW Board of Studies. 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 AHISA since 1993.

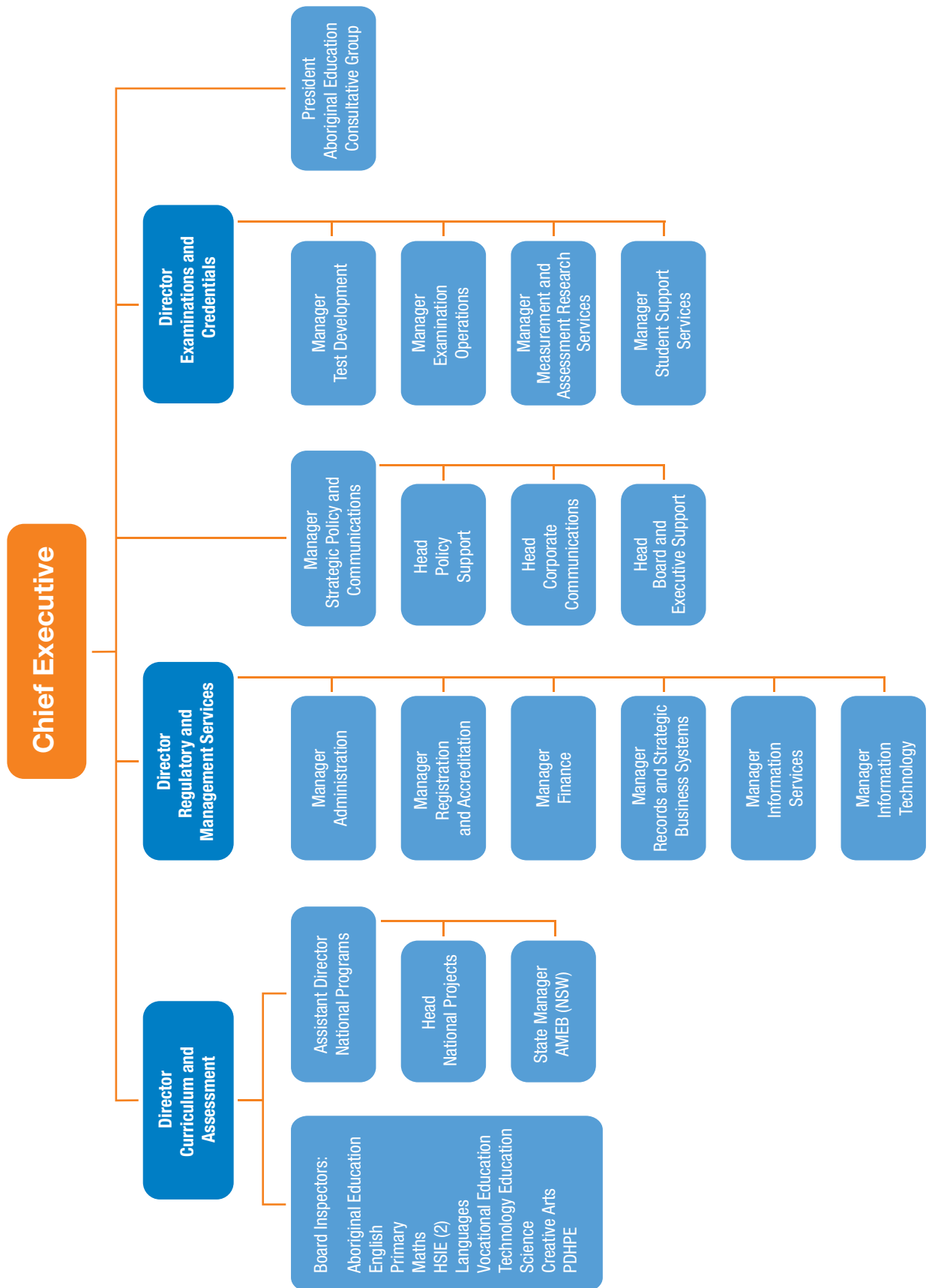
His educational interests include pedagogy, staff development and professional learning as well as a lifelong interest in effective pastoral care for young people.

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



# GOVERNANCE – OUR ORGANISATION

## Office of the Board of Studies – organisation structure



# GOVERNANCE – OUR ORGANISATION

## Strategic planning and goals

### Strategic planning processes and initiatives

- The Board of Studies Strategic Plan (2009–2013) has been developed to set broad strategic directions for the Board over the coming years. The plan takes account of a comprehensive environmental scan which identifies the key policies, trends, research and emerging issues likely to affect the Board's future work. The plan plays an essential role in guiding the focus and work of the Board and the Office of the Board in a context of significant global and national developments.
- The Board's planning encompasses four broad strategic goals (Goals 1–4) – development of curriculum and support materials that promote high standards of primary and secondary education, credentialling of secondary school student achievement, the registration and accreditation of non-government schools, and associated research and development in national and international best practice. The Office's planning provides the operational structure for executing these four goals together with an additional fifth goal (Goal 5) relating to the effective, efficient, economic and equitable management of the Office's functions, activities and staff.
- For each strategic priority identified for the 2010–2011 reporting year, key activities, milestones, accountabilities and targeted outcomes were incorporated into the Office's detailed 2010–2011 Operational Plan. The Office's Operational Plan 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 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.
- Reports highlighting the activities and achievements of the Board and the Office of the Board over the reporting year 2010–2011 follow in Sections 2–4 in this Annual Report.

GOALS	
<p><b>GOAL 1</b></p> <p>Syllabuses, courses and support materials that promote high standards of primary and secondary education</p>	<ol style="list-style-type: none"> <li>1.1 Collaborate with ACARA in the development and implementation of quality national curriculum.</li> <li>1.2 Collaborate with ACARA and other state authorities to ensure New South Wales' well established K–12 content and achievement standards and online Assessment Resource Centre provide a basis for the development of standards for the new national curriculum.</li> <li>1.3 Evaluate national curriculum documents and materials and advise the Minister as to their suitability for use in NSW schools.</li> <li>1.4 Provide advice to the Minister in relation to the strategies and timelines associated with the implementation of the national curriculum.</li> <li>1.5 Strategically review and update NSW syllabuses, courses and support materials that promote high standards of achievement for the full range of NSW students from Kindergarten to Year 12 taking account of developments in national curriculum, assessment and reporting.</li> <li>1.6 Develop and provide comprehensive assessment resources and advice to schools to ensure the consistent assessment and reporting of student achievement of standards from Kindergarten to Year 12.</li> <li>1.7 Promote relevant, flexible and inclusive pathways for student learning that enable the full range of students from Kindergarten to Year 12 to maximise their levels of attainment.</li> <li>1.8 Maximise curriculum provisions for students in Years 9 to 12 to access nationally accredited vocational education and training courses and qualifications to ensure they are fully prepared for further study, training and education.</li> <li>1.9 Promote high levels of knowledge and understanding of Aboriginal history, cultures and identities through quality curriculum and support materials.</li> <li>1.10 Promote high standards of achievement and improved retention rates for students from all communities throughout NSW, including Aboriginal students, through the development of sustained and active learning partnerships with communities.</li> <li>1.11 Assess the implications of the increased school leaving age for NSW students from 2010 and develop appropriate curriculum and credentialling options that promote high standards of achievement for the broader range of students continuing their schooling.</li> </ol>



# GOVERNANCE – OUR ORGANISATION

GOALS	STRATEGIC OBJECTIVES
<b>GOAL 2</b> Highly regarded, comprehensive, flexible and inclusive credentials that meet the needs of students and the community	<p>2.1 Support students, universities, employers and the community through the provision of credentials that meaningfully communicate student achievement in relation to the School Certificate and Higher School Certificate standards.</p> <p>2.2 Promote the community's continued confidence in the integrity of the Higher School Certificate through the implementation of strengthened procedures and processes designed to ensure good scholarship and ethical practices for senior secondary students.</p> <p>2.3 Develop and implement best practice in School Certificate and Higher School Certificate testing of student achievement, drawing on appropriate innovations in technology and examination methodology.</p> <p>2.4 Develop and implement best practice in the school-based assessment of student achievement for the School Certificate and Higher School Certificate.</p> <p>2.5 Identify and accommodate the impacts of the development and implementation of national curriculum, assessment and reporting on the School Certificate and Higher School Certificate.</p> <p>2.6 Evaluate the Board's credentialling program to ensure that NSW students leaving school at the end of Year 10, Year 11 or Year 12 are supported with meaningful qualifications that meet the needs of students and the community.</p>
<b>GOAL 3</b> Compliance with registration and accreditation requirements by non-government schools and systems	<p>3.1 Promote the delivery by non-government schools of high quality educational programs through the regulation of non-government school compliance with relevant legislative registration and accreditation requirements.</p> <p>3.2 Develop and implement best practice policies and processes in the regulation of non-government schools and systems.</p> <p>3.3 Promote the delivery of high-quality education programs to home schoolers through the regulation of home schooling families' compliance with relevant legislative requirements.</p>

GOALS	STRATEGIC OBJECTIVES
<p><b>GOAL 4</b></p> <p>Policies and practices that reflect contemporary national and international best practice and research in curriculum, assessment, registration and accreditation</p>	<ul style="list-style-type: none"> <li>4.1 Inform the development of quality national curriculum, assessment and reporting through the promotion of key aspects of effective Board programs.</li> <li>4.2 Achieve continuous improvement in the quality and effectiveness of the Board's products and services.</li> <li>4.3 Enrich the educational experience and outcomes of students by promoting the effective integration of information and communication technologies in curriculum, assessment and reporting.</li> <li>4.4 Monitor and assess the developing impact on the role and nature of teaching resulting from the integration of information and communication technologies in curriculum, assessment and reporting.</li> <li>4.5 Develop effective policies and practices in curriculum, assessment, registration and accreditation through collaboration with key NSW, national and international agencies on areas of common strategic interest.</li> <li>4.6 Assess new national and state curriculum, assessment and reporting developments and prepare appropriate policies and advice to support implementation in schools.</li> </ul>

# GOVERNANCE – OUR ORGANISATION

GOALS	STRATEGIC OBJECTIVES
<b>GOAL 5</b> Effective, efficient, economic and equitable management of the Office's functions, activities and staff	<ol style="list-style-type: none"> <li>5.1 Identify and implement improvements in business processes and practices through effective organisational leadership, strategic planning and quality assurance processes.</li> <li>5.2 Maximise operational efficiency and improved service delivery through the development and implementation of new and emerging technologies.</li> <li>5.3 Effectively manage the Office's recurrent and capital resources.</li> <li>5.4 Deliver high-quality, cost-effective professional and administrative advice and services to the Board of Studies and its committees.</li> <li>5.5 Establish strong and effective partnerships with key education stakeholders.</li> <li>5.6 Deliver effective communications and support services to enable the Board and its Office to effectively meet the needs and expectations of customers.</li> <li>5.7 Manage and develop effective organisational and staffing arrangements for the Office of the Board of Studies so that educational objectives and accountability expectations are met.</li> <li>5.8 Effectively and sensitively manage the industrial and employment relations program of the Office so as to achieve a high standard of industrial and employee relations and to meet related legislative requirements.</li> <li>5.9 Research and evaluate emerging policy issues relating to K–12 curriculum, assessment, examinations and credentialling and develop appropriate policy advice and options for the Minister and Board.</li> <li>5.10 Promote dynamic and ethical organisational culture that encourages and recognises staff innovation and encourages and develops staff to reach their full potential.</li> </ol>



# SECTION 2

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# CURRICULUM and ASSESSMENT



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  - Heritage languages
  - Board Endorsed Courses
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  - Aboriginal education
  - Assessment Resource Centre
  - Australian Music Examinations Board



OnSTAGE HSC 2010  
Henry Wells (Barker College)  
2010 HSC Drama student





# CURRICULUM AND ASSESSMENT

## Related goals

- Syllabuses, courses and support materials that promote high standards of primary and secondary education
- Highly regarded, comprehensive, flexible and inclusive credentials that meet the needs of students and the community
- Policies and practices that reflect contemporary national and international best practice and research in curriculum, assessment, registration and accreditation
- Effective, efficient, economic and equitable management of the Office's functions, activities and staff

## Strategic outcomes

Collaborate with ACARA in the development and implementation of quality national curriculum.

**Ensure that New South Wales' well-established K-12 content and achievement standards and online Assessment Resource Centre provide a basis for the development of standards for the new Australian curriculum.**

Evaluate national curriculum documents and materials and advise the Minister as to their suitability for use in NSW schools.

**Advise the Minister in relation to implementation of the Australian curriculum.**

Strategically review and update NSW syllabuses, courses and support materials, taking account of developments in national curriculum, assessment and reporting.

**Ensure that NSW syllabuses, courses and support materials promote high standards of achievement for the full range of students in New South Wales.**

Provide comprehensive assessment resources and advice to schools.

**Provide for relevant, flexible and inclusive pathways that enable the full range of students to maximise their levels of attainment.**

Monitor and assess the continuing effect on the role and nature of teaching resulting from the integration of information and communication technologies (ICT) in curriculum, assessment and reporting.

**Enrich the educational experience and outcomes of students by promoting the effective integration of ICT.**

Provide access for students in Years 9 to 12 to nationally accredited vocational education and training courses and qualifications.

**Increase students' knowledge and understanding of Aboriginal history, cultures and identities through quality curriculum and support materials.**

Promote high standards of achievement and improved retention rates for students from all communities throughout New South Wales, through active learning partnerships with communities.

**Provide appropriate curriculum and credentialling options for the broader range of students continuing their schooling.**

Develop and implement best practice in the school-based assessment of student achievement for the School Certificate and Higher School Certificate.

**Identify and accommodate the impacts of the development and implementation of national curriculum, assessment and reporting on the School Certificate and Higher School Certificate.**

Inform the development of quality national curriculum, assessment and reporting through the promotion of key aspects of effective Board programs.

**Collaborate with key NSW, national and international agencies on areas of common strategic interest.**

Assess new national and state curriculum, assessment and reporting developments and prepare appropriate policies and advice to support implementation in schools.

**Establish strong and effective partnerships with key education stakeholders.**

## Achievement highlights

### Development of the Australian curriculum

The Board is involved in providing advice and feedback on curriculum documents developed by the federal government's Australian Curriculum, Assessment and Reporting Authority (ACARA).

### Development and maintenance of the NSW curriculum

Quality Aboriginal education curriculum and support materials

Vocational education and training pathways for students

Assessment Resource Centre website (ARC) continually updated to support students, teachers and parents

## The Australian curriculum

*Working collaboratively to build a quality national curriculum*

### Strategic outcomes

Collaborate with ACARA in the development and implementation of quality national curriculum.

**Collaborate with ACARA and other state authorities to ensure New South Wales' well-established K–12 content and achievement standards and online Assessment Resource Centre provide a basis for the development of standards for the new national curriculum.**

Evaluate national curriculum documents and materials and advise the Minister as to their suitability for use in NSW schools.

**Advise the Minister in relation to the strategies and timelines associated with the implementation of the national curriculum.**

Strategically review and update NSW syllabuses, courses and support materials taking account of developments in national curriculum, assessment and reporting.

### Our achievements

#### Development of the Australian curriculum

In 2010 and 2011 the NSW Board of Studies continued to support the work of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and has worked collaboratively with all states and territories, and the education sectors in New South Wales, to develop an Australian curriculum.

New South Wales representatives, including Board officers, have been involved in ACARA workshops to provide input on curriculum content, achievement standards, general capabilities and cross-curriculum priorities. The Board's focus is to ensure the inclusiveness of the new curriculum and that it is of the same high quality as the current NSW curriculum.

#### K–10 English, Mathematics, Science and History

On 8 December 2010, state and territory Education Ministers endorsed the Foundation (known as Kindergarten in NSW) to Year 10 Australian curriculum content for English, Mathematics, Science and History. Ministers agreed that the achievement standards should be further developed before endorsement.

Following this decision the Board of Studies commenced its established syllabus development process to develop new K–10 syllabuses for English, Mathematics, Science and History. This process included a coordinated and widespread consultation to gather feedback from a range of stakeholders, including the education sectors, teachers, parents, principals, academics, teacher professional associations, and union, tertiary and special education representatives. The Board's standing committees: Primary Curriculum Committee, Special Education Committee and Aboriginal Education Advisory Committee were also consulted.

The development of the new syllabuses was guided by the directions for syllabus development prepared for each learning area and based on feedback gathered during consultation with stakeholders in 2010. A register of curriculum writers and reviewers was established and used to select syllabus writers.

Consultation on the draft K–10 syllabuses was undertaken during 2011. The consultation schedule included six face-to-face meetings for each learning area in metropolitan and regional areas of New South Wales, an online survey on the Board of Studies website, targeted consultation with primary and special education teachers, and meetings about online delivery of the new syllabuses. The consultation period for the draft K–10 syllabuses for Mathematics, Science and History commenced on 14 June and was planned until 22 August. Consultation on the draft K–10 English syllabus is planned from 1 August to 16 September 2011.

In June 2011, the Board issued a memorandum to all NSW school principals advising that the implementation schedule for the new K–10 syllabuses had not yet been determined and that schools should continue to implement the existing NSW syllabuses.

## Senior secondary curriculum

The Board undertook initial consultation on the draft senior secondary Australian curriculum content for English, Mathematics, Science and History during August and September 2010. ACARA did not release the senior secondary achievement standards for this round of consultation.

The consultation process followed a similar model to that used for K–10 learning areas and included a coordinated approach with ACARA and the education sectors. The consultation program included a curriculum mapping, 24 teacher meetings in regional and metropolitan venues and an online survey available for six weeks on the Board's website.

Learning area stakeholder meetings and Board Curriculum Committee meetings included broad representation of the Board of Studies consultation networks. Specialist groups were established in each learning area to provide expert advice to the Board, and at ACARA workshops, about the draft content of the 14 senior secondary courses. The four specialist groups comprised 12 to 20 individuals nominated by the education sectors, and included academics and Board officers.

A summary of key issues emerging from this initial consultation was presented to the Board of Studies at its meeting on 21 September 2010.

## Geography, the Arts and Languages

The draft *Shape of the Australian Curriculum: Geography* was released by ACARA on 21 June 2010. The release of the draft *Shape of the Australian Curriculum: The Arts* followed on 8 October 2010 and the draft *Shape of the Australian Curriculum: Languages* on 31 January 2011.

The Board conducted a similar consultation program for each draft shape paper.

Consultation included four to eight teacher focus group meetings in metropolitan and regional areas of New South Wales, an online survey and reference group meetings. The reference group for each learning area comprised specialist teachers, academics, professional associations, systems and sector representatives, and Board officers.

Feedback from consultation informed the NSW response about the draft shape paper for each learning area. The NSW responses were submitted to the Minister and subsequently to ACARA. The responses were published on the Board's website in November 2011 (Geography) and June 2011 (the Arts and Languages).

## Communication

The Board has developed a number of strategies to assist teachers in their understanding and involvement in the development of an Australian curriculum. The 'Australian curriculum in NSW' site on the Board's website is the source of information about consultation opportunities, frequently asked questions and the current status of curriculum development for the learning areas. The site contains memorandums from the Board's President and joint memorandums from the heads of the education sectors. News items are published regularly and archived on this site.

The Board of Studies is working closely with the education sectors, 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.

## Australian curriculum and students with special education needs

The Office has consulted with the Board's Special Education Committee and representatives from the Australian Association of Special Education on the draft K–10 syllabuses in English, Mathematics, Science and History. The draft syllabuses retain Life Skills outcomes and content for Years 7–10. The Office's process also includes consultation with teachers representing schools catering for students with special education needs.

## The NSW curriculum

*Promoting high standards of primary and secondary education in NSW through the provision of quality syllabuses, courses and support materials and the assessment, reporting and credentialling of student achievement.*

### Strategic outcomes

Ensure that NSW syllabuses, courses and support materials promote high standards of achievement for the full range of NSW students from Kindergarten to Year 12.

#### **Provide comprehensive assessment resources and advice to schools.**

Provide for relevant, flexible and inclusive pathways that enable the full range of students to maximise their levels of attainment.

#### **Monitor and assess the continuing effect on the role and nature of teaching resulting from the integration of information and communication technologies in curriculum, assessment and reporting.**

Enrich the educational experience and outcomes of students by promoting the effective integration of information and communication technologies in curriculum, assessment and reporting.

#### **Provide access for students in Years 9 to 12 to nationally accredited vocational education and training courses and qualifications.**

Increase students' knowledge and understanding of Aboriginal history, cultures and identities through quality curriculum and support materials.

#### **Promote high standards of achievement and improved retention rates for students from all communities throughout New South Wales.**

Promote appropriate curriculum and credentialling options that promote high standards of achievement for the broader range of students continuing their schooling.

#### **Develop and implement best practice in the school-based assessment of student achievement for the School Certificate and Higher School Certificate.**

Identify and accommodate the impacts of the development and implementation of national curriculum, assessment and reporting on the School Certificate and Higher School Certificate.

#### **Establish strong and effective partnerships with key education stakeholders.**

Develop effective policies and practices in curriculum, assessment, registration and accreditation through collaboration with key NSW, national and international agencies on areas of common strategic interest.

## 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.

New South Wales 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 following 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
<b>K–6</b>	English Mathematics Science and Technology Human Society and Its Environment Personal Development, Health and Physical Education Creative and Practical Arts	
<b>7–10</b>	English Mathematics Science Human Society and Its Environment Languages Technological and Applied Studies Creative Arts Personal Development, Health and Physical Education	School Certificate
<b>11–12</b>	English (compulsory) plus a choice from over 150 Board Developed Courses, Board Endorsed Courses, Vocational Education and Training Courses, Life Skills	Higher School Certificate



# CURRICULUM AND ASSESSMENT

## Our achievements

NSW syllabuses, courses and support materials that promote high standards of achievement

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

The process, using a project management approach, involves 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 which 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](http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/syl_dev_process.pdf)>.

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

### *Setting clear expectations for learning*

#### Support material for parents

The Board has continued its development of support material for parents of primary children. The aim is to develop support guides for Mathematics and English. These support documents will align with the new syllabuses developed in New South Wales incorporating the Australian curriculum for English and Mathematics.

*Helping your child learn to read: a guide for parents* will now be available in 2011. This document provides advice to parents on the process of teaching reading, strategies to try at home and useful online websites and resources. The companion parents guide, *Helping your child learn to write: a guide for*

*parents*, will follow and it is anticipated that this will be available in 2012. The development of both documents has incorporated a variety of consultation with Indigenous and non-Indigenous parents. In addition, the Board is working towards developing online visual support for these documents so parents will be able to watch parents trying these strategies online.

*The parents guide to the NSW primary syllabuses* is proving to be a popular downloadable document. It helps parents to better understand what their children will learn in each Year or Stage of their primary schooling. The guide is available on the Board's website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

*A teachers guide to phonics in the early years* has been written and will form part of the support material that will be developed for primary teachers as they implement the Australian curriculum for primary schools.

The home page for primary curriculum has been updated on the Board's website. It is now located close to the Years 7–10 syllabus documents to ensure schools and parents understand the continuum of development of the Board's syllabuses from Kindergarten to Year 10.

## Support material for primary teachers

An innovative *Schools Online* site has been established for primary school teachers. The facility enables teachers to select the stage of schooling and the subjects they would like to receive information about. This personalised service will provide prompt access to new primary support documents and materials. This site will prove to be invaluable with the roll out of the new phase one syllabus documents.

*A Dictionary of Classroom Strategies K–6* has been well received by teachers across the state and is being used in university training institutions to assist young teachers. It provides a range of strategies that teachers can use in the classroom to enhance teaching and learning.

The Board has developed a *K–6 Positive Relationships Kit* for teachers dealing with

interpersonal relationships, anti-bullying, conflict resolution and cyberbullying. The kit aligns learning strategies with the Board's outcomes in the PDHPE syllabus and is proving to be another popular resource.

The Board was successful in winning a tender with the RTA to develop a road safety kit for Stage 3 primary students. The project will use technology, online and interactive strategies to build students' knowledge about road safety in the upper years of primary school.

An inaugural K–6 writing competition commenced in 2010. The response from across the state has been very positive. An anthology of the best entries, *The Best of WriteOn 2010*, has been published.

## English K–6 support document for students with special education needs

The Office is currently finalising publication of the online *English K–6 Support Materials for Students with Special Education Needs*. The materials contain updated information from the English interim support documents published in 1997 for communication (*Interim Support Document: Communication*) and literacy (*Literacy: Interim Support Document for Students Experiencing Difficulties*).

The materials will be published using enhanced online features to provide ease of accessibility and readability for teachers.

## Stages 4 and 5 curriculum – Years 7–10

### Setting clear expectations for learning

The syllabuses developed as part of the major review of Years 7–10 curriculum in 2003 continue to serve the needs of the NSW education system.

Amendments made to syllabuses and support materials are updated and posted on the Board's website as required.



## Stage 6 curriculum – Years 11 and 12

### *Setting clear expectations for learning*

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.

### **Syllabuses and support materials**

#### ■ **STAGE 6 ENGLISH**

##### **Stage 6 English Studies CEC**

The Board extended the pilot study for English Studies to all schools wishing to offer the course in 2011. For all participating schools, the course remains at the pilot phase and is subject to ongoing evaluation and appropriate further development. The Board restricted the delivery of the HSC course in English Studies in 2011 to those schools that implemented the Preliminary course as part of the pilot study in 2010. It is significant that these schools have had the experience of programming and evaluating the course throughout the 2010 school year. This initiative formed part of the Board's response to the increased school leaving age legislation (*Education Amendment Act 2009*).

##### **Stage 6 English Prescriptions**

At its September 2010 meeting, the Board determined that the current HSC English list of prescribed texts would remain current until the conclusion of the 2014 HSC.

##### **Changes to the Board's internal and external assessment specifications for the 2010 HSC**

##### **English Extension 2**

Changes to the internal and external assessment for English Extension 2 were implemented for the 2010 HSC. The internal assessment requirement comprises three assessment tasks to the value of 50 marks: a viva voce addressing the proposal for the major

work (10 marks), a report (15 marks), and a submission of a draft major work (25 marks).

Changes to the external assessment involve the separate marking of the major work (40 marks) and the reflection statement (10 marks).

#### ■ **STAGE 6 MATHEMATICS**

In the previous reporting period, the Board endorsed five new Stage 6 Mathematics syllabuses in March 2009, but advised the NSW Minister for Education and Training that the syllabuses should not be approved for implementation in 2010 pending the development of the national Mathematics curriculum for K–12. In May 2009, the Board approved the release of the outcomes and content of one of the five new courses, Mathematics General 1, for the use of schools in the development or revision of school designed Stage 6 Mathematics course proposals for Board endorsement. There has been a significant increase in the use of these materials through school-based courses offered in 2011, following initial availability for use in school-based courses offered in 2010.

#### ■ **STAGE 6 LANGUAGES**

##### **New Heritage Language courses**

**The newly developed Heritage Language courses in Chinese (Mandarin), Japanese, Indonesian and Korean for Stage 6 were introduced in 2011, with implementation in Year 11. They will be examined for the first time in the 2012 HSC.**

The Curriculum Framework and Courses of Study were developed as part of the Collaborative Curriculum and Assessment Framework for Languages (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* which was endorsed

by DEEWR and accepted by the NSW Minister of Education and Training in August 2009.

In July 2009, the Board of Studies published a Stage 6 [Language] Life Skills Course Framework to assist schools in developing a Board Endorsed Course in a Language for Stage 6 Life Skills students. Interest in the framework is increasing, with a number of schools offering Life Skills Language courses in Stage 6 during 2010.

In 2011, a project commenced to select new course 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 Board of Studies has continued its ongoing commitment to Languages, in particular with its involvement in the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) which supports the national provision of courses for small candidature languages.

## ■ LIFE SKILLS

### Review of Stage 6 Life Skills syllabuses

The *Stage 6 Citizenship and Society Life Skills Syllabus* was reviewed to provide students with additional curriculum options in the Human Society and Its Environment (HSIE) Learning Area. The syllabus (now renamed *Stage 6 Human Society and Its Environment Life Skills*

*Syllabus*) gives students the opportunity of undertaking one or more of eight Stage 6 courses: *Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture, Studies of Religion and Human Society and Its Environment*. The syllabus includes amended outcomes and content which provide a continuum from the Years 7–10 Life Skills outcomes and content as well as consistency with current Stage 6 course options in the HSIE learning area. The syllabus was published on the Board's website in December 2010, and will be implemented for Preliminary courses in 2012.

### Review of Life Skills enrolments and credentials

In March 2011, a review of Life Skills enrolments in the School Certificate, Preliminary and HSC Years was presented to the Board. This review included an historical overview of enrolments, as well as current patterns of enrolment. The review indicated consistency in enrolment figures and confirmed the relevance of Life Skills courses as a learning pathway for students with special education needs.

A revised HSC credential for students undertaking Life Skills courses was approved by the Board in March 2011. Students will now receive a Profile of Student Achievement generated and issued by the Board along with their other HSC credentials, providing a more equitable form of credentialling for students with special education needs.

# CURRICULUM AND ASSESSMENT

## 2010–2011 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
<b>Stage 6 Business Studies</b>	Revised support materials for new syllabus	Revised Stage 6 Business Studies support material published on the Board's website
<b>Stage 6 Engineering Studies</b>	Syllabus review complete	Revised syllabus endorsed by the Board and approved by the Minister. To be published later in 2011
<b>Stage 6 Agriculture</b>	Development of new support materials complete	Revised Stage 6 Agriculture support materials published on the Board's website
<b>Stage 6 Software Design and Development</b>	Syllabus review complete and support material developed	Revised syllabus and support materials published on the Board's website
<b>Stage 6 Industrial Technology Support Document</b>	Support document for revised syllabus complete	Support document published on the Board's website

## Relevant flexible and inclusive pathways for student learning

### Board Endorsed Courses

There are three categories of Board Endorsed Courses.

1. **Content Endorsed Courses:** 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.
2. **School Developed Courses:** designed by an individual school, or by a group of schools, to meet the local needs of a group of students.
3. **University Developed Courses:** developed by universities in conjunction with a school or group of schools or school system for the particular needs of high-ability 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 School Certificate 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 (SDCs) may be endorsed for a maximum of four years.

In 2010/2011 the Board Endorsement Panel considered 161 courses in both Stage 5 and Stage 6 (see table below). Most courses submitted were approved for endorsement. Approximately two-thirds of the Stage 6 course proposals endorsed were for Applied Mathematics (50 out of 74). The Stage 5 course proposals included significant course numbers for Child Studies (28 of 88) and International Studies (21 of 88).

Year	Stage 5/6	Proposals	Approvals
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
2007/2008	Stage 5	172	161
	Stage 6	20	14
2006/2007	Stage 5	75	68
	Stage 6	61	60
2005/2006	Stage 5	33	30
	Stage 6	51	45

## 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.

Nineteen courses were endorsed for study in 2010. Two hundred and four students in Years 11 and 12 completed a University Developed Board Endorsed Course.

## Board Endorsed Alternative Education programs

From 2011, the Board of Studies 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, to other education or training, or into employment.

The Board of Studies has established the Board Endorsement Panel for the purposes 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, Department of Education and Communities NSW, Catholic Education Commission NSW, Association of Independent Schools, NSW TAFE and Community Education and the OASIS Education Centre.

Board Endorsed Alternative Education programs will commence from the beginning of 2012 and can be endorsed for up to a period of three years.

## Distinction courses program

The Distinction courses program has been one of the ways in which the Board has recognised and provided for the learning needs of highly talented students. Initially the program consisted of three challenging university-level courses designed for high achieving senior secondary students who had accelerated in at least one Higher School Certificate course ahead of their cohort.

Following a review of the Distinction courses program, there has been extensive development work, in cooperation with universities, on an alternative program to address the needs of a wider range of highly able HSC students by providing access to a significantly greater range and number of first year university courses. The alternative program, *HSC–University Pathways*, commenced in 2011.

The Philosophy Distinction course remained available for study by eligible students in 2010 and was delivered by distance education through the University of New England.

In 2010 there were 60 students enrolled. Of the Distinction course students in 2010, 62 percent were male and 38 percent were female.

## HSC–University Pathways for talented HSC students from 2011

The new HSC–University Pathways program recognises and provides for the learning needs of talented students. Students were enrolled in university courses through HSC–University Pathways for the first time in 2011. The program offers flexibility for highly able students to begin university while still concluding their HSC studies, and successful students can access first year university courses through a variety of delivery modes.

The program is the result of extensive negotiations and development work throughout 2009 and the first half of 2010, including

discussion forums with the NSW Vice-Chancellors Committee and the Committee of NSW Academic Chairs and Board. Subsequent working meetings took place with nominated senior academic and administrative representatives and their colleagues at universities across New South Wales.

Ongoing tasks during 2011 have focused on monitoring, consolidating and promoting the program.

HSC–University Pathways gives students who have accelerated in at least one HSC course and achieved high-level results 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.

The University of New England, the University of New South Wales and Macquarie University have established a program of challenging and exciting first year university units and courses that students can undertake while finishing their Higher School Certificate at school. There are a number of delivery modes. Students have the chance to choose study by distance mode with the option of a weekend residential, for example, or they might attend university on campus for an early experience of studying in a university environment. A broad range of subjects is available, including Philosophy, Politics, Psychology, Higher Chemistry, Higher Mathematics and Foundations of Law.

In 2011, there were 23 candidates in 11 courses delivered by three universities.

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 HSC pattern of study or 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 that study to be given credit as part of the School Certificate and Higher School Certificate.

## **Industry curriculum frameworks**

The majority of VET courses studied within the Higher School Certificate are through Industry curriculum frameworks developed by the Board. In addition to the nationally recognised 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 12 industry curriculum frameworks covering the major areas of work and employment in New South Wales – Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Hospitality, Human Services, Information 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. In 2010, more than two million hours of work placement were undertaken by over 60 000 students doing HSC VET courses. The work placement students do as part of their HSC VET courses underpins the quality of the outcomes they achieve in these courses.



# CURRICULUM AND ASSESSMENT

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.

*During 2010, the Board developed a new Industry Curriculum Framework for Human Services based on the new Health Training Package and the revised Community Services Training Package. Revisions were also made to the Construction, Hospitality, Metal and Engineering, Retail Services and Tourism and Events Frameworks.*

*A new framework for Financial Services was developed by the Board during 2010 and 2011. This framework will provide new pathways to full Certificate III qualifications in the financial services industry, including in accounting.*

## **Content Endorsed and Board Endorsed VET Courses**

The Board's processes for the development of VET Content Endorsed Courses continue to improve the efficiency and effectiveness for all stakeholders, particularly schools, in ensuring appropriate HSC VET curriculum pathways are available in industry areas not covered by industry curriculum frameworks. These processes have resulted in Stage 6 courses in Community Services, Furnishing, Hairdressing, Property Services, Screen and Media, and Visual Arts, Craft and Design being available for implementation in 2010. A new VET Content Endorsed Course in Beauty was developed during 2010 for implementation from 2011.

Work also commenced on the development of a new VET Content Endorsed Course in Sport, Fitness and Recreation for implementation from 2012.

There is also provision for locally designed Board Endorsed VET Courses to allow schools the opportunity to offer vocational courses in industry areas not otherwise available in the School Certificate or HSC curriculum.

In 2010, 104 VET courses were endorsed for 2011, including 24 Content Endorsed VET courses, 71 locally designed VET courses and nine School Certificate VET courses. Over 750 notifications of endorsement were sent to schools and colleges to offer VET Board Endorsed courses to their students.

## **VET curriculum provisions to enable pathways for Year 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, Hospitality, Human Services, Information Technology, Metal and Engineering, Primary Industries, and Tourism and Events have the opportunity to work towards, or obtain, an AQF VET Certificate III qualification. The new Financial Services Curriculum Framework, for implementation from 2012, will also provide an opportunity for students to achieve Certificate III qualifications.

There are approximately 25 VET Board Endorsed Courses that allow students to work towards or obtain a Certificate III AQF VET qualification. These include Beef Production, Business Administration (Medical), Community Services, Farriery, Fitness, Grain Production, Hairdressing, Horticulture (Landscape), Laboratory Skills, Music Industry, Nutrition and Dietetic Assistance, Plumbing, Property Services and Visual Arts, Craft and Design.

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), Fashion Design and Industry Practice, Human Resources and Marketing.

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

		2008–09	2009–10	2010–11	2010–11	2011–12
Result indicators:	Units	Actual	Actual	Forecast	Revised	Forecast
HSC VET credentials at AQF Certificate II level or higher*	no.	45 070	42 993	48 000	49 651	<b>50 000</b>

\* Number of VET Certificate II or higher qualifications and statements of attainment achieved as part of the Higher School Certificate program

### 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 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.

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

- School Certificate Board Endorsed VET courses
- early commencement of Stage 6 VET courses.

### Number of entries in School Certificate VET courses/qualifications by training package industry area (2008–2010)

Training package industry area	2008	2009	2010
Primary Industries	31	34	80
Manufacturing/Metal and Engineering	17	38	112
Construction	22	0	0
Business Services	9	46	135
Information Technology	39	20	130
<b>Total</b>	<b>118</b>	<b>138</b>	<b>457</b>

# CURRICULUM AND ASSESSMENT

## Stage 5 students undertaking early commencement of HSC VET courses (2008–2010) – top 20

In 2010, there were 1628 students in Years 9 or 10 who undertook early commencement of 1737 HSC VET courses.

In 2010, there were 59 students in Years 9 or 10 who sat for an HSC VET examination.

In 2010, 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 2010 were in:

HSC course industry area	2008	2009	2010
Hospitality	140	217	366
Construction	127	148	230
Metal and Engineering	135	91	139
Automotive	126	142	136
Information Technology	96	149	125
Primary Industries	64	110	119
Retail Services	31	98	91
Business Services	47	57	74
Animal Care	103	61	73
Hairdressing	77	37	70
Outdoor Recreation	16	2	38
Community Services – Introduction	0	0	34
Media	2	20	33
Sports (Coaching)	9	22	28
Entertainment Industry	0	37	27
Beauty Therapy	33	44	22
Visual Arts and Contemporary Craft	3	11	20
Community Services	57	40	19
Design Fundamentals	0	0	15
Plumbing	0	5	8
Other	89	77	69
<b>Total</b>	<b>1155</b>	<b>1359</b>	<b>1737</b>

The work of the Board in developing these new pathways was recognised in the 2010 Premier's Public Sector Awards receiving the Runner Up award in the *Increasing Jobs for Young People* category.

## **Standards packages for Automotive and Electrotechnology**

Standards packages for VET Automotive and Electrotechnology, which were new HSC subjects examined for the first time in 2009, were published on the Board's website in 2010. Responses from the 2010 HSC examination have been selected to be published on the Board's website and to augment the existing package.

The standards packages have been produced to illustrate the standards established in these new examinations. They contain the performance band descriptions and an outline of the standards setting process, certain key statistical reports, and samples of responses typically produced by students whose achievements place them on the borderline between two bands. Some responses have been annotated to inform teachers and students of the strengths and weaknesses in the response. Where possible, 'exemplar' student responses have been included as examples of responses that were awarded full marks. The examination paper, marking guidelines and syllabus for the related course are also included.

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

### **Initiatives in Aboriginal education**

During the reporting period, the Board continued its work on a number of Indigenous education initiatives.

### **Promoting understanding of Aboriginal history and culture through support materials for teachers**

#### **Aboriginal Studies syllabuses**

The Board revised the *Stage 6 Aboriginal Studies Syllabus* in 2010. Schools began implementation of the revised syllabus in Year 11 2011.

The Board continued to work to support the development of resources to assist teachers in the implementation of both the Years 7–10 and the Stage 6 Aboriginal Studies syllabuses.

The Board has collaborated with the State Library of NSW, schools and school systems to collect and digitise a range of exemplary major projects by Aboriginal Studies students that have been copied and placed in the State Library Collection. The works are available through the State Library website.

A range of Aboriginal Studies materials have been published on the Board's website. These include teaching and learning units supported by detailed assessment tasks and marking criteria, as well as student work samples.

Work has been finalised on a collaborative project with the Department of Education and Training and the Aboriginal Educational Council to develop a resources book to support the teaching of the Aboriginal Studies syllabuses. The program material is planned for publication in the second half of 2011.

## Aboriginal Languages K–10

The *Aboriginal Languages K–10 Syllabus* has been available for implementation since 2005. The Board has continued its support of Aboriginal Languages implementation to schools, school systems and to local communities. This support focuses on developing sustainable school-based programs, providing curriculum advice and providing assistance in the development of high-quality teaching and learning programs.

During the reporting period the Aboriginal Curriculum Unit coordinated intensive language workshops with the Dubbo school network area (Stage 4 program) and the Lower Darling network of schools (K–8 programs). Teaching and learning programs that were developed during these workshops will be edited and published on the Board's website.

## Aboriginal Educational Contexts website

[ab-ed.boardofstudies.nsw.edu.au](http://ab-ed.boardofstudies.nsw.edu.au)

This website showcases examples of school-developed, context-based teaching and learning projects collaboratively developed by teachers, Aboriginal education workers and local community members. The projects provide examples of processes that teachers might use to develop contextual classroom teaching units that connect learning outcomes and content with the needs and interests of students.

During the reporting period, an Indigenous artists' gallery of artworks based on the *Affirmations of Identity* teaching kit was added to the site. The site includes a Teacher's Handbook containing eight units of work that support the teaching of the *Visual Arts 7–10 Syllabus*, a comprehensive bibliography, and PowerPoint slide shows of Aboriginal artists' works in four different genres. The site received 48 878 visits and 143 610 page views during 2010–2011.

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

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

The Board seeks to address the underlying disadvantage experienced by Aboriginal people by providing curriculum materials that improve the educational outcomes of Aboriginal students and that increase all students' knowledge and understanding of Aboriginal history, cultures and societies.

During the reporting period, continuing work on the following sought to improve the learning outcomes for 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
- providing a support program for implementation of Aboriginal Languages K–10: program implementation
- facilitating school and Aboriginal community partnerships.

Recommendations 289–292 of the Royal Commission broadly relate to activities of the Board. In response:

Board syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups and the importance of equity and inclusiveness. Curriculum writing is informed

by the Board's equity principles. These recognise the importance of consultation with, and 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 Indigenous history and culture.

The Board's Aboriginal Curriculum Unit works closely with key stakeholder bodies such as the NSW Aboriginal Education Consultative Group Inc (AECG), the Federation of Aboriginal and Torres Strait Islander Languages (FATSIL), the Confederation of Eastern States Aboriginal Languages Group 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 assistants and community members to take active roles in all 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.

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



## Assessment Resource Centre

[arc.boardofstudies.nsw.edu.au](http://arc.boardofstudies.nsw.edu.au)

The Assessment Resource Centre (ARC) supports teachers in the assessment and reporting of students from Kindergarten through 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 reviewed.

The ARC aims to support teachers in their use of assessment to enhance learning. Activities and students' work samples illustrate the Board's curriculum standards and assist teachers in applying the common grade scale by assigning grades to specific work samples. Brief commentaries are also provided to

explain why a particular grade was assigned by teachers during alignment workshops.

Years 11–12 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. They include samples of responses typically demonstrated by students who have achieved that standard.

The ARC has been designed to allow for continual expansion and updating as resources are developed. At the end of the reporting period, 370 activities and 2370 work samples had been published. There are 1921 graded work samples and 449 ungraded samples from Kindergarten to Year 10 (Early Stage 1 to Stage 5).



## 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 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 that 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 2011)

**Professor Kim Walker** (Chairperson)  
Dean, Sydney Conservatorium of Music

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 Morphew, Lyn Morgan**

Nominee of the NSW Vice-Chancellors'  
Conference  
**Professor Jennifer Shaw**

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

Representative of the Board of Studies  
**Howard Kennedy**

#### Management

*NSW State Chairperson*  
**Professor Kim Walker**  
Dean, Sydney Conservatorium of Music

*NSW State Manager*  
**Ms Maree Lucas**

### Achievement highlights 2010–2011

The principal activities of the AMEB (NSW) during 2010–2011 are outlined below. Further information about the AMEB is available from the address supplied.

#### Annual presentation ceremony

Jocelyn Fazzone, the newly appointed Woodwind Advisor for AMEB (NSW) 2011 was the guest speaker at the 2011 presentation ceremony. Jocelyn has a varied career as orchestral, chamber and solo flautist, pianist, teacher, recording artist, music academic, mentor and examiner. Jocelyn has been awarded the AMEB Shield for achieving the top student exam results on several occasions.

Ms Fazzone presented graduates with their diplomas and higher certificates at the Sir John Clancy Auditorium, University of New South Wales. Recipients were rewarded for long years of practice and study and some received more than one diploma. In her address, Ms Fazzone spoke of her enjoyment of teaching and accompanying gifted students. She also spoke of the relevance and importance of the AMEB in music and speech education.

Between the presentations the large audience was treated to performances by some of the successful candidates. Musical items were presented by Licentiate in Music (LMusA) Award with Distinction winner, Eun Kyung

# CURRICULUM AND ASSESSMENT



(Emily) Hur (violin), Licentiate in Music (LMusA) Award with Distinction winner, Alexander Yau (piano), Licentiate in Music (LMusA) Award with Distinction winner, Jonathon Ramsay (euphonium). A Speech and Drama item was presented by Associate in Drama and Performance, Teacher (ADPA) Award with Distinction winner, Natasha Janice Petzel.



AMEB shields were also presented in the following categories:

Examiner Award for 25 years Service  
Raymond Cairney (Guitar),  
Tanya Rebikov (Piano)

*Private Teacher Pianoforte Category*  
Preliminary to Sixth Grade

*Private Teacher Pianoforte Category*  
Seventh Grade to Licentiate

*Private Teacher Instrumental/Vocal Category*  
Preliminary to Sixth Grade

*Private Teacher Instrumental/Vocal Category*  
Seventh Grade to Licentiate

*Private Teacher Written Category*  
Preliminary to Fourth Grade

*Private Teacher Written Category*  
Fifth Grade to Licentiate

*Private Teacher Speech Category*  
Preliminary to Fifth Grade

*Private Teacher Speech Category*  
Sixth Grade to Licentiate

*Schools Category*



## Workshops

Regular professional development workshops are held for examiners in all instrument categories. A successful Speech and Drama Workshop was conducted in February 2011 by Victoria Clancy, the Speech and Drama Advisor, and her committee. February also saw a workshop targeting AMEB woodwind and clarinet teachers to introduce teachers to the material in the new syllabuses for these subjects. It was a most successful event with over 50 teachers attending. At the annual examiners meeting in March 2011, AMEB (NSW) Advisors presented an Expert Panel Forum in which they each spoke about pertinent concerns in the marking of examinations in all categories. The examiners then participated in sessions for their specialist categories organised by the advisor for each category.

## Contact details

For further information about the AMEB:

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

Telephone (02) 9367 8456  
Fax (02) 9367 8091  
Email [office@ameb.nsw.edu.au](mailto:office@ameb.nsw.edu.au)  
Internet [www.ameb.nsw.edu.au](http://www.ameb.nsw.edu.au)



# EXAMINATIONS and CREDENTIALS



- Implementing the School Certificate
- Implementing the Higher School Certificate
- Student support services for School Certificate and Higher School Certificate
- Innovations in technology and examination methodology
- Review of the School Certificate





From *The Landing*  
by Kwyn Warren Soames (Cronulla High School)  
2010 HSC Visual Arts student



# EXAMINATIONS AND CREDENTIALS

## Related goals

- Syllabuses, courses and support materials that promote high standards of primary and secondary education
- Highly regarded, comprehensive, flexible and inclusive credentials that meet the needs of students and the community
- Policies and practices that reflect contemporary national and international best practice and research in curriculum, assessment, registration and accreditation

## The 2010 School Certificate and Higher School Certificate

### Strategic outcomes

**Provide credentials that meaningfully communicate student achievement in relation to the School Certificate and Higher School Certificate standards.**

Promote the community's continued confidence in the integrity of the Higher School Certificate through the implementation of strengthened procedures and processes designed to ensure good scholarship and ethical practices for senior secondary students.

**Develop and implement best practice in School Certificate and Higher School Certificate testing of student achievement, drawing on appropriate innovations in technology and examination methodology.**

Develop and implement best practice in the school-based assessment of student achievement for the School Certificate and Higher School Certificate.

**Identify and accommodate the impacts of the development and implementation of national curriculum, assessment and reporting on the School Certificate and Higher School Certificate.**

Evaluate the Board's credentialling program to ensure that NSW students leaving school at the end of Year 10, Year 11 or Year 12 are supported with meaningful qualifications that meet the needs of students and the community.

**Inform the development of quality national curriculum, assessment and reporting through the promotion of key aspects of effective Board programs.**

Enrich the educational experience and outcomes of students by promoting the effective integration of information and communication technologies in curriculum, assessment and reporting.

**Monitor and assess the developing impact on the role and nature of teaching resulting from the integration of information and communication technologies in curriculum, assessment and reporting.**

Assess the implications of the increased school leaving age for NSW students from 2010 and develop appropriate curriculum and credentialling options that promote high standards of achievement for the broader range of students continuing their schooling.

### Our achievements

#### Highly regarded, comprehensive, flexible and inclusive credentials

The Board of Studies is responsible for issuing the School Certificate (at the end of Year 10) and the Higher School Certificate (at the completion of Year 12). The eligibility criteria for these certificates are specified in the *Education Act 1990*. Included in the criteria are requirements for students to be assessed via internal school-based assessment and via statewide public examinations.

The School Certificate and Higher School Certificate 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.

## Implementing the School Certificate

### School Certificate Reporting and Credentialling

#### The School Certificate folio

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

- a testamur
- a Record of Achievement listing:
  - all Stage 5 courses completed and the grades awarded
  - the results awarded for the School Certificate tests in English-literacy, Mathematics, Science, Australian History, Geography, Civics and Citizenship, and Computing Skills
  - a statement regarding satisfactory completion of the mandatory curriculum requirements.

Courses based on Life Skills outcomes and content are credentialled on the School Certificate Record of Achievement as, for example, 'Mathematics (Life Skills) – Completed'. In such cases, schools are required to record the syllabus outcomes achieved by the student via *Schools Online*, and the student is then issued with a Profile of Student Achievement that shows all Life Skills outcomes achieved in each course.

Where students have completed vocational courses accredited under the AQF as part of their School Certificate program of study, their Record of Achievement lists the courses completed, and refers to the separate vocational documentation.

#### 2010 School Certificate candidature

In 2010, the School Certificate was awarded to 84 914 students. In addition, 4579 students received a Record of Achievement. In addition to the mandatory curriculum, students chose to study additional courses from 35 Board Developed subjects and more than 60 endorsed courses (including VET).

In 2010, 2372 students who identified as having an Aboriginal or Torres Strait Islander background were awarded the School Certificate, or a Record of Achievement, representing 2.7 percent of the total candidature.

There were 2264 students undertaking one or more Board Developed or Content Endorsed courses based on Life Skills outcomes and content for their School Certificate.

#### 2011 School Certificate entries

At the end of Term 1, 2011 there were 90 538 students enrolled for at least one School Certificate course. Of these students, 2144 have identified as having an Aboriginal or Torres Strait Islander background, representing 2 percent of the total candidature.

#### Assessment for the School Certificate

The School Certificate assessment program combines school-based assessment during Year 10 with mandatory statewide School Certificate tests at the end of Year 10. Students at the end of Year 10 receive grades for the courses they have studied, as well as a mark and performance band for each School Certificate test.

#### School-based assessment

Schools assess their students during Year 10 and award them School Certificate 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 School Certificate grades in accordance with Course Performance

# EXAMINATIONS AND CREDENTIALS

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 2370 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 2011 there were 607 graded and 155 ungraded Stage 5 samples, across 24 courses, on the ARC to support teachers in the consistent awarding of School Certificate grades.

## School Certificate tests

Mandatory tests in English-literacy, Mathematics, Science, Australian History, Geography, Civics and Citizenship, and Computing Skills are conducted at the end of Year 10, complementing the school-based grades that students receive. The School Certificate tests are designed to assess students' foundation knowledge and skills in key areas of the curriculum important for success in further school study, training or the workplace. Student achievement in the tests is referenced against set state standards for each test.

Students receive a mark out of 100, aligned to a performance band. For the Australian History, Geography, Civics and Citizenship test, there are two marks (out of 100) reported, one for Australian Geography, Civics and Citizenship, and one for Australian History, Civics and Citizenship. For the Computing Skills test, student performance is reported as a mark out of 100, in one of three categories: Highly Competent (80–100), Competent (50–79), and Competence Not Demonstrated (0–49).

Test papers and marking guidelines were produced in accordance with the Board's principles by committees of practising teachers working under the leadership of a Chief Examiner, and in conjunction with a Senior Assessment Officer as project manager. Board Inspectors and Supervisors of Marking of the tests also had roles in ensuring the quality of the tests and marking guidelines. Each test paper was also independently assessed by an experienced teacher who had recently taught the related subject at Year 10 level.

The English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship tests were conducted over Monday 8 November and Tuesday 9 November 2010, in around 800 centres under the supervision of Presiding Officers appointed by the Office of the Board of Studies. The Computing Skills test was held over Wednesday to Friday 10–12 November. Schools offering the online test could schedule it at any time from Wednesday morning to Friday morning.

The preparation of the 2010 tests involved:

- six test committees
- 29 test committee members
- 10 assessors
- 49 committee meetings
- printing of 425 000 test papers.

## School Certificate marking

More than 1100 markers were appointed to assess students' responses in the School Certificate tests. Onscreen marking was conducted in various Sydney metropolitan marking venues and in Coffs Harbour.

## Implementing the Higher School Certificate

### Higher School Certificate reporting and credentialling

#### The Higher School Certificate portfolio

Students who meet all of the requirements for the Higher School Certificate receive a portfolio of credentials consisting of:

- a testamur
- a Record of Achievement listing all Stage 6 (Preliminary and Higher School Certificate) courses completed and, where appropriate, the results achieved
- a Higher School Certificate Course Report for each externally examined Board Developed 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 2010, 82 278 students successfully completed Preliminary courses. Details of the courses completed by each student were reported on a Record of Achievement and, where appropriate, a Statement of Attainment and AQF Certificate.

In 2010, the Higher School Certificate candidature was 70 459 of whom 65 212 received a full Higher School Certificate. Students were offered 111 externally examined Board Developed Courses, including one Distinction course, a range of courses from 11 industry curriculum frameworks, as well as eight Life Skills courses, chosen from 76 subject areas. In addition, students chose over 120 endorsed courses (including VET courses delivered through TAFE) that do not include an external examination.

There were 1254 students undertaking the Higher School Certificate who identified as

having Aboriginal or Torres Strait Islander background, representing 1.8 percent of the total candidature.

### Students with special education needs

There were 1602 students who completed one or more Board Developed Life Skills courses for their Higher School Certificate.

### 2011 Higher School Certificate entries

At the end of Term 1, 2011 there were 74 925 students enrolled for at least one Higher School Certificate course. Of these students, 1423 have identified as having an Aboriginal and/or Torres Strait Islander background, representing 1.7 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-two percent 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.

### 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, and in conjunction with a Senior Assessment Officer as project manager. Board Inspectors and Supervisors of Marking of the examinations also had a role in ensuring the quality of the examinations and marking guidelines. Each examination was assessed by an independent practising teacher with recent experience of teaching the Higher School Certificate course.

The preparation of the Higher School Certificate exams involved:

- 82 examination committees
- 320 examination committee members

# EXAMINATIONS AND CREDENTIALS

- 120 assessors
- 1069 committee meetings
- printing of over 700 000 examination papers.

## Administration and conduct

The administration and conduct of the 2010 Higher School Certificate examinations involved:

- 20 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 46 Language courses
- more than 5000 examination supervisors
- 12 marking sites for written examinations
- more than 6000 markers assessing students' written scripts, practical examinations and submitted works
- more than 600 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 Office rotates day-marked subjects to give this opportunity to teachers in as many courses as possible.

In 2010, approximately 10 percent of the total marking hours were set aside for day marking in seven marking centres in both metropolitan and regional areas: Sydney Showground, Australian Council for Educational Research, Australian Technology Park, Bathurst, Wagga Wagga, Coffs Harbour (two subjects) and Tamworth (two subjects).

## Metropolitan day marking

Aboriginal Studies (core component)  
Ancient History (core component)  
Business Studies – Sydney  
Chemistry  
Modern History (core component)  
Primary Industries  
School Certificate English (Question 53)  
Society and Culture (written)  
Textiles and Design (written)

## Regional day marking

Subject	Venue
Agriculture	Tamworth
English (Standard)	Bathurst
English (Standard)	Wagga Wagga
English (Advanced)	Tamworth
English (Advanced)	Coffs Harbour

The Office 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 Department of Education and Communities and the Catholic Education Office, Lismore, the Office continues to conduct the Country Transfer of Duty Marking Program.

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

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

In 2010, 22 teachers were appointed to participate in this program across a variety of subjects.



## Standards-setting operation

The Board of Studies reports student achievement in the Higher School Certificate and in the School Certificate tests 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 which describe different levels of achievement.

The procedure used by the Board of Studies for setting standards has a strong theoretical foundation, and is based on the use of professional judgement, informed by statistical reports and student responses. The procedure has been used since the introduction of the School Certificate tests in 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.

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 85 Supervisors of Marking, who manage the marking operation for an allocated subject/part, were held across the Sydney metropolitan area in 2010. These briefing sessions covered a range of topics encompassed in the administration and organisation of the marking centre as well as quality assurance at marking. All of these briefing sessions were held at the Board's premises at North Rocks.

The first briefing session was for new Supervisors of Marking only. The second briefing session was for new Supervisors of Marking and those in their second year in the position. A separate briefing session was also held for Supervisors of Marking with a higher level of experience in the position.

## Student support services for School Certificate and Higher School Certificate

### Disability provisions

Note: from 2011, the program known previously as *special examination provisions* was renamed *disability provisions*, to better describe the nature of the program, and to reinforce the requirement for the Board to offer such support in accordance with the *Disability Discrimination Act*. Although the previous term was used in 2010, the expression *disability provisions* is used throughout this Report to avoid confusion.

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 School Certificate tests/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 of Studies' 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.

Comprehensive statistics on disability provisions application and approval rates have been provided for the period 2005–2010 on the Board's website. The breakdown of data for each school in the same period has also been provided.

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



# EXAMINATIONS AND CREDENTIALS

are fair, appropriate and consistent. Reports of past reviews are available on the Board's website. A further review of the disability provisions program will be undertaken in the second half of 2011.

## Disability provisions online applications

Following a successful pilot of online applications for disability provisions in 2009, all schools were given the option in 2010 of electronic or paper applications. From 2011, submission and processing of applications, and delivery of decision letters, are being handled online. Schools and students now receive their decision letters through *Schools Online*. Online applications provide for faster delivery via the internet, a single point of reference for all relevant documents and a significant reduction in the use of paper.

## SC disability provisions

Disability provisions applications

2007	2008	2009	2010
5446	5539	5932	6077

Modified test papers produced

Disability provisions test papers	2007	2008	2009	2010
Coloured papers	708	758	946	784
Large print papers	470	468	580	434
Braille papers	6	21	11	43
Specially modified papers	111	199	95	225

## HSC disability provisions

Disability provisions applications

2007	2008	2009	2010
4366	4620	4817	5117

Modified examination papers produced

Disability provisions examination papers	2007	2008	2009	2010
Coloured papers	648	784	734	730
Large print papers	423	967	379	340
Braille papers	13	45	10	16
Specially modified papers	179	290	177	180

## Illness and misadventure appeals

### Illness and misadventure appeals, School Certificate

The Board has delegated to school principals the authority to determine student illness and/or misadventure appeals for the School Certificate.

	2007		2008		2009		2010	
Appeal type	Number	Outcome	Number	Outcome	Number	Outcome	Number	Outcome
Individual	1555	1543 fully or partially upheld	1459	1439 fully upheld	1431	1412 fully upheld	1710	1692 fully or partially upheld
Appeals to the Board	2	Both declined	5	2 partially upheld 3 declined	5	All declined	7	All declined
Whole group	10	9 upheld	10	8 fully or partially upheld	12	All upheld	9	8 upheld

### Illness and Misadventure Appeals, Higher School Certificate

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.

	2007		2008		2009		2010	
Appeal type	Number	Outcome	Number	Outcome	Number	Outcome	Number	Outcome
Individual	4478	4075 fully or partially upheld	4532	4172 fully or partially upheld	4400	3987 fully or partially upheld	4631	4157 fully or partially upheld
Whole group	71	50 fully or partially upheld	73	61 fully or partially upheld	104	60 fully or partially upheld	65	51 upheld

# EXAMINATIONS AND CREDENTIALS

## Higher School Certificate Advice Line

The Higher School Certificate Advice Line is a telephone service designed to help students with their preparation for the Higher School Certificate examinations. For the cost of a local call, students from anywhere in New South Wales can access expert advice on selected subjects. The Advice Line responded to 1177 calls in 2010.

In 2010, the Advice Line supported 20 courses until the evening before the relevant final examination, operating from Monday 11 October to Thursday 4 November. The service was targeted at those times that students are known to seek advice, based on previous years' experience.

## Release of HSC results

The Board provides three services to allow students to access their results on the day that results are released: via the web, SMS or IVR telephone. In 2010, the number of students who accessed their results electronically was 56 175 or 81.74 percent of the total number of enrolled students.

The results release from 6 am, 15 December 2010 was again highly successful. Large numbers of students continued to view their results throughout the day, and almost 98 percent of these students had seen their results via the web before 10 am.

A one-page Student Result Summary was also mailed to all Higher School Certificate students, which most received on 17 December.

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

By 9 am on the morning of the day of release of results, 738 school principals (a record number) had accessed their school's results through *Schools Online*.

## Higher School Certificate Examination Inquiry Centre

The 2010 Higher School Certificate Examination Inquiry Centre opened to coincide with the release of Higher School Certificate results and operated for 11 days. The centre enables students to ask questions regarding aspects of their results. There were 3204 inquiries from students across the state. The re-issue of each student's Personal Identification Number (PIN) just prior to the release of results meant there were many less calls to the Inquiry Centre from students who had mislaid their PIN.

## HSC results services

For the 2010 HSC examinations, the Board of Studies introduced enhanced student information concerning their examination performance. For a small fee, students were able to request a list of the marks awarded by markers to every examination response. They were also able to request a copy of their personal responses to every written examination. The requested examination marks and responses were delivered securely to students through *Students Online*.

A total of 203 students from 119 different schools ordered 549 sets of examination marks and 239 responses for one or more of their examinations. The most frequent requests related to English (Advanced), Chemistry, Mathematics and Physics.

## HSC results checks

Students may apply for a results check of their HSC results. This is to confirm that all marks have been correctly entered on the Office's computer system. In 2010, there were HSC results check requests for 1119 HSC courses. Of these, seven 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 2010 Higher School Certificate, 66 inquiries were received.

## **Innovations in technology and examination methodology**

### **HSC examination and assessment changes**

Revised examination specifications in some HSC courses were implemented for the 2010 examinations.

To facilitate the expansion of onscreen marking, some changes were made to the design of HSC examination papers and writing booklets in 2010. All parts of the examination to be handed in for marking were identified with an orange-coloured stripe paper, the student writing booklets were redesigned, and personalised writing booklets with student number and centre number were used in some examinations. In addition, on some examination papers and on all writing booklets black angle reference marks have been introduced to assist in the positioning of pages for scanning.

## **Computing Skills test**

### **Use of technology in testing: the School Certificate Computing Skills test**

The Computing Skills test is designed to be delivered as an online test, where students complete the test on computer. Their responses are automatically captured on the Board's computer system and machine marked.

In 2010, all but approximately 100 students completed the Computing Skills test online.

The test is delivered as a secure package that is downloaded to the school's computers from *Schools Online*. As the online test is sat over an extended period, and computer screens may be visible to other students, the security and integrity of the test is managed in several ways. Not all students receive identical questions and the skill areas are presented in different orders.

In 2010, the conduct of the online test was smooth and efficient. The majority of students completed the test on the first day, and schools were able to use the other available days to have the remainder of their students sit for the test. There were no significant technical problems in delivering the online test. The number of phone calls made to the technical support line reduced by 17 percent compared to 2009. Of the 153 calls received, most were to do with passwords.

## Providing meaningful credentials to meet the needs of students and the community

### Review of the School Certificate

In April 2010, the then Minister requested the Board to commence a review of the School Certificate. The rationale for the review was that a number of recent developments, particularly the raising of the school leaving age, had altered the context in which the School Certificate was conducted.

The first stage of the review was conducted over Terms 3 and 4, 2010. This involved consultation meetings with representatives of over 20 peak stakeholder bodies, including principals, teacher unions, parents and school system authorities. These meetings provided the opportunity for interested parties to raise issues of concern, suggest options for the future and respond to emerging directions for change.

The consultations indicated a general consensus on broad future directions, and resulted in the development of a draft Discussion Paper. This paper was endorsed by the Board in May 2011, for circulation to organisations that had participated in the earlier consultations.

The five broad directions for change, as detailed in the Discussion Paper, are:

1. *A Cumulative Comprehensive Credential* that a credential be available to students from the end of Year 10 as a cumulative comprehensive record of achievement, periodically updated to record achievement of students leaving school before the end of Year 12.

2. *External Tests* – replace the current external tests with broader assessments.
3. *School-based Assessment* – a stronger role for school-based assessment as the basis for reporting student achievement on the new credential, supported by external moderation to ensure the credibility and reliability of the credential.
4. *Reporting a Broader Range of Achievements* – the credential be expanded to allow schools to voluntarily but authoritatively recognise a wider range of student achievements with standard frameworks, including with extra subject-based activities such as sport, music, languages and community work.
5. *Literacy and Numeracy Tests* – online tests in core literacy and numeracy skills be made available.

At its June 2011 meeting, the Board noted that feedback from stakeholder bodies indicated strong support for the proposed directions 1 to 4 above. The Board acknowledged that there were differing views regarding the nature, purpose and scope of the proposed literacy and numeracy tests, and agreed that this matter would require further consideration.

The Board resolved to seek the Minister's agreement to proceed in line with the above directions and to consult more widely on aspects of implementation as details of the changes are developed. At the end of the reporting period, the Board had submitted its advice to the Minister for consideration.





# REGISTRATION and ACCREDITATION



- Responsibilities
- Our achievements
- Registration and accreditation statistics
- Home schooling



ENCORE HSC 2010  
David Allen (Caringbah High School)  
2010 HSC Music student



# REGISTRATION AND ACCREDITATION

## Related goal

- Compliance with registration and accreditation requirements by non-government schools and systems

## 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 School Certificate 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 (ESOS) Act 2000* (the ESOS Act) and associated legislative framework.

## Strategic outcomes

**Promote the delivery by non-government schools of high-quality educational programs through the regulation of non-government school compliance with relevant legislative registration and accreditation requirements.**

Develop and implement best practice policies and processes in the regulation of non-government schools and systems.

**Promote the delivery of high-quality education programs to home schoolers through the regulation of home schooling families' compliance with relevant legislative requirements.**

## 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, 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 to amend approval
- monitor:
  - schools by inspection
  - schools 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 for Education regarding registration and for making decisions about accreditation and approval.

Recommendations are made on the basis of school inspections or through the advice of registration systems.

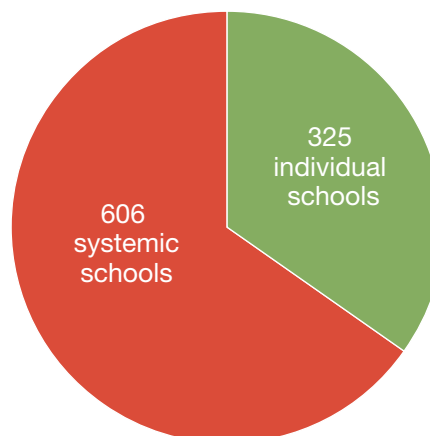
The Board's registration program is based on the requirements and evidence of compliance described in the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual* (the registration manuals).

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 NSW to provide courses of study leading to the award of the School Certificate and/or Higher School Certificate.

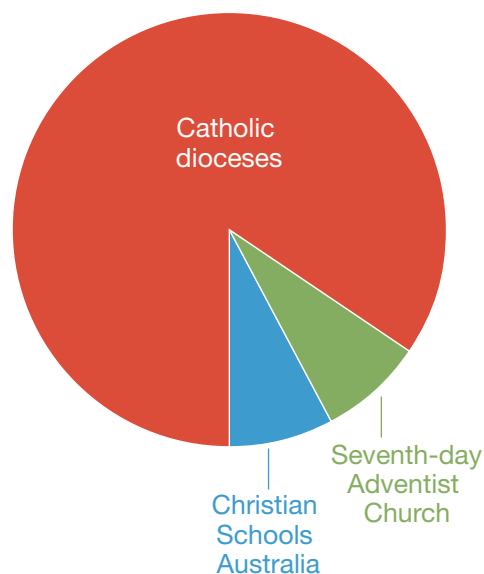
At the end of the 2010–2011 reporting period there were 931 non-government schools with 325 individual schools and 606 systemic schools.

## 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



# REGISTRATION AND ACCREDITATION

## Operationalising enhanced registration requirements

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

During the 2010–2011 reporting year the requirements were operationalised 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 2010 and March 2011. The sessions provided an opportunity to advise systems with regard to updated information, emerging issues and plans for monitoring the compliance of member schools. Topics for discussion included curriculum updates, handling complaints, the increased school leaving age, alternative education programs, and the further development of five-year plans for monitoring systems.

With regard to briefing non-government schools, in 2010 the Office of the Board of Studies (the Office) participated in sessions for schools with registration expiring in 2011. The sessions, held in metropolitan and regional areas, focused on providing information about the registration and accreditation requirements, the application form, the documentation required to support an application and the inspection process. Of particular relevance to the sessions was advice about the online application process using *RANGS Online*.

In March 2011, the Office also conducted a briefing for proposed new schools seeking initial registration for 2012. 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.

In the 2010–2011 reporting year, *RANGS Online* was enhanced to enable applications and notifications from school providers seeking approval to deliver courses to overseas students in New South Wales to be received electronically.

## Reviewing documentation received with applications

The 2011 Key Learning Area (KLA) Review was held in April 2011. The review assessed the curriculum documentation submitted by schools applying for registration and accreditation in 2011. The process involved experienced teachers reviewing 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 2011, the review also incorporated assessment of the documentation provided by school providers seeking renewal of approval.

## Inspecting and monitoring schools

During the 2010–2011 reporting period, 117 non-government schools were inspected in response to an application for registration. The registration statistics on page 78 provide details of the inspections.

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

Also during the reporting period, two schools were selected for monitoring by complete inspection in relation to all requirements for registration. The outcome of the monitoring

was that the registration of both schools was renewed for a maximum period of five years.

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 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 2010–2011 reporting period, 18 school providers were inspected in response to applications relating to approval.

## Professional development of inspection teams

Inspection teams are formed from Board Inspectors from Curriculum Branch and Registration and Accreditation Branch supported by Senior Registration Officers and/or Senior Curriculum Officers.

During the 2010–2011 reporting year, Inspectors participated in an ongoing program of training, including input and discussion in the following areas:

- approval of school providers delivering courses to students from overseas
- increased school leaving age
- new attendance codes
- new child protection legislation
- curriculum updates
- monitoring registration systems
- handling complaints.

During 2010–2011, the Office continued to use a pool of experienced casual officers with expertise in curriculum areas to supplement inspection teams.

## Handling complaints

During the 2010–2011 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

In July 2010, all non-government schools disclosed publicly and submitted annual reports to the Board for the 2009 school year. The reports were submitted in electronic form using the Board's online facility, *RANGS Online*. A review of the reports found that the significant majority met the requirement for specific measures to be reported. Publication of the report on the school's website 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 of 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 Guidelines for approved providers and its Administrative Arrangements for Approved NSW Providers to Deliver Courses to Overseas Students were published in October 2010.

From October to the end of the 2010–2011 reporting year, the Office liaised with the Vocational Education and Training Accreditation Board (VETAB) to ensure a smooth transition between the regulators. VETAB ceased to exist at the end of June 2011.

The Office has communicated with all currently approved providers to inform them of the Board's new regulatory responsibilities. The Office has also assisted school providers by participating in briefings conducted by key stakeholder groups.

Board Inspectors have inspected 18 school providers in the reporting year.



## 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. There were no such appeals lodged during the reporting period.

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

During the 2010–2011 reporting year, the Office evaluated the registration program for the 2010 calendar year to review key performance data in relation to its responsibilities for regulating non-government schools and registration systems. A report on the evaluation was considered by the Board of Studies at its meeting in March 2011.

Also during the reporting year the Board 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 introduction of common student attendance codes for all schools, updated references to child protection legislation, updated evidence of compliance for teaching staff and a range of minor edits as identified in the Board of Studies Official Notice 13/11. The most up-to-date manuals are available on the Board of Studies website.

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 2011–2012 reporting year.

## Registration statistics

Recommendations of the Registration Committee in relation to registration	Reporting year							
	2007–2008		2008–2009		2009–2010		2010–2011	
Recommendations for registration (5 years)*	i	s	i	s	i	s	i	s
Primary education	15	191	19	234	20	3	14	3
Secondary education	19	48	14	75	20	2	13	6
Primary and secondary education	40	15	37	42	81	1	46	4
Education of a kind, or for children of a kind	7	0	4	0	2 <sup>†</sup>	0	6 <sup>‡</sup>	0
Exemption from registration	1	0	0	0	0	0	0	0
<b>Total</b>	<b>82</b>	<b>254</b>	<b>74</b>	<b>351</b>	<b>121</b>	<b>6</b>	<b>79</b>	<b>13</b>

<sup>†</sup> Both of these schools also received registration for particular Years of schooling.

<sup>‡</sup> Four of these schools also received registration for particular Years of schooling.

Recommendations for initial registration for new Years of schooling (1 year)								
Primary education	3	4	2	5	0	2	1	3
Secondary education	4	3	6	4	4	2	2	2
Primary and secondary education	13	9	16	4	17	1	14	7
<b>Total</b>	<b>20</b>	<b>16</b>	<b>24</b>	<b>13</b>	<b>21</b>	<b>5</b>	<b>17</b>	<b>12</b>
Recommendations for extension of registration (1 year)								
Primary education	2	0	1	0	0	0	1	0
Secondary education	1	0	2	0	3	0	6	0
Primary and secondary education	1	1	1	0	5	0	4	0
<b>Total</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>11</b>	<b>0</b>
<b>Recommendations for provisional registration</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Recommendations to cancel registration</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Recommendations for initial registration of new schools</b>	<b>8</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>7</b>	<b>3</b>
<b>Recommendations for new campuses of existing schools</b>	<b>13</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>19</b>	<b>3</b>

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

### \* Notes

1. The variation in the number of recommendations for renewal of registration for each reporting period reflects the number of schools with registration expiring in each reporting year.
2. The number of recommendations for renewal of registration from registration systems for the 2007–2008 and 2008–2009 reporting years reflects the previous 'common cycle' of registration for systemic schools. The common cycle had the registration of all systemic schools expiring in 2009. In 2008, in order to spread the registration of systemic schools across different cycles, some registration systems agreed to make recommendations one year in advance of the registration of member schools expiring. These recommendations are reflected in the latter part of the 2007–2008 reporting year and the earlier part of the 2008–2009 reporting year. The latter part of the 2008–2009 reporting year also reflects recommendations for renewal of registration for systemic schools made for schools with registration expiring in 2009.

# REGISTRATION AND ACCREDITATION

Recommendations of the Registration Committee in relation to other matters	Reporting year							
	2007–2008		2008–2009		2009–2010		2010–2011	
<b>Recommendation for accreditation (5 years)*</b>	<b>i</b>	<b>s</b>	<b>i</b>	<b>s</b>	<b>i</b>	<b>s</b>	<b>i</b>	<b>s</b>
Courses leading to the award of the School Certificate	44	63	29	105	70	0	42	2
Courses leading to the award of the Higher School Certificate	47	50	26	79	67	1	33	3
<b>Recommendations to cancel accreditation</b>	0	0	0	0	1	0	0	0
<b>Recommendations for recognition as a special school</b>	5	0	5	0	7	0	5	0
<b>Recommendations for recognition as a special assistance school</b>	3	0	2	0	6	0	5	0
<b>School closed</b>	1	1	6	2	10	2	6	4
<b>Campus closed</b>	2	1	7	3	3	1	2	1
<b>Recognition for schools outside of NSW</b>								
Courses leading to the award of the School Certificate	0		0		3		0	
Courses leading to the award of the Higher School Certificate	1		0		2		0	

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

\* **Note:** see notes on recommendations for renewal of registration.

## REGISTRATION AND ACCREDITATION

### New schools granted initial registration during the 2010–2011 reporting period commencing in 2011

School name	Location	Years of schooling
ALESCO Learning Centre – Central Coast	Berkeley Vale	Years 9 and 10
ALESCO Learning Centre – Illawarra	Wollongong	Years 9 and 10
Alpha Omega Senior College	Auburn	Years 11 and 12
ASPECT Macarthur School	Cobbitty	Kindergarten to Year 10
ASPECT Riverina School	Albury	Kindergarten to Year 10
Mother Teresa Primary School	Westmead	Kindergarten to Year 4
St Benedict's Catholic College	Camden	Year 7
St Justin's Catholic Primary School	Oran Park	Kindergarten to Year 6
The Children's House Montessori School	North Ryde	Kindergarten
The College for Steiner Education – Mount Warning	Lillian Rock	Years 8 to 10

### Schools closed during the 2010–2011 reporting period

School name	Location	Years of schooling
Bathurst Christian School	Bathurst	Kindergarten to Year 6
Cambridge Institute	Sydney	Years 11 to 12
Cornell High School	Surry Hills	Years 10 to 12
Kingsdene Special School	Telopea	Years 7 to 10
Mother Theresa Primary School	Westmead	Kindergarten to Year 2
Pacific Outback Christian School	Bourke	Kindergarten to Year 6
South Granville Christian Community School	South Granville	Kindergarten to Year 6
St Gregory's Armenian School	Beaumont Hills	Kindergarten to Year 6
St James College	Redfern	Years 10 to 12
Uniworld High School	Chippendale	Years 10 to 12

# REGISTRATION AND ACCREDITATION

<b>Complaints about non-government schools investigated by Board Officers</b>	<b>2007–2008</b>	<b>2008–2009</b>	<b>2009–2010<sup>†</sup></b>	<b>2010–2011</b>
<b>Number of complaints about individual schools</b>	10	13	11	14
<b>Number of complaints about systemic schools</b>	2	4	2	0
<b>Number of complaints about schools with overseas recognition</b>	0	1	0	0
<b>Number of complaints substantiated</b>	0	0	6	6
<b>Number of complaints per requirement*</b>				
Governance	0	0	0	0
Teaching staff	0	2	3	1
Curriculum	2	6	4	3
Safe and supportive environment	8	11	12	13
Premises and buildings	0	4	1	0
Facilities	0	1	1	0
Discipline	2	2	2	7
Management and operation of the school	2	2	3	2
Educational and financial reporting	0	1	1	2
Complaints handling	1	0	0	0
<b>Investigations completed</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>12</b>
<b>Investigations ongoing into the next reporting period</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>4</b>

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

<sup>†</sup> Revised figures.

## Home schooling

Under the *Education Act 1990*, the Office of the Board of Studies is responsible for registering home schoolers – 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 home school. The majority of applicants have not provided a reason for applying for home schooling registration. For applicants who have provided a reason, the most common reasons are philosophical choice to home school and learning difficulties.

## 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 (2010) which is available on the Board of Studies website. In the reporting year, 14 certificates of completion of Year 10 were issued.

The Board's Authorised Persons participated in two professional development conferences designed to promote enhanced understanding of home schooling approaches and consistency of judgement in assessing applications, particularly with regard to changes arising from the increased school leaving age.

## Administrative Decisions Tribunal

The Administrative Decisions Tribunal (ADT) hears applications for review of decisions to the Minister by an Authorised Person that a child not be registered for home schooling. 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	2007–2008	2008–2009	2009–2010	2010–2011
Number of children with registration	1703	1945	2315	2631*
Number of families	1016	1177	1350	1538

Number of children with exemption from home schooling registration at the end of reporting period	2007–2008	2008–2009	2009–2010	2010–2011
Number of children with exemption from registration	99	109	128	132
Number of families	50	58	69	73

\* The number of children registered for home schooling has shown a steady increase since the 2006–2007 reporting year. The Office collects, on an optional basis, information from applicants about the reasons for home schooling. During the 2010–2011 reporting period, the most commonly identified reasons were a philosophical preference for home schooling and an individualised approach to address special learning needs of the child.



# POLICY and PRACTICE



- Overseas visitors
- 2010/2011 website developments
- Communications: achievement highlights
- Acknowledging outstanding student achievements



*Ebony & Rae Jewellery Design*  
Materials: Timber veneer, ribbon  
by Erica Seath (Narooma High School)  
2010 HSC Design and Technology student



# POLICY AND PRACTICE

## Related goals

- Policies and practices that reflect contemporary national and international best practice and research in curriculum, assessment, registration and accreditation
- Effective, efficient, economic and equitable management of the Board's functions, activities and staff

## Strategic policy and communications

*Developing policy through research to underpin quality practice.*

### Strategic outcomes

Develop quality national curriculum, assessment and reporting through the promotion of key aspects of effective Board programs.

**Continuously improve the quality and effectiveness of the Board's products and services.**

Enrich the educational experience and outcomes of students by promoting the effective integration of information and communication technologies in curriculum, assessment and reporting.

**Monitor and assess the developing impact on the role and nature of teaching resulting from the integration of information and communication technologies in curriculum, assessment and reporting.**

Develop effective policies and practices in curriculum, assessment, registration and accreditation through collaboration with key NSW, national and international agencies on areas of common strategic interest.

**Assess new national and state curriculum, assessment and reporting developments and prepare appropriate policies and advice to support implementation in schools.**

Deliver effective communications and support services to enable the Board to effectively meet the needs and expectations of customers.

### Our achievement

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 2010–2011

Promoting key aspects of effective Board programs





Chinese delegation which visited the Board in March 2011.

## Overseas visitors

During 2010–11, the work of the Board of Studies attracted interest from overseas education authorities, with visitors from China and Korea.

In August 2010, the Board hosted a delegation from the Hong Kong Curriculum Authority. The visitors were concerned with the introduction of Liberal Studies in Hong Kong and were interested in submitted works such as the Society and Culture Personal Interest Project. They spent a day with officers from test development and examination operations, increasing knowledge of systems, processes and developments in New South Wales. The visitors spent another day on a school visit.

A delegation from the Seoul Metropolitan Office of Education visited in December 2010. The focus of the visit was curriculum, and productive time was spent with officers from Curriculum and Assessment Branch.

In March 2011, a Chinese delegation of 18 individuals visited. The visitors came from Anhui Province, Toncheng Strait, Fuyang City, Suzhou City and Chaohu City. The group was engaged in vocational education and training



Denise Wright, Board liaison officer, with a member of the Chinese delegation.

management and was interested in hearing about education in New South Wales with a special focus on vocational education. The purpose of the visit was to make a connection with the Board of Studies with a view to supporting national vocational education in China. Presentations giving the context of the Board in New South Wales and another focusing on vocational education were given.

## Frequency of access to BOS websites 2010–2011

Websites	No. of visits	No. of page views
<b>The Board of Studies NSW site</b> www.boardofstudies.nsw.edu.au	7 316 757	28 169 580
<b>HSC – All My Own Work</b> amow.boardofstudies.nsw.edu.au	167 594	1 938 451
<b>Assessment Resource Centre</b> arc.boardofstudies.nsw.edu.au	330 077	2 198 816
<b>Aboriginal Educational Contexts</b> ab-ed.boardofstudies.nsw.edu.au	48 878	143 610
<b>Students Online</b> studentsonline.bos.nsw.edu.au	612 945	2 997 836
<b>Schools Online</b> schoolsonline.bos.nsw.edu.au	56 877	215 641
<b>Encore</b> encore.boardofstudies.nsw.edu.au	13 430	63 474
<b>ARTEXPRESS</b> www.artexpress.nsw.edu.au	18 655	45 269
<b>K–6 Education</b> k6.boardofstudies.nsw.edu.au	625 672	1 740 198
<b>Board News</b> news.boardofstudies.nsw.edu.au	445 819	946 130
<b>SC &amp; HSC multiple-choice self-testing</b> www4.boardofstudies.nsw.edu.au	1 315 910	11 457 298 (12 579 439 tests completed to date)
<b>WriteOn competition</b> writeon.bos.nsw.edu.au	16 884	36 085
<b>School Registration</b> rego.boardofstudies.nsw.edu.au	14 817	29 584
<b>Anzac Day Teaching and Learning</b> anzacday.gov.au	13 569	25 506
<b>The Sydney Harbour Bridge</b> sydney-harbour-bridge.bos.nsw.edu.au	48 302	98 823



WriteOn 2010 gold award winners.



Partner sites	No. of visits	No. of page views
<b>AMEB Connect</b> <a href="http://ameb.nsw.edu.au">ameb.nsw.edu.au</a>	83 608	225 786
<b>ACACA</b> <a href="http://acaca.bos.nsw.edu.au">acaca.bos.nsw.edu.au</a>	15 877	43 835
<b>ACACA 2010 conference site</b> <a href="http://acaca2010.bos.nsw.edu.au">acaca2010.bos.nsw.edu.au</a>	4808	15 405
<b>Teaching Heritage</b> <a href="http://www.teachingheritage.nsw.edu.au">www.teachingheritage.nsw.edu.au</a>	22 179	38 964
<b>The Kokoda Track</b> <a href="http://kokoda.commemoration.gov.au">kokoda.commemoration.gov.au</a>	35 397	111 937
<b>Australians on the Western Front 1914–1918</b> <a href="http://ww1westernfront.gov.au">ww1westernfront.gov.au</a>	230 311	526 232
<b>Australia's involvement in the Korean War</b> (launched March 2011) <a href="http://korean-war.commemoration.gov.au">korean-war.commemoration.gov.au</a>	4800	24 964
<b>Australia and the Vietnam War</b> <a href="http://vietnam-war.commemoration.gov.au">vietnam-war.commemoration.gov.au</a>	217 226	646 488
<b>Australian involvement in South-East Asian conflicts</b> <a href="http://se-asia.commemoration.gov.au">se-asia.commemoration.gov.au</a>	6915	16 923
<b>Australia's War 1939–1945</b> <a href="http://ww2australia.gov.au">ww2australia.gov.au</a>	369 541	1 415 508
<b>Australians at War (ABC TV series)</b> <a href="http://australiansatwar.gov.au">australiansatwar.gov.au</a>	39 783	156 816
<b>Commemoration – Australia's wartime heritage</b> <a href="http://commemoration.gov.au">commemoration.gov.au</a>	1717	2198
<b>Gallipoli and the Anzacs</b> <a href="http://anzacsite.gov.au">anzacsite.gov.au</a>	337 752	980 026
<b>Making Multicultural Australia</b> <a href="http://www.multiculturalaustralia.gov.au">www.multiculturalaustralia.gov.au</a>	205 412	501 895

### Board website – SC and HSC multiple-choice self-testing system

[www4.boardofstudies.nsw.edu.au](http://www4.boardofstudies.nsw.edu.au)

The HSC and School Certificate 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 29 HSC course

examinations and five School Certificate tests in an online self-testing service on the Board's website.

In the weeks leading up to the School Certificate, the site is heavily used by students practising for their tests. On the night before the 2010 School Certificate English-literacy test, 106 295 tests were completed within the eight hours until 10 pm. 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 Commonwealth Department of Veterans' Affairs, the Board has continued developing 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, Australia's involvement in the Korean War* and hosting *Australians at War*, supporting the ABC TV series.

## 2010/2011 website developments

### ARTEXPRESS

[www.artexpress.nsw.edu.au](http://www.artexpress.nsw.edu.au)

ARTEXPRESS is an annual exhibition of artworks created by students from government and non-government schools for the Higher School Certificate examination in Visual Arts. It is jointly managed by the Board and the Department of Education and Communities. The works demonstrate exceptional quality across a broad range of subject matter, approaches, styles and media, including painting, photography, drawing, printmaking, sculpture, documented forms, textiles and fibre, ceramics, digital animation, film and video, and collections of works. This website highlights the exhibition with a collection of artworks selected from various annual exhibitions.

ARTEXPRESS represents the high standards and diversity achieved by Year 12 Visual Arts students in NSW schools.

### The ACACA website

[acaca.bos.nsw.edu.au](http://acaca.bos.nsw.edu.au)

This website is managed by the Board of Studies for the Australasian Curriculum, Assessment and Certification Authorities (ACACA). The Board coordinates all the state entries and updates to the site. This site summarises the junior secondary curriculum in eight public education systems in Australia as well as in the New Zealand system. It provides an overview of the structure of the secondary system, advice and web links relating to students transferring schools, information about the junior secondary curriculum, subjects and courses, and an outline of the various methods of assessing and reporting student achievement when students complete Year 10. The information on this website is useful for students who move interstate or to or from New Zealand, people who advise secondary school students about curriculum options and career planning, and employers who receive job applications from students educated in another state or territory.

The site also contains descriptions of the certificates and other records of achievement issued to students when they complete their senior secondary education. It provides outlines of the minimum requirements for tertiary entrance.

### AMEB Connect

[ameb.nsw.edu.au](http://ameb.nsw.edu.au)

The Office develops and manages the Australian Music Examinations Board (AMEB) NSW website, which includes access to *AMEB Connect*. This project uses some of the infrastructure developed for the eBOS suite of services, to allow AMEB teachers and examiners to log in to the AMEB examination system and view enrolments, results and examination timetables for their students. They can also update their own personal details. As an online service, it is available outside regular business hours, significantly improving access to important information. It also reduces the number of routine inquiries fielded by AMEB NSW office staff.

## Encore

[encore.boardofstudies.nsw.edu.au](http://encore.boardofstudies.nsw.edu.au)

Encore is jointly managed by the Board and the Department of Education and Communities. The website complements the annual Encore CDs and concerts held at the Sydney Opera House which showcase the outstanding performances and compositions by students in the Higher School Certificate examinations. It provides information about the annual requirements in NSW Higher School Certificate Music subjects, and includes profiles of participating Encore students from the past several years, excerpts of some student performances in .mp3 format, concert ticketing information and links to eBOS Shop Online for purchasing the Encore CDs.

## Employers' website

[www.boardofstudies.nsw.edu.au/employers](http://www.boardofstudies.nsw.edu.au/employers)

The Employers' website, which went online in 2006, contains useful information for employers and the broader community about the School Certificate (Year 10 students), Preliminary Year (Year 11 students) and Higher School Certificate (Year 12 students).

The site assists employers in understanding students' results and the documentation that students provide to employers about their educational achievements. It contains information on the employment skills students gain through studying the curriculum, and the vocational education and training options that one in three students now undertake for the HSC. There are also answers to frequently asked questions and links to other relevant sites.

## Shared government services

The Board also hosts and manages the following websites as shared government services:

- Aboriginal Education Consultative Group Inc. (AECG) website [www.aecg.nsw.edu.au](http://www.aecg.nsw.edu.au)
- Teacher Housing Authority (THA) website [www.tha.nsw.gov.au](http://www.tha.nsw.gov.au)

## Improving the quality of the Board's products and services

### Quality assurance in marking

The Board uses an extensive array of procedures to ensure that each student is appropriately rewarded for his or her examination responses. These include the appointment of Supervisors of Marking who meet stringent criteria, thorough procedures for developing marking guidelines that lead to valid and reliable marking operations, high-quality marker training sessions, Senior Marker random checks of markers' work, statistical reports on accuracy and reliability, and the engagement of two markers to assess responses for complex items.

As described elsewhere in this report, the Board has also developed pioneering onscreen marking software that further enhances the marking operations by building in extra quality control measures. These include the ability to randomly assign pre-marked scripts to markers to further check marker accuracy and a feature which enables markers to easily flag atypical or unusual scripts for review by the Senior Marker.

Following an extensive evaluation of all marking procedures, further enhancements have been prepared for use in the 2011 marking operation. These additional measures include the extension of the onscreen marking quality assurance tools to the Board's practical itinerant marking operations. In most of these marking operations the marks are captured electronically as marking occurs so that marks capture and analysis can take place in real time.

Integral to the developments in the last two years has been the documentation of 'best practices' for School Certificate and Higher School Certificate marking in the *Marking Operations Manual*. This manual, written for use by Supervisors of Marking and Senior Markers, sets a rigorous quality assurance framework for marking. It also provides evaluation procedures designed to facilitate the continual improvement of marking operations.

## Quality assurance in the standards-setting operation

The standards-setting operation also requires some form of quality assurance. A review of research literature and the work of other jurisdictions in 2009–2010 revealed that quality assurance is challenging in the area of standards-setting, but that applying certain techniques has potential benefit.

As a result of this review, a small-scale trial was conducted in 2010 to investigate one method for validating the band cut-off marks produced by the standards-setting operation. Following recommendations from this study, validation procedures have been further developed for implementation in the 2011 standards-setting operation.

## Statistical evaluation of School Certificate Tests and Higher School Certificate examinations

Tests and examinations are designed to yield scores that can be interpreted within the standards framework. The Board uses a range of statistical techniques to analyse each examination to ensure that the questions are working as designed and to provide feedback to examination committees. All of the 2010 School Certificate and Higher School Certificate examinations were evaluated using measures of item difficulty, item discrimination, and reliability.

Integral to these analyses is a summary estimate of score reliability. The highest possible value of this measure is 1.00, meaning that the score is perfectly reliable. Test developers aim for a reliability statistic above 0.85 for examinations that are used for making important decisions. Reliability scores for the School Certificate tests and Higher School Certificate examinations were above the 0.85 threshold in all cases, and frequently above 0.95, except in a very few examinations with very small candidatures. In these cases, these reliability statistics are not applicable, and other analytical techniques were employed.

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

### Communications: achievement highlights

The Board of Studies continued its focus on more efficient and meaningful communication with students, teachers, parents and the wider community in 2010/11.

This focus included an emphasis on improving online services.

### Board Bulletin

The Board continues to keep teachers and the community informed through its weekly electronic newsletter – the *Board Bulletin* which has more than 12 000 subscribers. The Bulletin is the source for all decisions and news from the Board of Studies, and is emailed to schools and other subscribers every Monday during school terms. Subscriptions to the *Board Bulletin* can be entered on the news page of the Board's website at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

### Online services

The Board's home page continues to be a critical point of entry for people seeking information on our services. Over 7.3 million visits were recorded on our home page in the reporting period, followed by over 1.3 million visits to the multiple-choice self-testing site for the School Certificate and the HSC. There were over 600 000 visits to both the K–6 Education site and *Students Online*, and the Board's news site received almost 450 000 visits. For more information on Board website use during 2010/11 go to page 87.

The Board provides a range of online services where users can log in to view specific information and perform operations such as submitting entries for subjects and applications. Users are verified and issued with a user ID and password or PIN to access and maintain their account.



The Board's online services include:

- *Schools Online* (Administration) for school principals
- *Students Online* for HSC students
- *Markers Online* for HSC and School Certificate markers
- *RANGS Online* for registration and accreditation of non-government schools
- *VCS Online*: the vocational education and training (VET) credentialling system
- *RTOs Online* for registered training authorities
- *Authorities Online* for education authorities and systems.

*Students Online* allows HSC students to access their HSC details throughout the year, including their personal and enrolment information, the status of their disability provisions application, their personal examination timetable, assessment ranks and, in December, their HSC results.

A new messaging area was introduced in December 2010 to allow students to receive correspondence from the Board regarding specific issues such as HSC results services orders, disability provisions applications, and their languages oral exam details. By the end of the reporting period, over 36 000 students had logged into their *Students Online* account.

## HSC exit survey

The fourth annual exit survey was undertaken in 2010 to help capture the student view of the HSC.

Around 2200 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. There was a small drop in the reported level of awareness about ethical scholarship and how to avoid plagiarism.

## HSC expos 2011

The Board was a naming sponsor of the third annual Sydney Morning Herald HSC and Careers Expo, held 3–5 June 2011 at Moore Park, and the inaugural Western Sydney Careers Expo, held 23–26 June 2011 at Homebush.

The three-day Moore Park expo attracted 16 085 visitors, with more than 8000 attending on the Friday alone. The majority of visitors



Students visiting Board of Studies stall at the HSC Expo 2011.





were students (77 percent), most of whom were in Year 12 (78 percent). More than 60 school groups attended throughout the three days.

The four-day Western Sydney expo at Homebush attracted almost 21 000 visitors in its first year, with over 100 school groups visiting over Thursday and Friday.

Both expos brought together exhibitors from major Australian tertiary institutions and providers of HSC and career resources and information. On each day of the expos, staff from the Board presented seminar sessions on a range of HSC topics, from understanding results, to specific HSC courses.

## **Board of Studies Liaison Officers (BOSLOs)**

BOSLOs provide advice to schools and the wider community on Board policies, procedures and programs and disseminate information on curriculum, assessment and credentialling. BOSLOs also conduct forums and workshops on Board-related matters. BOSLOs provide schools with support in developing and presenting proposals for School Developed Courses. BOSLOs operate as field officers of the Board. Nine such officers cover all schools across the state. They are based at Bathurst, Coffs Harbour, metropolitan Sydney (3), Newcastle, Wagga Wagga, Wollongong and Tamworth.

## **Presentations and meetings**

During the reporting period, BOSLOs participated in 1039 meetings across the state, averaging 26 meetings each week during the school year. Extensive presentations were made by the BOSLOs at 979 of those meetings. The BOSLOs met with secondary and primary teachers, parents, principals and students from government and non-government schools, as well as with overseas visitors and professional associations. Over 83 000 people attended the meetings, which provided broad professional support and specific presentations on the School Certificate, the Higher School Certificate and Kindergarten to Year 12 curriculum and assessment.

Phone inquiries are also a substantial part of the BOSLOs' communications role. During the reporting period, between them they answered an average of 200 telephone calls per week over the school year. Over half of the phone calls were from government schools with the remainder from non-government schools, other educational institutions and individuals.

## **Videoconferences**

The Liaison Officer Unit scheduled a series of after-hours videoconference information sessions with schools. Thirteen videoconferences were held during the reporting period on a variety of Board issues such as HSC assessment, 'N' determinations and disability provisions. A total of 274 schools tuned in to the conferences. The conferences were open to all schools, and government schools predominated in participation.

## **Pre-employment Program for Overseas Trained Teachers**

Board of Studies Liaison Officers have also taken part in the Pre-employment Program for Overseas Trained Teachers conducted by the Department of Education and Communities. They made off-site presentations on the role of the Board of Studies to 13 groups of teachers (292 teachers in all) who were trained overseas and wish to teach in NSW government schools.

## Acknowledging outstanding student achievements

### HSC First in Course Award ceremony

The First in Course Awards recognise students who achieved first place, and the highest band standard, in a Higher School Certificate course.

At a ceremony at the Australian Technology Park in Sydney on Tuesday, 14 December 2010, the then Minister for Education and Training, the Hon. Verity Firth MP, issued a Certificate of Excellence to students who topped a course in the 2010 HSC.

In 2010, 107 individual students received awards for 108 courses. Seven students topped two courses, and four courses had a number of equal firsts. A total of 114 certificates were issued to the 107 students.



Brother John Taylor Memorial Prize winners with the Board of Studies Chief Executive Ms Carol Taylor.



Aboriginal Studies awards recipients with President of the Board of Studies, Mr Tom Alegounarias, Head Teacher History, Cheltenham Girls High, Ms Karen Doyle and President of the AECG, Ms Cindy Berwick.

### Premier's Awards for Excellence in the Higher School Certificate

The annual Premier's Awards for Excellence in the HSC recognise and reward outstanding achievement by HSC students.

The awards are presented to students who achieve Band 6 standard (a mark of 90 or above) in 10 or more units. In 2010, 1313 students received the prestigious Premier's Award.

The students received a medal, a certificate to place in their portfolio, and a letter of congratulations from the Premier of NSW. Their names were also published in various newspapers and on the Board's website in recognition of their significant achievement.

### Brother John Taylor Memorial Prize

The Brother John Taylor Memorial Prize was introduced in 1993 to commemorate the contribution Brother John Taylor made to education. The award is presented to HSC students who have overcome significant disability or disadvantage and have achieved academic excellence. Principals nominate students in December every year.

The Brother John Taylor Memorial Prize for the 2010 HSC was awarded to three impressive students: Georgia Cranko – St Scholastica's College, Riana Head-Toussaint – Killarney Heights High School, and Zachary Newton – Nowra High School.

### Aboriginal Studies awards

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

The prize for the highest achieving Aboriginal student for the 2010 Higher School Certificate 2-unit Aboriginal Studies course was awarded to Kayla Hannell who attended Brisbane Waters Secondary College – Woy Woy Campus. Sheliza Nasser of Cheltenham Girls High School was awarded the prize for the highest achieving non-Aboriginal student.

# SECTION 3

## MANAGING OUR ORGANISATION



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From *The Girl, the Violin and La Musique*  
by Sophie Elizabeth Steele (Gloucester High School)  
2010 HSC Visual Arts student

# MANAGING OUR ORGANISATION

## Related goals

- Effective, efficient, economic and equitable management of the Office's functions, activities and staff
- Syllabuses, courses and support materials that promote high standards of primary and secondary education
- Highly regarded, comprehensive, flexible and inclusive credentials that meet the needs of students and the community
- Policies and practices that reflect contemporary national and international best practice and research in curriculum, assessment, registration and accreditation

## The Office of the Board of Studies

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

### Strategic outcomes

Continue to improve in business processes and practices through effective organisational leadership, strategic planning and quality assurance processes.

**Provide operational efficiency and improved service delivery through the development and implementation of new and emerging technologies.**

Effectively manage the Office's recurrent and capital resources.

**Provide high-quality, cost-effective professional and administrative advice and services to the Board of Studies and its committees.**

Establish strong and effective partnerships with key education stakeholders.

**Provide effective communications and support services to enable the Board and its Office to effectively meet the needs and expectations of customers.**

Provide effective organisational and staffing arrangements for the Office of the Board of Studies so that educational objectives and accountability expectations are met.

**Effectively and sensitively manage the industrial and employment relations program of the Office to achieve a high standard of industrial and employee**

**relations and to meet related legislative requirements.**

Research and evaluate emerging policy issues relating to K-12 curriculum, assessment, examinations and credentialling and develop appropriate policy advice and options for the Minister and Board.

**Promote a dynamic and ethical organisational culture that encourages and recognises staff innovation and encourages and develops staff to reach their full potential.**

Collaborate with ACARA in the development and implementation of quality Australian curriculum.

**Maximise curriculum provisions for students in Years 9 to 12 to access nationally accredited vocational education and training courses and qualifications to ensure they are fully prepared for further study, training and education.**

Evaluate the Board's credentialling program to ensure that NSW students leaving school at the end of Year 10, Year 11 or Year 12 are supported with meaningful qualifications that meet the needs of students and the community.

**Enrich the educational experience and outcomes of students by promoting the effective integration of information and communication technologies in curriculum, assessment and reporting.**



## 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 direction and leadership of the Board

The role of Board President requires considerable expertise and specialist professional knowledge in the fields of curriculum, assessment and examinations and the registration and accreditation of non-government schools. During the reporting period, Mr Alegounarias guided the Board's process of consultation around the incorporation of Australian curriculum content in draft Kindergarten to Year 10 syllabuses in the subjects of English, mathematics, science and history. The Board's effective engagement with key stakeholders in this regard was widely acknowledged under Mr Alegounarias' leadership.

The review of the School Certificate was a key challenge during the reporting period. Since its inception in 1965 the credential has been the subject of frequent reviews. Mr Alegounarias' leadership of the first phase of the review conducted during Terms 3 and 4, 2010 involved meetings with representatives of more than twenty key school system, principals, teacher unions, parent bodies, employer and university stakeholder groups. These meetings canvassed issues relating to the current form and operation of the School Certificate and suggestions for change. From these discussions a general consensus emerged regarding broad directions for the future. The ensuing Discussion Paper is the outcome of the first phase of the School Certificate review, and has been prepared to inform the next

stage of the consultation process, and includes a set of broad principles to focus public discussion. At its May 2011 meeting, the Board of Studies approved Mr Alegounarias' proposal that these directions be the basis for development of further detail and consultation.

### Effective advocacy of NSW interests on school curriculum, examinations, assessment and credentialling and registration and accreditation matters

During the reporting period, and in addition to his role as Board President, Mr Alegounarias fulfilled his responsibilities as the NSW representative on the board of the Australian Curriculum, Assessment and Reporting Authority. In this regard, Mr Alegounarias ensured that the bipartisan position of ensuring that any Australian curriculum be at least of comparable quality to the current NSW curriculum and its implementation be adequately resourced received broad acceptance from NSW education and community stakeholders.

### High level of confidence by key cross-sectoral, professional and community stakeholders in the Board's policies and processes

The Board President must exercise judgement in addressing significant challenges which require consultation with key stakeholders and integration within the Government's overarching policies for education and training. During the reporting period, the Board was entrusted with additional responsibilities in the areas of approving:

- schools to deliver courses of study for international students, and
- courses of study as equivalent to the completion of Year 10 or as an alternative education program for children unable, for social, cultural or other reasons, to participate in formal school education.

These additional responsibilities reflect the high regard in which the Board is held under the presidency of Mr Alegounarias.

## 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

### Successful conduct of the Board's curriculum, examinations, assessment and credentialling and registration and accreditation programs

During the reporting period, Ms Taylor guided the successful conduct of the 2010 School Certificate and Higher School Certificate programs. The over 71,000 candidates for the Higher School Certificate was the largest group to present for the credential since its inception in 1967. Ms Taylor initiated a number of innovative measures designed to increase the openness and transparency of the Board's examinations and marking processes. For the 2010 Higher School Certificate, new features were piloted on the Board's Students Online website that enabled candidates to obtain their raw examination marks and written examination responses.

The Board's Office also successfully implemented the Board's new responsibilities for approving schools to deliver courses of study to international students and courses of study targeting the needs of students affected by increasing the minimum school leaving age.

### Effective, efficient, economic and equitable leadership of the Board's Office

During the reporting period, the Board's Office was required to achieve significant budgetary savings as part of annual Efficiency Improvement Plans and employee-related savings reforms as part of the NSW Government's Public Sector Wages Policy and

the Information and Communications Technology Expenditure Review.

A key strategy in this regard is the implementation of on-screen marking of the Board's examinations. Over 25 per cent of 2010 examination marking involved the scanning of candidate responses for secure internet distribution to markers and subsequent entry and collection of marks by computer. Ms Taylor's leadership of the Office's corporate governance framework ensured that these savings were achieved without any diminution of the effectiveness or equitable delivery of the Board's services and regulatory programs.

### High level strategic and operational support for the Board and its committees in support of the implementation of the Australian curriculum

During 2010/11, Ms Taylor guided the realignment of the Board's syllabus development management process to accommodate the role of the Australian Curriculum, Assessment and Reporting Authority ('ACARA') in providing Australian curriculum content for inclusion in NSW syllabuses.

During the reporting period, under Ms Taylor's leadership substantial progress was made in developing syllabuses for Kindergarten to Year 10 containing phase one Australian curriculum content in the subjects of English, mathematics, science and history. The efficacy of the conduct of the Board's proven consultation processes with key stakeholders was widely acknowledged as essential to ensuring that the ensuing NSW syllabuses preserved the high quality and rigour of the school curriculum in NSW schools. As well, Ms Taylor provided expert advice to ACARA on the requirements for the development of achievement standards, an essential prerequisite to the finalisation of the Australian curriculum.

Ms Taylor's leadership on Australian curriculum issues was recognised by her appointment as chairperson of the Australasian Committee of Chief Executives of Curriculum, Assessment and Certification Authorities ('ACACA').

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

Level	Total CES/SES 2010–2011	Total CES/SES 2009–2010
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. The Office's organisation structures were reviewed during the reporting period. The ensuing revised branch structures and reporting relationships were not finalised until July 2011.

### 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 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 and
- descriptions of student performance, and illustrated by student work samples aligned to the performance descriptions.

The Director, Curriculum and Assessment has overall responsibility for the functions of the Board's 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 54–57.

## National Programs

**Assistant Director: Howard Kennedy**

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

The Assistant Director is responsible for providing advice and 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
- workforce planning and human resource management
- industrial relations
- financial accounting
- budget and management accounting
- internal audit and controls
- legal services

- information and communications technology (ICT)
- the Office's electronic and print publishing program
- 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 Administration, Finance, Information Services, Information Technology, Records and Strategic Business Systems, 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 School Certificate tests and Higher School Certificate examinations
- marking of the Board's tests and examinations
- development and management of the onscreen marking and online testing programs
- delivery of School Certificate and Higher School Certificate results
- 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.

### Administration Branch

**Manager: Ken Collins**

Administration Branch provides administrative and operational support services to assist management and staff in their service to the Board's clients. The branch consists of two distinct functional areas: Human Resources and Corporate Operations. The Corporate Operations Unit provides services in building and lease management, purchasing, travel arrangements, administrative policies, motor vehicle fleet management and business continuity planning. The Human Resources Unit provides service in recruitment, payroll management, staff entitlements, workers compensation, training, job evaluation and personnel policy development, and offers support and advice to staff about human resource issues such as career development.

### Examination Operations Branch

**Manager: Peter Feary**

Examination Operations Branch manages the planning, conduct and marking of the Higher School Certificate examinations and School Certificate tests, 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 role in enhancing the effectiveness of its examination program through strategic use of information technology.

### Finance Branch

**Manager: Greg Logan**

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

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

### Information Services Branch

**Manager: Lyndon Sharp**

Information Services Branch manages the planning, development and operation of electronic and print publishing of curriculum and support materials, online assessment (e-assessment) and examination results delivery services, distribution, purchasing and customer service systems supporting the Office of the Board of Studies and its programs.

The branch provides web development and maintenance, co-located internet services, high-speed and high-availability critical core business online e-assessment applications and systems, and manages the Board of Studies websites, including partner websites developed with compatible external organisations and shared government services.

The branch provides editing, design, desktop publishing, intellectual property management, copyright clearance, warehousing, customer sales and invoicing services and customer service support to schools and the public.



The branch has operational management responsibility for the North Rocks multifunction and warehousing facility.

The branch undertakes research and develops new educational applications of information and communication technologies to support the Office's development and application of teaching, learning, assessment and examinations policy and practice, and manages and conducts projects and processes to support the Office's statewide assessment and examination programs. The branch ensures alignment and compliance with the NSW Government 'whole-of-government' policies in the information and communications technology area of internet information delivery to the education sector and the public.

## **Information Technology Branch**

**Manager: Mitra Bhar**

Information Technology Branch manages the planning, development, operation, governance and security of the Office's Information Management and Technology (IM&T) and Information and Communication Technology (ICT) systems. The branch develops, ratifies and implements policies and procedures in relation to IM&T and ICT. The branch is responsible for developing and maintaining application systems and infrastructure supporting the Office's core business and corporate services systems, in particular:

- supporting the School Certificate and Higher School Certificate program
- administering and maintaining the Office's infrastructure, including its local and wide area network
- managing contracts in relation to IT infrastructure and service
- developing and implementing IT governance and information security programs
- sharing services with other authorities in the development of systems, exchange of data, infrastructure support and information hosting.

## **Measurement and Assessment Research Services Branch**

**Manager: Dr Kelvin Gregory**

Measurement and Assessment Research Services Branch is responsible for the Office's measurement and assessment research functions. The branch conducts the analysis of the results for the Board's Higher School Certificate and 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 accurate and reliable marking of the Board's tests and examinations and the integrity of the standards-referenced reporting of student achievement in the Higher School Certificate and School Certificate. It monitors the alignment of Higher School Certificate examination marks and School Certificate test marks to standards through the Board's standards-setting and consultative committee programs, and monitors the awarding of grades for the School Certificate.

## **Records and Strategic Business Systems Branch**

**Manager: Max Pearce**

Records and Strategic Business Systems Branch is responsible for the planning, governance and oversight of the development of the Office's information systems. The branch provides the gateway for the Office's clients in their connection with its information systems.

It strategises and prioritises the development of new systems in dealing with the Office's clients by managing the introduction of enhancements to its online services. It ensures that the Office's information system aligns with its needs and those of its clients. The branch participates in the planning and administration of examinations and marking.

It is responsible for the Office's information management, including student records, corporate records, knowledge information

management system, freedom of information administration and data warehouse protocols. It is responsible for the processing of student and examination data and the provision of documentary evidence of student achievement – School Certificate and HSC credentials.

It produces statistical reports from student entry and result data for the Board, the Minister and external clients and bodies.

The branch provides advice to schools, students and other clients.

## **Registration and Accreditation Branch**

**Manager: 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 undertaken 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 Curriculum and Assessment Directorate have a significant responsibility in relation to the functions of the Registration and Accreditation Branch.

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

## **Strategic Policy and Communications Branch**

**Manager: Andrew Goodyer**

Strategic Policy and Communications Branch provides and coordinates strategic policy and planning advice to the Board and the Office.

The Branch coordinates Board endorsement of courses developed by schools and universities and manages the HSC–University Pathways program for gifted HSC students. The branch also supplies research, library, secretariat and executive services support to the Board and the Office.

Strategic Policy and Communications Branch manages corporate communications and media liaison and the events, exhibitions, performances and seminar programs conducted or coordinated directly by the Office or in collaboration with other organisations.

The branch also manages the Board of Studies Liaison Officer (BOSLO) program, providing advisory support relating to Board policies and procedures for schools and their communities.

## **Student Support Services Branch**

**Manager: Kevin Ford**

Student Support Services Branch manages a variety of programs relating to students and the Board's Higher School Certificate and School Certificate programs. These include the Disability Provisions program for the Higher School Certificate examinations and the School Certificate tests, appeals relating to illness or misadventure affecting student performance in the examinations, 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, and assessment rankings.

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

## Test Development Branch

**Manager: Helen Bristow**

Test Development Branch has the responsibility for the development of the Board's Higher School Certificate examinations and School Certificate tests.

Functions of the branch include the appointment and training of Chief Examiners, committee members and reviewers for each examination; the secure development of all School Certificate test and Higher School Certificate examination materials, including marking guidelines and sample answers, Languages 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 also manages the development of modified papers for the HSC examination and the School Certificate tests for students with approved disability provisions. These include large print, colour, modified and Braille papers, as well as a variety of special papers tailored to individual students' needs.

## Overseas travel

**Mr Don Carter**

*Tempe, Arizona, USA, 21–23 January 2011*

Mr Carter attended the *Narrative, Arts-based and 'Post' Approaches to Social Research* conference at Arizona State University. He presented a paper at the conference entitled 'English Curriculum, Imagination and Romanticism'.

**Mr Jay McPherson**

*People's Republic of China, 27 July – 6 August 2010*

Mr McPherson was invited to deliver a paper at the International Seminar of the Commission on Music in Cultural, Educational and Mass Media Policies in Music Education in Kaifeng. While in China he also attended the 29th International Society for Music Education (ISME) World Conference held in Beijing.

## Higher School Certificate markers

**Ms Marilyn Bayley Sainsbury**  
(Senior Marker, Drama)

**Mr Peter Howes**  
(Senior Marker, Drama)

*Singapore, 8–10 September 2010*

**Ms Debra Gilmore**  
(Assistant Supervisor of Marking, Music)

**Ms Pauline Langenegger**  
(Senior Marker, Music)

*Singapore, 20–22 September 2010*

**Ms Audrey Juska**  
(Senior Marker, Visual Arts)

**Ms Caroline Cooke**  
(Senior Marker, Visual Arts)

*Singapore, 3–6 November 2010*

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

**Mr Roger Gordon Macey**  
(Senior Marker, Drama)

**Ms Louise Arnott**  
(Senior Marker, Drama)

*Hong Kong, 8–10 September 2010*

**Mr James Samphier**  
(Coordinating Senior Marker, Design and Technology)

**Ms Sharon Holmes**  
(Senior Marker, Design and Technology)

*Hong Kong, 15–17 September 2010*

**Mr Manu Prasad**  
(Senior Marker, Music)

**Ms Alayne June Cleghorn**  
(Senior Marker, Music)

*Hong Kong, 20–21 September 2010*

**Mr Luke Starling**  
(Senior Marker, Visual Arts)

**Mr Barry Charles Marler**  
(Senior Marker, Visual Arts)

*Hong Kong, 27–29 October 2010*

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

**Mr John Montgomery**  
(Supervisor of Marking, Drama)

**Ms Melissa Gai Jacob** (Senior Marker, Drama)  
*Malaysia, 8–10 September 2010*

The above markers attended the Australian International School, Malaysia, to mark Higher School Certificate Drama. The school met the cost of these visits.

## Representation on external committees (as at 30 June 2011)

**Mr T Alegounarias**  
(President, Board of Studies)

Australian Curriculum, Assessment and Reporting Authority Board

Legal Information Access Centre (LIAC)

Advisory Board of the State Library of New South Wales

Dean's Advisory Board, Faculty of Education and Social Work, University of Sydney

Faculty of Arts and Social Sciences Advisory Committee, University of Technology, Sydney

Non-government Schools Advisory Council

NSW National Partnerships Evaluation Committee

NSW School Reporting Working Group

**Ms C Taylor**  
(Chief Executive, Office of the Board of Studies)

Australasian Committee of Chief Executive Officers of Curriculum, Assessment and Certification Authorities (ACACA) – Chair, 2011

NSW Vice-Chancellors' Conference Technical Committee on Scaling

Quality Teaching Council – NSW Institute of Teachers

NSW Government – Senior Executive Network

NSW National Partnership State Steering Committee

NSW School Reporting Working Group

**Mr G Webb**  
(Director, Examinations and Credentials)

Collaborative Curriculum and Assessment Framework for Languages Reference Group

# MANAGING OUR ORGANISATION

## **Ms M Bhar**

(Manager, Information Technology)

Gateway Review Committee (NSW  
Government Treasury Department)

## **Ms H Bristow**

(Manager, Test Development)

ACACA Special Provisions Workshop Group

## **Mr K Ford**

(Manager, Student Support Services)

ACACA Special Provisions Workshop Group

## **Mr A Goodyer**

(Manager, Strategic Policy and  
Communications)

TAFE NSW Accreditation Council

## **Ms A Keenan**

(Manager, Registration and Accreditation)

Cross-sectoral Working Parties

## **Mr I Balcomb**

(Board Inspector – Vocational Education)

Australasian Curriculum, Assessment and  
Certification Authorities Sub-group on  
Vocational Education

Schools Consortium (Vocational Education and  
Training in Schools)

Department of Education and Communities –  
VET Consultative Forum

## **Mr D Carter**

(Board Inspector – English)

Premier's Reading Challenge

Arts, English and Literacy Educators Research  
Network, University of Sydney

Romantic Studies Association of Australia

Bell Shakespeare National Education Advisory  
Panel

## **Ms G Grant**

(Board Inspector – Science)

Premier's Macquarie Capital Science School

School Animal Care and Ethics Committee

Rosemary Hafner Scholarships

Australian Museum Eureka Prizes – Science  
Teaching Award Panel

## **Ms J Lawless**

(Board Inspector – Human Society and Its  
Environment)

Premier's History Teachers' Scholarship  
Committee

National Archives of Australia Consultative  
Forum

Cross-sector HSIE Forum

Premier's Gallipoli Student Scholarship  
Committee

Parramatta Heritage Advisory Committee

Community Learning Panel, State Library, NSW

## **Mr K Lowe**

(Board Inspector – Aboriginal Education)

NSW Aboriginal Languages Reference  
Committee

## **Dr M Silink**

(Board Inspector – Languages)

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

## **Mr L Swan**

(Board Inspector – Human Society and Its  
Environment)

NSW Human Society and Its Environment  
Committee

Sustainable Schools NSW Committee



**Mr N Crocker**

(Head, Student Support and Appeals)

ACACA Special Provisions Workshop Group

**Mr H Jacobs**

(Senior Assessment Officer)

Collaborative Curriculum and Assessment Framework for Languages Reference Group

**Mr H Kennedy**

(Assistant Director – National Projects)

Australian Music Examinations Board NSW

**Ms T McIntosh**

(Senior Assessment Officer)

ACACA Special Provisions Workshop Group

**Ms L Sully**

(Senior Curriculum Officer, Languages K–12)

National Coordinator, Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

## New and emerging technologies enhancing operational efficiency and improving service delivery

### Onscreen marking

Onscreen marking provides markers with access to student responses delivered via the internet. In 2010, 22 Higher School Certificate examinations and all four School Certificate tests were marked in total or in part using onscreen technology – a total of 23 percent of marks awarded. The HSC subjects were Ancient History, Arabic, Business Studies, Chinese, Croatian, English ESL, Filipino, General Mathematics, German, Information Processes and Technology, Italian, Mathematics, Modern Greek, Modern Hebrew, Modern History, PDHPE, Serbian, Society and Culture, Software Design and Development, Spanish, Textiles and Design, and Vietnamese. Because of the flexibility and real-time responsiveness of the application, for the first time since the late 1960s a subject other than Mathematics – Information Processes and Technology – was able to be marked by markers at home. This reduced the travelling time for markers, and allowed them to work at times that suited them. In 2011, onscreen marking will be increased to 27 percent of marks awarded, and five more subjects will move to external marking.



Onscreen marking for the 2010 HSC.

## OBOS management and governance

### The Board's Strategic Plan

The Board of Studies Strategic Plan (2009–2013) establishes broad strategic directions for the Board's provision of educational leadership through quality policies, programs and practices in curriculum, assessment, registration and accreditation. The plan plays an essential role in guiding the Board's and the Office of the Board's focus and work in this current context of significant global and national developments.

The Board's planning encompasses four broad strategic goals:

- development of curriculum and support materials that promote high standards of primary and secondary education
- credentialling of secondary school student achievement
- registration and accreditation of non-government schools
- associated research and development in national and international best practice.

### The Office's planning

The Office's planning provides the operational structure for achieving the Board's four goals together with an additional fifth goal relating to the effective, efficient, economic and equitable management of the Office's functions, activities and staff.

The Office's Operational Plan (2010–2011) identified the key strategic activities, milestones, accountabilities and targeted outcomes to be achieved over the period July 2010 to December 2011. 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
- Communications
- Curriculum and Assessment
- Directors
- Senior Executive
- Management.

### Recruitment

During 2010–2011, the full-time equivalent (FTE) staffing of the Office of the Board of Studies was 217.4. Over the course of the preceding year the FTE of a further 581 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.

## Board of Studies – FTE staffing 2008–2011

	2011			2010			2009			2008		
	CES/ SES	Other	Total	CES/ SES	Other	Total	CES/ SES	Other	Total	CES/ SES	Other	Total
Senior Executive	3		3	3		3	3		3	4		4
Strategic Policy and Corporate Communications		30	30		32.1	32.1		32.4	32.4		36	36
Measurement and Assessment Research Services		11	11		11	11		11	11		14	14
Test Development		10	10		10	10		10	10		10	10
Student Support Services		7.6	7.6		7.6	7.6		7	7		7	7
Examination Operations		21	21		22	22		22	22		19	19
National Programs		11	11		3	3						
Curriculum		25.2	25.2		32.7	32.7		33.2	33.2		32	32
Australian Music Examinations Board		10	10		10	10		10	10		10	10
Administration and Finance		19	19		19	19		19	19		19	19
Information Services		22.5	22.5		17	17		17	17		22	22
Information Technology		17.2	17.2		17	17		17	17		17	17
Records and Strategic Business Systems		15.5	15.5		17	17		17	17		16	16
Registration and Accreditation		9.4	9.4		9.7	9.7		9	9		9	9
Aboriginal Education Consultative Group		5	5		5	5		5	5		5	5
<b>Total</b>	<b>3</b>	<b>214.4</b>	<b>217.4</b>	<b>3</b>	<b>213.1</b>	<b>216.1</b>	<b>3</b>	<b>210.6</b>	<b>213.6</b>	<b>4</b>	<b>216</b>	<b>220</b>

# MANAGING OUR ORGANISATION

## Equal Employment Opportunity

### Equal Employment Opportunity statistics

A Trends in the representation of EEO groups <sup>1</sup>		Percentage of total staff <sup>2</sup>			
EEO group	Benchmark or target %	2008 %	2009 %	2010 %	2011 %
Women	50	66	64	65	65.9
Aboriginal people and Torres Strait Islanders	2.6 <sup>3</sup>	3.1	2.9	3.3	2.2
People whose first language was not English	19	19	20	19	22.3
People with a disability	n/a <sup>4</sup>	3	3	2	2.3
People with a disability requiring work-related adjustment <sup>5</sup>	1.1 (2011) 1.3 (2012) 1.5 (2013)	1.3	1.4	1	0.9

B Trends in the distribution of EEO groups <sup>6</sup>		Distribution index <sup>7</sup>			
EEO group	Benchmark or target	2008	2009	2010	2011
Women	100	86	85	85	89
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	87	86	87	89
People with a disability	100	n/a	n/a	n/a	n/a
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a

#### Notes

1 Staff numbers are as at 30 June 2011.

2 Excludes casual staff

3 Minimum target by 2015

4 Percent employment levels are reported but a benchmark level has not been set.

5 Minimum annual incremental target

6 A distribution index of 100 indicates that the centre of 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. An index more than 100 indicates that the EEO group is less concentrated at the lower salary levels.

7 Excludes casual staff

## Occupational Health and Safety performance

The Office complies with the consultative requirements of the *Occupational Health and Safety Act 2000*. The Office's Occupational Health and Safety Committee acts as the cornerstone of these consultative requirements.

Injuries			
Permanent staff		Casual staff	
Fall	3	Fall	3
Lifting	0	Lifting	2
Strain	1	Strain	2
Journey	6	Journey	2
Other	1	Other	4

## 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 four times during the reporting period. Matters for consideration included the Office's: Risk Register, Finance Committee minutes, 2009/10 unaudited and audited financial statements and the associated management representation letter and response; Certification of Accounting System return; and Business Continuity Plan. The internal audit reports reviewed by the committee during the reporting period included those relating to: Marks Capture-Quality Assurance and Adherence; the Office's Business Continuity Plan, Casual Payroll; and Illness/Misadventure Applications.

## Payment of accounts

### Payment performance indicators

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

## Aged analysis at the end of each quarter

Quarter	Current (ie within due date) \$	Less than 30 days overdue \$	Between 30 and 60 days overdue \$	Between 60 and 90 days overdue \$	More than 90 days overdue \$
September	9 333 094	639 027	43 735	11 208	16 607
December	23 167 476	1 854 893	235 969	19 040	28 824
March	13 456 906	469 635	100 380	16 456	63 274
June	8 951 755	416 088	201 952	44 155	99 938



# MANAGING OUR ORGANISATION

## Accounts paid on time within each quarter

Quarter	Total accounts paid on time			Total amount
Paid	Target %	Actual %	\$	\$
September	100	92.9	9 333 094	10 043 671
December	100	91.5	23 167 476	25 306 202
March	100	95.4	13 456 906	14 106 651
June	100	92.2	8 951 756	9 713 889

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

Percentage of accounts paid on time to June 2011: 92.8 percent (2009–2010, 93.6 percent)  
This represents a decrease of 0.8 percent on last year's average.

Total dollar amount of accounts paid on time: \$54 909 231

Total dollar amount of accounts paid: \$59 170 413

The amount and number of invoices not paid on time represents 7.2 percent overall. The main causes of this can be explained by the following:

- the period required to certify performance of service prior to payment extending 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 charged.

### Exceptional movements in employee wages, salaries or allowances

Administrative and clerical staff employed under the Crown Employees (Public Sector Salaries – 2007) Award received a salary increase of 4 percent effective from 9 July 2010.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a salary increase of 3.8 percent effective from 7 January 2011.

### Personnel policies and practices

Board officers are employed under the *Public Sector Employment and Management Act 2002*.

The salaries and conditions of employment of these staff are determined by the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries 2007) Award.

### Industrial relations policies and practices

Industrial relations policies and practices at the Office of the Board accord with the direction and guidance provided by the Department of Industrial Relations, the Public Sector Workforce Office, 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 2011 for the Office was:

Extended leave	\$7 311 000
Recreation leave	\$2 118 627

## 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 during 2010–2011. 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 advice/information gathering in relation to knowledge management
- procurement of corporate training requirements.

## Consultancies

### Consultancies equal to or more than \$30 000

There were no consultancies equal to or more than \$30 000.

### Consultancies less than \$30 000

There were no consultancies less than \$30 000.

## Major works in progress

The Office had three major works in progress related to the asset acquisition program.

- Information Communication Technology Replacement Program. Expenditure in 2011 was \$541 000. Total cost to completion in 2014 is \$2 724 000.

- Examination System Applications Development. Expenditure in 2011 was \$350 000. Estimated total cost to 2014 is \$1 951 000.
- Examination System Upgrade Program. Expenditure in 2011 was \$2 310 000. Estimated total cost to completion in 2014 is \$5 036 000.

## Code of Conduct

The Board of Studies is committed to ethical conduct. This commitment is reflected in its Code of Conduct which sets the standards of behaviour expected of employees and provides guidance for all staff in being responsive to the needs of customers and key groups. The Code has been distributed to all staff and is provided to new employees as part of the induction process. There were no changes to the Code during the reporting period. However, during the reporting period the development of a new Code of Conduct and Ethics commenced with a view to the new Code being implemented towards the middle of 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 NSW TAFE and universities can expect curricula that will provide students graduating from school with the skills and knowledge to prepare them for further study, and a credentialling system that accurately reports student achievement.

## **Standards of service**

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

## **Implementing standards of service**

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

- providing 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 their 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 serve 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 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 338 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, Entry and Confirmation of Entry for School Certificate and 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 previous bound hard copies
- use of electronic records within 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 within 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 78.25 percent of total waste produced on a daily basis, 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 Wrap' recycled paper, a product made with wastes produced within Australia.

## Government Energy Management Program

The NSW Government announced the Government Energy Management Plan (GEMP) in 1998. It is one of several initiatives aimed at reducing greenhouse gas emissions detailed in the NSW Greenhouse Action Plan 1998.

# MANAGING OUR ORGANISATION

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 51 percent of cost and 63 percent of consumption.

The Office recently achieved a 4.5 star NABERS energy efficiency rating for its head office in Clarence Street Sydney, before green power considerations.





# SECTION 4

## APPENDIXES



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From *Deferred*  
by Lauren Eliza Chock (Warners Bay High School)  
2010 HSC Visual Arts student

## Appendix 1 – Aboriginal Education Consultative Group Incorporated (AECG Inc)

### Mission and goals

The NSW AECG Inc is recognised as the principal advisory body to both NSW state and federal governments on all matters relating to Aboriginal education and training in New South Wales.

The aims of the NSW AECG Inc are to:

- ensure that the functions and powers of members are facilitated with the premise that the most critically important part of the consultative process is the active involvement of local AECG members and communities
- provide opportunities for Aboriginal people to be actively involved in all decision-making that is relevant to education and training through a collaborative consultative process
- empower members by providing appropriate and effective knowledge and skills to engage in the development of policies and programs that enhance the unique cultural identity of Aboriginal students and promote pride in Aboriginality.

The NSW AECG Inc promotes respect, empowerment and self-determination and believes the process of collaborative consultation is integral to equal partnerships and is fundamental to the achievement of equality.

### Governance of the NSW AECG Inc

President: **Ms Cindy Berwick**

The President of the NSW AECG Inc is an elected representative, determined by the members of the organisation. The President is a member of the Board of Studies, thus Aboriginal people are represented in all aspects of the Board's planning, policy and strategy.

The President of the NSW AECG Inc chairs the Board of Studies Aboriginal Education Advisory Committee (AEAC). The degree of responsibility and accountability of this committee has continued to broaden and it now advises the Board of Studies as well as the Chief Executive of the Office of the Board of Studies.

The NSW AECG Inc has a state committee, 19 regional AECGs and 110 local AECGs, all being governed at each level by a management committee.

### Achievement highlights

#### The Australian curriculum

The NSW AECG Inc continues to ensure that the current work being undertaken by various government agencies to develop an Australian curriculum includes traditional and contemporary Aboriginal content and perspectives. Representatives from the NSW AECG Inc attended and contributed to several workshops, with particular focus on cross-curriculum perspectives.

The NSW AECG Inc and its members continue to contribute to this work by providing feedback on the curriculum being developed by ACARA and the Office of the Board of Studies.

#### Board Curriculum Committees

In partnership with the Office of the Board of Studies, the NSW AECG Inc endeavours to

ensure that it is represented on all Board Curriculum Committees (BCCs). This representation means that Aboriginal advice informs decision-making and that Aboriginal perspectives are included in syllabus documents.

The NSW AECG Inc participation on BCCs ensures that curriculum meets the needs of Aboriginal students and promotes awareness and understanding of Aboriginal Australia by all students. The NSW AECG Inc continues its representation on BCCs and provides advice 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 in order to improve outcomes for all Aboriginal students, as well as ensuring that all students learn about Aboriginal Australia within the context of understanding the true and shared history.

## **Aboriginal Education Advisory Committee**

The NSW AECG Inc has attended, participated in and contributed to each Aboriginal Education Advisory Committee in 2010/11.

## **Centre for Aboriginal Languages Coordination and Development**

The NSW AECG Inc has successfully tendered for the Centre for Aboriginal Languages Coordination and Development.

These developments will see the establishment of local and regional Aboriginal languages networks, ensuring Aboriginal people determine the future of Aboriginal languages and culture in New South Wales.

Yours sincerely  
President: Ms Cindy Berwick

## **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](mailto:info@aecg.nsw.edu.au)  
Website: [www.aecg.nsw.edu.au](http://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 School Certificate and Higher School Certificate programs
- special cases arising from the School Certificate tests and the Higher School Certificate examinations.

#### Primary Curriculum Committee

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

**Ms J Chan** (until August 2011)

**Mr P Cooke** (from February 2011)

**Professor S Dockett**

**Mr G Grant** (until January 2011)

**Mr J Mularczyk** (from September 2011)

#### Non-Board members

**Mr G Brown**, Headmaster, representing the Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls' Schools

**Mr S Collins**, Primary school teacher, representing the Aboriginal Education Consultative Group

**Ms D Costello**, Primary school teacher, representing the NSW/ACT Independent Education Union

**Ms R Doyle**, Primary school teacher, representing the Early Childhood 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 NSW Vice-Chancellors' Committee

**Ms J Rugg** (until March 2011), Council of Catholic School Parents

**Mr R Varanasi**, 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 School Certificate and the Higher School Certificate.

Membership of this committee:

### Board members

**Mr T Alegounarias**

**Ms D Butland**

**Mrs R Cantali** (until August 2011)

**Mr D Fitzgerald**

### Non-Board members

**Mr P Lee**, Chief Executive Officer, 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

**Mr J Quessy**, Assistant Secretary, NSW/ACT Independent Education Union

**Mrs N Taylor** (from October 2010), Principal, representing NSW State Council of Christian Parent Controlled Schools Ltd

**Mr G Wheaton** (until September 2010), Principal, representing NSW State Council of Christian Parent Controlled Schools Ltd

## Higher School Certificate Consultative Committee

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

Membership of this committee for the 2010 Higher School Certificate:

### Non-Board members

**Dr J Bennett**

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

**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)

## School Certificate Consultative Committee

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

Membership of this committee for the 2010 School Certificate:

### Board members

**Dr T Wright**

### Non-Board members

**Dr J Bennett**

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

**Mr C Freeman** (Australian Council for Educational Research)

## Technical Advisory Committee

This is a small group of experts in statistics and educational measurement that meets when needed to advise the Board on statistical and measurement issues associated with Higher School Certificate assessment procedures.

### Non-Board members

Dr J Bennett

Professor G Cooney (School of Education, Macquarie University)

Emeritus Professor M Cooper

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

Emeritus Professor J Mack

Professor J Tognolini (Pearson Research and Assessment)

Dr R Wilson (Faculty of Education and Social Work, University of Sydney)

## Examination Rules Committee

This committee considers all allegations of malpractice and breaches of examination rules relating to School Certificate tests and Higher School Certificate examinations. The committee determines penalties under delegation from the Board. In 2010, the committee considered nine cases.

Membership of this committee for the 2010 School Certificate tests and 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 Department of Education and Communities, the Association of Independent Schools, the Catholic Education Commission, the Australian Association of Special Education, the New South Wales Teachers Federation and the Independent Education Union.

## 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 (who is also a member of the Board of Studies) and consists of representatives from the NSW Department of Aboriginal Affairs, the Aboriginal Education Consultative Group, the Department of Education and Communities, the Department of Education, Employment and Workplace Relations, the Catholic Education Commission, the Independent Education Union, the New South Wales Teachers Federation and the Higher Education Network Aboriginal Corporation. It also has representation from the 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 nominee

1 Aboriginal Education Consultative Group nominee

- 1 Catholic Education Commission nominee
- 1 NSW Federation of Parents and Citizens' Associations nominee
- 1 Association of Independent Schools nominee
- 1 representative with a background in Special Education
- 1 Professional Teachers' Council NSW nominee
- 1 NSW Parents Council/Council of Catholic School Parents nominee
- 1 Primary Principals' Association nominee (for K-6 syllabus projects).

## Board of Studies VET Advisory Committee

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

The membership comprises the following:

- 1-2 members of the Board of Studies
- Director of Curriculum (Office of the 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 nominee
- 1 Association of Independent Schools 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 Vocational Education and Training Accreditation Board (VETAB) nominee
- 1 Labour Council nominee

- 1 employer representative
- 3 practising teachers (2 representing the Teachers Federation, 1 TAFE and 1 school; and 1 representing the Independent Education Union)
- 1 representative from the Parents and Citizens' Association
- 1 Australian Heads of Independent Schools Association (AHISA) nominee
- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals Council nominee
- 1 NSW Parents Council nominee.

## Industry Curriculum 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)
- 3 NSW Department of Education and Communities nominees:
  - 1 TAFE NSW Curriculum Centre Program Manager
  - 1 officer from the Vocational Education in Schools Directorate
  - 1 officer from the Retraining Unit
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools 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 Teachers Federation
- 1 school representing the Teachers Federation
- 1 representing the Independent Education Union

Other(s) deemed necessary by the Board.

## **School Certificate Test/Higher School Certificate Examination Committees**

These committees write the test papers for the School Certificate and develop the examination papers and marking guidelines for the Higher School Certificate. Committees comprise teachers and representatives of tertiary institutions. They are recruited through an expression of interest process and are selected by panels.

In 2010, there were six School Certificate test committees and 82 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 selected from a pool that currently comprises school principals Brother Paul Conn, Mr Peter Garrard, Dr Julie Greenhalgh and Ms Jenni Wilkins.

For the 2010 Higher School Certificate, no appeals were referred to the committee.



### Appendix 3 – Board meetings and attendance of members of the Board of Studies

MEMBER	2010				2011				
	10/8	21/9	02/11	23/11	7/12	22/2	5/4	17/5	28/6
Mr T Alegounarias	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms C Berwick	✓	✓	✓	ap	ap	✓	ab	✓	✓
Ms D Butland	✓	✓	✓	✓	✓		✓	✓	✓
Mr B Calvert	✓	✓	✓	✓	✓	✓	ap	✓	✓
Br K Canavan (Term ended 14 August 2010)	✓								
Ms R Cantali (Term ended 14 August 2010)	✓								
Ms J Chan (Term ended 14 August 2010)	✓								
Ms P Christie	ap	✓	ap		ap	✓	ap	**	**
Mr P Cooke (From February 2011)						✓	✓	✓	✓
Dr B Croke	✓	✓	✓	✓	✓	ap	✓	✓	✓
Professor A Cusick	✓	ap	✓	✓	✓	✓	**	✓	✓
Professor S Dockett	**	✓	✓	✓	✓	**	✓	✓	✓
Mr D Fitzgerald	✓	✓	✓	✓	✓	✓	✓	**	✓
Mr D Gorman (Acting until mid-Nov 2010)		✓	✓	✓					
Mr G Grant (Until January 2011)	✓	✓	✓	✓	✓				
Mr L Grumley	✓	✓	✓	✓	**	✓	✓	✓	✓
Mr D Hope	✓	✓	✓	✓	✓	ap	✓	✓	✓
Mr G Johnson	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms L Loble	✓	✓	✓	ap	ap	✓	ap	✓	✓
Dr J Manuel	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr M Martin	✓	✓	✓	✓				✓	✓
Mr J Mularczyk (From mid-August 2010)		✓	✓	✓	✓	✓	✓	✓	✓

# APPENDIXES

MEMBER	2010				2011				
	10/8	21/9	02/11	23/11	7/12	22/2	5/4	17/5	28/6
Ms J Neary	✓	✓					**	✓	**
Mr G Prior (From late Nov 2010)				ap	✓	✓	ap	✓	✓
Dr A Schulz (From mid-August 2010)		✓	✓	✓	✓	✓	✓	✓	✓
Dr D White (From mid-August 2010)		ap	✓	ap	✓	ap	✓	✓	ap
Dr T Wright	✓	✓	✓	✓	✓	✓	✓	✓	ap
Ms C Best/Mr K Olah (For Mr G Prior)				✓			✓		
Ms R Booth/ Ms K Rankin/ Ms E McGregor (For Ms P Christie)	✓		✓	✓	✓		✓	✓	✓
Mr M Graham (For Ms L Loble)				✓	✓	✓			
Ms D Smith (For Mr D Gorman)	✓								

ap Apology

ab Absent

\*\* Leave of absence

## Appendix 4 – Major assets

The following major assets were acquired:

<b>Property, plant and equipment</b>	<b>\$'000</b>
IBM Power 7 computer system and servers	2152
IT network computer equipment	522
<b>Total</b>	<b>2674</b>

<b>Intangibles</b>	<b>\$'000</b>
Examination system applications	350
Network software applications	79
<b>Total</b>	<b>429</b>

## 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 Act 2005* (the VET Act). The only material change during the reporting period related to the operation of the VET Act.

The Board of Studies was delegated authority by the Vocational Education and Training Accreditation Board (VETAB) to exercise its functions under the VET Act for the approval of schools to deliver courses of study to overseas students on and from 1 October 2010.

The NSW Government subsequently abolished VETAB and, among other things, transferred its powers for the approval of non-school providers of courses of study for overseas students to the Commonwealth on and from 30 June 2011. This involved the repeal of the VET Act. The Board's powers with respect to school providers were preserved by the making of the *Vocational Education and Training (Commonwealth Powers) (Transitional) Regulation 2011*.

### 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.

### Major works in progress

The Office had three major works in progress related to the asset acquisition program:

- Information Communication Technology Replacement Program. Expenditure in 2011 was \$541 000. Total cost to completion in 2014 is \$2 724 000.
- Examination System Applications Development. Expenditure in 2011 was \$350 000. Estimated total cost to 2014 is \$1 951 000.
- Examination System Upgrade Program. Expenditure in 2011 was \$2 310 000. Estimated total cost to completion in 2014 is \$5 036 000.

### 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's 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 Treasury Consolidated Funds 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	<b>Mr Tom Alegounarias</b>
Total remuneration package	\$312 832
Position title and SES level	Chief Executive, Office of the Board of Studies SES Level 5
Name of occupant	<b>Ms Carol Taylor</b>
Total remuneration package	\$259 766

## Internal audit and risk management attestation for the 2010–2011 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 place 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. 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.

I, Carol Taylor, Chief Executive am of the opinion that the Audit and Risk Committee for 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 to 28 February 2014)
- Independent Member 1  
**Dr Gul Izmir** (appointed to 28 February 2014)
- Non-independent Member 1  
**Mr Paul Hewitt**

**Carol Taylor**  
Chief Executive

## Additional matters

There were no additional matters arising after 30 June 2011 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 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 incorporation of Life Skills outcomes and content in new Years 7–10 syllabuses. This involves more than 40 syllabuses
- the development of support materials to assist teachers in the implementation of Life Skills in schools
- the Board's standing committee on Special Education continues to provide advice on issues pertaining to students with special education needs

- the Office's Special Provisions Unit continues to evaluate and respond to the needs of students with special needs
- the Board's assessment of the impact of the *Disability Discrimination Act 1992* on its registration requirements and the inclusion of necessary amendments to school manuals.

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 Human Services.

## 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 purpose of the Plan is to:

- maintain a current listing of personal information collected by the Office of the Board of Studies
- identify the policies and strategies that the Office of the Board of Studies uses to ensure compliance with the Act
- provide a mechanism for periodic review of the Office's practices in relation to the handling, maintenance and security of personal information.

Information collected by the Office includes student data related to the Higher School Certificate and School Certificate and personal data concerning employees of the Office.

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

In the reporting period, the Board of Studies continued to implement its Multicultural Policies and Services Plan in the following ways:

- An extensive range of Languages courses has been maintained, with 59 Board Developed Courses in 34 languages examined for the 2010 Higher School Certificate.
- In 2011, the newly developed Stage 6 Chinese, Indonesian, Japanese and Korean Heritage Languages courses were introduced into the suite of Stage 6 Languages courses. These will be examined for the first time in the 2012 Higher School Certificate.
- Included in the HSC suite of languages are 19 courses for small candidature community languages that are offered through the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a program under the auspices of the Australasian Curriculum, Assessment and Certification Authorities (ACACA).

The Board of Studies offers 17 K–10 Languages courses.

- The Board Inspector, Languages continues her membership of the NSW Community Languages Schools Board.
- Board principles specifying that examination questions are to be accessible to all candidates and ‘free of bias, stereotyping or tokenism’ were used in the development of 2010 School Certificate and Higher School Certificate examinations.
- A number of School Certificate and Higher School Certificate 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 for ESL students in appropriate subject areas.

Strategies to promote the Board’s commitment to ethnic affairs in New South Wales for 2010–2011 include the following:

- 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 website is provided in community languages on the following topics:

*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 website contains links to other websites that provide information for ethnic community groups, including:

The *HSC Online Parents’ Information* website, developed by Charles Sturt University and the NSW Department of Education and Communities, provides advice in community languages on how to support your 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*.

**TABLE A: NUMBER OF APPLICATIONS BY TYPE OF APPLICANT AND OUTCOME**

	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	1	0	0	0	2	0	0	0
Members of Parliament	0	1	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)	3	0	0	1	0	0	0	0
Members of the public (other)	67	1	0	0	0	0	0	1
<b>Total</b>	<b>71</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

TABLE B: NUMBER OF APPLICATIONS BY TYPE OF APPLICATION AND OUTCOME

	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*	67	0	0	0	0	0	0	1
Access applications (other than personal information applications)	4	1	0	1	2	0	0	0
Access applications that are partly personal information applications and partly other	0	1	0	0	0	0	0	0
<b>Total</b>	<b>71</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

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	0
Invalid application that subsequently became valid application	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	0
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
<b>Total</b>	<b>0</b>

**TABLE E: OTHER PUBLIC INTEREST CONSIDERATIONS AGAINST DISCLOSURE: MATTERS LISTED IN TABLE TO SECTION 14 OF THE ACT**

	Number of occasions when application not successful
Responsible and effective government	2
Law enforcement and security	0
Individual rights, judicial processes and natural justice	0
Business interests of agencies and other persons	0
Environment, culture, economy and general matters	0
Security provisions	0
Exempt documents under interstate Freedom of Information legislation	0

**TABLE F: TIMELINESS**

	Number of applications
Decided within the statutory time frames (20 days plus any extensions)	76
Decided after 35 days (by agreement with applicant)	1
Not decided within time (deemed refusal)	0
<b>Total</b>	<b>77</b>

**TABLE G: NUMBER OF APPLICATIONS REVIEWED UNDER PART 5 OF THE ACT (BY TYPE OF REVIEW AND OUTCOME)**

	Decision varied	Decision upheld	Total
Internal review	0	0	0
Review by Information Commissioner	0	0	0
Internal review following recommendation under section 93 of the Act	0	0	0
Review by ADT	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>

**TABLE H: APPLICATIONS FOR REVIEW UNDER PART 5 OF THE ACT (BY 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 Act)	0

\* In addition to the 77 GIPA applications reported above, there was one other application received in the 2010/2011 year. This application required third-party consultation. As at 30 June 2011, the third party's objections to this application were still subject to appeal to either the Office of the Information Commissioner or the Administrative Decisions Tribunal. As such, this application has not been included in the statistics.



From *Royal Game*  
by Sarah Baker (Stella Maris College)  
2010 HSC Visual Arts student

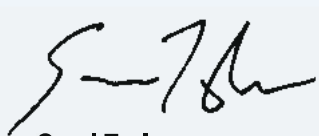
## Appendix 11 – Financial statements

### Office of the Board of Studies

#### Year ended 30 June 2011

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 2011;
- (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 2011; 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  
17 October 2011





GPO BOX 12  
Sydney NSW 2001

## 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 2011, the statement of comprehensive income, statement of changes in equity, statement of cash flows, service group statements and a summary of compliance with financial directives for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information.

### Auditor Opinion

In my opinion, the financial statements:

- give a true and fair view of the financial position of the Office as at 30 June 2011 and its financial performance 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.

### Chief Executive's Responsibility for the Financial Statements

The Chief Executive is responsible for the preparation and fair presentation 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 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 and fair presentation of the financial statements 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 Office, 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 any 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 role by the possibility of losing clients or income.



Aaron Green  
Director, Financial Audit Services

17 October 2011  
SYDNEY

# FINANCIAL STATEMENTS

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## Start of audited financial statements

### Statement of comprehensive income for the year ended 30 June 2011

	Notes	Actual 2011 \$'000	Budget 2011 \$'000	Actual 2010 \$'000
<b>Expenses excluding losses</b>				
Operating expenses				
Employee related	3(a)	86,222	87,985	80,686
Other operating expenses	3(b)	25,102	22,997	23,940
Depreciation and amortisation	3(c)	2,286	1,794	1,930
Finance costs	3(d)	19	26	17
<b>Total expenses excluding losses</b>		<b>113,629</b>	<b>112,802</b>	<b>106,573</b>
<b>Revenue</b>				
Sale of goods and services	4(a)	7,375	6,014	7,718
Investment revenue	4(b)	249	269	177
Grants and contributions	4(c)	439	270	937
Other revenue	4(d)	147	181	374
<b>Total Revenue</b>		<b>8,210</b>	<b>6,734</b>	<b>9,206</b>
<b>Gain/(loss) on disposal</b>	5	(9)	10	(1)
<b>Net Cost of Services</b>	<b>17</b>	<b>105,428</b>	<b>106,058</b>	<b>97,368</b>
<b>Government Contributions</b>				
Recurrent appropriation	18	101,829	102,428	95,519
Capital appropriation	18	3,103	849	781
Acceptance by the Crown Entity of employee benefits and other liabilities	6	1,508	1,317	1,366
<b>Total Government Contributions</b>		<b>106,440</b>	<b>104,594</b>	<b>97,666</b>
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>1,012</b>	<b>(1,464)</b>	<b>298</b>
<b>Other comprehensive income for the year</b>				
<b>TOTAL COMPREHENSIVE INCOME FOR THE YEAR</b>		<b>1,012</b>	<b>(1,464)</b>	<b>298</b>

The accompanying notes form part of these financial statements.

## Statement of financial position as at 30 June 2011

	Notes	Actual 2011 \$'000	Budget 2011 \$'000	Actual 2010 \$'000
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and cash equivalents	7	5,495	4,385	4,887
Receivables	8	1,946	1,437	1,437
Inventories	9	1,207	1,375	1,375
<b>Total Current Assets</b>		<b>8,648</b>	<b>7,197</b>	<b>7,699</b>
<b>Non-Current Assets</b>				
Property, plant and equipment				
Leasehold Improvements		1,678	1,753	2,080
Plant and equipment		4,209	2,530	2,938
Total property, plant and equipment	10	5,887	4,283	5,018
Intangible assets	11	2,420	2,251	2,481
<b>Total Non-Current Assets</b>		<b>8,307</b>	<b>6,534</b>	<b>7,499</b>
<b>Total Assets</b>		<b>16,955</b>	<b>13,731</b>	<b>15,198</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Payables	12	3,218	3,001	3,001
Provisions	13	3,044	2,591	2,594
Other	14	56		
<b>Total Current Liabilities</b>		<b>6,318</b>	<b>5,592</b>	<b>5,595</b>
<b>Non-Current Liabilities</b>				
Provisions	13	270	248	248
<b>Total Non-Current Liabilities</b>		<b>270</b>	<b>248</b>	<b>248</b>
<b>Total Liabilities</b>		<b>6,588</b>	<b>5,840</b>	<b>5,843</b>
<b>Net Assets</b>		<b>10,367</b>	<b>7,891</b>	<b>9,355</b>
<b>EQUITY</b>				
Accumulated funds		10,367	7,891	9,355
<b>Total Equity</b>		<b>10,367</b>	<b>7,891</b>	<b>9,355</b>

The accompanying notes form part of these financial statements.



## Statement of changes in equity for the year ended 30 June 2011

	Notes	Accumulated Funds \$'000	Total \$'000
<b>Balance at 1 July 2010</b>		9,355	9,355
Surplus/(deficit) for the year		1,012	1,012
Other comprehensive income			
<b>Total other comprehensive income</b>			
<b>Total comprehensive income for the year</b>		1,012	1,012
<b>Balance at 30 June 2011</b>		<b>10,367</b>	<b>10,367</b>
 <b>Balance at 1 July 2009</b>		 9,057	 9,057
Surplus/(deficit) for the year		298	298
Other comprehensive income			
<b>Total other comprehensive income</b>			
<b>Total comprehensive income for the year</b>		298	298
<b>Balance at 30 June 2010</b>		<b>9,355</b>	<b>9,355</b>

The accompanying notes form part of these financial statements.

## Statement of cash flows for the year ended 30 June 2011

	Notes	Actual 2011 \$'000	Budget 2011 \$'000	Actual 2010 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Payments</b>				
Employee related		(84,196)	(86,671)	(79,175)
Other		(28,616)	(26,223)	(27,245)
<b>Total Payments</b>		<b>(112,812)</b>	<b>(112,894)</b>	<b>(106,420)</b>
<b>Receipts</b>				
Sale of goods and services		7,083	6,014	7,347
Interest received		232	269	122
Other		4,276	3,651	5,740
<b>Total Receipts</b>		<b>11,591</b>	<b>9,934</b>	<b>13,209</b>
<b>Cash Flows from Government</b>				
Recurrent appropriation		101,829	102,428	95,519
Capital appropriation		3,103	849	781
<b>Net Cash Flows from Government</b>		<b>104,932</b>	<b>103,277</b>	<b>96,300</b>
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>	<b>17</b>	<b>3,711</b>	<b>317</b>	<b>3,089</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Proceeds from sale of plant and equipment			30	1
Purchases of plant and equipment, leasehold improvements and intangibles		(3,103)	(541)	(1,290)
Other			(308)	
<b>NET CASH FLOWS FROM INVESTING ACTIVITIES</b>		<b>(3,103)</b>	<b>(819)</b>	<b>(1,289)</b>
<b>NET INCREASE/(DECREASE) IN CASH</b>		<b>608</b>	<b>(502)</b>	<b>1,800</b>
Opening cash and cash equivalents		4,887	3,670	3,087
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	<b>7</b>	<b>5,495</b>	<b>3,168</b>	<b>4,887</b>

The accompanying notes form part of these statements.

# FINANCIAL STATEMENTS

## Supplementary Financial Statements

### Service group statements\* for the year ended 30 June 2011

	Service Group 1		Service Group 2		Service Group 3		Not Attributable		Total	
AGENCY'S EXPENSES & INCOME	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
<b>Expenses excluding losses</b>										
Operating expenses										
• Employee related	8,908	6,703	74,049	71,052	3,265	2,931			86,222	80,686
• Other operating expenses	3,538	3,229	21,077	20,203	487	508			25,102	23,940
Depreciation and amortisation	383	333	1,903	1,597					2,286	1,930
Finance costs	5	5	14	12					19	17
<b>Total expenses excluding losses</b>	<b>12,834</b>	<b>10,270</b>	<b>97,043</b>	<b>92,864</b>	<b>3,752</b>	<b>3,439</b>			<b>113,629</b>	<b>106,573</b>
<b>Revenue</b>										
Sale of goods and services	1,255	1,423	5,893	6,295	227				7,375	7,718
Investment revenue							249	177	249	177
Grants and contributions	439	862		75					439	937
Other revenue	74	249	73	47		78			147	374
<b>Total revenue</b>	<b>1,768</b>	<b>2,534</b>	<b>5,966</b>	<b>6,417</b>	<b>227</b>	<b>78</b>	<b>249</b>	<b>177</b>	<b>8,210</b>	<b>9,206</b>
Gain/(loss) on disposal	(3)		(6)	(1)					(9)	(1)
<b>Net Cost of Services</b>	<b>11,069</b>	<b>7,736</b>	<b>91,083</b>	<b>86,448</b>	<b>3,525</b>	<b>3,361</b>	<b>(249)</b>	<b>(177)</b>	<b>105,428</b>	<b>97,368</b>
Government Contributions**							106,440	97,666	106,440	97,666
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>	<b>(11,069)</b>	<b>(7,736)</b>	<b>(91,083)</b>	<b>(86,448)</b>	<b>(3,525)</b>	<b>(3,361)</b>	<b>106,689</b>	<b>97,843</b>	<b>1,012</b>	<b>298</b>
<b>Other Comprehensive Income</b>										
Increase/(decrease) in asset revaluation reserve										
Other										
<b>Total Other Comprehensive income</b>										
<b>TOTAL COMPREHENSIVE INCOME</b>	<b>(11,069)</b>	<b>(7,736)</b>	<b>(91,083)</b>	<b>(86,448)</b>	<b>(3,525)</b>	<b>(3,361)</b>	<b>106,689</b>	<b>97,843</b>	<b>1,012</b>	<b>298</b>
<b>AGENCY'S ASSETS &amp; LIABILITIES</b>										
<b>Current Assets</b>										
Cash and cash equivalents							5,495	4,887	5,495	4,887
Receivables	568	417	1,202	905	68	24	108	91	1,946	1,437
Inventories	603	687	604	688					1,207	1,375
<b>Total current assets</b>	<b>1,171</b>	<b>1,104</b>	<b>1,806</b>	<b>1,593</b>	<b>68</b>	<b>24</b>	<b>5,603</b>	<b>4,978</b>	<b>8,648</b>	<b>7,699</b>
<b>Non-current Assets</b>										
Property, plant and equipment										
• Leasehold improvements	285	354	1,393	1,726					1,678	2,080
• Plant and equipment	715	499	3,494	2,439					4,209	2,938
Total Property, plant and equipment	1,000	853	4,887	4,165					5,887	5,018
Intangible Assets			2,420	2,481					2,420	2,481
<b>Total non-current assets</b>	<b>1,000</b>	<b>853</b>	<b>7,307</b>	<b>6,646</b>					<b>8,307</b>	<b>7,499</b>
<b>TOTAL ASSETS</b>	<b>2,171</b>	<b>1,957</b>	<b>9,113</b>	<b>8,239</b>	<b>68</b>	<b>24</b>	<b>5,603</b>	<b>4,978</b>	<b>16,955</b>	<b>15,198</b>
<b>Current liabilities</b>										
Payables	454	266	2,689	2,705	75	30			3,218	3,001
Provisions	1,122	856	1,767	1,574	155	164			3,044	2,594
Other							56		56	
<b>Total current liabilities</b>	<b>1,576</b>	<b>1,122</b>	<b>4,456</b>	<b>4,279</b>	<b>230</b>	<b>194</b>	<b>56</b>		<b>6,318</b>	<b>5,595</b>
<b>Non-current liabilities</b>										
Provisions	94	69	146	149	30	30			270	248
<b>Total non-current liabilities</b>	<b>94</b>	<b>69</b>	<b>146</b>	<b>149</b>	<b>30</b>	<b>30</b>			<b>270</b>	<b>248</b>
<b>TOTAL LIABILITIES</b>	<b>1,670</b>	<b>1,191</b>	<b>4,602</b>	<b>4,428</b>	<b>260</b>	<b>224</b>	<b>56</b>		<b>6,588</b>	<b>5,843</b>
<b>NET ASSETS</b>	<b>501</b>	<b>766</b>	<b>4,511</b>	<b>3,811</b>	<b>(192)</b>	<b>(200)</b>	<b>5,547</b>	<b>4,978</b>	<b>10,367</b>	<b>9,355</b>

\* The names and purposes of each service group are summarised in Note 20.

\*\* Appropriations are made on an agency basis and not to individual service groups. Consequently, government contributions must be included in the 'Not Attributable' column.

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.

## Supplementary Financial Statements

### Summary of compliance with financial directives

	2011				2010			
	Recurrent App'n	Expenditure/ Net Claim On Consolidated Fund	Capital App'n	Expenditure/ Net Claim On Consolidated Fund	Recurrent App'n	Expenditure/ Net Claim On Consolidated Fund	Capital App'n	Expenditure/ Net Claim On Consolidated Fund
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>ORIGINAL BUDGET</b>								
<b>APPROPRIATION/EXPENDITURE</b>								
• Appropriation Act	102,428	102,428	849	849	96,059	96,059	431	431
• Additional Appropriations	(599)	(599)			(540)	(540)		
• s 21A PF&AA – special appropriation								
• s 24 PF&AA – transfers of functions between departments								
• s 26 PF&AA – Commonwealth specific purpose payments								
<b>OTHER APPROPRIATIONS/ EXPENDITURE</b>								
• Treasurer's Advance			2,310	2,254			350	350
• Section 22 – expenditure for certain works and services								
• Transfers to/from another agency (s 28 of the Appropriation Act)								
<b>Total Appropriations/Expenditure/Net Claim on Consolidated Fund (includes transfer payments)</b>	<b>101,829</b>	<b>101,829</b>	<b>3,159</b>	<b>3,103</b>	<b>95,519</b>	<b>95,519</b>	<b>781</b>	<b>781</b>
<b>Amount drawn down against Appropriation</b>		<b>101,829</b>		<b>3,159</b>		<b>95,519</b>		<b>781</b>
<b>Liability to Consolidated Fund</b>				(56)				

The summary of compliance is based on the assumption that Consolidated Fund moneys are spent first (except where otherwise identified or prescribed).

## Notes to the financial statements for the year ended 30 June 2011

### 1 Summary of Significant Accounting Policies

#### (a) Reporting entity

The Office of the Board of Studies, as a reporting entity, is a not-for-profit entity with no cash-generating units. All the operating activities 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 of the Board of Studies 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 \$.496m (\$0.574m 2010) and \$50.614m (\$48.767m 2010) respectively. These services relate primarily to the provision of casual examination staff.

The Office of the Board of Studies is a NSW government department. The reporting entity is consolidated as part of the NSW Total State Sector Accounts. These financial statements have been authorised for issue by the Chief Executive on 17 October 2011.

#### (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 *Public Finance and Audit Regulation 2010*
- the Financial Reporting Directions published in the Code for Budget Dependent General Government Sector Agencies 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 agencies. 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 is 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) Parliamentary appropriations and contributions*

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

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

### *(ii) Sale of goods*

Revenue from the sale of goods is recognised as revenue when the agency 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 sociopolitical 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.

*(iv) Impairment of property, plant and equipment*

As a not-for-profit entity with no cash generating units, the Office is effectively exempted from AASB 136 *Impairment of Assets* and impairment testing. This is because AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, for an asset already measured at fair value, impairment can only arise if selling costs are material. Selling costs 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
<i>Leasehold improvements</i>	10–15 years

*(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 4–10 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.

**(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 this is not likely to be significant and cannot be reliably measured.

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.

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 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 NSWTC 09/04) to employees with 5 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 agency 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 budgets as formulated at the beginning of the financial year and with any adjustments for the effects of additional appropriations, s 21A, s 24 and/or s 26 of the *Public Finance and Audit Act 1983*. The budgeted amounts in the statement of comprehensive income and the statement of cash flows are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the Statement of Financial Position the amounts vary from the Budget Papers, as the opening balances of the budgeted amounts are based on carried forward actual amounts, ie per the audited financial statements (rather than carried forward estimates).

**(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 1 First-time Adoption of Australian Accounting Standards*

*AASB 4 Insurance Contracts*

*AASB 7 Financial Instruments: Disclosures*

*AASB 9 Financial Instruments*

*AASB 101 Presentation of Financial Statements*

*AASB 107 Statement of Cash Flows*

*AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors*

*AASB 110 Events after the Reporting Period*

*AASB 118 Revenue*

*AASB 119 Employee Benefits*

*AASB 132 Financial Instruments: Presentation*

*AASB 137 Provisions, Contingent Liabilities and Contingent Assets*

*AASB 139 Financial Instruments: Recognition and Measurement*

*AASB 1031 Materiality*

*AASB 1054 Australian Additional Disclosures*

It is expected that the impact of the application of the new standards on the Office's financial report in the period of initial application will not be significant.

## **Notes to the financial statements for the year ended 30 June 2011**

### **2 Budget Review**

#### **Net cost of services**

The actual net cost of services in 2011 was lower than budget by \$0.630m. This was primarily due to the net effect of additional retained revenues for copyright fees, fees for the approval of providers of courses to students from overseas (CRICOS), website design services, timing delays associated with the implementation costs of the Australian curriculum, and partially offsetting increases in costs arising from increased examination candidature, employee provisions and depreciation expense.

#### **Assets and liabilities**

Current assets were higher than budget by \$1.451m due to an increase in cash and a decrease in receivables and inventories. The increase in cash was primarily due to additional revenue and the collection of receivables. The decrease in inventories was due to a reduction in non-commercial publications.

Non current assets were higher than budget by \$1.773m primarily due to increases associated with the upgrade of the Office's core information and communications technology (ICT) infrastructure.

Current liabilities were higher than budget by \$0.726m due to increases in payables (\$0.217m) and staff-related provisions (\$0.453m)

#### **Cash flows**

Net Cash Flows from Operating Activities was higher than budget by \$3.394m due to an increase in net actual receipts and supplementation of \$2.310m to the capital appropriation for the replacement of the Office's core examination computer system.

Net Cash Flows from Investing Activities exceeded the budget by \$2.284m due to increases in plant and equipment associated with the replacement of the Office's core ICT infrastructure.



## Notes to the financial statements for the year ended 30 June 2011

	2011 \$'000	2010 \$'000
<b>3 Expenses Excluding Losses</b>		
<b>(a) Employee related expenses</b>		
Salaries and wages (including recreation leave)	74,848	70,082
Superannuation – defined benefit plans	285	322
Superannuation – defined contribution plans	4,981	4,628
Long service leave	1,259	1,024
Workers' compensation insurance	509	311
Payroll tax and fringe benefit tax	4,340	4,319
	<b>86,222</b>	<b>80,686</b>
<b>(b) Other operating expenses include the following:</b>		
Auditor's remuneration – audit of the financial statements	47	43
Bad and doubtful debts	1	1
Computing expenses	2,272	2,551
Couriers	446	411
Fees for services	3,147	2,906
Furniture and equipment	592	713
Insurance	59	82
Legal fees	51	119
Maintenance	1,037*	736*
Marking centre rental	4,082	3,917
Motor vehicles	656	642
Operating lease rental – minimum lease payments	3,705	3,479
Other expenses	706	715
Postage	813	844
Printing and publishing	2,844	2,590
Security	1,752	1,668
Staff development	288	190
Stationery and consumables	418	372
Telephones	366	297
Travel and accommodation	1,820	1,664
	<b>25,102</b>	<b>23,940</b>
* Reconciliation – Total maintenance		
Maintenance expense – contracted labour and other (non-employee-related), as above	1,037	736
Employee-related maintenance expense included in Note 2(a)		
<b>Total maintenance expenses included in Note 2(a) + 2(b)</b>	<b>1,037</b>	<b>736</b>

## Notes to the financial statements for the year ended 30 June 2011

	2011 \$'000	2010 \$'000
<b>(c) Depreciation and amortisation expense</b>		
Depreciation		
Building improvements	402	381
Plant and equipment	1,394	1,102
	<b>1,796</b>	<b>1,483</b>
Amortisation		
Software intangibles	490	447
	<b>490</b>	<b>447</b>
<b>Total depreciation and amortisation expense</b>	<b>2,286</b>	<b>1,930</b>
<b>(d) Finance costs</b>		
Unwinding of discount rate	19	17
	<b>19</b>	<b>17</b>
<b>4 Revenue</b>		
<b>(a) Sale of goods:</b>		
Publication and copyright fees	1,824	2,146
Rendering of services:		
HSC and School Certificate user charges	1,510	1,798
Australian Music Examination Board fees	3,038	3,025
Information & Comm. Technology fees	351	325
Exhibition fees	423	424
Other	229	
	<b>7,375</b>	<b>7,718</b>
<b>(b) Investment revenue</b>		
Interest	249	177
<b>(c) Grants and contributions</b>		
Aboriginal education	40	5
Vocational education and training	289	437
Other	110	495
	<b>439</b>	<b>937</b>
<b>(d) Other revenue</b>		
Insurance recoveries	2	2
Design and editing services	45	49
Shared services fees		46
Other	100	277
	<b>147</b>	<b>374</b>

## Notes to the financial statements for the year ended 30 June 2011

	2011 \$'000	2010 \$'000
<b>5 Gain/(Loss) on Disposal</b>		
Gain/(loss) on disposal of plant and equipment:		
Proceeds from disposal		1
Written down value of assets disposed	(9)	(2)
<b>Net gain/(loss) on disposal of plant and equipment</b>	<b>(9)</b>	<b>(1)</b>
<b>6 Acceptance by the Crown Entity of Employee Benefits and Other Liabilities</b>		
The following liabilities and/or expenses have been assumed by the Crown Entity:		
Superannuation – defined benefit	285	322
Long service leave	1,206	1,026
Payroll tax	17	18
	<b>1,508</b>	<b>1,366</b>
<b>7 Current Assets – Cash and Cash Equivalents</b>		
Cash at bank and on hand	5,495	4,887
	<b>5,495</b>	<b>4,887</b>
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)	5,495	4,887
<b>Closing cash and cash equivalents (per statement of cash flows)</b>	<b>5,495</b>	<b>4,887</b>
<b>8 Current Assets – Receivables</b>		
Sale of goods and services	8	302
Less: Allowance for impairment		
Sundry government debtors	767	260
Other debtors	53	61
Prepayments	1,118	814
	<b>1,946</b>	<b>1,437</b>
<b>9 Current Assets – Inventories</b>		
Held for distribution		
Publications stock – at cost	729	876
	<b>729</b>	<b>876</b>
Held for resale		
Publications stock – at cost	478	499
	<b>478</b>	<b>499</b>
	<b>1,207</b>	<b>1,375</b>

A provision for obsolescence of \$0.189m (\$0.150m 2010) is included in the above amounts.

## Notes to the financial statements for the year ended 30 June 2011

	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total Equipment \$'000
<b>10 Non-Current Assets – Property, Plant and Equipment</b>			
<b>At 1 July 2010 – fair value</b>			
Gross carrying amount	4,912	7,735	12,647
Accumulated depreciation and impairment	(2,832)	(4,797)	(7,629)
<b>Net carrying amount</b>	<b>2,080</b>	<b>2,938</b>	<b>5,018</b>
<b>At 30 June 2011 – fair value</b>			
Gross carrying amount	4,912	10,255	15,167
Accumulated depreciation and impairment	(3,234)	(6,046)	(9,280)
<b>Net carrying amount</b>	<b>1,678</b>	<b>4,209</b>	<b>5,887</b>
<b>Reconciliation</b>			
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.			
<b>Year ended 30 June 2011</b>			
Net carrying amount at start of year	2,080	2,938	5,018
Additions		2,674	2,674
Disposals		(9)	(9)
Depreciation expense	(402)	(1,394)	(1,796)
<b>Net carrying amount at end of year</b>	<b>1,678</b>	<b>4,209</b>	<b>5,887</b>
<b>At 1 July 2009 – fair value</b>			
Gross carrying amount	4,607	10,286	14,893
Accumulated depreciation and impairment	(2,451)	(6,839)	(9,290)
<b>Net carrying amount</b>	<b>2,156</b>	<b>3,447</b>	<b>5,603</b>
<b>At 30 June 2010 – fair value</b>			
Gross carrying amount	4,912	7,735	12,647
Accumulated depreciation and impairment	(2,832)	(4,797)	(7,629)
<b>Net carrying amount</b>	<b>2,080</b>	<b>2,938</b>	<b>5,018</b>
<b>Reconciliation</b>			
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.			
<b>Year ended 30 June 2010</b>			
Net carrying amount at start of year	2,156	3,447	5,603
Additions	305	595	900
Disposals		(2)	(2)
Depreciation expense	(381)	(1,102)	(1,483)
<b>Net carrying amount at end of year</b>	<b>2,080</b>	<b>2,938</b>	<b>5,018</b>

## Notes to the financial statements for the year ended 30 June 2011

	Software \$'000	Total \$'000
<b>11 Intangible Assets</b>		
<b>At 1 July 2010</b>		
Cost (gross carrying amount)	7,996	7,996
Accumulated amortisation and impairment	(5,515)	(5,515)
<b>Net carrying amount</b>	<b>2,481</b>	<b>2,481</b>
<b>At 30 June 2011</b>		
Cost (gross carrying amount)	8,425	8,425
Accumulated amortisation and impairment	(6,005)	(6,005)
<b>Net carrying amount</b>	<b>2,420</b>	<b>2,420</b>
<b>Year ended 30 June 2011</b>		
Net carrying amount at start of year	2,481	2,481
Additions	429	429
Amortisation (recognised in 'depreciation and amortisation')	(490)	(490)
<b>Net carrying amount at end of year</b>	<b>2,420</b>	<b>2,420</b>
<b>At 1 July 2009</b>		
Cost (gross carrying amount)	7,606	7,606
Accumulated amortisation and impairment	(5,068)	(5,068)
<b>Net carrying amount</b>	<b>2,538</b>	<b>2,538</b>
<b>At 30 June 2010</b>		
Cost (gross carrying amount)	7,996	7,996
Accumulated amortisation and impairment	(5,515)	(5,515)
<b>Net carrying amount</b>	<b>2,481</b>	<b>2,481</b>
<b>Year ended 30 June 2010</b>		
Net carrying amount at start of year	2,538	2,538
Additions	390	390
Amortisation (recognised in 'depreciation and amortisation')	(447)	(447)
<b>Net carrying amount at end of year</b>	<b>2,481</b>	<b>2,481</b>

## Notes to the financial statements for the year ended 30 June 2011

	2011 \$'000	2010 \$'000
<b>12 Current Liabilities – Payables</b>		
Accrued salaries, wages and on-costs	653	383
Creditors	1,303	1,098
Relief staff costs	154	368
Unearned revenue	1,103	1,148
Other	5	4
	<b>3,218</b>	<b>3,001</b>

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables, are disclosed in Note 19.

## 13 Current/Non-Current Liabilities – Provisions

<b>Employee benefits and related on-costs</b>		
Recreation leave	2,299	1,898
Long service leave on-costs	373	361
Payroll tax on LSL payable	412	372
	<b>3,084</b>	<b>2,631</b>
<b>Other Provisions – non current</b>		
Restoration costs	230	211
	<b>230</b>	<b>211</b>
<b>Total Provisions</b>	<b>3,314</b>	<b>2,842</b>
<b>Aggregate employee benefits and related on-costs</b>		
Provisions – current	3,044	2,594
Provisions – non current	40	37
Accrued salaries, wages and on-costs (Note 12)	653	383
	<b>3,737</b>	<b>3,014</b>

The total for recreation leave above includes \$1.433m in 2011 (\$1.309m 2010) 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
<b>2011</b>	
Carrying amount at the beginning of the financial year	211
Unwinding/change in the discount rate	19
<b>Carrying amount at end of financial year</b>	<b>230</b>



## Notes to the financial statements for the year ended 30 June 2011

	2011 \$'000	2010 \$'000
<b>14 Current/Non-Current Liabilities – Other</b>		
Liability to Consolidated Fund	56	
	<b>56</b>	

## 15 Commitments for expenditure

### (a) Operating Lease Commitments

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

Not later than one year	3,723	3,575
Later than one year and not later than five years	1,179	4,590
Later than five years.	37	56

<b>Total (including GST)</b>	<b>4,939</b>	<b>8,221</b>
------------------------------	--------------	--------------

Operating lease commitments relate to office accommodation and motor vehicles.

The total 'Operating Lease Commitments' above includes input tax credits of \$.449m that are expected to be recoverable from the Australian Taxation Office.

### (b) Other Expenditure Commitments

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

Not later than one year	1,181	1,474
-------------------------	-------	-------

<b>Total (including GST)</b>	<b>1,181</b>	<b>1,474</b>
------------------------------	--------------	--------------

The total 'Other Expenditure Commitments' above includes input tax credits of \$108k that are expected to be recoverable from the Australian Taxation Office.

### (c) 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	369	281
-------------------------	-----	-----

<b>Total (including GST)</b>	<b>369</b>	<b>281</b>
------------------------------	------------	------------

The total 'Capital Commitments' above includes input tax credits of \$34k that are expected to be recoverable from the Australian Taxation Office.

## 16 Contingent Liabilities

### Contingent liabilities

The Office is unaware of any contingent liabilities existing as at 30 June 2011.

## Notes to the financial statements for the year ended 30 June 2011

	2011 \$'000	2010 \$'000
<b>17 Reconciliation of cash flows from operating activities to net cost of services</b>		
Net cash used on operating activities	3,711	3,089
Cash flows from Government/Appropriations	(104,932)	(96,300)
Depreciation and Amortisation	(2,286)	(1,930)
Decrease/(increase) in provisions	(472)	150
Acceptance by the Crown Entity of employee benefits and other liabilities	(1,508)	(1,366)
Increase/(decrease) in receivables	509	(832)
Decrease/(increase) in creditors	(273)	(36)
Increase/(decrease) in inventories	(168)	(142)
Net gain/(loss) on sale of plant & equipment	(9)	(1)
<b>Net cost of services</b>	<b>(105,428)</b>	<b>(97,368)</b>
<b>18 Appropriations</b>		
<b>Recurrent appropriations</b>		
Total recurrent draw-downs from NSW Treasury (per Summary of compliance)	101,829	95,519
Less: Liability to Consolidated Fund (per Summary of compliance)		
	<b>101,829</b>	<b>95,519</b>
Comprising:		
Recurrent appropriations (per Statement of comprehensive income)	101,829	95,519
	<b>101,829</b>	<b>95,519</b>
<b>Capital appropriations</b>		
Total capital draw-downs from NSW Treasury (per Summary of compliance)	3,159	781
Less: Liability to Consolidated Fund (per Summary of compliance)	56	
	<b>3,103</b>	<b>781</b>
Comprising:		
Capital appropriations (per Statement of comprehensive income)	3,103	781
	<b>3,103</b>	<b>781</b>

## Notes to the financial statements for the year ended 30 June 2011

### 19 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 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 2011 \$'000	Carrying Amount 2010 \$'000
Cash and cash equivalents	7	N/A	5,495	4,887
Receivables*	8	Receivables	61	363

\* Excludes statutory receivables and prepayments (ie not within the scope of AASB 7).

Financial Liabilities	Note	Category	Carrying Amount 2011 \$'000	Carrying Amount 2010 \$'000
Payables*	12	Payables	1,880	1,704

\* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7).

#### (b) Credit Risk

Credit risk arises when there is a 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 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 2011

### 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 (2011: \$14,241; 2010: \$121,000) and less than 6 months past due (2011: \$6,529; 2010: \$209,000) are not considered impaired and 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 <sup>1,2</sup> \$'000	Past due but not impaired <sup>1,2</sup> \$'000	Considered impaired \$'000
<b>2011</b>			
< 3 months overdue	7	7	
3 months – 6 months overdue			
> 6 months overdue			
<b>2010</b>			
< 3 months overdue	208	208	
3 months – 6 months overdue	1	1	
> 6 months overdue			

Notes:

- Each column in the table reports 'gross receivables'
- 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.

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 Treasurer's Direction 219.01. 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 statement is received. Treasurer's Direction 219.01 allows the Chief Executive to award interest for late payment. During the year no penalty interest payments were made.

## Notes to the financial statements for the year ended 30 June 2011

### (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

A reasonably possible change of +/- 1% is used, consistent with current 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 Office's exposure to interest rate risk is set out below.

	Carrying Amount \$'000	Profit \$'000	-1% Equity \$'000	1% Profit \$'000	Equity \$'000
<b>2011</b>					
<b>Financial assets</b>					
Cash and cash equivalents	5,495	(55)	(55)	55	55
Receivables	61	(1)	(1)	1	1
<b>Financial liabilities</b>					
Payables	1,880	19	19	(19)	(19)
<b>2010</b>					
<b>Financial assets</b>					
Cash and cash equivalents	4,887	(49)	(49)	49	49
Receivables	363	(4)	(4)	4	4
<b>Financial liabilities</b>					
Payables	1,704	17	17	(17)	(17)

### (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 2011

### 20 Service Groups of the Agency

#### 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 Credentialling

**Objectives:** This service group covers the conduct of School Certificate (SC) tests, HSC examinations and Australian Music Examinations Board (AMEB) examinations.

#### Service Group 3: Registration and Accreditation

**Objectives:** This service group covers the registration and accreditation of non-government schools and the registration of home schooling.

### 21 Restricted Assets

The Office holds monies donated for the Brother John Taylor Memorial Trust (\$35,453) and for the Mary Besley Biology Teachers award (\$556). The Brother John Taylor Memorial Trust recognises an 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.

### 22 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



# FINANCIAL STATEMENTS

## Board of Studies

### For the year ended 30 June 2011

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 2011
- (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 2011 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  
17 October 2011



GPO BOX 12  
Sydney NSW 2001

## INDEPENDENT AUDITOR'S REPORT

### Board of Studies and Controlled Entity

To Members of the New South Wales Parliament

I have audited the accompanying financial statements of the Board of Studies (the Board), which comprise the statements of financial position as at 30 June 2011, 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 2011 and its financial performance 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.

#### Chief Executive's Responsibility for the Financial Statements

The Chief Executive of the Office of the Board of Studies is responsible for the preparation and fair presentation 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 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 entity's preparation and fair presentation of the financial statements 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 entity'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 has carried out their activities effectively, efficiently and economically
- about the effectiveness of their 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 any 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 PFBA 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 role by the possibility of losing clients or income



Aaron Green  
Director, Financial Audit Services

17 October 2011  
SYDNEY

## Start of audited financial statements

### Board of Studies

#### Statement of comprehensive income for the year ended 30 June 2011

		CONSOLIDATED		PARENT	
	Notes	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
Income					
Services received free of charge		51,110	49,341	496	574
Total income		51,110	49,341	496	574
Expenses					
Personnel services	2(a)	50,519	48,880	384	504
Other operating expenses	2(b)	591	461	112	70
Total expenses		51,110	49,341	496	574
Operating result					
Other comprehensive income for the year					
TOTAL COMPREHENSIVE INCOME FOR THE YEAR					

The accompanying notes form part of these financial statements.

### Board of Studies

#### Statement of changes in equity for the year ended 30 June 2011

	Notes	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
<b>Balance at 1 July 2010</b>					
<b>Comprehensive income for the year</b>					
<b>Balance at 30 June 2011</b>					

The accompanying notes form part of these financial statements.

**Board of Studies**  
**Statement of financial position as at 30 June 2011**

	Notes	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
<b>ASSETS</b>					
Receivables					
<b>Total Assets</b>					
<b>LIABILITIES</b>					
Payables					
Provisions					
<b>Total Liabilities</b>					
Net Assets					
<b>EQUITY</b>					
Accumulated funds					
<b>Total Equity</b>					

The accompanying notes form part of these financial statements.

**Board of Studies**  
**Statement of cash flows for the year ended 30 June 2011**

	Notes	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>					
<b>Payments</b>					
Personnel services					
<b>Total Payments</b>					
<b>Receipts</b>					
Other					
<b>Total Receipts</b>					
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>					
<b>NET INCREASE/(DECREASE) IN CASH</b>					
Opening cash and cash equivalents					
<b>CLOSING CASH AND CASH EQUIVALENTS</b>					

The accompanying notes form part of these financial statements.



**Board of Studies****Notes to the financial statements for the year ended 30 June 2011****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 06/13, 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* but 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 17 October 2011.

**(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 consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

**(d) Income recognition**

Income is measured at the fair value of the consideration received or receivable. 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.

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 NSWTC 09/04) to employees with 5 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.

**(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 Office has not early-adopted the following new/revised Standards/Interpretations:

*AASB 1 First-time Adoption of Australian Accounting Standards*

*AASB 4 Insurance Contracts*

*AASB 7 Financial Instruments: Disclosures*

*AASB 9 Financial Instruments*

*AASB 101 Presentation of Financial Statements*

*AASB 107 Statement of Cash Flows*

*AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors*

*AASB 110 Events after the Reporting Period*

*AASB 118 Revenue*

*AASB 119 Employee Benefits*

*AASB 132 Financial Instruments: Presentation*

*AASB 137 Provisions, Contingent Liabilities and Contingent Assets*

*AASB 139 Financial Instruments: Recognition and Measurement*

*AASB 1031 Materiality*

*AASB 1054 Australian Additional Disclosures*

It is expected that the impact of the application of the new standards on the Office's financial report in the period of initial application will not be significant.

## Board of Studies

### Notes to the financial statements for the year ended 30 June 2011

## 2 Expenses

	CONSOLIDATED		PARENT	
	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
<b>(a) Personnel services comprise:</b>				
Salaries and wages (incl recreation leave)	44,058	42,525	332	419
Long service leave	1	35	1	35
Payroll tax	2,611	2,638	19	19
Superannuation – defined contribution plans	3,845	3,678	28	27
Workers' compensation insurance	4	4	4	4
	<b>50,519</b>	<b>48,880</b>	<b>384</b>	<b>504</b>
<b>(b) Other operating expenses comprise:</b>				
Rent and accommodation	64	31	64	31
Postage and telephones	7	7	7	7
Travel	184	170	10	10
Printing	6	7	6	7
Meeting fees	17	11	17	11
Other	313	235	8	4
	<b>591</b>	<b>461</b>	<b>112</b>	<b>70</b>

## 3 Commitments for expenditure

There are no commitments existing as at 30 June 2011.

## 4 Contingent Liabilities

The Board of Studies is unaware of any contingent liabilities existing as at 30 June 2011.

## 5 Financial instruments

The Board of Studies does not have a separate bank account or a bank overdraft facility. It uses the bank facility of the Office of the Board of Studies.

The Board does not have any financial instruments as at 30 June 2011. The Board does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The Office of the Board of Studies' Audit and Risk 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 Board, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Office's Finance Committee on a continuous basis.

	2011 \$'000	2010 \$'000
<b>(a) Financial instrument categories</b>		
<b>Financial Assets<sup>1,2</sup></b>		
Receivables		
<b>Financial Liabilities<sup>1,2</sup></b>		
Payables		

Notes:

1 Excludes statutory receivables and prepayments (i. not within scope of AASB 7).

2 Excludes statutory payables and unearned revenue (ie not within scope of AASB 7).

### (b) Credit risk

Credit risk arises when there is the possibility of the Board's debtors defaulting on their contractual obligations, resulting in a financial loss to the Board. There are no financial assets that are past due or impaired in the statement of financial position. Exposure to credit risk is considered minimal.

### (c) Liquidity risk

The Board's exposure to liquidity risk is deemed insignificant based on prior period's data and current assessment of risk.

### (d) Market risk

The Board is not subject to any interest rate, foreign currency or other price risk.

### (e) Fair value

The cost of financial instruments recognised in the statement of financial position approximates the fair value, because of the short-term nature of the financial instruments.

## 6 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

# FINANCIAL STATEMENTS

## Board of Studies Casual Staff Division

### For the year ended 30 June 2011

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 2011
- (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 2011 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  
17 October 2011





GPO BOX 12  
Sydney NSW 2001

## 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 2011, 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 2011 and its financial performance 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.

#### Chief Executive's Responsibility for the Financial Statements

The Chief Executive is responsible for the preparation and fair presentation 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 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 and fair presentation of the financial statements 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 Division, 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 any 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 role by the possibility of losing clients or income.



Aaron Green  
Director, Financial Audit Services

17 October 2011  
SYDNEY

## Start of audited financial statements

### Board of Studies Casual Staff Division Statement of comprehensive income for the year ended 30 June 2011

	Notes	2011 \$'000	2010 \$'000
<b>Income</b>			
Services received free of charge		50,614	48,767
<b>Total income</b>		<b>50,614</b>	<b>48,767</b>
<b>Expenses</b>			
Personnel services	2(a)	50,135	48,376
Other operating expenses	2(b)	479	391
<b>Total expenses</b>		<b>50,614</b>	<b>48,767</b>
<b>Operating result</b>			
<b>Other comprehensive income for the year</b>			
<b>TOTAL COMPREHENSIVE INCOME FOR THE YEAR</b>			

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 2011

	Notes	2011 \$'000	2010 \$'000
<b>Balance at 1 July 2010</b>			
Comprehensive income for the year			
<b>Balance at 30 June 2011</b>			

The accompanying notes form part of these financial statements.

**Board of Studies Casual Staff Division**  
**Statement of financial position as at 30 June 2011**

	Notes	2011 \$'000	2010 \$'000
<b>ASSETS</b>			
Receivables			
<b>Total Assets</b>			
<b>LIABILITIES</b>			
Payables			
Provisions			
<b>Total Liabilities</b>			
<b>Net Assets</b>			
<b>EQUITY</b>			
Accumulated funds			
<b>Total Equity</b>			

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 2011**

	Notes	2011 \$'000	2010 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Personnel services			
<b>Total Payments</b>			
<b>Receipts</b>			
Other			
<b>Total Receipts</b>			
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>NET INCREASE/(DECREASE) IN CASH</b>			
Opening cash and cash equivalents			
<b>CLOSING CASH AND CASH EQUIVALENTS</b>			

The accompanying notes form part of these financial statements.

**Casual Staff Division****Notes to the financial statements for the year ended 30 June 2011****1 Summary of Significant Accounting Policies****(a) Reporting entity**

The Board of Studies Casual Staff 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 06/13 the Board of Studies Casual Staff 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 Board of Studies Casual Staff 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 Board of Studies Casual Staff 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 17 October 2011.

**(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) Income recognition**

Income is measured at the fair value of the consideration received or receivable. 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.

**(d) 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 2011 for casual examination staff.

**(e) 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.

#### **(f) 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 1 First-time Adoption of Australian Accounting Standards*

*AASB 4 Insurance Contracts*

*AASB 7 Financial Instruments: Disclosures*

*AASB 9 Financial Instruments*

*AASB 101 Presentation of Financial Statements*

*AASB 107 Statement of Cash Flows*

*AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors*

*AASB 110 Events after the Reporting Period*

*AASB 118 Revenue*

*AASB 119 Employee Benefits*

*AASB 132 Financial Instruments: Presentation*

*AASB 137 Provisions, Contingent Liabilities and Contingent Assets*

*AASB 139 Financial Instruments: Recognition and Measurement*

*AASB 1031 Materiality*

*AASB 1054 Australian Additional Disclosures*

It is expected that the impact of the application of the new standards on the Office's financial report in the period of initial application will not be significant.

## **2 Expenses**

	<b>2011 \$'000</b>	<b>2010 \$'000</b>
<b>(a) Personnel services comprise:</b>		
Salaries and wages	43,726	42,106
Payroll tax	2,592	2,619
Superannuation – defined contribution plans	3,817	3,651
	<u>50,135</u>	<u>48,376</u>
<b>(b) Other operating expenses comprise:</b>		
Travel	174	160
Fees for services	305	231
	<u>479</u>	<u>391</u>

## **3 Commitments for expenditure**

There are no commitments existing as at 30 June 2011.

## **4 Contingent Liabilities**

The Division is unaware of any contingent liabilities existing as at 30 June 2011.



## 5 Financial Instruments

The Division does not have a separate bank account or a bank overdraft facility. It uses the bank facility of the Office of the Board of Studies.

The Division does not have any financial instruments as at 30 June 2011. The Division does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

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	2011 \$'000	2010 \$'000
<b>(a) Financial instrument categories</b>		
<b>Financial Assets</b> <sup>1,2</sup>		
Receivables		
<b>Financial Liabilities</b> <sup>1,2</sup>		
Payables		

Notes:

1 Excludes statutory receivables and prepayments (ie not within scope of AASB 7).

2 Excludes statutory payables and unearned revenue (ie not within scope of AASB 7).

### (b) Credit risk

Credit risk arises when there is the possibility of the Division's debtors defaulting on their contractual obligations, resulting in a financial loss to the Division.

There are no financial assets that are past due or impaired in the statement of financial position.

Exposure to credit risk is considered minimal.

### (c) Liquidity risk

The Division's exposure to liquidity risk is deemed insignificant based on prior period's data and current assessment of risk.

### (d) Market risk

The Division is not subject to any interest rate, foreign currency or other price risk.

### (e) Fair value

The cost of financial instruments recognised in the statement of financial position approximates the fair value, because of the short-term nature of the financial instruments.

## 6 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

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