

# ANNUAL REPORT 2011–2012

**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 2012.

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

The 2011–2012 year was one of considerable achievement and strategic planning for the Board of Studies within a context of ongoing reform in educational policy and practice at both state and national levels.

Many of the developments covered in this Annual Report have arisen from collaborative partnerships between states and territories and the Commonwealth, and from the Board's enduring commitment to the provision of the highest quality education for students of NSW.

The report presents an overview of the broad range of initiatives and activities undertaken by the Board over the past 12 months, a few of which I have chosen to highlight.

### **New NSW K–10 Syllabuses in English, Mathematics, Science and History**

Throughout the year we continued to support the national drive towards an Australian curriculum and have been instrumental in advocating the best in student learning for the nation.

In June 2012 the Board approved the first of the NSW K–10 syllabuses incorporating Phase 1 of the Australian curriculum for English, mathematics, science and history. The syllabuses are a product of years of work, collaboration and consultation and were published in electronic format and available to schools on the Board's website in October 2012.

Implementation of the new syllabuses will begin from 2014 to allow teachers time to familiarise themselves with the new curriculum and develop programs as appropriate resources become available.

### **Consultation on the senior secondary Australian curriculum**

The Board began consultation on the draft senior secondary Australian curriculum content for English, mathematics, science and history, which was released by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in May 2012.



The feedback obtained from this consultation will be incorporated into the Board's formal response to ACARA addressing the quality and suitability of the curriculum. The Board is yet to determine a timetable for implementation of the senior secondary Australian curriculum in NSW.

### **New Record of School Achievement**

After an extensive review of the School Certificate credential and wide consultation with teachers, employers and the broader community, in February 2012 the NSW Minister for Education announced the introduction of the new Record of School Achievement (RoSA) to replace the School Certificate credential that has served NSW students since 1965.

The review was conducted in light of recent developments, such as the increased school leaving age, which raised questions about the ongoing suitability of the School Certificate to cater for the range of students who leave senior secondary school at various stages before completing the Higher School Certificate.

As well as reporting a student's academic achievements, the RoSA has been designed to more meaningfully record the rich assortment

of students' secondary school achievements up until the HSC by allowing reporting of other valuable extracurricular activities and achievements, such as first aid qualifications. Students will also have the opportunity to complete optional online literacy and numeracy tests that will be reported in the RoSA package.

### **President's lecture series**

2011–2012 saw the successful launch of a series of *Building Our Cultural Capital* dinner lectures hosted by the Honourable Adrian Piccoli MP, Minister for Education.

The series of lectures was specifically developed to invite other perspectives on the role of the Board and to highlight the current and emerging issues relating to education in NSW.

The first two lectures focussed on the specific curricular areas of the Arts and Business. A further lecture covering the area of Science and Innovation was held in September 2012.

The events were extremely well attended and well received and will be followed by a further suite of lectures covering different subject areas over the next year.

### **Student Advisory Group**

To further support the Board's commitment to enriching the educational experiences and outcomes of students and to promoting meaningful involvement of young people in the Board's processes, in September 2011 the Board approved the establishment of a Student Advisory Group.

The group, which comprises recent HSC graduates and current Year 10 to 12 students from Government, Catholic and Independent Schools across NSW, will provide direct input into the Board's work on a range of issues through online discussion forums as well as regular meetings throughout the year.

### **Review of Languages courses**

At the request of the NSW Minister for Education, the Board is undertaking a review of languages education in NSW schools in consultation with key sector representatives, stakeholders and the NSW languages education community. The review is an initial step in clarifying the purposes of languages education, including Aboriginal languages. The review will look at offering feasible options for improving provision across the state and potentially increasing the number of students studying languages. A directions paper is due to be released by the Board for consultation in Term 4, 2012.

### **Board of Studies strategic planning**

The ongoing changes we are seeing in education in NSW and throughout Australia have given rise to considered reflection and consultation in developing a new Board of Studies Strategic Plan for the period 2012 to 2016.

The priorities in our plan support the Board's role in achieving the goals and targets in the NSW Government's State Plan *NSW 2021* and delivering national and state education commitments.

The successes of the past 12 months have established a strong platform for the challenges ahead. By continuing to work closely with all educational stakeholders, we will continue to promote excellence in education.

I would like to acknowledge the contribution of many people to the work of the Board this year. In particular, I would like to thank my colleagues on the Board for the generosity of their contributions and insights over the course of the year's work. Finally, a very special thank you to the staff in the Board's office and to Carol Taylor for the quality of leadership she brings to every aspect of her role as Chief Executive of the organisation.

## Chief Executive's message

I am pleased to present our 2011–2012 Annual Report and to have the opportunity to highlight some of the many achievements over this period.

### Consultation and collaboration

2011–2012 saw an increase in the number of meetings held with key stakeholders on a range of themes. The positive and productive working relationships we have developed with our key partners are central to the continued success of our work.

### Support for parents in the preschool and primary years

The Board continued its development of support materials for preschool and primary school children with the launch of three parents' guides designed to help parents with their child's reading, writing and mathematics from birth and throughout the primary school years.

### Resources for primary schools

Work on a new teacher's guide to phonics in the early years is well underway and will be available to teachers in December 2012. The guide has been developed as a resource to help primary school teachers with the implementation of the Australian curriculum.

A *K–6 Positive Relationships Teaching Kit* has been produced to support teaching strategies for building positive relationships at school and combating bullying and cyber bullying.

The WriteON competition sponsored by the *Sydney Morning Herald* continues to attract high-quality entries from primary schools across NSW. Each year the Board produces an anthology of the best entries as an excellent resource for schools to improve quality of students' writing.

### Support for teachers implementing the Australian curriculum

Throughout the year we intensified our activities to support the introduction of the Australian curriculum with the production of new interactive online K–10 syllabuses in English, mathematics, science and history that will be gradually implemented in schools from 2014.



The new online syllabuses present the curriculum in a clean and easy-to-use format that will create new opportunities for how teachers engage with the curriculum by including innovations such as direct links to worldwide resources.

We will maintain extensive stakeholder consultation as we continue our work alongside other states and territories in supporting the Australian Curriculum, Assessment and Reporting Authority's (ACARA's) further development of the Australian curriculum.

### Strengthened pathways and credentials

Our work continued in enhancing pathways for secondary school students through the implementation of updated Vocational Education and Training (VET) courses, Board Endorsed Courses, Alternative Education Courses and the HSC University Pathways Programs.

From 2012, eligible students who leave school after Year 10 and before receiving the Higher School Certificate will receive a new Record of School Achievement (RoSA) that has been introduced to replace the School Certificate credential. The new RoSA will provide students with more meaningful documents that report a greater range of students' achievements.

### **Registration and accreditation**

We successfully met our responsibilities in the area of registration and accreditation with the inspection of 169 non-government schools in 2011. The Office also conducted inspections of 38 school providers for approval to deliver courses to overseas students.

### **Innovations in technology**

We have continued to maximise our operational efficiency and improve service delivery through the development of new and emerging technologies.

In 2011 a total of just over a quarter of marks awarded in the School Certificate tests and Higher School Certificate examinations were marked using onscreen marking technology. The flexibility and responsiveness of this technology also allowed a number of subjects to be marked by markers at home.

Work commenced on developing a facility to deliver the new RoSA literacy and numeracy online tests that will be piloted later this year.

Enhancements were also made to a wide range of online services for students, schools and teachers.

In June 2012 the Board's office achieved organisation-wide certification to the ISO/IEC 27001:2005 standard. The certification to this international information security management standard provides assurance of the Office's ongoing commitment to information security practices.

### **Compliance with new web content accessibility guidelines**

We commenced work towards achieving compliance of the Board's website content with the Web Content Accessibility Guidelines (WCAG) 2.0. These new standards will enable people with a broad range of disabilities to engage with the Board's website and use the information and assistance it offers.

### **Engagement with international education**

In August 2011, the Board signed a memorandum of understanding with the Secretariat of the Pacific Board for Educational Assessment (SPBEA) in Fiji. The agreement will foster collaboration in the areas of staff

development, capacity building and technical assistance to support educational development in the Pacific region.

Over the reporting period, the Board received delegations from countries including China, South Korea, Vietnam, Japan and India. These visits provided valuable opportunities to exchange information and to showcase the work and achievements of the Board.

### **Aboriginal education**

Work continued on a number of Indigenous education initiatives.

The Board's Aboriginal Curriculum Unit coordinated intensive language workshops with schools in regional areas of NSW. Teaching and learning programs developed during these workshops will be published on the Board's website later this year.

A range of Aboriginal Studies materials have also been published on the Board's website to support the implementation of the revised Years 7–10 and Years 11–12 syllabuses. These include teaching and learning units supported by detailed assessment tasks and marking criteria, as well as student work samples.

None of this work, nor any of the achievements recorded in the Annual Report, would have been possible without the dedication and commitment of our staff.





I would like to thank the members of the Board of Studies so ably chaired by the President, Tom Alegounarias, for their continuing support.

The Office is fortunate to have such professional and richly talented staff to carry us forward into the challenging and exciting times ahead.





# CONTENTS

<b>1</b>	<b>Governance – Our organisation</b>	<b>11</b>
	Legislation Mission Values and principles Responsibilities Structure of the Board Members of the Board Structure of the Office of the Board Strategic planning and goals	
<b>2</b>	<b>Performance – Our achievements</b>	<b>29</b>
	<b>CURRICULUM and ASSESSMENT</b> The Australian curriculum The NSW curriculum <ul style="list-style-type: none"> <li>• Primary</li> <li>• Stages 4 and 5</li> <li>• Stage 6</li> <li>• Board Endorsed Courses</li> <li>• VET</li> <li>• Aboriginal education</li> <li>• Assessment Resource Centre</li> <li>• Australian Music Examinations Board</li> </ul>	<b>31</b>
	<b>EXAMINATIONS and CREDENTIALS</b> The 2011 School Certificate The 2011 Higher School Certificate Student support services for School Certificate and Higher School Certificate The Record of School Achievement	<b>59</b>
	<b>REGISTRATION and ACCREDITATION</b> Responsibilities Achievements Registration statistics Home schooling	<b>73</b>
	<b>POLICY and PRACTICE</b> Overseas visitors Secretariat of the Pacific Board for Educational Assessment (SPBEA) Partnership 2011–2012 website developments Board of Studies Student Advisory Group Communications: achievement highlights Board of Studies Liaison Officers Acknowledging outstanding student achievements	<b>85</b>
<b>3</b>	<b>Managing our organisation</b>	<b>99</b>
	Performance Statements: President and Chief Executive Directorate/branch descriptions Overseas travel Representation on external committees Management and governance of the Office of the Board of Studies Payment of accounts Waste reduction and recycling	
<b>4</b>	<b>Appendixes</b>	<b>125</b>
<b>5</b>	<b>Index</b>	<b>195</b>



# SECTION 1

## GOVERNANCE – OUR ORGANISATION



- Legislation 13
- Mission 13
- Values and principles 13
- Responsibilities 13
- The Board and its committees 14
- Members of the Board 16
- Structure of the Office of the Board 22
- Strategic planning and goals 23



Previous page: 2011 HSC students with  
First in Course certificates

From *Tapestry*  
by Honey Anna Long (SCEGGS Darlinghurst)  
2011 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 (until 2011) and Higher School Certificate
- award eligible students who leave school prior to completing the Higher School Certificate with a Record of School Achievement (from 2012)
- 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 (until 2011), Record of School Achievement (from 2012) 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 *Education Act 1990* (the Act) provides for 23 members of the Board. There are 19 appointed members, a full-time President and three persons who are members by virtue of their office (ex-officio members).

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

#### President

Mr Tom Alegounarias

#### Ex-officio members

Ms Pam Christie

Ms Leslie Loble

Mr Gregory Prior

#### Appointed members

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

Professor Anne Cusick (until Jan 2012)

Professor Jo-Anne Reid (from Feb 2012)

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

*Representing parents of primary school children:*

Ms Dianne Butland

*Representing parents of secondary school children:*

Mr David Hope

One nominee of the Catholic Education Commission, New South Wales

Dr Brian Croke

One nominee of the Association of Independent Schools, 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

Dr Angela Schulz

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

*Representing primary school principals:*

Mr John Mularczyk

*Representing secondary school principals:*

Mr Gary Johnson

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

*Primary school teacher:*

Mr Philip Cooke

*Secondary school teacher:*

Mr Denis Fitzgerald

One person with knowledge and expertise in early childhood education

Professor Sue Dockett

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

Ms Cindy Berwick

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

Mr Barry Calvert

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



# GOVERNANCE – OUR ORGANISATION

## Associate Professor Jacqueline Manuel

Curriculum Coordinator, Secondary English  
Master of Teaching, University of Sydney

## Dr Meredith Martin

Consultant in Special Education

## Ms Jennifer Neary

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

## Professor John Pegg

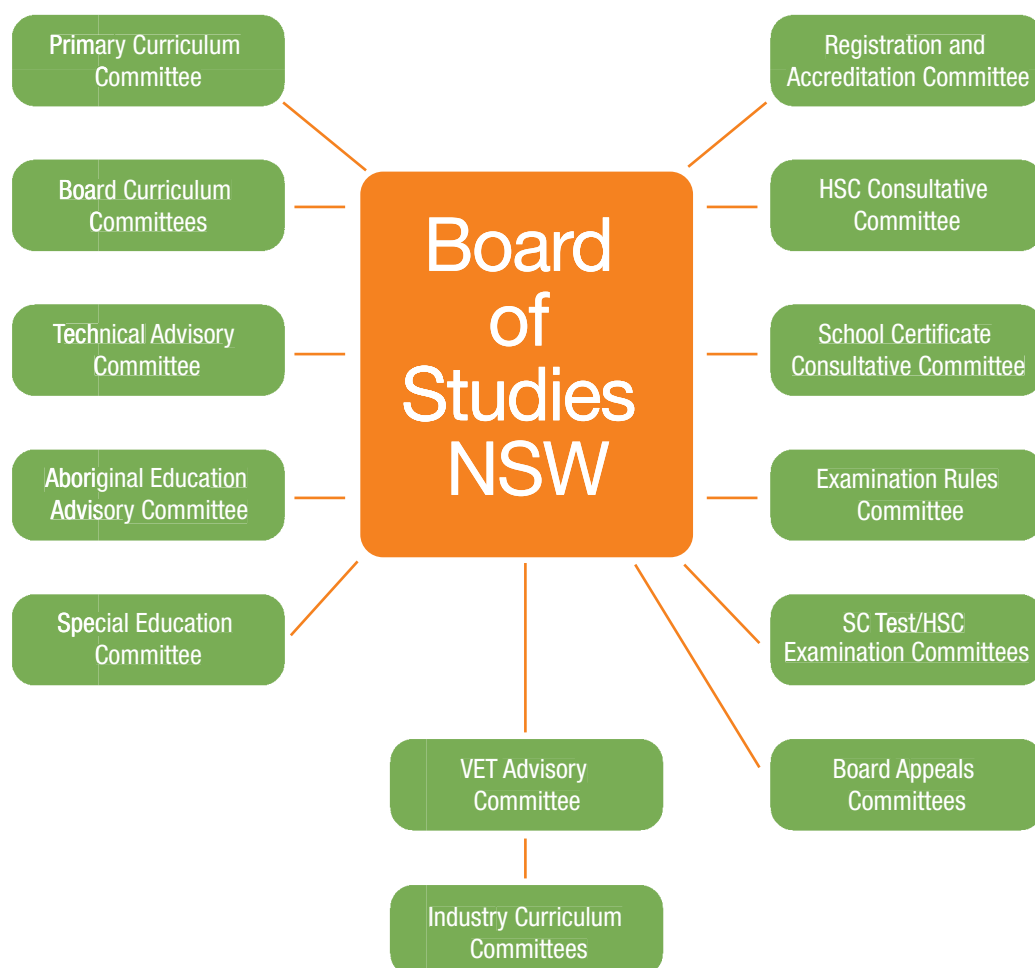
Professor and Foundation Director of the  
Science, Information and Communication  
Technology, and Mathematics Education for  
Rural and Regional Australia (SiMERR) National  
Research Centre at the University of New  
England, Armidale.

## The Board's committees

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

- Kindergarten to Year 6 issues
- applications from non-government schools for registration and accreditation
- technical aspects of the School Certificate (until Dec 2011, and Record of School Achievement thereafter) and Higher School Certificate programs
- special cases arising from the School Certificate tests (until Dec 2011) and 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 was previously Director of Equity and General Manager of Strategic Policy for the NSW Department of Education and Training, 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  
BEc

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

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



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

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



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. The role 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

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

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



Mr Philip Cooke  
BEd (Primary)

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

Currently the President of the Cessnock Teachers Association and a member of the State Executive of the 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 that enhance student outcomes.

In recent years, Mr Cooke has worked closely with the University of Newcastle on the Making Educational Goals Sustainable (MEGS) 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  
(until January 2012)  
BAppSc (OT),  
GradCertBusAdmin,  
GradDipAppBehSc,  
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. She was the NSW Vice Chancellors' Committee nominee to the Board of Studies 2009–2011 and Vocational Education and Training Advisory Committee member 2009–2010. She served as Chair of Academic Senate at the University of Western Sydney for six years and was a member of the University of Western Sydney Board of Trustees for that period. 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 an occupational therapist, experienced academic administrator and active researcher.

## Members of the Board of Studies



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

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



Mr Denis Fitzgerald  
BA, DipEd

Mr Fitzgerald has taught in a range of public schools across NSW 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 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. Last year University of NSW Press published his history of education, *Teachers and Their Times*.

Mr Fitzgerald continues research work along with casual teaching and is the Director of the Centre for Professional Learning.



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

Mr Grumley has 35 years teaching experience in secondary (government, independent, diocesan and TAFE) and tertiary sectors in both NSW and overseas. He has taught in coeducational, all boys and all girls schools over the course of his career. He has also been involved in HSC and SC marking as a supervisor of marking, a senior marker and a marker, as well as being a part of examination committees and syllabus development.

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

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



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 he gained 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 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



Gary Johnson  
BA, Dip Ed

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 Chief Executive of the Office of Education, NSW Department of Education and Communities. She leads strategy and policy on cross-sectoral, state-wide and national developments in education, spanning early childhood education, schooling, training and higher education. She also manages national engagement in education and training on behalf of the NSW Government.



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

Dr Manuel is an Associate Professor in secondary English education in the Faculty of Education and Social Work, University of Sydney. She holds a PhD in English Literature from the University of New England (1991), has published widely in the fields of English education, teacher motivation and early career experience. She has published six books in English education, the most recent being *Teenagers and Reading: Literary Heritages, Cultural Contexts and Contemporary Reading Practices* (2012); *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 (2007–2011).



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

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



John Mularczyk  
BEd, DipEd

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

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

Mr Mularczyk has addressed national conferences on integrating internet technologies and critical thinking into K–12, sustaining student success and expanding teachers' pedagogical knowledge. He is focused on building school capacity in leadership, developing talents to foster learning and growth for new and experienced principals. He was a member of the Institute of Senior Educational 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 in NSW. She then worked for the Federal Department of Education, the Schools Commission, the Victorian Ministry of Education and TAFE in both Victoria and NSW. She has had a long history in the development and implementation of public policy in employment, education and training at state and federal levels, and internationally with the OECD Manpower and Social Affairs Committee.

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



Professor John Pegg  
BSc, DipEd, MMath, PhD

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

In the past few years Professor Pegg has been team leader on many large-scale nationally significant projects linked to: underachieving learners in basic mathematics and literacy, state-wide diagnostic testing in science, developmental-based assessment and instruction, the validation of the Australian National Professional Standards for Teachers, investigating faculties achieving outstanding student-learning outcomes in the ÆSOP study, and evaluations of the effectiveness of programs in education jurisdictions.



Mr Gregory Prior  
BEd Dip Teach, MEd

Mr Prior is Deputy Director-General Schools, NSW Department of Education and Communities. His key responsibilities include driving strategic directions and policy across Public Schools NSW. He leads the implementation of significant initiatives in NSW 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 NSW.

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



# GOVERNANCE – OUR ORGANISATION

## Members of the Board of Studies



Professor Jo-Anne Reid  
(commenced February 2012)  
BA, DipEd, Qld, GCertEd,  
Ballarat, BEd, PhD Deakin

Professor Jo-Anne Reid is Associate Dean, Teacher Education at Charles Sturt University and a secondary English teacher. She worked as the Curriculum Advisory Consultant for rural teachers in WA before being appointed to Curriculum Branch in that state. She moved to Murdoch University, completing her PhD in curriculum programming at Deakin. She has since worked as a literacy teacher educator in three rural universities (Ballarat, New England and Charles Sturt) and is committed to improving the preparation of teachers for schools in rural and remote locations. She has won a range of National Competitive Grants over her career, several of which have focused on English teaching and teacher education, teachers who are born and educated overseas, and the career pathways of indigenous teachers, as well as on literacy and the environment and rural teacher education. She is coeditor of the *Asia-Pacific Journal of Teacher Education* and a past president of AARE. She completes her term as Vice President of the World Association of Research in Education [WERA] in 2012.



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 has come from a background of tertiary education and biomedical research at The University of Sydney and the Save Sight Institute at Sydney Eye Hospital. As a mother of two primary school-aged children, she has a keen interest in ensuring quality and engaging educational experiences for all children. She believes that all children are entitled to an education that will help them to reach their full potential and that parents have the right to exercise choice to achieve this. She believes that providing quality educational experiences and resources to all children is fundamental to successfully encouraging children to develop 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.



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. 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. He was appointed to the NSW Board of Studies in 2010.



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

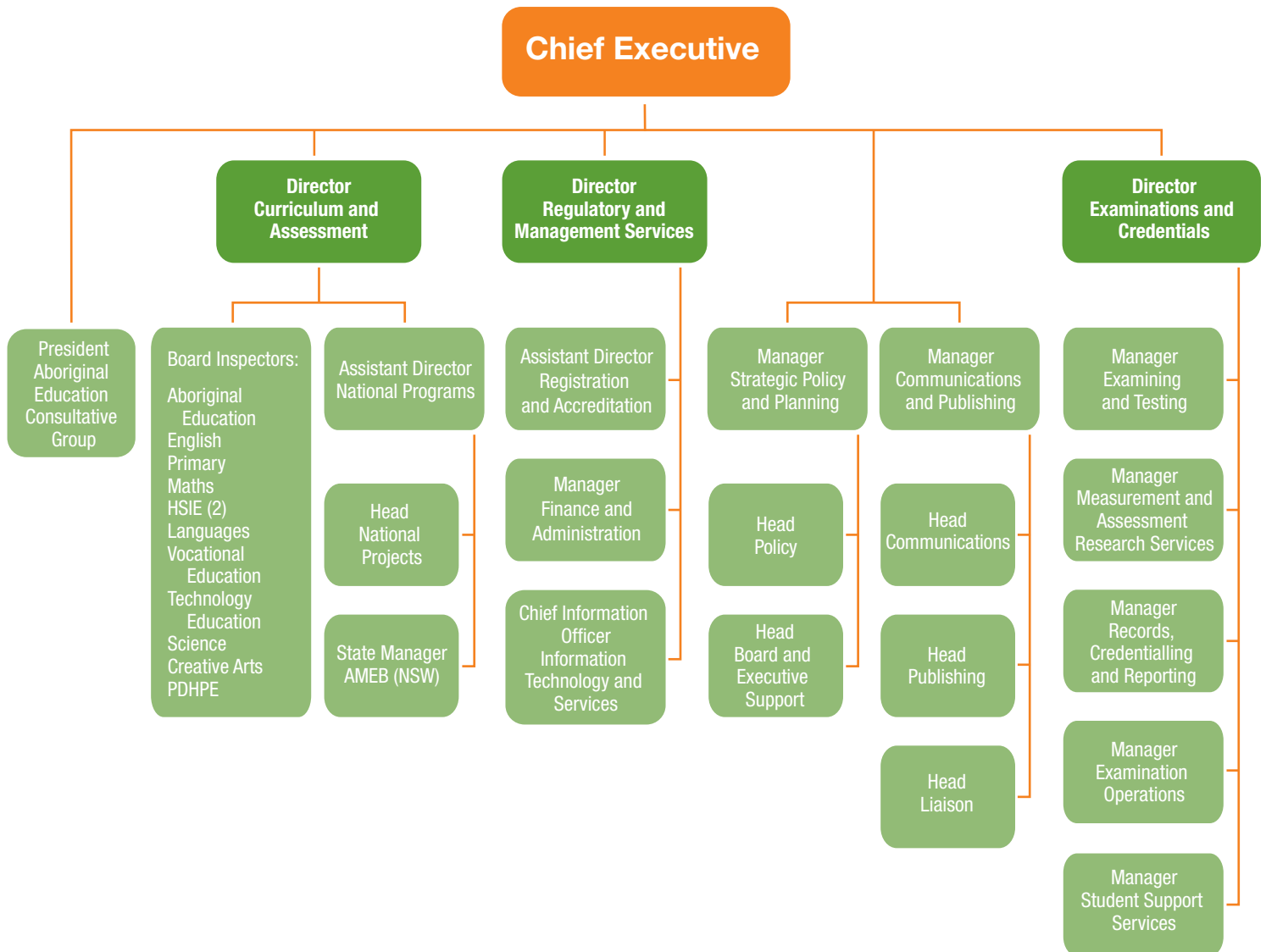
Dr Wright is Headmaster of Sydney Church of England Grammar School (SHORE). Prior to this appointment he was Headmaster of All Saints' College, Bathurst.

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.

## Office of the Board of Studies – organisation structure



## Strategic planning and goals

### Strategic planning processes and initiatives

- The Board of Studies Strategic Plan (2009–2013) was developed to set broad strategic directions for the Board. The plan takes account of a comprehensive environmental scan that 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) relating to 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 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 2011–2012 reporting year, key activities, milestones, accountabilities and targeted outcomes were incorporated into the Office's detailed 2011–2012 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.
- During the reporting period, the NSW Government released a new ten-year strategic blueprint for further improving education and learning outcomes for NSW students. The NSW State Plan – *NSW 2021: A Plan to Make NSW Number One* – outlines a range of key goals and targets designed to strengthen the NSW skill base, improve education and learning outcomes for all NSW students and foster greater opportunity and partnership with Aboriginal people.
- In June 2012, the Board finalised a new Board of Studies Strategic Plan (2012–2016) in response to NSW 2021. The Board's new strategic plan, which takes effect from the next reporting period, sets broad strategic directions for the Board over the next four years and will play an essential role in guiding the focus and work of the Board towards achieving the NSW State Plan targets within an ever-changing context of significant global and national developments.
- Reports highlighting the activities and achievements of the Board and the Office of the Board over the reporting year 2011–2012 follow in Sections 2–4 in this Annual Report.

GOALS	STRATEGIC OBJECTIVES
<p><b>GOAL 1</b></p> <p>Syllabuses, courses and support materials that promote high standards of primary and secondary education</p>	<ul style="list-style-type: none"> <li>1.1 Collaborate with ACARA in the development and implementation of a 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> </ul>



# 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	<ul 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 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> </ul>



# SECTION 2

## PERFORMANCE – OUR ACHIEVEMENTS



- Curriculum and Assessment 31
- Examinations and Credentials 59
- Registration and Accreditation 73
- Policy and Practice 85

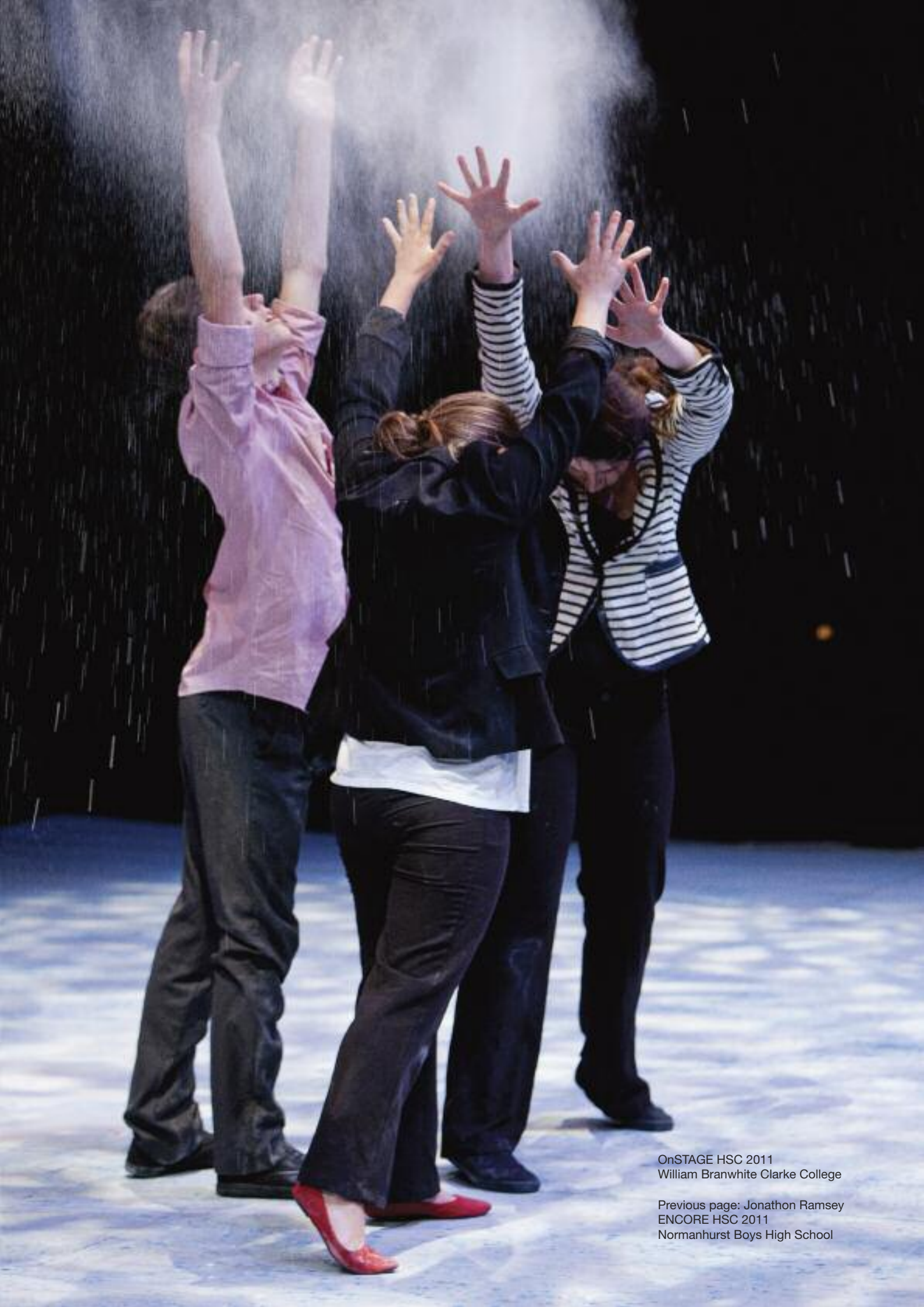


# CURRICULUM and ASSESSMENT



- The Australian curriculum
- The NSW curriculum
  - Primary
  - Stages 4 and 5
  - Stage 6
  - Board Endorsed Courses
  - VET
  - Aboriginal education
  - Assessment Resource Centre
  - Australian Music Examinations Board





OnSTAGE HSC 2011  
William Branwhite Clarke College

Previous page: Jonathon Ramsey  
ENCORE HSC 2011  
Normanhurst Boys High School



# 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 regarding 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 regarding 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 2011 and 2012 the Board of Studies NSW continued to work collaboratively with the Australian Curriculum, Assessment and Reporting Authority (ACARA), other states and territories, and the education sectors in NSW toward achieving a high-quality Australian Curriculum. The Board also continued to work closely with the Department of Education and Communities, the Catholic Education Commission and the Association of Independent Schools, key interest groups, principals and teachers to ensure that the Australian curriculum enhances the already high standard of curriculum in NSW and that its implementation in NSW schools is well supported.

The Board's development of NSW K–10 syllabuses incorporating the new Australian curriculum for English, Mathematics, Science and History has been a key priority during the reporting period. The new NSW K–10 syllabuses are designed to present the Australian curriculum content and achievement standards in a format, and with additional features, familiar to NSW teachers. Following extensive consultation with the NSW education community and the broader community, the Board endorsed the new K–10 English, Mathematics, Science and History syllabuses in June 2012. Ministerial approval of the new syllabuses was subsequently attained in August 2012 for phased implementation in NSW schools from 2014.

As the development of the Australian curriculum has continued to progress, NSW representatives, including Board Officers, have been involved in ACARA workshops to provide input on draft shape papers, curriculum content, achievement standards, general capabilities and cross-curriculum priorities, and have also provided input at national forums. The Board's approach to syllabus development continues to focus on a curriculum that caters for the diverse needs of students and that is of the same high quality as the current NSW curriculum.

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

In Terms 2 and 3, 2011, the Board conducted widespread consultation to engage stakeholders and seek feedback on the draft K–10 syllabuses for English, Mathematics, Science and History. The key matters emerging from this consultation provided the focus for a revision of the draft syllabuses, resulting in the development of 'version 2' of the draft syllabuses.

Consultation on version 2 of the draft K–10 syllabuses for English, Mathematics, Science

and History was conducted from 13 February to 30 April, 2012. The version 2 draft syllabuses were also presented in an interactive online format for the first time, enabling users to customise views of and access to the syllabuses.

The consultation schedule for version 2 syllabuses included nine face-to-face consultation meetings for each syllabus in metropolitan and regional areas of NSW, an online survey on the Board's website and group meetings. This consultation program included special education and primary teacher meetings. Consultation meetings with teacher focus groups were also conducted on the usability and functionality of the interactive online format of the new syllabuses. The syllabuses were then finalised for the Board's consideration.

In May 2012, the Board's Curriculum Committees for English, Mathematics, Science and History each met to consider the final syllabuses and associated consultation reports, and to formulate their recommendations of the syllabuses to the Board for endorsement. At its 26 June 2012 meeting the Board of Studies NSW endorsed the syllabuses for recommendation to the Minister for Education for approval. The Minister for Education approved the new syllabuses in August 2012 for phased implementation from 2014.

The publication of the new syllabuses is planned for September 2012. The new K–10 syllabuses will be accompanied by materials to support initial implementation in schools. These materials will include guides to the new syllabuses, schools' guides, a parents' guide and overarching principles about assessment.

Additional support materials will be provided in December 2012. They will include sample scope and sequence plans, sample units of work, advice on assessment and a guide to using the interactive programming tool that is currently under development. Life Skills support materials for teachers of students with special education needs, including *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*, are undergoing revision to align with the new syllabuses.

## Implementation Schedule: K–10 English, Mathematics, Science and History

On 9 August 2011 the Minister for Education, the Hon Adrian Piccoli MP, announced that NSW schools would not be required to begin planning for implementation of the Australian curriculum until 2013, with the curriculum moving into the classroom teaching phase from 2014.

Following the Minister's announcement, the Board issued a joint memorandum with the NSW Department of Education and Communities, the Association of Independent Schools NSW and the Catholic Education Commission. This memorandum outlined the NSW approach to curriculum implementation including the importance of consultation with all stakeholders and consideration of the availability of resources necessary for teachers' professional learning and the role of the Board to notify schools of formal arrangements for the implementation of NSW syllabuses.

## Other Phases of the Australian curriculum

### Geography

The draft Australian curriculum for Geography was released by ACARA on 21 October 2011 for national consultation. The Board consulted with teachers and the public to coordinate NSW feedback about the quality and suitability of the Geography curriculum for NSW schools.

The Board's consultation included face-to-face meetings in metropolitan and regional areas of NSW, a Geography reference group and an online survey. The focus was on the Foundation (known as Kindergarten in NSW) to Year 10 curriculum. Consultation ended on 16 March 2012.

Feedback from consultation, including from the education sectors in NSW, informed the NSW response to ACARA.

### Technologies and Health and Physical Education

The draft *Shape of the Australian Curriculum: Technologies* and the draft *Shape of the Australian Curriculum: Health and Physical*

*Education* were released by ACARA for national consultation from March until June 2012. The Board consulted with teachers and the public on these draft shape papers through online surveys, meetings with teacher focus groups in metropolitan and regional NSW, and reference groups for each learning area. Feedback received by the Board, including from the education sectors in NSW, will contribute to the NSW response to ACARA.

## Senior secondary curriculum

Following consultation in 2010, ACARA released the revised draft senior secondary Australian curriculum for English, Mathematics, Science and History learning areas on 10 May 2012 for national consultation until 20 July 2012. The Board consulted with teachers and the public through teacher focus group meetings in metropolitan and regional centres and an online survey (in June and July 2012). The focus of the Board's consultation was on the draft Australian curriculum content.

The Board will provide ACARA with a formal NSW response regarding the quality and suitability of the senior secondary Australian curriculum for English, Mathematics, Science and History for NSW students.

The Board's consultation on the draft senior secondary curriculum is part of a process for developing the NSW approach to integrating the Australian curriculum content into NSW syllabuses. At this stage, there is no timetable for implementation of the senior secondary Australian curriculum in NSW.

## Communication

The Board's website and the Board's electronic *Board Bulletin* publication continue to be the primary sources of information about the Australian curriculum in NSW.

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

## The NSW curriculum

*Promoting high standards of primary and secondary education in 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 AND ASSESSMENT

## 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 (Record of School Achievement from 2012)
<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



## 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

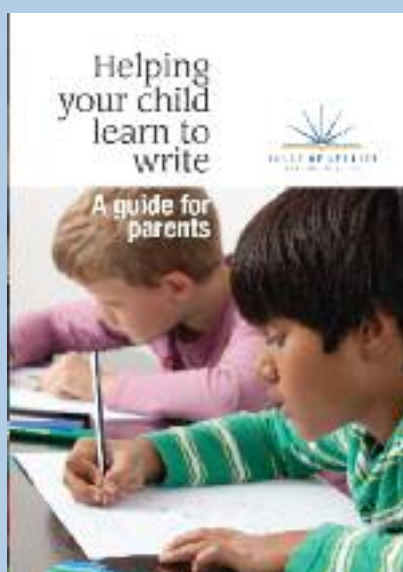
The Board of Studies is committed to a syllabus development process that provides opportunities for consultation, establishes achievable timelines and ensures quality syllabuses.

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 that meets the needs of the full range of students and operates within the context of national and international developments in curriculum, assessment, teaching and learning.

Full details about the process are available on the Board of Studies website:  
<[www.boardofstudies.nsw.edu.au/manuals/pdf\\_doc/syl\\_dev\\_process.pdf](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 school children. A suite of three new booklets are now available.

*Helping your child learn to read: a guide for parents*, provides advice to parents on the process of teaching reading, strategies to try at home and useful online websites and resources.

*Helping your child learn to write: a guide for parents*, provides parents with a clear continuum of typical developmental skills in the writing process, strategies to try at home, sample pieces of writing across a range of writing types and a glossary of grammar terms.

*Helping your child to do mathematics: a guide for parents*, provides information on the basic concepts of mathematics and how to develop mathematical skills in children, strategies to try at home, information about what children learn at school and a glossary of mathematics terms.

The *Parents guide to the NSW primary syllabuses* is also proving to be a popular downloadable document. The guide 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 new interactive *Road Safety* website for Stage 3 students (Years 5 and 6) is under development. The website will include activities and learning sequences for the classroom as well as discussion starters, facts and information to help parents work with their child on developing safe road usage and habits.

#### **Support material for primary teachers**

In 2011–12 the development of *A teachers guide to phonics in the early years* began. This publication will be available for teachers from

December 2012 and will form part of the support material developed to help primary teachers as they implement the Australian curriculum for primary schools.

*A Dictionary of Classroom Strategies K–6* continues to be well received by teachers and is used in universities and teacher 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 Teaching Kit* that supports the teaching of strategies to combat bullying and cyber bullying, and build positive relationships within a class, grade and school. This resource meets the outcomes of the Personal Development, Health and Physical Education (PDHPE) syllabus and provides support for teachers implementing the syllabus.

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

#### **English K–6 Support Document for Students with Special Education Needs**

The Board 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 for communication and literacy published in 1997 – *Interim Support Document: Communication and Literacy* and *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.

reporting of student achievement in English Studies. A support document *Reporting Achievement in HSC English Studies* was published in September 2011. This support document provides advice on assessment and reporting student achievement. Aligned student work samples with commentaries were also uploaded to the Years 11 and 12 section of the Assessment Resource Centre website in April 2012.

### Syllabuses and support materials

#### ■ STAGE 6 ENGLISH

##### Stage 6 English Studies CEC

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

During 2012, the English Studies course continued to be available to all schools in NSW. For all participating schools, the course remains at the pilot phase and is subject to ongoing evaluation and appropriate further development. The course is now being offered at over 400 schools and has an HSC cohort exceeding 5000 students.

Further support materials have been developed to assist schools in their assessment and

In conjunction with the work of the Board's Student Engagement and Achievement Initiatives Unit, further English Studies modules were developed in Term 2, 2012 and are being trialled before publication by the Board in the next reporting period.

##### Stage 6 English Prescriptions

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

## ■ STAGE 6 MATHEMATICS

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

The Preliminary Mathematics General/HSC Mathematics General 2 pathway replaces the Board's General Mathematics (1999) course from Year 11, 2013 and Year 12, 2014. Students following this pathway will be able to count their Mathematics study towards the calculation of an ATAR. The first HSC examination for Mathematics General 2 will be conducted in 2014.

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

## ■ STAGE 6 LANGUAGES

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

Since the early 1990s, these small candidature community languages have been supported by a national framework of inter-agency collaboration between state and territory Year 12 curriculum and assessment authorities. This

national program is currently known as CCAFL (Collaborative Curriculum and Assessment Framework for Languages). The national framework allows states to collaborate in developing syllabuses and conducting examinations for senior secondary students in languages where there are small numbers of students.

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

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

The Heritage Language Curriculum Framework and Courses of Study were developed as part of CCAFL and are consistent with a national set of curriculum statements at the senior secondary level. The syllabuses were prepared in accordance with the Framework for Heritage Languages at Senior Secondary Level that was endorsed by DEEWR and accepted by the NSW Minister for Education and Training in August 2009.

A project began in 2011 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 new prescriptions were endorsed by the Board in June 2012 for a release date in early August. The prescriptions will be examined for the first time in the 2014 HSC.

## Review of Languages Education in NSW Schools.

The Minister for Education, the Hon Adrian Piccoli, has requested that the Board of Studies undertake a review of languages education in NSW schools.

The review will address both the purposes and provision of languages in NSW. It will be led by the President of the Board of Studies. An initial programme of consultation with a range of key informants and stakeholders will be followed by further feedback, based on a discussion paper that describes the current context and provision, and identifies options for future policy improvements.

Advice and recommendations to the Minister will be provided on:

- the changing demand for languages education, including Asian languages
- coherent and sustainable frameworks for languages curriculum from pre-school to the end of Year 12
- opportunities for more effective languages education in rural and regional NSW
- possible approaches to improving the supply of languages teaching resources
- opportunities for more effective languages curriculum generally, especially considering national responsibilities and priorities, cross-sectoral cooperation, improved engagement of the rich language resource in the community and the greater use of technology to extend and enhance provision.

The review is expected to be completed by the end of 2012.

## ■ LIFE SKILLS

### Review of Stage 6 Life Skills syllabuses

The new multi-course Stage 6 Human Society and Its Environment (HSIE) Life Skills Syllabus became available to Preliminary students at the commencement of 2012. The new syllabus gives students the opportunity of taking one or more of eight Stage 6 courses in the Human Society and its Environment (HSIE) key learning area: Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture, Studies of Religion, and Human Society and Its Environment. The outcomes and content provide a continuum of learning from the Years 7–10 Life Skills outcomes and content through Years 11 and 12 Life Skills outcomes and content as well as providing consistency with current Stage 6 course options in the HSIE learning area.

### 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 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

## 2011–2012 syllabus amendment table Stage 6

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

Syllabus amendment/project	Key features	Status/completion
Stage 6 Mathematics General 1 and General 2	new syllabuses including General 1 Content Endorsed Course and General 2 Board Developed Course	new syllabuses approved by Minister and initial support material published on Board website
Stage 6 English Studies	evaluation of pilot and development of additional modules	new modules endorsed by the Board and published on the Board website
Stage 6 Business Studies	revised support material complete	revised examination support material published on Board website
Work Health and Safety update	update to a wide range of syllabuses to incorporate new Work Health and Safety legislation	amendments to syllabuses published on Board website
Stage 6 Mathematics internal assessment and examination specifications	assessment advice and sample questions developed	materials published on Board website
Stage 6 Aboriginal Studies	support material for amended syllabus completed	support document and specimen examination paper published on Board website
Stage 6 Engineering Studies	new amended syllabus including new assessment schedule and exam materials	new syllabus approved by Minister and published on Board website
Stage 6 Hospitality Curriculum Framework	new curriculum framework based on updated SIT07v2.3 training package	new framework approved and published on Board website
Stage 6 Entertainment Industry Curriculum Framework	new curriculum framework based on updated CUE03V3.1 training package	new framework approved and published on Board website
Stage 6 Human Services Curriculum Framework	new curriculum framework based on updated CHC08V3 and HLTO7V4 training packages	new framework approved and published on Board website
Stage 6 Financial Services Curriculum Framework	new curriculum framework replacing Accounting	new framework approved and published on Board website
Stage 6 Primary Industries Curriculum Framework	new curriculum framework based on AHC10 training package	new framework approved and published on Board website
Stage 6 Sport, Fitness and Recreation Content Endorsed Course	new content endorsed course based on SIS 10 training package	new content endorsed course approved and published on Board website

## Relevant flexible and inclusive pathways for student learning

### Board Endorsed Courses

There are three categories of Board Endorsed Courses.

1. **Content Endorsed Courses (CEC):** 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 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, a group of schools or a school system for the particular needs of high-achieving Stage 6 students.

### School Developed Courses

School Developed Board Endorsed Courses are submitted to the Board by schools for endorsement in Stage 5 for the School Certificate (Record of School Achievement from 2012) or in Stage 6 as Preliminary or Higher School Certificate units. In Stage 6, completed courses are included in a student's pattern of study but do not contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). School Developed Courses may be endorsed for a maximum of four years.

In 2011–12 the Board Endorsement Panel considered 204 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 (58 out of 92). The Stage 5 course proposals included significant course numbers for Child Studies (27 of 112) and International Studies (21 of 112).

Year	Stage 5/6	Proposals	Approvals
2011/2012	Stage 5	112	112
	Stage 6	92	92
2010/2011	Stage 5	88	86
	Stage 6	74	74
2009/2010	Stage 5	35	32
	Stage 6	60	60
2008/2009	Stage 5	38	37
	Stage 6	24	23
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.

Twenty-five courses were endorsed for study in 2011. 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 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 has established the Board Endorsement Panel for the purpose of approving alternative education programs based on criteria for endorsement detailed in the Guidelines for Equivalent and Alternative Courses of Study. The panel consists of representatives from the NSW Commission for Children and Young People, Department of Education and Communities NSW, Catholic Education Commission NSW, Association of Independent Schools, NSW TAFE and Community Education, and agencies working with at-risk young people.

In 2011 the Board Endorsement Panel endorsed nine Alternative Education Programs for commencement of delivery in 2012. The Panel declined one application.

## HSC–University Pathways for talented HSC students

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

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 universities are considering broadening the selection criteria for the program. There is consideration of measures to make HSC–University Pathways available to highly able students who have not had the opportunity to accelerate their HSC studies but who have demonstrated outstanding academic ability in other ways.

Ongoing tasks during 2011–2012 have focused on monitoring, consolidating and promoting the program.

The University of New England, the University of New South Wales and Macquarie University have participated in HSC–University Pathways since its inception. During 2011 and 2012 there were discussions with another university that has expressed interest in joining the program.

The three currently participating universities have established a program of challenging first-year university units and courses that students can undertake while finishing their Higher School Certificate at school. In 2012 there are 40 courses available for study across a range of disciplines, including courses such as

Advanced Mathematics, the Sciences, Law, Criminology, Microeconomics, Financial Accounting, Australian Indigenous studies, Early Childhood studies, Psychology, Philosophy, Sociology and Music. Students can choose between a number of delivery modes, for example they can choose to study by distance mode, with the option of a weekend residential, or they might attend university on campus for an early experience of studying in a university environment. The experience of two years of the program indicates that courses delivered largely through a distance model are the most practical for students and therefore the most popular.

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

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

## Vocational Education and Training (VET) courses

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

The Board's VET courses allow students to study and achieve vocational qualifications that are recognised nationally by employers and industry. They also allow such study to be given credit as part of the Record of School Achievement (from 2012) and Higher School Certificate.

## Industry Curriculum Frameworks

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

There are currently 13 industry curriculum frameworks covering the major areas of work and employment in NSW: Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, 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 2011 over 60 000 students doing HSC VET courses completed more than 2 million hours of work placement. The work placement that students do as part of their HSC VET courses underpins the quality of the outcomes they achieve in these courses.

As the national industry Training Packages the frameworks are based on are revised, the corresponding HSC industry curriculum frameworks are also revised. This provides students with access to the latest VET qualifications and industry competency standards.

The Board endorsed the new Financial Services and revised Primary Industries curriculum frameworks for implementation in 2012. These frameworks provide new pathways to full Certificate III qualifications within their respective industry areas.

Revisions were also made to the Business Services, Construction, Entertainment Industry, Hospitality, Human Services, and Tourism and Events frameworks.

Industry Curriculum Committees have been convened to oversee the development of revised Information Technology, Electrotechnology, Retail Services and Automotive frameworks for implementation in 2013.

## Board Endorsed VET Courses

A new VET Content Endorsed Course in *Sport, Fitness and Recreation* was developed during 2011 for implementation from 2012. The course offers a *Certificate III in Fitness* as well as a range of qualifications at Certificate II level.

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, particularly for students undertaking school-based apprenticeships or traineeships.

In 2011, 92 VET Courses were endorsed for 2012:

- 19 Content Endorsed VET Courses
- 65 locally designed VET courses
- 8 Stage 5 VET courses.

## VET curriculum provisions to enable pathways for Year 11 and 12 students to higher-level VET qualifications

The Board 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 taking HSC VET courses in Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Financial Services, 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.

There are approximately 27 VET Board Endorsed Courses that allow students to work towards, or obtain, a Certificate III AQF VET qualification. These include Animal Studies, Community Services, Farriery, Hairdressing, Indigenous Primary Health Care, Landscape Construction, Laboratory Skills, Maritime Operations, Meat Processing, Music Industry, Plumbing, Property Services, Screen and Media, and Sports Turf Management.

There are also seven 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, Marketing and Telecommunications Networks Technology.

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

		2008–09	2009–10	2010–11	2011–12	2012–13
Result indicators:	Units	Actual	Actual	Actual	Actual	Forecast
HSC VET credentials at AQF Certificate II level or higher <sup>i</sup>	no.	45 070	42 993	49 651 <sup>ii</sup>	58 627 <sup>ii</sup>	59 000

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

<sup>ii</sup> Impact of increase in school leaving age to 17 from January 2012 reflected in 2010 and 2011 actuals.

## VET pathways for Years 9 and 10 students

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

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

planning pathways for students who will now stay on at school as a result of the increase to the school leaving age in NSW, 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:

- Stage 5 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 (2008–2011)

Training Package industry area	2008	2009	2010	2011
Information Technology	39	20	130	178
Manufacturing/Metal and Engineering	17	38	112	160
Business Services	9	46	135	100
Primary Industries	31	34	80	69
Construction	22	0	0	31
Animal Studies	0	0	0	9
<b>Total</b>	<b>118</b>	<b>138</b>	<b>457</b>	<b>547</b>

# CURRICULUM AND ASSESSMENT

## Students in Years 9 and 10 undertaking early commencement of HSC VET courses (2008–2011) – Top 20

In 2011 there were 1855 students in Years 9 or 10 who took early commencement of 1989 HSC VET courses.

In 2011 there were 27 students in Years 9 or 10 who sat for an HSC VET examination.

In 2011 there were 9 students in Year 9 or 10 who pursued the Industry-based learning course.

The top 20 industry areas for these entries in 2011 were in:

HSC course industry area	2008	2009	2010	2011
Hospitality	140	217	366	448
Construction	127	148	230	217
Metal and Engineering	135	91	139	177
Automotive	126	142	136	148
Primary Industries	64	110	119	118
Information Technology	96	149	125	96
Hairdressing	77	37	70	93
Beauty Therapy	33	44	22	80
Business Services	47	57	74	61
Entertainment Industry	0	37	27	56
Animal Care and Animal Studies	103	61	73	55
Community Services	57	40	53	54
Outdoor Recreation	16	2	38	53
Retail Services	31	98	91	49
Sport and Recreation	7	0	8	37
Design Fundamentals	0	0	15	28
Workplace Communication	0	0	1	26
Electrotechnology	0	0	5	21
Community Recreation	0	0	0	17
Plumbing	0	5	8	16
Other	96	121	137	139
<b>Total</b>	<b>1155</b>	<b>1359</b>	<b>1737</b>	<b>1989</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 Industry Curriculum Frameworks

During 2011–12 Standards Packages for VET Construction, Entertainment Industry, Hospitality, Information Technology, Metal and Engineering, Retail Services and Tourism and Events are being reviewed and refreshed.

Standards packages illustrate the standards established in the HSC examinations for these industry areas. 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 implementing the revised syllabus in Year 11 in 2011 and the first HSC cohort commenced in 2012.

The Board continued its work to support the development of resources to assist teachers to implement 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 were 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 Communities and the Aboriginal Educational Council to develop a resources book to support the teaching of the Aboriginal Studies syllabuses. The program material, *Nelson Aboriginal Studies*, was published in April 2012.



## 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), the Lower Darling network of schools (K–8 programs), and schools in the Bourke and Brewarrina areas (K–8 programs). Teaching and learning programs developed during these workshops will be edited and published on the Board's website.

Work began on an online resource to provide guidance about teaching Aboriginal languages that are being reclaimed to school students. A completed project, developed in conjunction with the Student Engagement Team on Aboriginal English, will be published in 2012.

## 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 developed collaboratively 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.

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

The Board has partial responsibility (in conjunction with the NSW Department of Education and Communities) for implementing recommendations 289, 290, 291, 292 and 298

of the Report of the Royal Commission into Aboriginal Deaths in Custody (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 increase all students' knowledge and understanding of Aboriginal history, cultures and societies.

**During the reporting period, continuing work on the following initiatives 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
- facilitating school and Aboriginal community partnerships.

Recommendations 289–292 of the RCIADIC broadly relate to activities of the Board.

In response the 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 the direct involvement of, Aboriginal people in the process of curriculum development, along with the proper and appropriate inclusion of Aboriginal and Indigenous perspectives. These perspectives provide all students with the opportunity to develop knowledge and understanding of 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.

In 2011–12, AEAC provided valuable advice on the inclusion of Aboriginal histories and cultures in the National Curriculum and new NSW K–10 syllabuses.

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

At the launch of *Nelson Aboriginal Studies* at the NSW State Library in April 2012 are (l to r): Prof John Maynard, Dr Allison Cadzow, Kevin Lowe (then Inspector, Aboriginal Education, OBOS) and Prof John Lester



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

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

Assessment activities and students' work samples have been developed for the Stage 6 English Studies course. The student work samples show the standard of work typically produced by students across the range of performance descriptions for the course.

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, comprising 1921 graded work samples and 449 ungraded samples from Kindergarten to Year 10 (Early Stage 1 to Stage 5).



Student work samples from the ARC



## 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, which is an incorporated body with representatives from each state.

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

### Governance of the AMEB NSW

#### AMEB (NSW) Board

(as at 30 June 2012)

**Dr Karl Kramer** (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, Roslynne Moxham**

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

#### Management

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

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

### Achievement highlights 2011–2012

The principal activities of the AMEB (NSW) during 2011–2012 are outlined below. Further information about the AMEB is available from the address supplied on page 58.

#### Examinations

The AMEB (NSW) conducted around 40 000 examinations throughout New South Wales and the Australian Capital Territory in 2011–2012. These examinations involved almost 60 practical music syllabuses, three practical speech and drama syllabuses and four written syllabuses, each containing many grades.



Jessica Clay performs on clarinet at the 2012 AMEB Presentation Ceremony

# CURRICULUM AND ASSESSMENT



Patrick Thomas MBE



Members of the Pymble Ladies College flute ensemble

## Annual Presentation Ceremony

Patrick Thomas MBE was the guest speaker at the 2012 Presentation Ceremony. Patrick Thomas is one of this country's most well-known and respected conductors who has made an outstanding contribution to music in Australia over a career of more than 40 years.

Patrick Thomas 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 several received more than one diploma. In his address Mr Thomas remarked: 'As a valuable guide and benchmark, it is impossible to exaggerate the tremendous contribution made by the AMEB and by the legion of highly qualified musicians and artists who have given generously of their expertise to this organisation since its formation 125 years ago.'

Between the presentations an audience of more than 800 were treated to performances by some of the successful candidates. Musical items were presented by five talented performers, all of whom received their Licentiate of Music with Distinction at this year's ceremony: Paul Cheung (piano), Lisa Sung (viola), Jessica Clay (clarinet), Phoebe Gardner (violin) and Bo An Lu (piano). Guests were entertained prior to the ceremony by a flute ensemble from Pymble Ladies' College, the winners of last year's Schools Shield.

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

**Examiner Award for 25 years Service**  
Lyn Morgan (Piano), Christopher Keane (Classical Guitar)

**Private Teacher Pianoforte Category**  
Preliminary to Sixth Grade  
Neta Maughan AM

**Private Teacher Pianoforte Category**  
Seventh Grade to Licentiate  
Neta Maughan AM

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

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

**Private Teacher Written Category**  
Preliminary to Licentiate  
Elspeth Leonie Staas

**Private Teacher Speech Category**  
Preliminary to Fifth Grade  
Victoria Clancy

**Private Teacher Speech Category**  
Sixth Grade to Licentiate  
Victoria Clancy

**Schools Category**  
Sydney Grammar School

## Workshops

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

A successful Speech and Drama workshop was conducted in February 2012 with keynote speaker Katerina Moraitis, the head of Voice at NIDA.

An AMEB Information Seminar was held at the Coffs Harbour Regional Conservatorium on 28 April 2012. This workshop informed teachers in this region about newer AMEB syllabuses they may have yet to embrace, explained the newly introduced online written examination process and provided a forum to facilitate communication between the AMEB office and our regional clientele. The feedback following this venture was extremely positive and similar workshops will be made available to other regional areas when requested.

At the annual examiners meeting in March 2012 Dr Paul Evans, lecturer in music education at the University of New South Wales, addressed examiners about research centred on questions of motivation for children attempting music performance examinations.

The examiners then participated in sessions for their specialist categories organised and facilitated by the advisor for each group.

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# EXAMINATIONS and CREDENTIALS



- The 2011 School Certificate
- The 2011 Higher School Certificate
- Student support services for School Certificate and Higher School Certificate
- The Record of School Achievement





From *Meine Reise (My Journey)*  
by Blake Reece Malone (Kirrawee High School)  
2011 Visual Arts student

Previous page: Hannah Buckley performs on  
violin during the ENCORE 2011 HSC, 2012  
performance, MLC School

# 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
- Effective, efficient, economic and equitable management of the Office's functions, activities and staff

## The 2011 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 is responsible for issuing the Higher School Certificate (at the completion of Year 12) and, until 2011, the School Certificate (at the end of Year 10). The eligibility criteria for these certificates are specified in the *Education Act 1990*. The criteria require that students be assessed via internal school-based assessment and via statewide public examinations.

The Board will issue the Record of School Achievement (RoSA) to eligible students who leave school prior to completing the Higher School Certificate from 2012. Information about the RoSA is included on Page 70.



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

## The School Certificate

Year 10 students in 2011 were the final cohort to be awarded the School Certificate.

### The School Certificate folio

The School Certificate was awarded to eligible students who completed Stage 5 (Years 9 and 10). Successful School Certificate students received 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. 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 they have completed and refers to the separate vocational documentation.

### 2011 School Certificate candidature

In 2011, the School Certificate was awarded to 84 263 students. An additional 5289 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 65 Board Endorsed Courses (including VET).

In 2011, 2469 students who identified as having an Aboriginal or Torres Strait Islander background were awarded the School Certificate or a Record of Achievement, representing 2.8 percent of the total candidature.

There were 2459 students taking one or more Board Developed Courses or Content Endorsed Courses based on Life Skills outcomes and content for their School Certificate.

### 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 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.

# EXAMINATIONS AND CREDENTIALS

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 2012 there were 607 graded and 155 ungraded Stage 5 samples on the ARC, across 24 courses, to support teachers in the consistent awarding of grades at the end of Year 10. New samples for Stages 5 and 6 are currently being selected and graded to support the introduction of the Record of School Achievement. By June 2012, 128 new work samples were added for Stage 6, across 25 courses.

## School Certificate tests

Mandatory tests in English-literacy, Mathematics, Science, Australian History, Geography, Civics and Citizenship, and Computing Skills were conducted at the end of Year 10, complementing the school-based grades that students receive. The School Certificate tests were 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 (each out of 100) reported: one for Australian Geography, Civics and Citizenship, and the other 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 supported by a Senior Assessment Officer. 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 7 November and Tuesday 8 November 2011, 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 9–11 November. Schools offering the online test could schedule it at any time from Wednesday morning to Friday morning.

The preparation of the 2011 tests involved:

- six test committees
- 28 test committee members
- 11 assessors
- 62 committee meetings
- printing 434 000 test papers.

## Computing Skills test

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

The test is delivered as a secure package that is downloaded to the school's computers from Schools Online. As students sit the online test 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 2011, 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.

## School Certificate marking

More than 900 markers were appointed to assess students' responses in the 2011 School Certificate tests. Onscreen marking was conducted in various Sydney metropolitan marking venues and in Coffs Harbour.

## The Higher School Certificate

### Higher School Certificate reporting and credentialling

#### The Higher School Certificate portfolio

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

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

### Higher School Certificate candidature

In 2011, the Higher School Certificate candidature was 71 460, of whom 66 190 received a full Higher School Certificate. Students were offered 113 externally examined Board Developed Courses including one Distinction course, a range of courses from 11 industry curriculum frameworks, as well as 12 Life Skills Courses, chosen from 77 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 1168 students sitting the Higher School Certificate who identified as having Aboriginal or Torres Strait Islander background, representing 1.6 per cent of the total candidature.

In 2011, 83 601 students successfully completed Preliminary courses (typically studied during Year 11). Details of the courses completed by each student were reported on a Record of Achievement and, where appropriate, a Statement of Attainment and AQF Certificate.

### Students with special education needs

There were 1611 students who completed one or more Board Developed Life Skills Courses for their Higher School Certificate.

### 2012 Higher School Certificate entries

At the end of Term 1, 2012 there were 76 174 students enrolled for at least one Higher School Certificate course. Of these students, 1689 have identified as having an Aboriginal and/or Torres Strait Islander background, representing 2.2 per cent of all HSC enrolments.

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

Thirty-three 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.

### 2011 Higher School Certificate examinations

#### Examination setting

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



# EXAMINATIONS AND CREDENTIALS

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

The preparation of the 2011 Higher School Certificate examinations involved:

- 79 examination committees
- 307 examination committee members
- 116 assessors
- 1229 committee meetings
- printing over 705 000 examination papers.

## Administration and conduct

The administration and conduct of the 2011 Higher School Certificate examinations involved:

- 18 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 550 casual clerical staff.

## Higher School Certificate marking

### Higher School Certificate metropolitan and regional day marking

For teachers who would not normally be able to participate in evening marking sessions, the metropolitan and regional day-marking programs continue to provide an opportunity to gain insight and experience into the standards

being achieved by students presenting for the Higher School Certificate. Each year the Board rotates day-marked subjects to give this opportunity to teachers in as many courses as possible.

In 2011, day marking made up approximately 10 percent of the total marking hours, 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)

Biology

Engineering Studies – Sydney

Geography

Primary Industries

School Certificate English (Question 53)

### Regional day marking

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

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

### Country Transfer of Duty Marking Program

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

The program provides opportunities for marking to country teachers who have 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 2011, 15 teachers were appointed to participate in this program across a variety of subjects.

## Standards-setting operation

The Board 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 that describe different levels of achievement.

The procedure used by the Board for setting standards has a strong theoretical foundation and is based on the use of professional judgement, informed by statistical reports and student responses. 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.

The Consultative Committees for the Higher School Certificate and the School Certificate have the responsibility to approve the final cut-off marks.

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

## Supervisor of Marking briefings

Briefings for 85 Supervisors of Marking, who manage the marking operation for an allocated subject/part, were held across the Sydney metropolitan area in 2011. 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.

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

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

### Disability provisions

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

- access the questions in the 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's policy on disability provisions requires that they neither advantage nor disadvantage any student and complies with the *Disability Discrimination Act 1992 (Cth)* and its prescribed Disability Standards.

Comprehensive statistics on disability provisions application and approval rates have been provided for the period 2005–2011 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 are fair, appropriate and consistent. Reports of past reviews are available on the Board's website. A further review of the disability provisions program was undertaken in the second half of 2011. The final report is available on the Board's website.

# EXAMINATIONS AND CREDENTIALS

## Disability provisions online applications

All disability provisions applications were submitted and processed electronically in 2011. Disability provisions applications for the 2009 School Certificate test were scanned and attached to the corresponding 2011 HSC applications where applicable. This allowed the historical file to be considered while assessing the current application. Acknowledgement and

decision letters were published and made available to schools and students through Schools Online. From 2012, email notification that an acknowledgement or decision is available is sent simultaneously to the principal, disability provisions contact person(s) and the student (if an email address is available). Schools can download a schedule of approved student provisions at any time.

## SC disability provisions

Disability provisions applications

2007	2008	2009	2010	2011
5446	5539	5932	6077	5895

Modified test papers produced

Disability provisions test papers	2007	2008	2009	2010	2011
Coloured papers	708	758	946	784	976
Large print papers	470	468	580	434	300
Braille papers	6	21	11	43	5
Specially modified papers	111	199	95	225	212

## HSC disability provisions

Disability provisions applications

2007	2008	2009	2010	2011
4366	4620	4817	5117	5261

Modified examination papers produced

Disability provisions examination papers	2007	2008	2009	2010	2011
Coloured papers	648	784	734	730	842
Large print papers	423	967	379	340	412
Braille papers	13	45	10	16	13
Specially modified papers	179	290	177	180	168

## Illness and misadventure appeals

### School Certificate tests

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

	2008		2009		2010		2011	
Appeal type	Number	Outcome	Number	Outcome	Number	Outcome	Number	Outcome
Individual	1459	1439 fully upheld	1431	1412 fully upheld	1710	1692 fully or partially upheld	1929	1895 fully or partially upheld
Appeals to the Board	5	2 partially upheld 3 declined	5	All declined	7	All declined	16	2 upheld 14 declined
Whole group	10	8 fully or partially upheld	12	All upheld	9	8 upheld	14	11 fully or partially upheld

### Higher School Certificate examinations

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

	2008		2009		2010		2011	
Appeal type	Number	Outcome	Number	Outcome	Number	Outcome	Number	Outcome
Individual	4532	4172 fully or partially upheld	4400	3987 fully or partially upheld	4631	4157 fully or partially upheld	4441	4076 fully or partially upheld
Whole group	73	61 fully or partially upheld	104	60 fully or partially upheld	65	51 upheld	85	69 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.

In 2011, the Advice Line supported 20 courses until the evening before the relevant final examination, operating from Saturday 15 October to Thursday 3 November.

The Advice Line responded to 630 calls in 2011, down from a peak of more than 39 000 calls in 1997. This decline in student patronage of the Advice Line reflects the current wealth of alternative HSC resources and support available online. Today's students access online support, such as the Board's primary website and its *Students Online* website, as a natural first preference when seeking additional information and support to that provided by their teachers. In 2012, the Board will continue to provide students with advice about their HSC courses and examinations through an HSC Inquiry Line number: 13 11 12. However, this line will now operate throughout the year, with student calls directed to the most appropriate Board officer.

## Release of HSC results

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

The results release from 5 am, 14 December 2011 was again highly successful. The HSC Class of 2011 overwhelmingly chose to access their results via the web. The results services websites had approximately 88 000 hits in total, exceeding the number of students enrolled since many students access their results more than once.

Large numbers of students continued to view their results throughout the day and about 70 percent of these students saw their results online before 10 am.

A one-page Student Result Summary was then mailed to all Higher School Certificate students, that most received on 16 December.

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

## Higher School Certificate Results Inquiry Centre

The 2011 Higher School Certificate Results 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 5325 inquiries from students across the state.

## HSC results services

The 2011 HSC post-results services for students allow students to access their results check, raw marks and examination responses, on payment of a fee. The 2011 services opened with the release of HSC results check on 14 December. The raw marks and examination responses were available on 19 December with the closure of the services on 27 April 2012.

Altogether, 675 students ordered one or more of the results check, raw marks or examination responses services, with 2781 items requested in total (many students requested several items). In 2011, there were HSC results check requests for 1506 HSC courses. Of these, 22 resulted in a change of results.

The Board's post-results services were professional, high quality and addressed a need by providing information to students and schools. The 2011 post-results services model proved successful so that a similar model will be used for the 2012 operation.

## 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 2011 Higher School Certificate, 37 inquiries were received.

## Record of School Achievement

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

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

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

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

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

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

The RoSA will be a cumulative, comprehensive credential provided to eligible students who leave school after Year 10 and before receiving their Higher School Certificate. It will recognise student achievement in all courses completed

in Years 10 and 11, and aims to encourage retention into the senior years of schooling by providing an incentive for students to add to their results incrementally.

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

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

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

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

To help school leavers gain employment or transition to further training, optional literacy and numeracy tests will initially be offered



# EXAMINATIONS AND CREDENTIALS

twice a year as part of the RoSA. An online record of extra-curricular achievements is also being developed and will be piloted in 2012 with a group of volunteer schools.

Throughout the process, principals and schools have received regular communications from the Board to keep them up to date with developments, including memoranda from the Board's President, *Board Bulletin* articles and Official Notices, and a progressively updated online presentation aid to support teachers throughout the planning and implementation phases of the RoSA.

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

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

## 2012 Year 10 Entries

At the end of Term 1, 2012 there were 90 063 students enrolled for at least one Stage 5 course eligible for inclusion towards the RoSA. Of these students, 1859 have identified as having an Aboriginal or Torres Strait Islander background, representing 2 percent of the total candidature.



## EXAMINATIONS AND CREDENTIALS

# REGISTRATION and ACCREDITATION



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





From *Dynamics of Roy*  
Sculpture by Stephanie Taylor (Hunter Valley Grammar School)  
2011 Visual Arts student

Previous page: Group Performance from OnSTAGE 2011  
HSC, 2012 performance  
Ascham School

# 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 and accreditation
- assess applications for proposed new schools and new Years of schooling
- monitor:
  - schools by inspection
  - schools where concerns about compliance have been identified
  - the procedures used by registration systems to monitor the compliance of member schools
  - the submission of annual school reports.



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

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

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

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

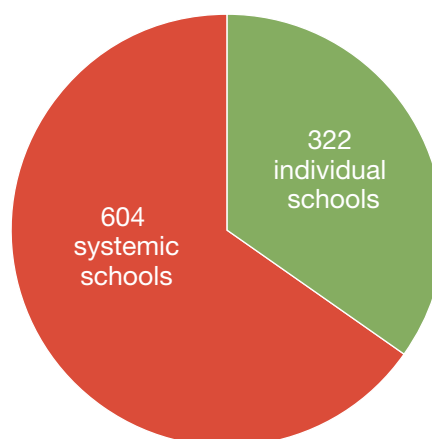
The Board's registration program is based on the requirements and evidence of compliance described in the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual* (the registration manuals).

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 (until December 2011 and Record of School Achievement thereafter) and/or Higher School Certificate.

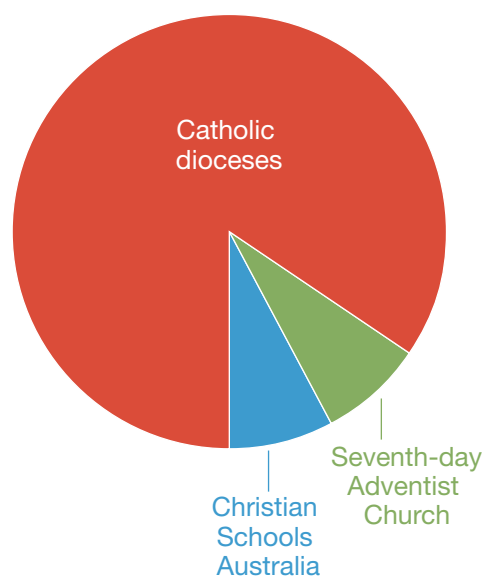
At the end of the 2011–2012 reporting period there were 926 non-government schools comprising 322 individual schools and 604 systemic schools.

## 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

## **Making enhanced registration requirements operational**

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

During the 2011–2012 reporting year the requirements were made operational through the following processes: briefings of registration systems, non-government schools and proposed new schools; the online application process; the review of curriculum documentation received with applications; inspecting and monitoring schools and registration systems; professional development of inspection teams; handling complaints and reviewing the annual reports from non-government schools.

## **Briefing of registration systems, schools and proposed new schools**

Briefings for registration systems were held in November 2011 and March 2012. The sessions provided an opportunity to advise systems with regard to updated information, emerging issues and plans for monitoring systems. Topics for discussion included curriculum updates, new attendance codes, anti-bullying policies, the new ACE website, the Record of School Achievement, Board Endorsed Courses and the further development of five-year plans for monitoring systems.

With regard to briefing non-government schools, in 2011 the Office of the Board of Studies ('the Office') participated in sessions for schools with registration expiring in 2012. The sessions, held in metropolitan and regional areas, focussed on providing information about the registration and accreditation requirements, the online application form, the documentation required to support an application and the inspection process. Of particular relevance to the sessions was advice about the application process using *RANGS Online*.

In March 2012, the Office also conducted a briefing for proposed new schools seeking initial registration for 2013. 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 2011–2012 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 2012 Key Learning Area (KLA) Review was held in April 2012. The review assessed the curriculum documentation submitted by schools applying for registration and accreditation in 2012. Experienced teachers reviewed the curriculum documentation to assess compliance with the requirements of the Board's syllabuses and the registration manual. Reviewers accessed the curriculum documentation online, streamlining the process and reducing the time taken.

In 2012, the documentation provided by school providers seeking renewal of approval or initial approval was reviewed by Registration and Accreditation Branch staff with the assistance of experienced casual staff.

## **Inspecting and monitoring schools**

During the 2011–2012 reporting period, 111 non-government schools who applied for registration were inspected. The registration statistics later in this report provide details of the inspections.

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

Another eight schools were selected randomly for monitoring by partial inspection. This process involves assessing compliance in relation to a limited set of requirements. Each

school was monitored against no more than four requirements that were selected randomly, thus generating a varied set of requirements for each school. All schools were found to comply with the selected registration requirements.

## Inspecting school providers

In October 2010, the Board commenced its new responsibilities for approving school providers delivering courses to students from overseas. During the 2011–2012 reporting period, 30 school providers were inspected in response to applications relating to approval.

## Professional learning for inspection teams

Inspection teams are comprised of Board Inspectors from Curriculum Branch and Registration and Accreditation Branch, and supported by Senior Registration Officers and/or Senior Curriculum Officers. During 2011–2012, inspection teams were supplemented by a pool of experienced casual officers with expertise in curriculum areas and/or approval of school providers.

During 2011–2012, Inspectors and Senior Registration Officers participated in a number of professional learning forums and workshops. The agendas for these events covered a range of topics relevant to the operation of the Board's inspection program. The sessions encompassed recent changes to specific syllabuses, including changes to assessment and HSC examination specifications, updates of developments regarding the Record of School Achievement and implications for the accreditation of non-government schools.

A significant professional learning forum held in March 2012 was designed in collaboration with the NSW Ombudsman's Office. The objective of the forum was to review and strengthen the application of regulatory practices within the Board's registration program. A senior officer from the Ombudsman's Office delivered a presentation on the nature of evidence in an auditing context. Inspector evaluations indicated that the forum provided a valuable opportunity to reflect on the use of evidence to make judgements about compliance with the requirements for registration, accreditation and approval.

## Handling complaints

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

## School providers delivering courses for students from overseas

In October 2010, the Board of Studies became responsible for approving NSW school providers 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's Guidelines for approved providers and its *Administrative Arrangements for Approved NSW Providers to Deliver Courses to Overseas Students* (Administrative Arrangements) were published in October 2010. During the 2011–2012 reporting year, the Board updated its Guidelines and Administrative Arrangements with the addition of requirements for approval of school system providers.

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

## Cancellation of registration

During the reporting year, the Minister accepted a recommendation from the Registration and Accreditation Committee to cancel the registration of PAL College, Cabramatta.

## Administrative Decisions Tribunal

The Administrative Decisions Tribunal (ADT) hears applications for review of recommendations by the Board to the Minister that a non-government school not be registered and decisions by the Board that a non-government school not be accredited. During the 2011–2012 reporting period, one school appealed to the ADT regarding a recommendation that the school's registration be cancelled. At the end of the reporting period, this matter remained before the ADT.

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

During the 2011–2012 reporting year, the Office evaluated the registration program for the 2011 calendar year to review key performance data in relation to its responsibilities for regulating non-government schools, registration systems and approved providers. A report on the evaluation was considered by the Board of Studies at its meeting in March 2012.

The Board also updated its registration manuals, the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual*. The manuals were amended with regard to the requirement for non-government schools to have policies and procedures relating to anti-bullying, the term 'disability provisions', new work health and safety legislation, and a range of minor edits as identified in the Board of Studies Official Notice 15/12. 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 2012–2013 reporting year.

## Registration statistics

Recommendations of the Registration Committee in relation to registration	Reporting year							
	2008–2009		2009–2010		2010–2011		2011–2012	
Recommendations for registration (5 years)*	i	s	i	s	i	s	i	s
Primary education	19	234	20	3	14	3	13	149
Secondary education	14	75	20	2	13	6	16	45
Primary and secondary education	37	42	81	1	46	4	60	20
Education of a kind, or for children of a kind	4	0	2 <sup>+</sup>	0	6 <sup>++</sup>	0	6 <sup>++</sup>	0
Exemption from registration	0	0	0	0	0	0	0	0
<b>Total</b>	<b>74</b>	<b>351</b>	<b>121</b>	<b>6</b>	<b>79</b>	<b>13</b>	<b>95</b>	<b>214</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	2	5	0	2	1	3	1	1
Secondary education	6	4	4	2	2	2	4	1
Primary and secondary education	16	4	17	1	14	7	16	3
<b>Total</b>	<b>24</b>	<b>13</b>	<b>21</b>	<b>5</b>	<b>17</b>	<b>12</b>	<b>21</b>	<b>5</b>
Recommendations for extension of registration (1 year)								
Primary education	1	0	0	0	1	0	2	0
Secondary education	2	0	3	0	6	0	4	0
Primary and secondary education	1	0	5	0	4	0	4	0
<b>Total</b>	<b>4</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>10</b>	<b>0</b>
<b>Recommendations for provisional 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 to cancel registration</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Recommendations for initial registration of new schools</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>0</b>
<b>Recommendations for new campuses of existing schools</b>	<b>6</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>19</b>	<b>3</b>	<b>14</b>	<b>4</b>

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

### \* Notes

- 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.
- 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 later part of the 2007–2008 reporting year and the earlier part of the 2008–2009 reporting year. The later 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							
	2008–2009		2009–2010		2010–2011		2011–2012	
<b>Recommendation for accreditation (5 years)*</b>	i	s	i	s	i	s	i	s
Courses leading to the award of the School Certificate	29	105	70	0	42	2	58	58
Courses leading to the award of the Higher School Certificate	26	79	67	1	33	3	46	53
<b>Recommendations to cancel accreditation</b>	0	0	1	0	0	0	0	0
<b>Recommendations for recognition as a special school</b>	5	0	7	0	5	0	5	0
<b>Recommendations for recognition as a special assistance school</b>	2	0	6	0	5	0	14	0
<b>School closed</b>	1	2	10	2	6	4	8	6
<b>Campus closed</b>	7	3	3	1	2	1	8	2
<b>Recognition for schools outside of NSW</b>								
Courses leading to the award of the School Certificate	0		3		0		1	
Courses leading to the award of the Higher School Certificate	0		2		0		6	

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

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

1. See notes in relation to recommendations for renewal of registration.

2. The Record of School Achievement replaces the School Certificate from 2012.

## REGISTRATION AND ACCREDITATION

### New schools granted initial registration during the 2011–2012 reporting period commencing in 2012

School name	Location	Years of schooling
Al Hikma College	Lakemba	Kindergarten to Year 2
Craig Davis College	Cordeaux Heights	Years 7 to 12
EDEN College	Macquarie Fields	Years 7 to 12
International Chinese Christian School Limited	Erskine Park	Kindergarten to Year 2
Mother Theresa Primary School	Westmead	Kindergarten to Year 2
Salamah College	Chester Hill	Kindergarten to Year 8
Western Grammar School	Plumpton	Kindergarten to Year 4

### Schools closed during the 2011–2012 reporting period

School name	Location	Years of schooling
ALESCO Learning Centre – Northern Rivers	Lismore	Years 9 and 10
Hope Christian School	Narellan	Kindergarten to Year 10
International Chinese Christian School Limited	Erskine Park	Kindergarten to Year 2
Manning River Steiner School	Taree	Kindergarten to Year 6; Initial Year 7
Montessori Excelsior School	Pymble	Kindergarten
Mother Theresa Primary School	Westmead	Kindergarten to Year 2
Our Lady of Lourdes Infants School	East Lismore	Kindergarten to Year 2
PAL College	Cabramatta	Years 7 to 12
Pittwater House Girls School	Collaroy	Kindergarten to Year 12
Sacred Heart Infants School	Orange	Kindergarten to Year 2
St Francis Xavier's Catholic Primary School	Wollongong East	Kindergarten to Year 6
St Joseph's Primary School	Eden	Kindergarten to Year 6
St Mary's Infants School	Greta	Kindergarten to Year 2
Toogoolawa School	Wickham	Years 7 and 8

# REGISTRATION AND ACCREDITATION

<b>Complaints about non-government schools investigated by Board Officers</b>	<b>2008–2009</b>	<b>2009–2010</b>	<b>2010–2011</b>	<b>2011–2012</b>
<b>Number of complaints about individual schools</b>	13	11	14	8
<b>Number of complaints about systemic schools</b>	4	2	0	1
<b>Number of complaints about schools with overseas recognition</b>	1	0	0	0
<b>Number of complaints substantiated</b>	0	6	6	2
<b>Number of complaints per requirement*</b>				
Governance	0	0	0	1
Teaching staff	2	3	1	3
Curriculum	6	4	3	1
Safe and supportive environment	11	12	13	4
Premises and buildings	4	1	0	0
Facilities	1	1	0	1
Discipline	2	2	7	2
Management and operation of the school	2	3	2	0
Educational and financial reporting	1	1	2	0
<b>Investigations completed</b>	15	15	12	11
<b>Investigations ongoing into the next reporting period</b>	4	2	4	2

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

## Home schooling

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

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

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

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

## Increase in school leaving age

In June 2009, the NSW Government passed legislation increasing the school leaving age effective from January 2010. In response to the legislation, the Office of the Board of Studies introduced home schooling registration for children up to 17 years of age and a process for parents to apply for a Certificate of Completion of Year 10. These changes are detailed in the *Home Education in NSW Information Package (2010)* which is available on the Board's website. During the 2011–2012 reporting period, 17 certificates of completion of Year 10 were issued.

The Board's authorised persons participated in two professional learning forums during 2011. In addition to the opportunity for professional networking, the presentation and analyses of case studies facilitated the sharing of effective approaches and resources. Board officers provided briefings on the Board's K–10 syllabus development and other developments related to the increase in the school leaving age.

## Administrative Decisions Tribunal

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

## Home schooling statistics

Number of children with home schooling registration at the end of reporting period	2008–2009	2009–2010	2010–2011	2011–2012
Number of children with registration	1945	2315	2631	2802*
Number of families	1177	1350	1538	1625

Number of children with exemption from home schooling registration at the end of reporting period	2008–2009	2009–2010	2010–2011	2011–2012
Number of children with exemption from registration	109	128	132	122
Number of families	58	69	73	61

\* The number of children registered for home schooling has shown a steady increase since the 2008–2009 reporting year. Since 2010, the Office has collected, on an optional basis, reasons for choosing to home school. During the 2011–2012 reporting year, the most common reasons have been philosophical preference for home schooling and individualised approach to address special learning needs.

# POLICY and PRACTICE



- Overseas visitors
- Secretariat of the Pacific Board for Educational Assessment (SPBEA) Partnership
- 2011–2012 website developments
- Board of Studies Student Advisory Group
- Communications: achievement highlights
- Board of Studies Liaison Officers
- Acknowledging outstanding student achievements



From *A Breadth of Perspective*  
Robert Barnard (North Sydney Boys High School)  
2011 Visual Arts student

Previous page: Alice Chance performs on viola da gamba  
at the ENCORE 2011 HSC, 2012 performance  
MLC School

Recipients of the Brother John Taylor Memorial Prize 2011:  
Rebecca Wong (Baulkham Hills High School) and  
Jeremy Kwok (Sydney Grammar School)





# 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 achievements

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 2011–2012

Promoting key aspects of effective Board programs

#### Overseas visitors

The Board of Studies NSW is a popular destination for overseas delegations with a focus on education. These visits reflect the international reputation of the Board, and provide a unique opportunity both to promote the work of the Board and to gain insight into international educational developments.

In 2011–2012 delegations from countries including China, South Korea, Vietnam, Japan and India visited the Board's office and attended presentations from a number of branches.



In October 2011, the Australian Government Overseas Aid Program (AusAid) arranged a visit to the Office by senior education officials from the Philippines. The delegation included their Secretary for Education, Chairman of the Commission on Higher Education, and Director General of the Technical Education and Skills Development Authority

These visits provide an opportunity to exchange information on the international development of educational services and to showcase the work and achievements of the Board. Visits generally focus on curriculum, assessment, examinations and credentialling.

Visits in 2011–2012 included a 10-person delegation representing the Ho Chi Minh City Department of Education and Training, comprising the Consulate General of Vietnam, the Director/CEO and executive members of the Ho Chi Minh City Department of Education and two high school principals.

The Board also hosted a delegation of eight executive staff from Bei Fang University of Nationalities situated in the city of Yinchuan, Ningxia, China and a 10-member study team representing the Ministry of Education, Culture, Sports, Science and Technology in Japan, and the Japan International Cooperation Agency.

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

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

The Board engaged in a number of activities under the partnership during the reporting period:

- Board officers visited the SPBEA in Fiji in August 2011 to collaborate in the development of the partnership's implementation plan.
- An SPBEA officer visited the Board in October/November 2011 to enhance



Ms Carol Taylor, Chief Executive of the Office of the Board of Studies (centre) and Mr Paul Hewitt, Director, Curriculum and Assessment (2nd from left) with the Consulate General of Vietnam and members of a delegation from the Ho Chi Minh City Department of Education and Training, in June 2012

SPBEA's capacity to deliver quality assessment and reporting in the senior secondary area.

- The Board's psychometrician, Dr Kelvin Gregory, visited the SPBEA in Fiji in March and June 2012 to increase the educational measurement capacity of the SPBEA staff and to support and share analysis and design issues with regional examinations.
- The Board is also providing ongoing feedback on SPBEA analyses of regional university entrance examinations' data.

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

The partnership will provide opportunities for research and the development of the Board's approaches to student assessment and reporting. It will also enable the Board to increase its expertise in developing assessment processes in different contexts.

As a result of this partnership, the Board has been invited to be a consultative member of the Pacific Board for Educational Assessment (PBEA). This invitation is a reflection of the SPBEA's regard for the Board's contribution to the partnership and its understanding of Pacific issues.

The PBEA consists of Chief Executive Officers of Ministries or Departments of Education of nine member countries with Australia and New Zealand as major donors. Consultative members of the PBEA include the Pacific Islands Forum Secretariat, United Nations Children's Fund and the United Nations Educational Scientific and Cultural Organisation.

## 2011–2012 website developments

### Frequency of access to BOS websites 2011–2012

Websites	No. of visits	No. of page views
Board of Studies NSW site	7 607 446	29 153 480
HSC All My Own Work	1 75 961	1 987 438
Assessment Resource Centre (ARC)	327 149	2 173 965
Aboriginal Resource Centre	49 164	139 208
Students Online	561 999	2 887 377
Schools Online	47 316	169 949
ENCORE (HSC Showcase)	14 610	65 527
ARTEXPRESS (HSC Showcase)	21 329	48 112
K–6 Education	661 969	1 699 997
Board News	440 666	914 663
SC & HSC multiple-choice self-testing	1 418 423	11 047 192
WriteOn competition	8 783	13 510
School Registration	16 393	35 199
ANZAC Day Teaching and Learning	11 896	22 360
Sydney Harbour Bridge	64 956	127 478

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

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

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

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

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

### Web partnerships

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

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



# POLICY AND PRACTICE

Partner sites	No. of visits	Unique visitors	No. of page views
<b>AMEB Connect</b> ameb.nsw.edu.au	100 365	41 764	237 695
<b>ACACA</b> acaca.bos.nsw.edu.au	16 291	14 184	41 486
<b>ACACA 2010 conference site</b> acaca2010.bos.nsw.edu.au	270	238	486
<b>Teaching Heritage</b> www.teachingheritage.nsw.edu.au	22 649	20 020	38 570
<b>The Kokoda Track</b> kokoda.commemoration.gov.au	64 824	42 729	172 399
<b>Australians on the Western Front 1914–1918</b> ww1westernfront.gov.au	273 886	220 733	586 161
<b>Australia's involvement in the Korean War</b> (launched March 2011) korean-war.commemoration.gov.au	26 623	21 464	65 893
<b>Australia and the Vietnam War</b> vietnam-war.commemoration.gov.au	297 281	201 670	749 887
<b>Australian involvement in South-East Asian conflicts</b> se-asia.commemoration.gov.au	9450	7770	22 417
<b>Australia's War 1939–1945</b> ww2australia.gov.au	276 380	200 598	1 384 859
<b>Australians at War (ABC Television series)</b> australiansatwar.gov.au	39 395	31 293	145 776
<b>Commemoration – Australia's wartime heritage</b> commemoration.gov.au	2301	1992	2874
<b>Gallipoli and the Anzacs</b> anzacsite.gov.au	433 149	318 589	1 193 677
<b>Making Multicultural Australia</b> www.multiculturalaustralia.gov.au	199 603	151 350	477 890
<b>WriteOn</b> writeon.bos.nsw.edu.au	8783	6874	13 510

## English K–6 Support Materials for Teachers of Students with Special Education Needs

<http://k6.boardofstudies.nsw.edu.au/go/english/registration>

This online resource was specifically designed for primary teachers and special educators who have students with special education



The home page for the Board's new K–6 Support Materials for Students with Special Needs website



Videos demonstrate strategies in use in the classroom

needs. It helps teachers to plan, program, assess, implement and evaluate learning experiences so they can foster the development of effective communication skills.

The content relates to the NSW English K–6 syllabus, but can be applied in educational settings in other states and beyond.

The resource includes:

- advice on the effective use of the teaching and learning cycle
- strategies to support students across the modes of talking, listening, reading and writing
- strategies for students with specific difficulties in receptive and expressive communication
- case studies and supporting videos depicting implementation in the classroom
- forms to assist in assessment of specific areas of difficulty.

## 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.



ENCORE 2011 HSC, 2012 performance  
Clare Hennessey (Monte Sant'Angelo Mercy College) and Carlo Antonioli (Fort Street High School)

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.

## **Assessment Certification Examination (ACE) website**

<http://ace.bos.nsw.edu.au/>

The Assessment Certification Examination (ACE) website provides current, easily accessible information to principals, teachers,

parents and students about the rules and procedures set by the Board for secondary education in New South Wales. The website replaces the *ACE Manual (2005)*.

ACE online provides enhanced support to schools in their implementation of requirements under the *Education Act* and the Board's policies in relation to Years 7–12 assessment, certification and examination programs.

The ACE website was launched in February 2012 with the first stage providing information on the Board's rules, requirements and procedures for the Higher School Certificate.

ACE was updated in August 2012 to reflect the legislative and policy changes associated with the Record of School Achievement (RoSA) in Stage 5. The revision provides schools with current information on RoSA eligibility, requirements and credentialling in Stage 5.

The online ACE format enhances the Board's role in providing accurate and up-to-date information, and the improved design and functionality provide increased value to users. Features include navigation tools, which provide an effective browser and search capacity, links to relevant associated information within ACE and on the Board's website, the capacity to filter content and easily print sections of the website.

ACE is to be updated further with information about the RoSA and the credentialling of Stage 6 courses, including Preliminary courses, eligibility and issuance of credentials.

## 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)

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

### Board of Studies Student Advisory Group

The Board of Studies approved the establishment of the Student Advisory Group in September 2011 as an additional means of providing direct student input to the Board's work on a range of issues. It is intended that the Group will provide feedback on how students feel about what they are learning and how they are being assessed and examined.

The 14 members were nominated by the NSW Department of Education and Communities, the Catholic Education Commission of NSW, the Association of Independent Schools of NSW, the Youth Advisory Council and the NSW Commission for Children and Young People. The Group, comprising students from Years 10 to 12 and recent HSC graduates, is representative of students from across the schooling sectors, from metropolitan and regional schools and from a range of learning abilities and contexts.

The inaugural meeting of the Group was held on Tuesday 15 May 2012 to coincide with the Board's scheduled meeting on that day. Students briefly attended the meeting for the agenda item relating to the Board's discussion of the online Exit Survey of 2011 HSC students. The Group then completed a full day's activities that included workshops on student communications, the development of a reporting tool for recording students' extra-curricular activities and achievements as an adjunct to the new Record of School Achievement (*Up2Now*), and options for student-initiated research projects. Three of the student members were interviewed by a journalist from the *Sydney Morning Herald* for an article published on 16 May 2012. The students expressed clear and definite opinions about the HSC Exit Survey and, in particular, their study of English. They also expressed their pleasure in accepting membership of the Group. It was decided that future



communication among members would be through email and an online forum, and that teleconferences would be held in the third and fourth terms of the year.

The first Student Advisory Group videoconference, held on 19 July, was accessed by nine of its members. Five of the students accessed the conference from four regional areas (including one student who participated via satellite link-up from his distance education school's videoconference facilities). Four other student members accessed the conference from the Board's Sydney office, with coordinating Board officers in attendance. Students provided valuable feedback on their experience of languages education in NSW, discussed student project developments and enjoyed a demonstration of the pilot program for reporting extracurricular achievements.

Group members' responses to an online survey, a questionnaire and discussion on students' experiences of languages study in NSW schools provided some student feedback as part of the Board's Languages Review. The students also provided some feedback on the *Up2Now* reporting tool.

A second videoconference is scheduled for 18 October 2012 and a report on the Student Advisory Group program will be made to the Board late in 2012.

## 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 2011–2012. This focus included an emphasis on improving online services.

### Board Bulletin

Each week during school term, the Board delivers the *Board Bulletin* electronic newsletter to over 15 000 subscribers. The *Board Bulletin* includes Official Notices, news items and summaries of key dates and staff vacancies. All Official Notices and most news items also appear on the News section of the Board's website. Twenty-three Official Notices, to

inform teachers and principals of new or amended policies and procedures, were published in the reporting period.

Anyone can subscribe to the *Board Bulletin* by entering their information on the News page at [news.boardofstudies.nsw.edu.au](http://news.boardofstudies.nsw.edu.au)

### Twitter

Twitter continues to be the primary form of social media used by the Board. Over the last financial year, the volume and frequency of Twitter use increased. In most cases, tweets direct followers to information located on the Board's website. It was also used during the HSC to provide updates on the conduct of examinations and to alert followers of issues that may have concerned HSC students, for example, changes to the metropolitan train timetable during the examination period. Over 1000 tweets were made in 2011–2012, and the Board now has more than 3000 Twitter followers.

Anyone can follow the Board on Twitter @NewsAtBOS

### Online services

The Board's home page continues to be a critical point of entry for people seeking information on our services. Over 7.6 million visits were recorded to the Board's home page during the reporting period, 1.4 million of these to the multiple-choice self-testing site. Over 650 000 visits were made to the K–6 Education site, over 550 000 to the *Students Online* website, and over 440 000 to the News site. For more information on visits to the Board's websites, go to pages 90–91.

### HSC Expos

The Board was a sponsor of the *Sydney Morning Herald* HSC and Careers Expo held 31 May to 3 June 2012 at Moore Park, and the Western Sydney Careers Expo held 21 to 24 July at Homebush.

This year, the Board once again had stands at each Expo to distribute information about the HSC, answer questions and sell HSC resources





Board of Studies staff members at the 2012 *Sydney Morning Herald* HSC and Careers Expo at Moore Park, Sydney

and merchandise. The Board also ran a seminar titled *“Myth Busters: Understanding HSC results”* on weekdays.

Both Expos bring together exhibitors from major Australian tertiary institutions, and providers of HSC and career resources and information.

The Moore Park Expo attracted 16 151 visitors, including more than 60 school groups. The majority of visitors were students (78 per cent), most of whom were in Year 12 (59 per cent).

The Expo at Homebush attracted 22 888 visitors, including more than 110 school groups. Once again, the majority of visitors were students (75 per cent), most of whom were in Year 12 (60 per cent).

## HSC exit survey

The fifth annual exit survey was conducted in 2011 to help capture the student view of the HSC.

Around 2500 students responded to the survey. Overall, students expressed general agreement that the HSC examination was a fair test and that their assessment tasks were varied and

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

## Board of Studies Liaison Officers (BOSLOs)

The BOSLO team provides advice to schools and the wider community on Board policies and procedures. BOSLOs also conduct forums and workshops for teachers in relation to key areas of the Board’s work. In 2011–12, the Board was endorsed by the NSW Institute of Teachers to provide professional development opportunities in relation to Elements 3 and 6, and Standard 7.2.4 of the Professional Teaching Standards at Professional Competence. BOSLOs have conducted several workshops with NSW Institute of Teachers’ endorsement.

Throughout the reporting period, the BOSLO team worked with a range of Board officers from across the organisation on projects such as the conduct of HSC Expos, the development of professional development workshops, local consultations on the

development of NSW syllabuses containing national content and a range of support services surrounding the conduct of the HSC, including the HSC Results Inquiry Centre.

The BOSLO team consists of three metropolitan officers and six regionally based officers. Over the reporting period, the team conducted more than 600 school visits to a total of more than 350 individual schools.

The number of participants in these visits range from individual meetings to discuss the application of Board policies to specific student needs, through to gatherings of hundreds of teachers, students and parents for subject selection presentations.

The BOSLO team also led a schedule of professional development opportunities for teachers delivered via videoconference. These videoconferences focussed on issues including subject selection, Life Skills Courses and developing HSC assessments.

## Acknowledging outstanding student achievements

### HSC First in Course Awards

The HSC First in Course presentation acknowledges those students who have achieved first place in an HSC course.

In 2011, First in Course awards were made to 116 students, 107 of whom attended a presentation at Australian Technology Park on 13 December to receive their award from the NSW Minister for Education, the Hon Adrian Piccoli MP.

Equal First in Course was awarded in six courses. Eight students received an award for more than one course, including one student who received three awards.

### Premier's Award for Excellence in the HSC

The Premier's Award for Excellence is made to all HSC students who achieve a Band 6 standard in 10 or more units. In 2011, 1334 students received a Premier's Award for Excellence, 21 more students than in 2010.



The Hon Adrian Piccoli MP, NSW Minister for Education presents the 2011 HSC First in Course prize for Aboriginal Studies to Naomi Dean (Dubbo School of Distance Education)

## **Brother John Taylor Memorial Prize**

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

In 2011, Prize recipients included Rebecca Wong of Baulkham Hills High School and Jeremy Kwok of Sydney Grammar School. Both Rebecca and Jeremy received HSC results in the highest possible band for at least two of their courses.

The NSW Minister for Education, the Hon Adrian Piccoli MP, presented the Prizes to the 2011 recipients at a ceremony held at NSW Parliament House in May 2012.

## **Aboriginal Studies awards**

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

In 2011 the highest achieving Aboriginal student in the course was Shahni Wellington of Gorokan High School. The highest achieving non-Aboriginal student was Naomi Dean of Molong High School, who took the course through the Dubbo School of Distance Education.

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

The HSC Aboriginal Studies course continues to grow steadily, with 386 students completing the course in 2011, compared to 358 in 2010.

# SECTION 3

## MANAGING OUR ORGANISATION



- Performance Statements:  
President and Chief Executive 102
- Directorate/branch descriptions 106
- Overseas travel 111
- Representation on external  
committees 112
- Management and governance of  
the Office of the Board of Studies 114
- Payment of accounts 119
- Waste reduction and recycling 123





From *Abstract Intercept*  
Gordon Broome (Asquith Boys High School)  
2011 Visual Arts Student

Previous page: Chloe Chung ENCORE HSC 2011  
SCEGGS Darlinghurst



# 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 the 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 leadership and direction of the Board

The Board President is responsible for ensuring that the Board provides effective support for the implementation of NSW Government policy through high-quality and collaborative leadership. During the reporting period, Mr Alegounarias provided strategic direction to the Board in developing a new Board of Studies Strategic Plan for 2012–2016 to ensure the Board's effective support for the NSW Government's State Plan *NSW 2021*.

### Development of the Australian curriculum for NSW students

Mr Alegounarias provided effective advocacy of NSW interests in the development and provision of a high-quality Australian curriculum as President of the Board of Studies and as NSW's representative on the Australian Curriculum Assessment and Reporting Authority (ACARA) Board.

### Strategic review and update of the NSW curriculum

The Board under Mr Alegounarias' leadership ensured the provision of a high-quality, inclusive and engaging education for NSW students through the strategic review and updating of the NSW curriculum. During the reporting period, nine new or revised Years 11–12 syllabuses in general and vocational subjects were approved by the Minister to enhance the NSW curriculum.

## NSW Higher School Certificate

The Board's policies and procedures are critical in promoting the national and international standing and recognition of the NSW Higher School Certificate.

Under Mr Alegounarias' leadership, the Board provided assurance for the high level of confidence by key cross-sectoral, professional and community stakeholders in the quality and integrity of the 2011 NSW Higher School Certificate program.

### Technological innovation in assessment and examinations

The Board under Mr Alegounarias' leadership continued to be broadly recognised for its strategic direction in the development and implementation of technological innovation and best practice in its curriculum, examinations, assessment and credentialling programs

### Registration and Accreditation of Non-government schools

Mr Alegounarias, in chairing the Board and the Board's Registration and Accreditation Committee, provided effective regulatory oversight and promoted the delivery of high-quality educational programs by non-government schools. During the reporting period, effective advice and recommendations were provided to the Minister regarding the legislative compliance of non-government schools. As a result, there was a high level of confidence by key cross-sectoral, professional and community stakeholders in the quality and integrity of the Board's regulatory processes.

### Approval of school providers to deliver courses to overseas students

During the reporting period, the Board and the Board's Registration and Accreditation Committee also effectively regulated and promoted the delivery of high-quality education programs by school providers delivering courses to overseas students in order to meet the requisite legislative standards.

## **NSW Record of School Achievement**

The School Certificate Review was successfully completed and recommendations for the development of a new credential submitted to the Minister and approved by the Government. Mr Alegounarias provided strategic leadership and direction for the development and implementation of the *Record of School Achievement*.

## **Consultation**

A key focus of Mr Alegounarias during the reporting period was in strengthening the consultation processes with NSW stakeholders to ensure an active community voice in Board decision making. During the reporting period, the inaugural 2011 *Building Our Cultural Capital* Lecture Series focussed on 'Business' and 'The Arts' was successfully conducted at Deloitte and the Art Gallery of NSW.

## **Community, business and peak interest group engagement**

The Board President is responsible for establishing and fostering strategic partnerships and alliances to enhance the Board's understanding and delivery of key educational drivers. During the reporting period, a new Board of Studies *Student Advisory Group* with broad representative student membership was established.

## 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

### Development of the Australian curriculum for NSW Students

During the reporting period under Ms Taylor's leadership, four NSW syllabuses incorporating the Phase One K–10 Australian curriculum in English, mathematics, science and history were endorsed by the Board for submission to the Minister.

### Strategic review and update of the NSW curriculum, including syllabuses, courses and support materials

During 2011–2012, Ms Taylor guided the development of three K–6 Parents' Guides (for Reading, Writing and Mathematics) for parents of primary school children as well as publishing:

- three revised Years 11–12 syllabuses (General Mathematics, Business Studies and Engineering Studies)
- five new Years 11–12 VET Industry Curriculum Frameworks (Hospitality, Entertainment, Human Services, Financial Services, Primary Industries)
- a Years 11–12 VET Content Endorsed Course for Sport, Fitness and Recreation.

### High-quality curriculum support for Aboriginal and Torres Strait Islander education

Ms Taylor provided effective support for the NSW Aboriginal Education Consultative Group (AECG) and the partnerships developed and maintained with school communities implementing Aboriginal Language Programs through collaborative frameworks.

### NSW Higher School Certificate

Ms Taylor provided direction for the development and operational management of the over 100 high-quality 2011 HSC written examinations successfully conducted for more than 70 000 students at 760 examination centres throughout NSW, Australia and overseas.

### AMEB (NSW)

Over 40 000 NSW candidates were examined by the AMEB (NSW) for the Grades, Preliminary through to Diploma levels in music, speech and drama. The AMEB (NSW) is a branch of the Office of the Board of Studies.

### Technology in examinations and assessment

Ms Taylor promoted the expansion of onscreen marking and associated Board developed technologies implemented for the 2011 HSC examinations programs. Valuable research and development was also gained by trialling the online delivery of extended response questions in the 2011 School Certificate English-literacy tests. During the reporting period, the highly regarded ISO27001 Information Security Certification was achieved by the Office of the Board.

### Regulatory functions

During the reporting period, Ms Taylor provided operational governance of the Board's regulatory programs, including the 169 non-government schools and 38 school providers of courses for overseas students inspected by the Board in 2012 for legislative compliance.

Under delegation from the Minister, Ms Taylor ensured that 1815 applications for home schooling registration were assessed in 2012 for legislative compliance.

## **Strengthened Board Pathways and Credentials**

Ms Taylor provided effective leadership and support in advising the Board in the development of proposals and ensuing legislative amendments for the new *Record of School Achievement*.

## **Engagement with external audiences**

During 2011–12, Ms Taylor guided the development of the *Parents' Guide to the NSW Primary Syllabuses* which was distributed to primary schools for parents of children commencing their schooling in 2012.

During the reporting period, Ms Taylor ensured that the Board's strategic communication with key internal and external stakeholders was enhanced and delivered through weekly online publication and electronic distribution of the *Board Bulletin*.

## **Governance and workforce planning, management reform and organisation development**

Ms Taylor provided effective leadership in the development and regular monitoring of the Office's Operational Plan (2011–2012) to support the achievement of the key priorities in the Board's Strategic Plan (2009–2013).

## **Training and development of Board officers**

During the reporting period, Ms Taylor continued to provide strong chief executive support for the Office's Corporate Capability Development Program targeting executive and management development, the acquisition of professionally recognised qualifications and business continuity strategies.



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

Level	Total CES/SES 2011–2012	Total CES/SES 2010–2011
8		
7		
6		
5	1	1
4		
3	1	1
2	1	1
1		

### Number of positions held by women

Current year 1

Previous year 1

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

Chief Executive

**Ms Carol Taylor**, BA, DipEd, MEd

Director, Examinations and Credentials

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

Director, Regulatory and Management Services

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

## Office of the Board of Studies directorate descriptions

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

### Curriculum and Assessment

**Director: Paul Hewitt**

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

This includes:

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

The Director, Curriculum and Assessment has overall responsibility for the functions of the Board'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 56–58.

## National Programs

Assistant Director: Howard Kennedy

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

The Assistant Director supervises the National Projects Unit and the Assessment Resource Centre (ARC), and 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
- audit and risk management
- legal services

- information and communications technology (ICT)
- corporate governance
- information and records management
- staff training and development
- asset and facilities management
- administrative and office services.

The Director has overall responsibility of the functions of the Office's Finance and Administration, Information Technology and Services, 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 (until 2011) 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 (until 2011) 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.

### Communications and Publishing Branch

**Manager: Kathy Connell**

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

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

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

The Liaison Unit includes the Board's Liaison Officers (BOSLOS) in both metropolitan and regional locations (see report on page 96). BOSLOs are a key conduit for direct information flow between the Board, teachers and educational leaders.

### Examination Operations Branch

**Manager: Peter Feary**

Examination Operations Branch manages the planning, conduct and marking of the Higher School Certificate examinations and School Certificate tests (until 2011), 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 and Administration Branch

**Manager: Greg Logan**

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

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

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

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

## **Information Technology and Services Branch**

**Chief Information Officer: Mitra Bhar**

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

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

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

Project Management and Governance encompasses project gateway review, management and oversight of all ICT-based projects that require in-house or third-party ICT infrastructure and applications. The unit is also responsible for ICT governance, portfolio management, security and goods and services sourcing, procurement and contract management.

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

## **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 (until 2011) 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, Credentialling and Reporting Branch**

**Manager: Max Pearce**

Records, Credentialling and Reporting Branch is responsible for the credentialling of student achievement in accordance with the Board's policies, including determining student eligibility for the Board's credentials and for particular courses. It is responsible for designing and implementing procedures for effective collection and verification of all data relating to student enrolments and school-provided data for the Board's credentials. It ensures the accurate and timely processing of all student examination and assessment data to produce the Board's credentials, the accuracy of information in the Board's examination system database to support the results processing and is responsible for the production and distribution of credentials.

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

## Registration and Accreditation Branch

**Assistant Director: Anne Keenan**

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

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

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

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

## Strategic Policy and Planning Branch

**Manager: Andrew Goodyer**

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

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

The Branch arranges briefings and advisory materials in these policy domains for the Minister, Board, central agencies and senior officers, manages the Office's correspondence program and coordinates the provision of general clerical support for the Board of Studies and its standing committees.

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

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

## Student Support Services Branch

**Manager: Kevin Ford**

Student Support Services Branch manages a variety of programs relating to students and the Board's 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.



## Examining and Testing Branch

**Manager:** Helen Bristow

Examining and Testing Branch is responsible for the development of the Board's Higher School Certificate examinations and School Certificate tests (until December 2011).

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, as well as the oversight of the printing and production of these materials.

The branch 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.

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

## Overseas travel

**Mr Garry Webb and Mr Brian Davies**

*Fiji, August 2011*

Visit to the Secretariat of the Pacific Board for Educational Assessment (SPBEA) to collaboratively develop a partnership implementation plan.

**Dr Kelvin Gregory**

*Fiji, March 2012 and June 2012*

Visit to increase the educational measurement capacity of the SPBEA staff, and to support and share analysis and design issues with regional examinations.

## Higher School Certificate markers

**Ms Nicole Bonfield**

(Senior Marker, Drama)

**Ms Madeleine Sheehy**

(Senior Marker, Drama)

*Singapore, 7–9 September 2011*

**Ms Deborah McGowan**

(Senior Marker, Music)

**Mr John Hartley**

(Senior Marker, Music)

*Singapore, 19–21 September 2011*

**Ms Jane Poiner**

(Senior Marker, Visual Arts)

**Ms Maree-Louise Smith**

(Senior Marker, Visual Arts)

*Singapore, 25–28 October 2011*

**Mr Dale Welham**

(Supervisor of Marking, Design and Technology)

**Mr Greg Sheens**

(Senior Marker, Design and Technology)

*Singapore, 12–14 September 2011*

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 Stephen Hohnen**  
(Senior Marker, Drama)

**Ms Rouba Elhage**  
(Senior Marker, Drama)

*Hong Kong, 7–9 September 2011*

**Mr Dale Welham**  
(Supervisor of Marking, Design and Technology)

**Mr Greg Sheens**  
(Senior Marker, Design and Technology)

*Hong Kong, 14–16 September 2011*

**Mr Kelvin Hastie**  
(Senior Marker, Music)

**Ms Royna McNamara**  
(Senior Marker, Music)

*Hong Kong, 21–23 September 2011*

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

**Mr Mark Tyler**  
(Supervisor of Marking, Industrial Technology)

*Norfolk Island, 28–31 August 2011*

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

## Representation on external committees

(as at 30 June 2012)

**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

**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 National Partnership State Steering Committee

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

Collaborative Curriculum and Assessment Framework for Languages Reference Group

UTS External Advisory Group – Master of Teaching

# MANAGING OUR ORGANISATION

## **Ms H Bristow**

(Manager, Examining and Testing)

ACACA Special Provisions Workshop Group

## **Mr K Ford**

(Manager, Student Support Services)

ACACA Special Provisions Workshop Group

## **Mr N Crocker**

(Head, Student Support and Appeals)

ACACA Special Provisions Workshop Group

## **Ms T McIntosh**

(Head, Evaluation and Development)

ACACA Special Provisions Workshop Group

## **Ms A Ross**

ACACA Sub-group on Vocational Education

## **Mr P Hewitt**

(Director, Curriculum and Assessment)

ACARA F–12 Curriculum Reference Group

Schools Consortium (Vocational Education and Training in Schools)

## **Mr H Kennedy**

(Assistant Director – National Programs)

Australian Music Examinations Board NSW

ACARA Directors Curriculum Group

Advisory Group for Pathways for Learning Anywhere Anytime – a Network for Education (PLANE)

## **Mr I Balcomb**

(Board Inspector – Vocational Education)

ACACA Sub-group on Vocational Education

TAFE NSW Accreditation Council

Schools Consortium (Vocational Education and Training in Schools)

State Advisory Committee on Work Placement Coordination

Department of Education and Communities – VET Consultative Forum

## **Mr S Browne**

(Board Inspector, PDHPE)

Premier's Physical Activity Scholarship

Cross-sectoral Alternative Education

## **Mr D Carter**

(Board Inspector – English)

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

STA NSW School Animal Care and Ethics Committee

STA NSW Rosemary Hafner Scholarships

Australian Museum Eureka Prizes – Science Teaching Award Panel

## **Dr M Silink**

(Board Inspector – Languages – July 2011 to January 2012)

NSW Community Languages Schools Board

Collaborative Curriculum and Assessment Framework for Languages Reference Group

## **Mr H Jacobs (from January 2012)**

(Board Inspector, Languages)

Collaborative Curriculum and Assessment Framework for Languages Reference Group

NSW Community Languages Schools Board

**Ms J Lawless**

(Board Inspector – Human Society and Its Environment)

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

**Ms A Keenan**

(Assistant Director, Registration and Accreditation)

Cross-sectoral Attendance Working Party

Tripartite Meeting

National Non-government School Program Managers Meeting

**Mr A Goodyer**

(Manager, Strategic Policy and Planning)

Chair, External Review Panel for the TAFE NSW Work & Study Suite of Courses

## Management and governance of the Office of the Board of Studies

### 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's focus and work in the 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 (2011–2012) identified the key strategic activities, milestones, accountabilities and targeted outcomes to be achieved over the period July 2011 to December 2012. 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.

Progress towards achieving the plan's key outcomes is actively monitored by the Office's senior executive and is reviewed in detail at a dedicated Management meeting each month.

## **Recruitment**

During 2011–2012, the full time equivalent (FTE) staffing of the Office of the Board of Studies was 243.6. Over the course of the preceding year the FTE of a further 598.2 casual staff was engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.



## Board of Studies – FTE Staffing 2009-2012

	2012			2011			2010			2009		
	CES/ SES	Other	Total	CES/ SES	Other	Total	CES/ SES	Other	Total	CES/ SES	Other	Total
Senior Executive	3		3	3		3	3		3	3		3
Strategic Policy and Planning		19	19		15	15		15	15		14	14
Communications and Publishing		37.4	37.4		30.5	30.5		30.2	30.2		29.4	29.4
Records, Credentialling and Reporting		19	19		18.5	18.5		20	20		20	20
Measurement and Assessment Research Services		3	3		3	3		3	3		11	3
Examining and Testing		14	14		13	13		13	13		13	13
Student Support Services		7.6	7.6		7.6	7.6		7.6	7.6		7	7
Examination Operations		21	21		21	21		22	22		22	22
Curriculum		34.6	34.6		25.2	25.2		32.7	32.7		33.2	33.2
National Programs		10	10		13	13		5	5		2	2
Australian Music Examinations Board		10	10		10	10		10	10		10	10
Finance and Administration		21	21		22	22		22	22		19	22
Registration and Accreditation		14	14		9.4	9.4		9.7	9.7		9	9
Information Technology and Services		25	25		21.2	21.2		21	21		21	21
Aboriginal Education Consultative Group		5	5		5	5		5	5		5	5
<b>Total</b>	<b>3</b>	<b>240.6</b>	<b>243.6</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>

# 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 %	2009 %	2010 %	2011 %	2012 %
Women	50	64	65	65.9	69.6
Aboriginal people and Torres Strait Islanders	2.6 <sup>3</sup>	2.9	3.3	2.2	3.3
People whose first language was not English	19	20	19	22.3	22
People with a disability	n/a <sup>4</sup>	3	2	2.3	1.3
People with a disability requiring work-related adjustment <sup>5</sup>	1.3 (2012) 1.5 (2013)	1.4	1	0.9	0.9

B Trends in the distribution of EEO groups <sup>6</sup>		Distribution index <sup>7</sup>			
EEO group	Benchmark or target	2009	2010	2011	2012
Women	100	85	85	89	90
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	86	87	89	91
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 2012.

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

## Workplace Health and Safety performance

The Office complies with the consultative requirements of the *Work Health and Safety Act 2011*. The Office's Health and Safety Committee acts as the cornerstone of these consultative requirements.

Injuries			
Permanent staff		Casual staff	
Fall	3	Fall	5
Lifting	0	Lifting	0
Strain	2	Strain	1
Journey	4	Journey	3
Other	3	Other	5

## Public interest disclosures

Details of public interest disclosures received for the period 1 January to 30 June 2012.

Number of public officials who have made a public interest disclosure to the Office: 0

Number of public interest disclosures received by the Office by category:

Corrupt conduct	0
Maladministration	0
Serious and substantial waste of public money	0
Government information contraventions	0

Number of public interest disclosures finalised by the Office: 0

The Office has established public interest disclosures policy and procedures that are available to all staff on our intranet site. The Chief Executive has ensured that all staff are aware of the policy and procedures by undertaking internal briefings, training to new staff, email messages and circulars.

## Audit and risk management

The Office's approach to audit and risk management complies with the requirements of Treasury Circular TC 09/08 Internal Audit and Risk Management Policy.

During the reporting period, the Office's Audit and Risk Committee comprised Mr Brian Suttor (Independent Chair), Dr Gul Izmir (Independent Member) and Mr Paul Hewitt (Executive Member).

The Audit and Risk Committee met four times during the reporting period. Matters for consideration included the Office's risk register, risk management review, Finance Committee minutes, 2010/11 unaudited and audited financial statements, and the associated management representation letter and response and audit and risk committee responsibilities. The internal audit reports reviewed by the Committee during the reporting period included those relating to: CRICOS administration, IT governance and security controls, procurement, computation of final marks and GIPA review.

# MANAGING OUR ORGANISATION

## Payment of accounts

### Payment performance indicators

The Office's accounts payable procedures are carried out in accordance with the Government's payment of accounts policy and set out in accordance with the *Treasurer's Directions* and the *Public Finance and Audit Regulation 2010*.

### Aged analysis at the end of each quarter

Quarter	Current (ie within due date) \$	Less than 30 days overdue \$	Between 30 and 60 days overdue \$	Between 60 and 90 days overdue \$	More than 90 days overdue \$
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#### All suppliers

September	9350	524	39	43	14
December	25 428	1959	92	32	10
March	12 873	849	95	38	90
June	8652	723	53	38	90

#### Small business suppliers

September	232				
December	447				
March	354				
June	344				

## Accounts due or paid within each quarter

Measure	Sep 2011	Dec 2011	Mar 2012	Jun 2012
<b>All suppliers</b>				
Number of accounts due for payment	2345	2275	2281	1768
Number of accounts paid on time	2006	1896	2036	1593
Actual percentage of accounts paid on time (based on number of accounts)	85.5%	83.3%	89.3%	90.0%
Dollar amount of accounts due for payment	\$9 970 007	\$27 522 084	\$13 946 218	\$9 556 039
Dollar amount of accounts paid on time	\$9 349 565	\$25 428 381	\$12 872 633	\$8 696 356
Actual percentage of accounts paid on time (based on \$)	93.8%	92.4%	92.3%	91.0%
Number of payments for interest on overdue accounts	0	0	0	0
Interest paid on overdue accounts	0	0	0	0
<b>Small business suppliers*</b>				
Number of accounts due for payment to small business	8	42	65	106
Number of accounts due to small business paid on time	8	42	65	106
Actual percentage of small business accounts paid on time (based on number of accounts)	100%	100%	100%	100%
Dollar amount of accounts due for payment to small business	\$232 335	\$447 137	\$353 855	\$344 439
Dollar amount of accounts due to small business paid on time	\$232 335	\$447 137	\$353 855	\$344 439
Actual percentage of small business accounts paid on time (based on \$)	100%	100%	100%	100%
Number of payments to small business for interest on overdue accounts	0	0	0	0
Interest paid to small business on overdue accounts	0	0	0	0

\* The identification of small business suppliers is an ongoing process. Suppliers have been advised of the new policy via purchase orders, and selected identification from vendor and payment records.



# MANAGING OUR ORGANISATION

The new payment of accounts policy for small business suppliers was fully operational for the December quarter. Details of the new policy are displayed on purchase orders. Existing small business suppliers have been contacted and given the opportunity to identify themselves as a small business in accordance with the policy.

The Office has implemented an accounts payable email address for the electronic lodgement of invoices by suppliers to assist in improving the payment process.

The main causes of accounts not being paid on time can be explained by the following:

- the period required to certify performance of service prior to payment 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 paid to suppliers.

## Exceptional movements in employee wages, salaries or allowances

Administrative and clerical staff employed under the Crown Employees (Public Sector – Salaries 2008) Award received a salary increase of 2.5% effective from 8 July 2011.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a salary increase of 2.5% effective from 6 January 2012.

## 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 2008) 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 Premier and Cabinet, the Public Service Commission, 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 2012 for the Office was:

Extended leave	\$8 400 000
Recreation leave	\$2 505 875

## 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 2011–2012. These included:

- continued implementation of an information and communication technology infrastructure plan adopting current government policy for acquisition of these assets
- continued market testing of suppliers for the procurement of a wide range of information computer technology and equipment advice
- procurement of various goods and services
- continued management and expansion of printing contracts for the provision of publishing services to the Board
- procurement of corporate training requirements.

## Consultancies

### Consultancies equal to or more than \$50 000

There were no consultancies equal to or more than \$50 000.

### Consultancies less than \$50 000

There were no consultancies less than \$50 000.

## Major works in progress

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

- Information Communication Technology Replacement Program. Expenditure in 2012 was \$53 000. Total cost to completion in 2014 is \$2 724 000.
- Examination System Applications Development. Expenditure in 2012 was \$316 000. Estimated total cost to 2014 is \$1 951 000.
- Examination System Upgrade Program. Expenditure in 2012 was \$1 099 000. Estimated total cost to completion in 2014 is \$5 036 000.
- Office Accommodation Fitout. Expenditure in 2012 was \$800 000. Estimated total cost to completion in 2013 is \$1 350 000.

## Code of Conduct and Ethics

The Board of Studies is committed to ethical conduct. The commitment is reflected in its Code of Conduct and Ethics that sets the standards of behaviour expected of employees and provides guidance 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 staff as part of the induction process. A revised Code of Conduct and Ethics was implemented in July 2011.

## Commitment to service

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

### The Minister for Education

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

### The Board of Studies and its committees

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

### Schools and systems

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

### Teachers in primary and secondary schools

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

### Parents

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

### Students

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

## Employers

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

## Tertiary education sector

Tertiary education bodies such as 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 331 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 hard copies
- use of electronic records in the TRIM records management system
- electronic registration and accreditation of non-government schools.

### Recycling

#### Waste separation to reduce waste going into landfill

In October 2006, the owners of the head office premises, in partnership with the Office, altered the system of refuse collection in the head office premises to focus on recycling over waste going to landfill. This initiative has proved very successful, with the amount of waste being recycled averaging 83.63 percent of total waste produced daily, reaching a peak of 84.03 percent in July 2010.

### Toner cartridges

Since 2001, the Office has successfully engaged a contractor who accepts all types and brands of empty toner cartridges for recycling.

### PC monitors and equipment

The Office continues to recycle the majority of written-off electronic equipment via auction. This policy will continue in the future.

### Increasing the range and quantity of recycled content materials being purchased

The Office has been purchasing a wide range of recycled paper products for several years, predominantly 'Green Wrap' recycled paper, a product made with wastes produced in 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.

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 45 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



● AECG Inc	127	● Disability Action Plan	139
● Standing committees of the Board	129	● Privacy Management Plan	140
● Board meetings and attendance of members	134	● Multicultural Policies and Services Plan	141
● Major assets	136	● Government Information (Public Access)	143
● Statutory disclosure requirements	137	● Financial statements	149
● Credit card compliance	139		



Previous page: President of the Board of Studies NSW,  
Mr Tom Alegounarias, with members of the Board's Student  
Advisory Group, Ashley Cooper and Eliza Stephens

Dylan Clark with *It spills itself in fear of being spilt*  
(Colo High School)  
2011 Visual Arts student



# APPENDIXES

## 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 the 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 120 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 in 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.

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

The NSW AECG Inc has successfully tendered for the NSW 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 (until 2011, the Record of School Achievement thereafter) and Higher School Certificate programs
- special cases arising from the School Certificate tests (until 2011) 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 continuity from Kindergarten to Year 12.

Membership of this committee:

#### Board members

**Mr T Alegounarias**

**Ms D Butland**

**Mr P Cooke**

**Professor S Dockett**

**Mr J Mularczyk**

#### Non-Board members

**Mr G Brown**, Headmaster, representing the Association of Independent Schools, 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**, (until Dec 2011), **Ms K Turnbull** (from Mar 2012), representing the Early Childhood Education Council of NSW Inc

**Mr A Fraser**, Head, Professional Learning and Development, Human Resources Team, representing the Catholic Education Commission NSW

**Mrs L Kumulia**, representing the NSW Parents' Council

**Ms M McKay**, Principal, representing Special Education

**Dr J McLeod**, Senior Lecturer and Convenor, Primary Teacher Education, University of Newcastle, representing the NSW Vice-Chancellors' Committee

(Vacant until March 2012), **Mrs C Zurowski** (from Mar 2012), 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 (until 2011, the Record of School Achievement thereafter) 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 J Healey**, NSW Institute of Teachers

**Ms K Campbell**, Catholic Education Commission NSW

**Mr M Graham**, General Manager, External Relations Policy, NSW Department of Education and Communities

**Dr G Newcombe**, Executive Director, Association of Independent Schools

**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

## Higher School Certificate Consultative Committee

The role of this committee is to approve the final performance band cut-off marks for each course.

Membership of this committee for the 2011 Higher School Certificate:

## Non-Board members

**Dr J Bennett**

**Professor G Cooney**

**Emeritus Professor M Cooper**

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

**Dr P Southwell-Keely**

**Dr D Tacon**

**Professor J Tognolini** (Pearson Research and Assessment)

**Professor N Weber** (School of Mathematics and Statistics, University of Sydney)

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

**Dr R Yager** (Department of Mathematics, Macquarie University)

## School Certificate Consultative Committee

The role of this committee is to approve the final performance band cut-off marks for the School Certificate tests.

Membership of this committee for the 2011 School Certificate:

### Board members

**Dr T Wright**

### Non-Board members

**Dr J Bennett**

**Professor G Cooney**

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

## Technical Advisory Group

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



## Non-Board members

Dr J Bennett

Professor G Cooney

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 (until 2011) and Higher School Certificate examinations. The committee determines penalties under delegation from the Board. In 2011, the committee considered nine cases.

Membership of this committee for the 2011 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, Ms Cindy Berwick (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).

## **Additional BCC Membership for K–10 Australian Curriculum**

Membership of each K-10 Board Curriculum Committee for the development of the Australian curriculum in NSW is as follows:

1 member of the Board of Studies NSW or its nominee (Chair)

1 tertiary sector nominee, nominated by the Committee of Academic Boards

2 NSW Department of Education and Communities nominees

1 NSW Department of Education and Communities nominee with TAFE background

2 Association of Independent Schools of NSW nominees (one school-based nominee and one non-school-based nominee)

1 Catholic Education Commission nominee

2 NSW Teachers Federation nominees (one K–6 nominee and one Years 7–10 nominee)

1 NSW/ACT Independent Education Union nominee

1 NSW Aboriginal Education Consultative Group Inc nominee

1 Federation of Parents and Citizens' Associations of NSW nominee

1 representative with a background in special education

1 representative with a background in primary education nominated by the Board's Primary Curriculum committee

1 Early Childhood Australia Inc NSW nominee

2 nominees from the learning area professional association, one nominee for K–6 and one nominee for Years 7–10 nominated by the Professional Teachers Council

1 NSW Parents Council nominee

1 Council of Catholic Schools Parents nominee

1 Primary Principals' Association nominee

1 secondary principal nominated by the Board

Other(s) deemed necessary by the Board

Executive Officer(s) (Board Inspector, Project Manager and member of National Projects Unit).

## **Board of Studies VET Advisory Committee**

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

The membership comprises the following:

1–2 members of the Board of Studies

Director of Curriculum and Assessment (Board of Studies) or nominee

2 NSW Department of Education and Communities nominees (1 with a school background, 1 with a TAFE background)

1 Catholic Education Commission 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 Unions NSW 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)

4 NSW Department of Education and Communities nominees:

- 1 TAFE NSW Training and Education Support portfolio
- 2 Office of Schools from the Vocational Education in Schools Directorate, including the VET Teacher Training Unit
- 1 State Training Services – Apprenticeships and Traineeships

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.

## Higher School Certificate Examination Committees and School Certificate Test Committees

These committees write the test papers for the School Certificate (until 2011) 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.

For the 2011 tests/examinations, there were six School Certificate test committees and 79 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 2011 Higher School Certificate, no appeals were referred to the committee.

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

MEMBER	2011				2012			
	9/8	20/9	01/11	06/11	28/2	03/4	15/5	26/6
Mr Tom Alegounarias	✓	✓	✓	✓	✓	✓	✓	✓
Ms Cindy Berwick	✓	ap	✓	✓	ap	✓	ap	ap
Ms Dianne Butland	✓	✓	✓	✓	ap	✓	ap	✓
Mr Barry Calvert	ap	ap	✓	ap	✓	✓	✓	ap
Ms Pam Christie	ap	ap	ap	ap	✓	ap	ap	✓
Mr Philip Cooke	✓	✓	✓	✓	✓	✓	ap	✓
Dr Brian Croke	✓	ap	✓	ap	ap	ap	✓	✓
Prof Anne Cusick (until Jan 2012)	✓	ap	✓	✓	N/A	N/A	N/A	N/A
Prof Sue Dockett	✓	**	ab	ap	✓	✓	✓	✓
Mr Denis Fitzgerald	✓	✓	✓	ap	✓	ap	✓	✓
Mr Larry Grumley	✓	✓	✓	✓	✓	✓	✓	✓
Mr David Hope	✓	✓	✓	✓	✓	✓	ap	✓
Mr Gary Johnson	✓	✓	✓	✓	✓	✓	✓	✓
Ms Leslie Loble	✓	ap	✓		ap		✓	✓
Assoc Prof Jacqueline Manuel	✓	✓	✓	✓	✓	✓	✓	✓
Dr Meredith Martin	✓	✓	✓	✓	✓	✓	✓	✓
Mr John Mularczyk	✓	✓	✓	✓	✓	✓	✓	✓
Ms Jenni Neary	**	**	**	**	✓	✓	✓	✓
Prof John Pegg (from September 2011)	N/A	✓	✓	✓	✓	✓	✓	✓
Mr Greg Prior	✓	✓	✓	✓	✓	ap	ap	ap
Prof Jo-Anne Reid (from February 2012)	N/A	N/A	N/A	N/A	✓	✓	✓	✓
Dr Angela Schulz	✓	✓	✓	✓	✓	✓	✓	ap
Dr Dan White	✓	ap	✓	✓	ap	✓	ab	ap
Dr Timothy Wright	✓	✓	✓	ap	✓	✓	✓	✓

MEMBER	2011				2012			
	9/8	20/9	01/11	06/11	28/2	03/4	15/5	26/6
Ian Baker (on behalf of Brian Croke)					✓			
David Collins (on behalf of Leslie Loble)					✓			
Kathy Rankin (on behalf of Pam Christie)			✓			✓	✓	
Cheryl Best (on behalf of Greg Prior)						✓	✓	✓
Ms R Booth (on behalf of Pam Christie)	✓	✓						
Dr C Burrows (on behalf of Pam Christie)				✓				
Mr Martin Graham (on behalf of Leslie Loble)		✓						
Assoc Prof P Wormell (observer on behalf of Anne Cusick)		✓						

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>
IT network computer equipment	1024
Office furniture	125
Warehouse	24
Office fitout	675
<b>Total</b>	<b>1848</b>

<b>Intangibles</b>	<b>\$'000</b>
Examination system applications	316
Network software applications	179
<b>Total</b>	<b>495</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 changes during the reporting period related to the *Education Act 1990* and the VET Act.

In 2011, the NSW Government announced that the School Certificate would be abolished and replaced by a new Record of School Achievement from 2012. The consequential amendments to the *Education Act 1990* were made in March 2012.

The NSW Government abolished the Vocational Education and Training Accreditation Board (VETAB) in 2011 and, among other things, transferred its powers for the approval of school providers of courses of study for overseas students to the Board by the making of the *Vocational Education and Training (Commonwealth Powers) (Transitional) Regulation 2011*. During the reporting period, the term of this Regulation was extended until 30 June 2013.

### Economic/other factors affecting the achievement of operational objectives

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

### Land disposal

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

### Subsidiaries, partnerships, joint ventures and other associations

The Office of the Board of Studies' joint ventures with other organisations are listed in the Sponsorships section of this Report.

### Investment management performance

The Office of the Board of Studies does not have an investment portfolio and is funded by recurrent and capital grants and user charges.

### Liability and management performance

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

## Executive remuneration

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

Position title and SES level	President, Board of Studies SES Level 6
Name of occupant	<b>Mr Tom Alegounarias</b>
Total remuneration package	\$320 652
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	\$266 260

## Internal audit and risk management attestation for the 2011–2012 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 2012 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, which comprises more than 40 syllabuses
- the development of support materials to assist teachers implement 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 is also concerned to ensure that it complies with the recently released circular of the NSW Department of Premier and Cabinet, C2012-08 *NSW Government Website Management*, which requires all NSW Government websites to comply with *Web Content Accessibility Guidelines* (WCAG 2.0) by 31 December 2012.

During the reporting period, the Office commenced a thorough audit of the Board's website content. WCAG 2.0 compliance of the Board's website content will be achieved in a staged approach by prioritising areas according to the nature of material and its level of traffic.

The Office continues to refine and update its Disability Action Planning 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
- identify the policies and strategies that the Office uses to ensure compliance with the *Privacy and Personal Information Protection Act 1998*.
- 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

During 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 17 K–10 Languages courses offered, and 63 Board Developed Courses in 34 languages available for students in Years 11 and 12.
- 59 Board Developed Courses in the 34 languages were examined for the 2011 Higher School Certificate.
- In 2011, the newly developed Stage 6 Chinese, Indonesian, Japanese and Korean Heritage Languages courses were implemented for Year 11. 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 national Collaborative Curriculum and Assessment Framework for Languages (CCAFL), a program under the auspices of the Australasian Curriculum, Assessment and Certification Authorities (ACACA).
- The Board Inspector, Languages continues to be a member of the NSW Community Languages Schools Board.
- Board's principles specifying that examination questions be accessible to all candidates and 'free of bias, stereotyping or tokenism' were used in the development of the 2011 School Certificate tests and Higher School Certificate examinations.
- A number of 2011 School Certificate test and Higher School Certificate examination papers were provided with an additional review by an expert in literacy and English as a Second Language (ESL), to ensure that the papers were accessible for ESL students in appropriate subject areas.

- In May 2012, the Board held discussions with the Ethnic Communities Council and the Community Relations Commission regarding a review of languages' education in NSW schools. In light of national developments in this area, the Board is seeking to gauge the changing demand for languages education, the community's interests in sustainable languages education and possible approaches to assuring consistency of languages education opportunities from preschool to Year 12.

Ongoing strategies to promote the Board's commitment to ethnic affairs in New South Wales for 2011–2012 include:

- The review of examination papers from an ESL perspective, in addition to the standard checks to ensure papers are accessible to all students, will continue to be expanded as appropriate.
- Parent information on the Board's website is provided in community languages on the following 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's website *Making Multicultural Australia for the 21st century* is one of Australia's leading sources of quality educational resources in multiculturalism. The Board developed the site in partnership with the Multicultural Programs Unit of the Department of Education and Communities and the University of Technology, Sydney. In 2011 the Board continued to work in close collaboration with UTS in uploading new materials from across Australia to the site.

- The Board's website contains links to other websites that provide information for ethnic community groups, including:
  - The *HSC Online Parents' Information* website, developed by Charles Sturt University and the NSW Department of Education and Communities, provides advice to parents in community languages on how to support their HSC student during Year 12.
  - The *Racism, No Way* website is a national response to countering racism in Australian schools, managed by the Multicultural Programs Unit of the NSW Department of Education and Communities. It provides resources and practical strategies for use by school communities.

## Appendix 10 – Government Information (Public Access)

### Government Information (Public Access) statistics

These statistics are set out in accordance with the provision of the *Government Information (Public Access) Act 2009* ('GIPA Act').

**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	0	0	0	0	1	0	0	0
Members of Parliament	0	0	0	0	0	0	0	0
Private sector business	0	0	0	0	0	0	0	0
Not for profit organisations or community groups	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	1	0	0	0	0	0	0	1
Members of the public (other)	0	91	1	0	1	0	0	1
<b>Total</b>	<b>1</b>	<b>91</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</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 *	0	90	0	0	1	0	0	1
Access applications (other than personal information applications)	0	2	1	0	1	0	0	1
Access applications that are partly personal information applications and partly other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>92</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</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 applications that subsequently became valid application	0

**TABLE D: CONCLUSIVE PRESUMPTION OF OVERRIDING PUBLIC INTEREST AGAINST DISCLOSURE: MATTERS LISTED IN SCHEDULE 1 OF THE GIPA 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 2 TO SECTION 14 OF THE GIPA ACT**

	Number of occasions when application not successful
Responsible and effective government	0
Law enforcement and security	0
Individual rights, judicial processes and natural justice	0
Business interests of agencies and other persons	1
Environment, culture, economy and general matters	0
Security provisions	0
Exempt documents under interstate Freedom of Information legislation	0



**TABLE F: TIMELINESS**

	Number of applications
Decided within the statutory timeframes (20 days plus any extensions)	97
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
<b>Total</b>	<b>97</b>

**TABLE G: NUMBER OF APPLICATIONS REVIEWED UNDER PART 5 OF THE GIPA 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 GIPA 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 GIPA 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 GIPA Act)	0

\* In addition to the 97 GIPA applications reported above, there was one other application in the 2010–2011 year. As at July 2012, this application is subject to appeal to the Office of the Information Commissioner. As such, this application has not been included in the statistics.

Clause 7(a) of the GIPA Regulations requires the Board of Studies to report on the following categories:

- Details of how the agency carried out the review required by section 7(3) of the GIPA Act of its program for proactive release of the information held.

The Board of Studies (BOS) program for the proactive release of information involved the formulation of an Open Access Information Advisory Group. The Group meets quarterly to review, determine and prioritise information for open access.

During the reporting period, the Group was reviewing the list of Policy/Publication documents and Overriding Public Interest against Disclosure (OPIAD) Schedule that is currently available on the BOS website. It is anticipated that other information will be reviewed and released regularly.

- Total number of formal access applications the Board of Studies received during the reporting year, including withdrawn applications (but not invalid applications).

During the reporting period 2011–2012, 97 applications were received. Of those 97 applications:

- 1 application was granted in full
  - 91 applications from the one school were refused in part for the reason other information was available from Students Online
  - 1 application was refused under Section 14 Table 4(d)
  - 2 applications where the information was already available to the applicants from the Board of Studies website
  - 2 applications were withdrawn.
- The total number of formal access applications the Board of Studies received during the reporting year was 97. No applications were refused under Schedule 1 of the GIPA Act.

Anna Zhong (James Ruse Agricultural High School) with *Healthy Living*  
2011 Visual Arts student



Jordan Munns (Model Farms High School) with *Long after I am gone*  
2011 Visual Arts student

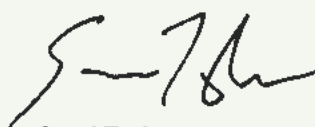
## Appendix 11 – Financial statements

### Office of the Board of Studies

#### Year ended 30 June 2012

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 2012;
- (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 2012; 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  
27 September 2012





t: 6275 7100  
ref: D1229662/0310

Ms Carol Taylor  
Chief Executive  
Office of the Board of Studies  
117 Clarence Street  
SYDNEY NSW 2000

27 September 2012

Dear Ms Taylor

## **STATUTORY AUDIT REPORT**

**for the year ended 30 June 2012**

**Office of the Board of Studies**

I have audited the financial statements of the Office of the Board of Studies (the Office) as required by the *Public Finance and Audit Act 1983* (the Act). This Statutory Audit Report outlines the results of my audit for the year ended 30 June 2012, and details the matters I found during my audit that are relevant to you in your role as one of those charged with the governance of the Office. The Act requires that I send this report to the Office, the Minister and the Treasurer.

This report is not the Independent Auditor's Report, in which I express my opinion on the Office's financial statements. I have enclosed the Independent Auditor's Report, together with the Office's financial statements.

My audit is designed to obtain reasonable assurance about whether the financial statements are free from material misstatement. My audit is not designed to identify all matters that may be of governance interest to you. Accordingly, there may be other matters of governance interest that did not come to my attention during my audit.

My audit is continuous and I may therefore identify further significant matters. If this occurs, I will write to you immediately.

### **Audit Result**

I expressed an unmodified opinion on the Office's financial statements and I have not identified any significant matters since my previous Statutory Audit Report.

### **Compliance with Legislative Requirements**

My audit procedures are targeted specifically towards forming an opinion on the Office's financial statements. This includes testing whether the Office has complied with legislative requirements that may materially impact on the financial statements. The results of the audit are reported in this context. My testing did not identify any instances of non-compliance.



## **Quality and Timeliness of Financial Reporting**

Treasury Circular TC 12/03 'Mandatory early close procedures commencing in 2012' required larger agencies to prepare certain aspects of financial statements before year end. These agencies were also required to submit their year-end information to The Treasury and their financial statements for audit at earlier dates.

The Office completed the relevant early close procedures set out in the Circular. The Office also submitted financial information to The Treasury and financial statements to the Audit Office before the due dates. We endorse this activity and recommend the agency continue to identify ways to meet an earlier reporting timetable.

## **Auditor-General's Report to Parliament**

As I have not identified any significant matters, commentary on the Office's financial operations will not appear in the Auditor-General's Report to Parliament. Appendix 1 to that Report will advise the audit result for the Office.

## **Acknowledgment**

I thank the Office's staff for their courtesy and assistance.

Yours sincerely



Aaron Green  
Director, Financial Audit Services



# FINANCIAL STATEMENTS

## CONTENTS

<b>Statement of comprehensive income</b>	<b>146</b>
<b>Statement of financial position</b>	<b>147</b>
<b>Statement of changes in equity</b>	<b>148</b>
<b>Statement of cash flows</b>	<b>149</b>
<b>Service group statements</b>	<b>150</b>
<b>Summary of compliance with financial directives</b>	<b>151</b>
<b>Notes to the financial statements</b>	
1    Summary of Significant Accounting Policies	152
2    Budget Review	157
3    Expenses Excluding Losses	158
4    Revenue	160
5    Gain/(Loss) on Disposal	160
6    Acceptance by the Crown Entity of Employee Benefits and Other Liabilities	160
7    Current Assets – Cash and Cash Equivalents	160
8    Current Assets – Receivables	160
9    Current Assets – Inventories	160
10   Non-Current Assets – Property, Plant and Equipment	161
11   Intangible Assets	162
12   Current Liabilities – Payables	162
13   Current/Non-Current Liabilities – Provisions	163
14   Current/Non-current Liabilities – Other	163
15   Commitments for Expenditure	164
16   Contingent Liabilities	164
17   Reconciliation of Cash Flows from Operating Activities to Net Cost of Services	165
18   Appropriations	165
19   Financial Instruments	166
20   Service Groups of the Agency	169
21   Restricted Assets	169
22   After Balance Date Events	169

## Start of audited financial statements

### Statement of comprehensive income for the year ended 30 June 2012

	Notes	Actual 2012 \$'000	Budget 2012 \$'000	Actual 2011 \$'000
<b>Expenses excluding losses</b>				
Operating expenses				
Employee related	3(a)	91,373	91,879	86,867
Other operating expenses	3(b)	27,379	23,018	25,102
Depreciation and amortisation	3(c)	2,559	2,359	2,286
Finance costs	3(d)	17	26	19
<b>Total expenses excluding losses</b>		<b>121,328</b>	<b>117,282</b>	<b>114,274</b>
<b>Revenue</b>				
Recurrent appropriation	4(a)	–	–	101,829
Capital appropriation	4(b)	–	–	3,103
Sale of goods and services	4(c)	7,461	6,218	7,375
Investment revenue	4(d)	348	276	249
Grants and contributions	4(e)	106,924	107,061	439
Acceptance by the Crown Entity of employee benefits and other liabilities	4(f)	2,778	1,348	2,153
Other revenue	4(g)	328	960	147
<b>Total Revenue</b>		<b>117,839</b>	<b>115,863</b>	<b>115,295</b>
Gain / (loss) on disposal	5	(355)	10	(9)
<b>Net result</b>		<b>(3,844)</b>	<b>(1,409)</b>	<b>1,012</b>
<b>Other comprehensive income</b>				
<b>Total other comprehensive income</b>		<b>–</b>	<b>–</b>	<b>–</b>
<b>Total comprehensive Income</b>		<b>(3,844)</b>	<b>(1,409)</b>	<b>1,012</b>

The accompanying notes form part of these financial statements.

# FINANCIAL STATEMENTS

## Statement of financial position as at 30 June 2012

	Notes	Actual 2012 \$'000	Budget 2012 \$'000	Actual 2011 \$'000
<b>ASSETS</b>				
Current Assets				
Cash and cash equivalents	6	5,614	4,934	5,495
Receivables	7	1,350	1,437	1,946
Inventories	8	1,203	1,207	1,207
<b>Total Current Assets</b>		<b>8,167</b>	<b>7,578</b>	<b>8,648</b>
<b>Non-Current Assets</b>				
Receivables	7	178	–	–
Property, plant and equipment				
– Leasehold Improvements		2,037	1,356	1,678
– Plant and equipment		3,276	4,016	4,209
Total property, plant and equipment	9	5,313	5,372	5,887
Intangible assets	10	2,401	2,024	2,420
<b>Total Non-Current Assets</b>		<b>7,892</b>	<b>7,396</b>	<b>8,307</b>
<b>Total Assets</b>		<b>16,059</b>	<b>14,974</b>	<b>16,955</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Payables	11	3,332	1,704	3,218
Provisions	12	3,589	2,586	3,044
Other	13	578	1,298	56
<b>Total Current Liabilities</b>		<b>7,499</b>	<b>5,588</b>	<b>6,318</b>
<b>Non-Current Liabilities</b>				
Provisions	12	304	37	270
Other	13	1,733	211	–
<b>Total Non-Current Liabilities</b>		<b>2,037</b>	<b>248</b>	<b>270</b>
<b>Total Liabilities</b>		<b>9,536</b>	<b>5,836</b>	<b>6,588</b>
<b>Net Assets</b>		<b>6,523</b>	<b>9,138</b>	<b>10,367</b>
<b>EQUITY</b>				
Accumulated funds		6,523	9,138	10,367
<b>Total Equity</b>		<b>6,523</b>	<b>9,138</b>	<b>10,367</b>

The accompanying notes form part of these financial statements.



## Statement of changes in equity for the year ended 30 June 2012

	Notes	Accumulated Funds \$'000	Total \$'000
<b>Balance at 1 July 2011</b>		10,367	10,367
Net result for the year		(3,844)	(3,844)
Other comprehensive income		–	–
Total other comprehensive income		–	–
Total comprehensive income for the year		(3,844)	(3,844)
<b>Balance at 30 June 2012</b>		<b>6,523</b>	<b>6,523</b>
 <b>Balance at 1 July 2010</b>		 9,355	 9,355
Net result for the year		1,012	1,012
Other comprehensive income			
Total other comprehensive income		–	–
Total comprehensive income for the year		1,012	1,012
<b>Balance at 30 June 2011</b>		<b>10,367</b>	<b>10,367</b>

The accompanying notes form part of these financial statements.

# FINANCIAL STATEMENTS

## Statement of cash flows for the year ended 30 June 2012

	Notes	Actual 2012 \$'000	Budget 2012 \$'000	Actual 2011 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
Payments				
Employee related		(87,884)	(90,877)	(84,196)
Other		(28,741)	(26,305)	(28,616)
<b>Total Payments</b>		<b>(116,625)</b>	<b>(117,182)</b>	<b>(112,812)</b>
<b>Receipts</b>				
Recurrent appropriation		–	–	101,829
Capital appropriation (excluding equity appropriations)		–	–	3,103
Sale of goods and services		7,174	6,144	7,083
Interest received		357	293	232
Grants and contributions		106,950	107,061	–
Cash transferred to the Consolidated Fund		(56)	(56)	–
Other		4,640	4,617	4,276
<b>Total Receipts</b>		<b>119,065</b>	<b>118,059</b>	<b>116,523</b>
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>	<b>16</b>	<b>2,440</b>	<b>877</b>	<b>3,711</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Proceeds from sale of plant and equipment		22	30	–
Purchases of plant and equipment, leasehold improvements and intangibles		(2,343)	(1,468)	(3,103)
<b>NET CASH FLOWS FROM INVESTING ACTIVITIES</b>		<b>(2,321)</b>	<b>(1,438)</b>	<b>(3,103)</b>
<b>NET INCREASE / (DECREASE) IN CASH</b>		<b>119</b>	<b>(561)</b>	<b>608</b>
Opening cash and cash equivalents		5,495	5,495	4,887
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	<b>6</b>	<b>5,614</b>	<b>4,934</b>	<b>5,495</b>

The accompanying notes form part of these financial statements.

# FINANCIAL STATEMENTS

## Supplementary Financial Statements Service group statements for the year ended 30 June 2012

	Service Group 1*		Service Group 2*		Service Group 3*		Not Attributable		Total	
ENTITY'S EXPENSES & INCOME	2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'000
<b>Expenses excluding losses</b>										
Operating expenses										
• Employee related	10,830	8,985	77,262	74,597	3,281	3,285	–	–	91,373	86,867
• Other operating expenses	3,758	3,538	23,181	21,077	440	487	–	–	27,379	25,102
Depreciation and amortisation	406	383	2,153	1,903	–	–	–	–	2,559	2,286
Finance costs	4	5	13	14	–	–	–	–	17	19
<b>TOTAL EXPENSES EXCLUDING LOSSES</b>	<b>14,998</b>	<b>12,911</b>	<b>102,609</b>	<b>97,591</b>	<b>3,721</b>	<b>3,772</b>	<b>–</b>	<b>–</b>	<b>121,328</b>	<b>114,274</b>
<b>Revenue**</b>										
Recurrent appropriation								101,829		101,829
Capital appropriation								3,103		3,103
Sale of goods and services	928	1,255	6,268	5,893	265	227	–	–	7,461	7,375
Investment revenue	–	–	–	–	–	–	348	249	348	249
Grants and contributions	1,126	439	–	–	–	–	105,798	–	106,924	439
Acceptance by the Crown Entity of employee benefits and other liabilities	766	581	1,921	1,509	91	63	–	–	2,778	2,153
Other revenue	64	74	264	73	–	–	–	–	328	147
<b>Total revenue</b>	<b>2,884</b>	<b>2,349</b>	<b>8,453</b>	<b>7,475</b>	<b>356</b>	<b>290</b>	<b>106,146</b>	<b>105,181</b>	<b>117,839</b>	<b>115,295</b>
Gain / (loss) on disposal	(106)	(3)	(249)	(6)	–	–	–	–	(355)	(9)
<b>Net result</b>	<b>(12,220)</b>	<b>(10,565)</b>	<b>(94,405)</b>	<b>(90,122)</b>	<b>(3,365)</b>	<b>(3,482)</b>	<b>106,146</b>	<b>105,181</b>	<b>(3,844)</b>	<b>1,012</b>
Other Comprehensive Income										
Increase / (decrease) in asset revaluation reserve	–	–	–	–	–	–	–	–	–	–
Other	–	–	–	–	–	–	–	–	–	–
<b>Total Other Comprehensive income</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>
<b>TOTAL COMPREHENSIVE INCOME</b>	<b>(12,220)</b>	<b>(10,565)</b>	<b>(94,405)</b>	<b>(90,122)</b>	<b>(3,365)</b>	<b>(3,482)</b>	<b>106,146</b>	<b>105,181</b>	<b>(3,844)</b>	<b>1,012</b>
<b>ENTITY'S ASSETS &amp; LIABILITIES</b>										
<b>Current Assets</b>										
Cash and cash equivalents	–	–	–	–	–	–	5,614	5,495	5,614	5,495
Receivables	277	568	935	1,202	39	68	99	108	1,350	1,946
Inventories	602	603	601	604	–	–	–	–	1,203	1,207
<b>Total current assets</b>	<b>879</b>	<b>1,171</b>	<b>1,536</b>	<b>1,806</b>	<b>39</b>	<b>68</b>	<b>5,713</b>	<b>5,603</b>	<b>8,167</b>	<b>8,648</b>
<b>Non-current Assets</b>										
Receivables	44	–	125	–	9	–	–	–	178	–
Property, plant and equipment	845	1,000	4,467	4,887	–	–	–	–	5,312	5,887
Intangibles	–	–	2,401	2,420	–	–	–	–	2,401	2,420
<b>Total non-current assets</b>	<b>889</b>	<b>1,000</b>	<b>6,993</b>	<b>7,307</b>	<b>9</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>7,891</b>	<b>8,307</b>
<b>TOTAL ASSETS</b>	<b>1,768</b>	<b>2,171</b>	<b>8,529</b>	<b>9,113</b>	<b>48</b>	<b>68</b>	<b>5,713</b>	<b>5,603</b>	<b>16,058</b>	<b>16,955</b>
<b>Current liabilities</b>										
Payables	338	454	2,938	2,689	55	75	–	–	3,331	3,218
Provisions	1,224	1,122	2,129	1,767	236	155	–	–	3,589	3,044
Other	62	–	494	–	22	–	–	56	578	56
<b>Total current liabilities</b>	<b>1,624</b>	<b>1,576</b>	<b>5,561</b>	<b>4,456</b>	<b>313</b>	<b>230</b>	<b>–</b>	<b>56</b>	<b>7,498</b>	<b>6,318</b>
<b>Non-current liabilities</b>										
Provisions	106	94	165	146	33	30	–	–	304	270
Other	186	–	1,481	–	66	–	–	–	1,733	–
<b>Total non-current liabilities</b>	<b>292</b>	<b>94</b>	<b>1,646</b>	<b>146</b>	<b>99</b>	<b>30</b>	<b>–</b>	<b>–</b>	<b>2,037</b>	<b>270</b>
<b>TOTAL LIABILITIES</b>	<b>1,916</b>	<b>1,670</b>	<b>7,207</b>	<b>4,602</b>	<b>412</b>	<b>260</b>	<b>–</b>	<b>56</b>	<b>9,535</b>	<b>6,588</b>
<b>NET ASSETS</b>	<b>(148)</b>	<b>501</b>	<b>1,322</b>	<b>4,511</b>	<b>(364)</b>	<b>(192)</b>	<b>5,713</b>	<b>5,547</b>	<b>6,523</b>	<b>10,367</b>

\* The names and purposes of each service group are summarised in Note 19.

\*\* 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.

# FINANCIAL STATEMENTS

## Supplementary Financial Statements Summary of compliance with financial directives

	2012*				2011			
	Recurrent App'n \$'000	Expenditure/ Net Claim On Consolidated Fund \$'000	Capital App'n \$'000	Expenditure/ Net Claim On Consolidated Fund \$'000	Recurrent App'n \$'000	Expenditure/ Net Claim On Consolidated Fund \$'000	Capital App'n \$'000	Expenditure/ Net Claim On Consolidated Fund \$'000
<b>ORIGINAL BUDGET APPROPRIATION/EXPENDITURE</b>								
• Appropriation Act					102,428	102,428	849	849
• Additional Appropriations					(599)	(599)		
• s21A PF&AA – special appropriation					–	–	–	–
• s24 PF&AA – transfers of functions between entities							–	–
• s26 PF&AA – Commonwealth specific purpose payments					–	–	–	–
<b>OTHER APPROPRIATIONS/ EXPENDITURE</b>								
• Treasurer's Advance							2,310	2,254
• Section 22 – expenditure for certain works and services							–	–
• Transfers to/from another entity (per relevant section 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>Amount drawn down against Appropriation</b>							<b>101,829</b>	<b>3,159</b>
<b>Liability to Consolidated Fund</b>							<b>–</b>	<b>(56)</b>

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

\* From 2012 the Office receives its funding via grants from the Department of Education and Communities (Refer to Note 1(g)).

## Notes to the financial statements for the year ended 30 June 2012

### 1 Summary of Significant Accounting Policies

#### (a) Reporting entity

The Office of the Board of Studies is a NSW government entity. The Office of the Board of Studies is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units. The reporting entity is consolidated as part of the NSW Total State Sector Accounts.

All the operating activities of the Office of the Board of Studies 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 \$.449m (\$0.496m 2011) and \$51.576m (\$50.614m 2011) respectively. These services relate primarily to the provision of casual examination staff.

These financial statements for the year ended 30 June 2012 have been authorised for issue by the Chief Executive on 27 September 2012.

#### (b) Basis of preparation

The Office's financial statements are general purpose financial statements which have been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and Regulation and
- the Financial Reporting Directions published in the Financial Code for NSW General Government Sector Entities or issued by the Treasurer.

Plant and equipment and leasehold improvements are measured at fair value. Other financial statement items are prepared in accordance with the historical cost convention.

Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

#### (c) Statement of compliance

The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

#### (d) Administered activities

The Office has no administered activities.

#### (e) Insurance

The Office's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self insurance for Government entities. The expense (premium) is determined by the Fund Manager based on past claim experience.

#### (f) Accounting for the Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of GST, except that:

- the amount of GST incurred by the Office as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense and
- receivables and payables are stated with the amount of GST included.

Cash flows are included in the statement of cash flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows.



## **(g) Income recognition**

Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies for the recognition of income are discussed below.

### *(i) Parliamentary appropriations and contributions*

Parliamentary appropriations and contributions from other bodies (including grants and donations) are generally recognised as income when the entity 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 unspent appropriations are recognised as liabilities rather than income, as the authority to spend the money lapses and the unspent amount must be repaid to the Consolidated Fund.

The liability is disclosed in Note 13 as part of 'Current / Non-Current liabilities – Other'. The amount will be repaid and the liability will be extinguished next financial year. From 2012 the Office receives its funding via grants from the Department of Education and Communities.

### *(ii) Sale of goods*

Revenue from the sale of goods is recognised as revenue when the 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; i.e. the deferred payment amount is effectively discounted at an asset-specific rate.

### *(ii) Capitalisation thresholds*

Property, plant and equipment and intangible assets costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised.

### *(iii) Revaluation of property, plant and equipment*

Physical non-current assets are valued in accordance with the 'Valuation of Physical Non-Current Assets at Fair Value' Policy and Guidelines Paper (TPP 07-01). This policy adopts fair value in accordance with AASB 116 *Property, Plant and Equipment*.

Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.

Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market buying price, the best indicator of which is depreciated replacement cost.

Non-specialised assets with short useful lives are measured at depreciated historical cost, as a surrogate for fair value.

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

As a not-for-profit entity with no cash generating units, AASB 136 *Impairment of Assets* effectively is not applicable. AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, where an asset is already measured at fair value, impairment can only arise if selling costs are material. Selling costs for the Office are regarded as immaterial.

#### (v) *Depreciation of property, plant and equipment*

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

All material separately identifiable components of assets are depreciated over their shorter useful lives. Useful lives of each major category of depreciable assets are:

#### *Plant and equipment*

Computer hardware	4 years
Office furniture	10-15 years
Office equipment	5 years
Plant and machinery	10 years
Motor vehicles	7 years

*Leasehold improvements*      Unexpired period of the lease

#### (vi) *Restoration costs*

The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

#### (vii) *Maintenance*

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated.

#### (viii) *Leased assets*

Operating lease payments are charged to the statement of comprehensive income in the periods in which they are incurred. The Office has no finance leases.

#### (ix) *Intangible assets*

The Office recognises intangible assets only if it is probable that future economic benefits will flow to the Office and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.

All research costs are expensed. Development costs are only capitalised when certain criteria are met.

The useful lives of intangible assets are assessed to be finite.

Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Office's intangible assets, the assets are carried at cost less any accumulated amortisation.

The Office's intangible assets are amortised using the straight line method over a period of 3-10 years for software intangibles.

Intangible assets are tested for impairment where an indicator of impairment exists. If the recoverable amount is less than its carrying amount, the carrying amount is reduced to recoverable amount and the reduction is recognised as an impairment loss.

## *(x) Receivables*

Receivables are non derivative financial assets with fixed or determinable payments that are not quoted in an active market.

Receivables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest rate method. Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

An allowance for impairment of receivables is established when there is objective evidence that the entity will not be able to collect all amounts due. The amount of the allowance is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. Bad debts are written off as incurred.

## *(xi) Inventories*

Inventories held for distribution are stated at cost, adjusted when applicable, for any loss of service potential. A loss of service potential is identified and measured based on the existence of a current replacement cost that is lower than the carrying amount. Inventories (other than those held for distribution) are stated at the lower of cost and net realisable value. Cost is calculated using the weighted average cost or 'first in first out' method.

The cost of inventories acquired at no cost or for nominal consideration is the current replacement cost as at the date of acquisition. Current replacement cost is the cost the Office would incur to acquire the asset. Net realisable value is the estimated selling price in the ordinary course of business less the estimated costs of completion and the estimated costs necessary to make the sale.

## *(xii) Impairment of financial assets*

All financial assets, except those measured at fair value through profit and loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the entity will not be able to collect all amounts due.

## **(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 assumed being shown as part of the non-monetary revenue item described as "Acceptance by the Crown Entity of employee benefits and other liabilities".

Long service leave is measured at present value in accordance with AASB 119 Employee Benefits. This is based on the application of certain factors (specified in NSWTC 12/06) to employees with five or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

### *(iii) Other provisions*

Other provisions exist when: the entity has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

If the effect of the time value of money is material, provisions are discounted at 5.5%, which is a pre-tax rate that reflects the current market assessments of the time value of money and the risks specific to the liability.

### **(j) Budgeted amounts**

The budgeted amounts are drawn from the original budgeted financial statements presented to Parliament in respect of the reporting period, as adjusted for section 24 of the PFAA where there has been a transfer of functions between departments. Other amendments made to the budget are not reflected in the budgeted amounts.

### **(k) Equity and reserves**

#### *(i) Accumulated funds*

The category 'Accumulated Funds' includes all current and prior period retained funds.

### **(l) Comparative information**

Except when an Australian Accounting Standard permits or requires otherwise, comparative information is disclosed in respect of the previous period for all amounts reported in the financial statements.

### **(m) New Australian Accounting Standards issued but not effective**

As mandated by the Treasurer, the Office has not early-adopted the following new/revised Standards/Interpretations:

*AASB 9 Financial Instruments*

*AASB 10 Consolidated Financial Statements*

*AASB 13 Fair Value Measurement*

*AASB 119 Employee Benefits*

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 2012

### 2 Budget Review

#### Net result

The actual result in 2012 was higher than budget by \$2.435m. This was primarily due to the net effect of additional revenue for copyright fees, a reduction in grants and contributions of \$0.961m offset by increases in non-cash employee provisions and the accounting effect of raising a non-cash property lease incentive liability for 2012. The reduction in grants and contributions relates to a inter-year transfer request to Treasury to meet planned expenditure in relation to the implementation of the Record of School Achievement.

#### Assets and liabilities

Current assets were higher than budget by \$0.589m due to an increase in cash primarily the result of unspent grants revenue.

Non current assets were higher than budget by \$0.495m due to additional leasehold improvements and intangible asset acquisitions and a reduction in plant and equipment assets.

Current liabilities were higher than budget by \$1.910m due to an increase in payables, employee benefit provisions and property lease incentive liabilities.

Non current liabilities were higher than budget by \$1.789m due to an increase in employee benefit provisions and property lease incentive liabilities.

#### Cash flows

Net Cash Flows from Operating Activities was higher than budget by \$1.563m due to an increase in net actual receipts and receivables.

Net Cash Flows from Investing Activities exceeded the budget by \$0.883m due to an increase in leasehold improvements associated with office accommodation fitouts.



## Notes to the financial statements for the year ended 30 June 2012

	2012 \$'000	2011 \$'000
<b>3 Expenses Excluding Losses</b>		
<b>(a) Employee related expenses</b>		
Salaries and wages (including recreation leave)	77,935	74,848
Superannuation – defined benefit plans	897	930
Superannuation – defined contribution plans	5,286	4,981
Long service leave	2,224	1,259
Workers' compensation insurance	473	509
Payroll tax and fringe benefit tax	4,558	4,340
	<b>91,373</b>	<b>86,867</b>
<b>(b) Other operating expenses include the following:</b>		
Auditor's remuneration – audit of the financial statements	46	47
Bad and doubtful debts	1	1
Computing expenses	2,770	2,272
Couriers	438	446
Contractors	2,691	2,246
Fees for services	1,625	901
Furniture and equipment	710	592
Insurance	61	59
Legal fees	212	51
Maintenance	1,412*	1,037*
Marking centre rental	4,106	4,082
Motor vehicles	634	656
Operating lease rental expense – minimum lease payments	3,880	3,705
Other expenses	836	706
Postage	778	813
Printing and publishing	2,502	2,844
Security	1,696	1,752
Staff development	287	288
Stationery and consumables	428	418
Telephones	279	366
Travel and accommodation	1,987	1,820
	<b>27,379</b>	<b>25,102</b>
* Reconciliation – Total maintenance		
Maintenance expense – contracted labour and other (non-employee related), as above	1,412	1,037
Employee related maintenance expense included in Note 2(a)	–	–
<b>Total maintenance expenses included in Note 2(a) +2(b)</b>	<b>1,412</b>	<b>1,037</b>

# FINANCIAL STATEMENTS

## Notes to the financial statements for the year ended 30 June 2012

	2012 \$'000	2011 \$'000
<b>(c) Depreciation and amortisation expense</b>		
Depreciation		
Building improvements	316	402
Plant and equipment	1,728	1,394
	<b>2,044</b>	<b>1,796</b>
Amortisation		
Software intangibles	515	490
	<b>515</b>	<b>490</b>
<b>Total depreciation and amortisation expense</b>	<b>2,559</b>	<b>2,286</b>
<b>(d) Finance costs</b>		
Unwinding of discount rate	17	19
	<b>17</b>	<b>19</b>

## Notes to the financial statements for the year ended 30 June 2012

	2012 \$'000	2011 \$'000
<b>4 Revenue</b>		
<b>(a) Recurrent appropriation</b> (Refer to Note 1(g)):	–	101,829
	–	<b>101,829</b>
<b>(b) Capital appropriation</b> (Refer to Note 1(g)):	–	3,103
	–	<b>3,103</b>
<b>(c) Sale of goods:</b>		
Publication and copyright fees	1,828	1,824
Rendering of services:		
HSC and School Certificate user charges	1,423	1,510
Australian Music Examination Board fees	3,226	3,038
Information & Comm. Technology fees	277	351
Exhibition fees	437	423
Other	270	229
	<b>7,461</b>	<b>7,375</b>
<b>(d) Investment revenue</b>		
Interest	<b>348</b>	<b>249</b>
<b>(e) Grants and contributions</b>		
Aboriginal education	40	40
Vocational education and training	321	289
Department of Education and Communities	105,559 *	–
Crown Entity Redundancy Grant	239	–
Road Safety Education	765	–
Other	–	110
* Refer to Note 1(g)		
	<b>106,924</b>	<b>439</b>
<b>(f) Acceptance by the Crown Entity of employee benefits and other liabilities</b>		
Superannuation – defined benefit	897	930
Long service leave	1,868	1,206
Payroll tax	13	17
	<b>2,778</b>	<b>2,153</b>
<b>(g) Other revenue</b>		
Insurance recoveries	94	2
IT Projects	156	45
Project Services	66	–
Other	12	100
	<b>328</b>	<b>147</b>

# FINANCIAL STATEMENTS

## Notes to the financial statements for the year ended 30 June 2012

	2012 \$'000	2011 \$'000
<b>5 Gain / (Loss) on Disposal</b>		
Gain / (loss) on disposal of plant and equipment:		
Proceeds from disposal	22	–
Written down value of assets disposed	(377)	(9)
<b>Net gain / (loss) on disposal of plant and equipment</b>	<b>355</b>	<b>(9)</b>
<b>6 Current Assets – Cash and Cash Equivalents</b>		
Cash at bank and on hand	5,614	5,495
	<b>5,614</b>	<b>5,495</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)	5,614	5,495
<b>Closing cash and cash equivalents (per statement of cash flows)</b>	<b>5,614</b>	<b>5,495</b>
Refer Note 18 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.		
<b>7 Current / Non-Current Assets – Receivables</b>		
Sale of goods and services	17	8
Less: Allowance for impairment	–	–
Sundry government debtors	384	767
Other debtors	360	53
Prepayments – Current	589	1,118
Prepayments – Non-Current	178	–
	<b>1,528</b>	<b>1,946</b>
Details regarding credit risk, liquidity risk and market risk, including financial assets that are past either due or impaired, are disclosed in Note 18.		
<b>8 Current Assets – Inventories</b>		
<b>Held for distribution</b>		
Publications stock – at cost	628	729
	<b>628</b>	<b>729</b>
<b>Held for resale</b>		
Publications stock – at cost	575	478
	<b>575</b>	<b>478</b>
	<b>1,203</b>	<b>1,207</b>

A provision for obsolescence of \$0.228m (\$0.189m 2011) is included in the above amounts.

## Notes to the financial statements for the year ended 30 June 2012

	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total Equipment \$'000
<b>9 Non-Current Assets – Property, Plant and Equipment</b>			
<b>At 1 July 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>At 30 June 2012 – fair value</b>			
Gross carrying amount	5,587	11,003	16,590
Accumulated depreciation and impairment	(3,550)	(7,727)	(11,277)
<b>Net carrying amount</b>	<b>2,037</b>	<b>3,276</b>	<b>5,313</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 2012</b>			
Net carrying amount at start of year	1,678	4,209	5,887
Additions	675	1,172	1,847
Disposals	–	(377)	(377)
Depreciation expense	(316)	(1,728)	(2,044)
<b>Net carrying amount at end of year</b>	<b>2,037</b>	<b>3,276</b>	<b>5,313</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>



# FINANCIAL STATEMENTS

## Notes to the financial statements for the year ended 30 June 2012

	Software \$'000	Total \$'000
<b>10 Intangible Assets</b>		
At 1 July 2011		
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>At 30 June 2012</b>		
Cost (gross carrying amount)	8,921	8,921
Accumulated amortisation and impairment	(6,520)	(6,520)
<b>Net carrying amount</b>	<b>2,401</b>	<b>2,401</b>
<b>Year ended 30 June 2012</b>		
Net carrying amount at start of year	2,420	2,420
Additions	496	496
Amortisation (recognised in 'depreciation and amortisation')	(515)	(515)
<b>Net carrying amount at end of year</b>	<b>(2,401)</b>	<b>2,401</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>

## Notes to the financial statements for the year ended 30 June 2012

	2012 \$'000	2011 \$'000
<b>11 Current Liabilities – Payables</b>		
Accrued salaries, wages and on-costs	797	653
Creditors	1,214	1,303
Relief staff costs	126	154
Unearned revenue	1,190	1,103
Other	5	5
	<b>3,332</b>	<b>3,218</b>

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 18.

## 12 Current/Non-Current Liabilities – Provisions

<b>Employee benefits and related on-costs</b>		
Recreation leave	2,505	2,299
Long service leave on-costs	664	373
Payroll tax on LSL payable	477	412
	<b>3,646</b>	<b>3,084</b>
<b>Other Provisions – non current</b>		
Restoration costs	247	230
	<b>247</b>	<b>230</b>
<b>Total Provisions</b>	<b>3,893</b>	<b>3,314</b>
<b>Aggregate employee benefits and related on-costs</b>		
Provisions – current	3,589	3,044
Provisions – non current	57	40
Accrued salaries, wages and on-costs (Note 11)	797	653
	<b>4,443</b>	<b>3,737</b>

The total for recreation leave above includes \$1.630m in 2012 (\$1.433m 2011) 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>2012</b>	
Carrying amount at the beginning of the financial year	230
Unwinding / change in the discount rate	17
<b>Carrying amount at end of financial year</b>	<b>247</b>

# FINANCIAL STATEMENTS

## Notes to the financial statements for the year ended 30 June 2012

	2012 \$'000	2011 \$'000
<b>13 Current / Non-Current Liabilities – Other</b>		
Property Lease Incentive Liability – Current	578	–
Property Lease Incentive Liability – Non-Current	1,733	–
Liability to Consolidated Fund	–	56
	<b>2,311</b>	<b>56</b>

## 14 Commitments for expenditure

### (a) Operating Lease Commitments

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

Not later than one year	4,089	3,723
Later than one year and not later than five years	10,314	1,179
Later than five years.	–	37
<b>Total (including GST)</b>	<b>14,403</b>	<b>4,939</b>

Operating lease commitments relate to office accommodation and motor vehicles.

The total 'Operating Lease Commitments' above includes input tax credits of \$1.309m that are expected to be recoverable from the Australian Taxation Office.

### (b) Capital Commitments

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

Not later than one year	7	369
<b>Total (including GST)</b>	<b>7</b>	<b>369</b>

The total 'Capital Commitments' above includes input tax credits of \$0.6k that are expected to be recoverable from the Australian Taxation Office.

## 15 Contingent Liabilities

### Contingent liabilities

The Office is unaware of any contingent liabilities existing as at 30 June 2012.

## Notes to the financial statements for the year ended 30 June 2012

	2012 \$'000	2011 \$'000
<b>16 Reconciliation of Cash Flows from Operating Activities to Net Result</b>		
Net cash used on operating activities	2,440	3,711
Cash flows from Government/Appropriations	–	–
Depreciation and Amortisation	(2,559)	(2,286)
Decrease/(increase) in provisions	(2,834)	(472)
Acceptance by the Crown Entity of employee benefits and other liabilities	–	–
Increase/(decrease) in receivables	(418)	509
Decrease/(increase) in creditors	(114)	(273)
Increase/(decrease) in inventories	(4)	(168)
Net gain/(loss) on sale of plant & equipment	(355)	(9)
<b>Net Result</b>	<b>3,844</b>	<b>1,012</b>
<b>17 Appropriations</b>		
<b>Recurrent appropriations</b>		
Total recurrent draw-downs from NSW Treasury (per Summary of compliance)	–	101,829
Less: Liability to Consolidated Fund (per Summary of compliance)	–	–
	<b>–</b>	<b>101,829</b>
Comprising:		
Recurrent appropriations (per Statement of comprehensive income)	–	101,829
	<b>–</b>	<b>101,829</b>
<b>Capital appropriations</b>		
Total capital draw-downs from NSW Treasury (per Summary of compliance)	–	3,159
Less: Liability to Consolidated Fund (per Summary of compliance)	–	56
	<b>–</b>	<b>3,103</b>
Comprising:		
Capital appropriations (per Statement of comprehensive income)	–	3,103
	<b>–</b>	<b>3,103</b>
Refer to Note 1(g)		

## Notes to the financial statements for the year ended 30 June 2012

### 18 Financial Instruments

The Office's principal financial instruments are outlined below. These financial instruments arise directly from the Office's operations or are required to finance the Office's operations. The Office does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The Office's main risks arising from financial instruments are outlined below, together with the Office's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout these financial statements.

The Audit and Risk Committee has overall responsibility for the oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the Office, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Committee and internal auditors on a continuous basis.

#### (a) Financial instrument categories

Financial Assets	Note	Category	Carrying Amount	Carrying Amount
			2012 \$'000	2011 \$'000
Cash and cash equivalents	6	N/A	5,614	5,495
Receivables *	7	Receivables	476	577

\* Excludes statutory receivables and prepayments (ie not within the scope of AASB 7).

Financial Liabilities	Note	Category	Carrying Amount	Carrying Amount
			2012 \$'000	2011 \$'000
Payables *	11	Payables	2,381	1,880

\* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7)

#### (b) Credit Risk

Credit risk arises when there is the possibility of the Office's debtors defaulting on their contractual obligations, resulting in a financial loss to the Office. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the Office, including cash, receivables, and authority deposits. No collateral is held by the Office. The Office has not granted any financial guarantees.

Credit risk associated with the Office's financial assets, other than receivables, is managed through the selection of counterparties and establishment of minimum credit rating standards. Authority deposits held with NSW TCorp are guaranteed by the State.

#### Cash

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11am unofficial cash rate, adjusted for a management fee to NSW Treasury.



## Notes to the financial statements for the year ended 30 June 2012

### 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 (2012: \$269,426; 2011: \$14,241) and less than 6 months past due (2012: \$67,960; 2011: \$6,529) are not considered impaired. Together, these represent 100% of the total trade debtors. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the statement of financial position.

		\$'000	
	Total <sup>1,2</sup>	Past due but not impaired <sup>1,2</sup>	Considered impaired
<b>2012</b>			
< 3 months overdue	68	68	–
3 months – 6 months overdue	–	–	–
> 6 months overdue	–	–	–
<b>2011</b>			
< 3 months overdue	7	7	–
3 months – 6 months overdue	–	–	–
> 6 months overdue	–	–	–

#### Notes:

1 Each column in the table reports 'gross receivables'

2 The ageing analysis excludes statutory receivables, as these are not within the scope of AASB7 and excludes receivables that are not past due and not impaired. Therefore, the "total" will not reconcile to the receivables total recognised in the statement of financial position.

### (c) Liquidity risk

Liquidity risk is the risk that the Office will be unable to meet its payment obligations when they fall due. The Office continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances. Liquidity risk is assessed as low.

During the current and prior years, there were no defaults or breaches on any loans payable. No assets have been pledged as collateral. The Office's exposure to liquidity risk is deemed insignificant based on prior period's data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW TC 11/12. For small business suppliers, where terms are not specified, payment is made no later than 30 days from the date of receipt of a correctly rendered invoice. For other suppliers, if trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is

# FINANCIAL STATEMENTS

## Notes to the financial statements for the year ended 30 June 2012

received. For small business suppliers, where payment is not made within the specified time period, simple interest must be paid automatically unless an existing contract specifies otherwise. For payments to other suppliers, the Chief Executive may automatically pay the supplier simple interest. During the year no penalty interest payments were made.

### (d) Market risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. The Office's exposure to market risk is considered low.

#### *Interest rate risk*

The Office does not account for any fixed rate financial instruments at fair value through profit or loss or as available-for-sale. Therefore, for these financial instruments, a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility. The Offices' exposure to interest rate risk is set out below.

		\$'000			
		-1%		1%	
	Carrying Amount	Profit	Equity	Profit	Equity
<b>2012</b>					
<b>Financial assets</b>					
Cash and cash equivalents	5,614	(56)	(56)	56	56
Receivables	476	(5)	(5)	5	5
<b>Financial liabilities</b>					
Payables	1,804	18	18	(18)	(18)
<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)

### (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 2012

### 19 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, the registration of home schooling and the approval of course providers for students from overseas.

### 20 Restricted Assets

The Office holds monies donated for the Brother John Taylor Memorial Trust (\$39,045) and for the Mary Besley Biology Teachers award (\$580). The Brother John Taylor Memorial Trust recognises a HSC student who has overcome significant disadvantage to achieve academic excellence.

The Mary Besley Biology Teachers award recognises outstanding achievement in Biology. Interest earned from the investment of these assets is used to provide cash awards to the recipients.

### 21 Events after the Reporting Period

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

## End of audited financial statements

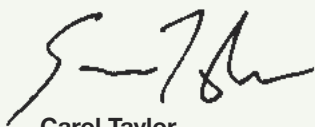
## Board of Studies

### For the year ended 30 June 2012

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 2012;
- (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 2012; 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  
27 September 2012



t: 0275 7200  
ref: D1230183/0310

Ms Carol Taylor  
Chief Executive  
Office of the Board of Studies  
117 Clarence Street  
SYDNEY NSW 2000

27 September 2012

Dear Ms Taylor

## **STATUTORY AUDIT REPORT**

**for the year ended 30 June 2012**

**Board of Studies**

I have audited the financial statements of the Board of Studies (the Board) as required by the *Public Finance and Audit Act 1983* (the Act). This Statutory Audit Report outlines the results of my audit for the year ended 30 June 2012, and details the matters I found during my audit that are relevant to you in your role as one of those charged with the governance of the Board. The Act requires that I send this report to the Board, the Minister and the Treasurer.

This report is not the Independent Auditor's Report, in which I express my opinion on the Board's financial statements. I have enclosed the Independent Auditor's Report, together with the Board's financial statements.

My audit is designed to obtain reasonable assurance about whether the financial statements are free from material misstatement. My audit is not designed to identify all matters that may be of governance interest to you. Accordingly, there may be other matters of governance interest that did not come to my attention during my audit.

My audit is continuous and I may therefore identify further significant matters. If this occurs, I will write to you immediately.

### **Audit Result**

I expressed an unmodified opinion on the Board's financial statements and I have not identified any significant matters since my previous Statutory Audit Report.

### **Significant Matters**

#### **Misstatements in the Financial Statements**

I did not detect any monetary misstatements or disclosure deficiencies in the financial statements.

## **Compliance with Legislative Requirements**

My audit procedures are targeted specifically towards forming an opinion on the Board's financial statements. This includes testing whether the Board has complied with legislative requirements that may materially impact on the financial statements. The results of the audit are reported in this context. My testing did not identify any instances of non-compliance.

## **Quality and Timeliness of Financial Reporting**

Treasury Circular TC 12/03 'Mandatory early close procedures commencing in 2012' required larger agencies to prepare certain aspects of financial statements before year end. These agencies were also required to submit their year-end information to The Treasury and their financial statements for audit at earlier dates.

Whilst the Circular's requirements did not apply to the Board, as a pro-active measure, the Board conducted some early close procedures. We endorse this activity and recommend the Board continue to identify ways it can report earlier.

## **Auditor-General's Report to Parliament**

As I have not identified any significant matters, commentary on the Board's financial operations will not appear in the Auditor-General's Report to Parliament. Appendix 1 to that Report will advise the audit result for the Board.

## **Management Letter**

As no matters have come to my attention, I will not issue a Management Letter.

## **Acknowledgment**

I thank the Board's staff for their courtesy and assistance.

Yours sincerely



Aaron Green  
Director, Financial Audit Services



## Start of audited financial statements

### Board of Studies

#### Statement of comprehensive income for the year ended 30 June 2012

	Notes	CONSOLIDATED		PARENT	
		2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'000
<b>Expenses excluding losses</b>					
Operating expenses					
Personnel services	2(a)	51,477	50,519	402	384
Other operating expenses	2(b)	548	591	47	112
<b>TOTAL EXPENSES EXCLUDING LOSSES</b>		<b>52,025</b>	<b>51,110</b>	<b>449</b>	<b>496</b>
<b>Revenue</b>					
Services received free of charge		52,025	51,110	449	496
<b>Total Revenue</b>		<b>52,025</b>	<b>51,110</b>	<b>449</b>	<b>496</b>
<b>Net result</b>		–	–	–	–
<b>Other comprehensive income</b>		–	–	–	–
<b>TOTAL COMPREHENSIVE INCOME</b>		–	–	–	–

The accompanying notes form part of these financial statements.

### Board of Studies

#### Statement of changes in equity for the year ended 30 June 2012

	Notes	Accumulated Funds \$'000	Total \$'000
<b>Balance at 1 July 2011</b>		–	–
Total comprehensive income for the year		–	–
<b>Balance at 30 June 2012</b>		–	–
<b>Balance at 1 July 2010</b>		–	–
Total comprehensive income for the year		–	–
<b>Balance at 30 June 2011</b>		–	–

The accompanying notes form part of these financial statements.

# FINANCIAL STATEMENTS

## Board of Studies Statement of financial position as at 30 June 2012

	Notes	CONSOLIDATED		PARENT	
		2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'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 Statement of cash flows for the year ended 30 June 2012

	Notes	CONSOLIDATED		PARENT	
		2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'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 2012****1 Summary of Significant Accounting Policies****(a) Reporting entity**

The Board of Studies was established under the Education Act 1990 and is, for the purposes of any Act, a statutory body representing the Crown.

The Board of Studies consolidated accounts include the Board of Studies and the Board of Studies Casual Staff Division.

Pursuant to Treasury Circular 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* however they were paid by the Office of the Board of Studies. This employment provision has since been repealed.

These financial statements have been authorised for issue by the Chief Executive, Office of the Board of Studies under delegation from the Board of Studies on 27 September 2012.

**(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 12/06) 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.

# FINANCIAL STATEMENTS

## (f) Comparative information

Comparative figures have been disclosed for all amounts reported in the financial statements.

## (g) New Australian Accounting Standards issued but not effective

As mandated by the Treasurer, the Office has not early-adopted the following new/revised Standards/Interpretations:

AASB 9 Financial Instruments

AASB 10 Consolidated Financial Statements

AASB 13 Fair Value Measurement

AASB 119 Employee Benefits

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

	CONSOLIDATED		PARENT	
	2012	2011	2012	2011
	\$'000	\$'000	\$'000	\$'000
<b>(a) Personnel services comprise:</b>				
Salaries and wages (incl recreation leave)	44,929	44,058	358	332
Long service leave	(8)	1	(8)	1
Payroll tax	2,651	2,611	20	19
Superannuation – defined contribution plans	3,902	3,845	29	28
Workers' compensation insurance	3	4	3	4
	<b>51,477</b>	<b>50,519</b>	<b>402</b>	<b>384</b>
<b>(b) Other operating expenses comprise:</b>				
Rent and accommodation	2	64	2	64
Postage and telephones	6	7	6	7
Travel	204	184	18	10
Printing	5	6	5	6
Meeting fees	6	17	6	17
Other	325	313	10	8
	<b>548</b>	<b>591</b>	<b>47</b>	<b>112</b>

## 3 Commitments

There are no commitments existing as at 30 June 2012.

## 4 Contingent Liabilities

The Board of Studies is unaware of any contingent liabilities existing as at 30 June 2012.

## 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 the 30th of June 2012. 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.

	2012 \$'000	2011 \$'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:

<sup>1</sup> Excludes statutory receivables and prepayments (i.e. not within scope of AASB 7).

<sup>2</sup> Excludes statutory payables and unearned revenue (i.e. 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

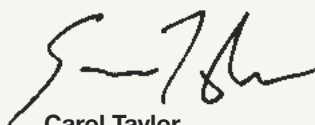
## Board of Studies Casual Staff Division

### For the year ended 30 June 2012

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 2012;
- (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 2012; 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  
27 September 2012





t: 9275 7209  
ref: D1230184/0310

Ms Carol Taylor  
Chief Executive  
Office of the Board of Studies  
117 Clarence Street  
SYDNEY NSW 2000

27 September 2012

Dear Ms Taylor

## **STATUTORY AUDIT REPORT**

**for the year ended 30 June 2012**

**Board of Studies Casual Staff Division**

I have audited the financial statements of the Board of Studies Casual Staff Division (the Division) as required by the *Public Finance and Audit Act 1983* (the Act). This Statutory Audit Report outlines the results of my audit for the year ended 30 June 2012, and details the matters I found during my audit that are relevant to you in your role as one of those charged with the governance of the Division. The Act requires that I send this report to the Division, the Minister and the Treasurer.

This report is not the Independent Auditor's Report, in which I express my opinion on the Division's financial statements. I have enclosed the Independent Auditor's Report, together with the Division's financial statements.

My audit is designed to obtain reasonable assurance about whether the financial statements are free from material misstatement. My audit is not designed to identify all matters that may be of governance interest to you. Accordingly, there may be other matters of governance interest that did not come to my attention during my audit.

My audit is continuous and I may therefore identify further significant matters. If this occurs, I will write to you immediately.

### **Audit Result**

I expressed an unmodified opinion on the Division's financial statements and I have not identified any significant matters since my previous Statutory Audit Report.

### **Significant Matters**

#### **Misstatements in the Financial Statements**

I did not detect any monetary misstatements or disclosure deficiencies in the financial statements.

## **Compliance with Legislative Requirements**

My audit procedures are targeted specifically towards forming an opinion on the Division's financial statements. This includes testing whether the Division has complied with legislative requirements that may materially impact on the financial statements. The results of the audit are reported in this context. My testing did not identify any instances of non-compliance.

## **Quality and Timeliness of Financial Reporting**

Treasury Circular TC 12/03 'Mandatory early close procedures commencing in 2012' required larger agencies to prepare certain aspects of financial statements before year end. These agencies were also required to submit their year-end information to The Treasury and their financial statements for audit at earlier dates.

Whilst the Circular's requirements did not apply to the Division, as a pro-active measure, the Division conducted some early close procedures. We endorse this activity and recommend the Division continue to identify ways it can report earlier.

## **Auditor-General's Report to Parliament**

As I have not identified any significant matters, commentary on the Division's financial operations will not appear in the Auditor-General's Report to Parliament. Appendix 1 to that Report will advise the audit result for the Division.

## **Acknowledgment**

I thank the Division's staff for their courtesy and assistance.

Yours sincerely



Aaron Green  
Director, Financial Audit Services

## Start of audited financial statements

### Board of Studies Casual Staff Division Statement of comprehensive income for the year ended 30 June 2012

	Notes	2012 \$'000	2011 \$'000
<b>Expenses excluding losses</b>			
Operating expenses			
Personnel services	2(a)	51,075	50,135
Other operating expenses	2(b)	501	479
<b>TOTAL EXPENSES EXCLUDING LOSSES</b>		<b>51,576</b>	<b>50,614</b>
<b>Revenue</b>			
Services received free of charge		51,576	50,614
<b>Total Revenue</b>		<b>51,576</b>	<b>50,614</b>
<b>Net result</b>		<b>–</b>	<b>–</b>
<b>Other comprehensive income</b>		<b>–</b>	<b>–</b>
<b>TOTAL COMPREHENSIVE INCOME</b>		<b>–</b>	<b>–</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 2012

	Notes	Accumulated Funds \$'000	Total \$'000
<b>Balance at 1 July 2011</b>		<b>–</b>	<b>–</b>
Total comprehensive income for the year		–	–
<b>Balance at 30 June 2012</b>		<b>–</b>	<b>–</b>
<b>Balance at 1 July 2010</b>		<b>–</b>	<b>–</b>
Total comprehensive income for the year		–	–
<b>Balance at 30 June 2011</b>		<b>–</b>	<b>–</b>

The accompanying notes form part of these financial statements.

# FINANCIAL STATEMENTS

## Board of Studies Casual Staff Division Statement of financial position as at 30 June 2012

	Notes	2012 \$'000	2011 \$'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 2012

	Notes	2012 \$'000	2011 \$'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 Casual Staff Division**

### **Notes to the financial statements for the year ended 30 June 2012**

#### **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 27 September 2012.

##### **(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 2012 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.

# 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 9 Financial Instruments

AASB 10 Consolidated Financial Statements

AASB 13 Fair Value Measurement

AASB 119 Employee Benefits

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

	2012 \$'000	2011 \$'000
<b>(a) Personnel services comprise:</b>		
Salaries and wages	44,571	43,726
Payroll tax	2,631	2,592
Superannuation – defined contribution plans	3,873	3,817
	<b>51,075</b>	<b>50,135</b>
<b>(b) Other operating expenses comprise:</b>		
Travel	186	174
Fees for services	315	305
	<b>501</b>	<b>479</b>

## 3 Commitments

There are no commitments existing as at 30 June 2012.

## 4 Contingent Liabilities

The Division is unaware of any contingent liabilities existing as at 30 June 2012.

## 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 the 30th of June 2012. The Division does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The Office of the Board of Studies's 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 Division, 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.



	2012 \$'000	2011 \$'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:

<sup>1</sup> Excludes statutory receivables and prepayments (i.e. not within scope of AASB 7).

<sup>2</sup> Excludes statutory payables and unearned revenue (i.e. 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

# INDEX

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

- Aboriginal Educational Contexts website, 53
- Aboriginal languages K–10, 53
- Aboriginal Studies syllabuses, 52
- AECG Inc. Report, *Appendix 1*, 127
- Assessment Resource Centre, 55
- Audit and risk management, 118
- Australian curriculum, 35
- Australian Music Examinations Board (AMEB) Report, 56
- Board Endorsed Courses, 46
- Board of Studies –
  - Committees, 14
  - Meetings and attendance, *Appendix 3*, 134
  - Members of the Board – profiles, 16
  - Message from the President, 4
  - Mission, 13
  - Values and principles, 13
  - Responsibilities, 13
  - Standing committees, *Appendix 2*, 129
  - Strategic planning and goals, 23
  - Student Advisory Group, 94
  - Structure of the Board – diagram, 15
- Code of Conduct and Ethics, 122
- Commitment to service, 122
- Communications: achievement highlights, 95
- Complaints management, 123
- Consultancies, 122
- Contracting and market testing, 121
- Credit card compliance, *Appendix 6*, 139
- Curriculum and Assessment, 31–58
- Curriculum overview, 39
- Disability Action Plan, *Appendix 7*, 139
- Equal employment opportunity, 117
- Examinations and Credentials, 59–71
- Exceptional movements in employee wages, salaries or allowances, 121
- Exhibitions, awards and events, *inside front cover*
- Financial statements, *Appendix 11*, 149
- Government Energy Management Program, 124
- Government Information (Public Access), *Appendix 10*, 143
- Higher School Certificate (HSC), 64
- Home Schooling, 84
- HSC–University Pathways, 47
- Implementation of recommendations of the Report of the Royal Commission into Aboriginal Deaths in Custody, 53
- Industrial relations policies and practices, 121
- Languages Education Review, 44
- Letter of submission, 3
- Major assets, *Appendix 4*, 136
- Multicultural Policies and Services Plan, *Appendix 9*, 141

- Narrative summary of operations  
(see President and CE messages), 4, 6
- New South Wales curriculum, 38
- Office of the Board of Studies –
  - branch descriptions, 108
  - directorate descriptions, 106
  - Message from the Chief Executive, 6
  - Management and governance, 114
  - Organisational chart, 22
- Outstanding student achievements, 97
- Overseas travel, 111
- Overseas visitors, 87
- Payment of accounts, 119
- Performance Statements: President and Chief Executive, 102
- Personnel policies and practices, 121
- Primary curriculum, 41
- Privacy Management Plan, *Appendix 8*, 140
- Publications, *inside back cover*
- Record of School Achievement (RoSA), 70
- Recreation leave and extended leave liability, 121
- Recruitment, 115
- Registration and Accreditation, 73–84
- Registration statistics, 80
- Representation on external committees, 112
- School Certificate, 62
- Secretariat of the Pacific Board for Educational Assessment, 88
- Senior executive service profile, 106
- Sponsorships, *inside front cover*
- Stage 4 Curriculum, 42
- Stage 5 Curriculum, 42
- Stage 6 Curriculum –
  - English, 42
  - Languages, 43
  - Life Skills, 44
  - Mathematics, 43
- Standards of service, 123
- Statutory disclosure requirements, *Appendix 5*, 137
- Student Support Services for School Certificate and Higher School Certificate, 66
- Support materials for parents, 41
- Support materials for primary teachers, 41
- Syllabus amendment table, Stage 6, 45
- Vocational Education and Training (VET) courses, 48
- Waste reduction and recycling, 123
- Website developments, 90
- Workplace Health and Safety performance, 118