

All My Own Work: Up and Running

Blogs, Moodle and other online delivery methods are being employed by schools to teach students about cheating and understanding their work must be their own.

From 2008 all HSC students must satisfactorily complete the *HSC: All My Own Work* program, or its equivalent, to be eligible for the award.

Head of the Board's Liaison Officer Unit, Fran Trefry, recently visited schools implementing the program to see how it was working on the ground.

'We've been impressed with the initiative some schools have taken with delivering the program, particularly taking advantage of the flexible format and using online delivery methods,' Fran said.

'We have been in touch with many schools delivering the program to their Year 10 and 11 students and looking at how it works in the field.

'Muirfield High School, for example, decided the best time to implement the program would be with Year 11 students.'

With the *HSC: All My Own Work* modules downloaded into the popular learning management system Moodle, the content was delivered online in the library Educational Resource Centre in five 75-minute periods, and Teacher Librarian Ailsa Holmes-Walker led groups in discussion of the scenarios and key issues. Moodle provided an effective way of verifying student completion of the different components of the program. The program quizzes were completed in print format.

At St Ignatius College, Riverview, Teacher Librarian June Wall also found Moodle to be particularly useful in keeping track of student coverage of module content and completion of quiz items.

'Riverview also decided that the best time for implementing the program was during Year 11,' Fran said.

'This allowed the school to manage the busy end-of-year calendar for Year 10 students and to cater to the



Birrong Girls High School students doing the All My Own Work program online.

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President's Message

Since the last *Board Bulletin* there have been some changes in key education positions in NSW.

We welcome the new Minister for Education and Training, the Hon John Della Bosca MLC, who was appointed to the portfolio in early April. Mr Della Bosca is also the Minister for Industrial Relations, the Central Coast, and Minister Assisting the Minister for Finance. He has an active interest in education and I look forward to working with him.

We also extend a welcome to the new Director General of the Department of Education and Training, Mr Michael Coutts-Trotter who was appointed to the position in April of this year.

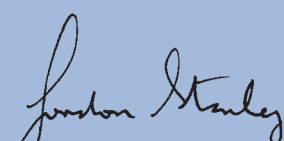
At the recent Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) meeting in Darwin, I was fortunate to meet with both Mr Della Bosca and Mr Coutts-Trotter in the early days of their new positions. I am sure the interests of education in NSW will be well served whilst we work together.

This issue of the *Board Bulletin* includes an article on the successful use of the *HSC: All My Own Work* program in NSW schools. It is good to see schools are taking advantage of the flexibility of the program, including integrating it with their existing ethical scholarship courses.

At its May meeting the Board will consider the recommendations from the Independent Commission Against Corruption (ICAC) report into allegations of cheating in the HSC released in March this year. The Board referred serious allegations of cheating to the Commission almost two years ago. I am pleased to see the ICAC recognises the substantial work already undertaken by the Board to prevent cheating.

Although the ICAC did not find sufficient grounds for corruption, there is no doubt the examples cited in the report quite plainly describe cheating by any definition.

We all have a commitment as professional educators to preserve the integrity of the NSW education system and continue to teach students to value and follow the principles and practice of ethical scholarship.


(Professor) Gordon Stanley



All My Own Work: Up and Running *continued from page 1*

significant numbers of new students entering the school in Year 11.'

Building on pre-existing school programs addressing plagiarism, Riverview implemented the *HSC: All My Own Work* program in groups of four Year 11 English classes using a lecture/discussion/questioning format.

With the next cohort of students the school plans to embed the program in the Year 10 English curriculum so that students will complete the program before the end of Term 3. Subsequent new students who have not completed the program will undertake a self-paced learning program using Moodle.

Birrong Girls' High School Teacher Librarian Victor Davidson has designed an online delivery method for implementation with Year 11 students this year.

Building on a strong program in information literacy already in place at the school, Birrong Girls' implementation has students completing an introductory session followed by one module a week during Term 2.

A blog was set up to facilitate online discussion of key issues, and an Excel spreadsheet to track student completion of the program.

Turramurra High School's Deputy Principal Mary Fogarty said that the program was delivered to their Year 10 students after the 2006 School Certificate tests.

Placing the program in the context of the mandatory School Certificate curriculum, the program's five modules were allocated to appropriate individual faculties with the Head Teachers responsible for delivery, student completion and record-keeping.

Most of Turramurra High's Year 10 students completed *HSC: All My Own Work* in 2006. This year new Year 11 students will do it with the continuing students who had not yet completed the program.

The Australian School Library Association (ASLA) has been running seminars for teacher librarians providing strategies and options for schools for implementing *HSC: All My Own Work*. Features of the seminars have been the work of Anne Lockwood (Tara Anglican School for Girls) and June Wall (St Ignatius College, Riverview) which have been of great assistance to schools in facilitating the use of Moodle for the delivery of the program.

Once students have satisfactorily completed the *HSC: All My Own Work* program or its equivalent, schools are able to use the tracking system in Schools Online to record students' completion of this eligibility requirement for entry for the 2008 and subsequent HSC programs.

ARC on a growth curve!

More than 270 activities and almost 1000 work samples aligned to grades are now on the Assessment Resource Centre (ARC) for Stages 1 to 5.

Almost 500 primary work samples are now on the ARC across all key learning areas. More than 80 activities are also available on the site to assist teachers in awarding A to E grades in Semester 1 reports.

About 100 additional aligned work samples were added to the site in March 2007, and a further upload is planned for Term 2.

Recent additions include aligned work samples for:

- Stage 1 English
- Stage 2 Science and Technology
- Stage 3 PDHPE and Creative Arts (see sample pictured)
- Stage 4 English, History, PDHPE and Visual Arts
- Stage 5 English, Mathematics and Visual Arts.

The range of work samples on the ARC shows a breadth of student achievement, with activities in each broad strand or area for assessment now available in almost every stage of a course. There is also advice on how teachers can use these samples for reporting at intermediate periods within the stage.

The student activities and work samples on the website have been provided by teachers who have run the activities as part of their teaching program. The activities include references to the prior learning of the student, outcomes, areas of assessment and the assessment criteria.

New activities with work samples are welcome, and teachers are invited to run activities from the website and send in work samples. A student permission note and information on running an activity are available on the site.

For more information on running activities and collecting work samples, please contact Sharon Phillips: sharon.phillips@bos.nsw.edu.au or Kerry Blight: kerry.blight@bos.nsw.edu.au.



Stage 3 Creative Arts work sample from the Cubist-inspired self-portrait activity that has not yet been aligned to a grade. Teachers can participate in the grade alignment process by submitting comments on this, and other, new work samples on the ARC website arc.boardofstudies.nsw.edu.au

Teachers can:

- use the ARC website to familiarise themselves with statewide standards to ensure consistent judgement in awarding grades
- submit new activities and work samples to the website
- use the online feedback link to participate in the grade alignment process.

Have Your Say: Six syllabus reviews underway

The Board has a commitment to consultation in the syllabus development and review process, ensuring quality syllabuses that meet the needs of teachers and students.

Teachers have the opportunity to contribute to up to six syllabus reviews during Term 2: one primary and three secondary syllabus projects as well as the development of two new industry frameworks in consultation phases.

The four syllabus reviews – Stage 6 Mathematics, Legal Studies and Work Studies, and K–6 Science and Technology – are all inviting subject teachers to have a say in the development of the new courses; likewise for the two new VET industry curriculum frameworks – Automotive and Electrotechnology.

Science and Technology K–6

An evaluation survey and a series of consultation meetings will commence in Term 2 for the *Science and Technology K–6 Syllabus*, which is in the first phase of the syllabus review.

Over the next three years the syllabus, including its revised outcomes, will be reviewed and redeveloped.

Teachers are invited to consultation meetings during Terms 2 and 3 at sites across NSW. (See the list of dates and venues on the back page.) Board officers will gather teachers' comment on the strengths and weaknesses of the current syllabus, seeking suggestions for improvements.

A sample of teachers will also be surveyed early in Term 2 to gather their views on the current syllabus.

The evaluation report incorporating feedback from the meetings and surveys, will go to the Board of Studies later this year.

The Board then sets broad directions for a writing brief, to be distributed for consultation between April and June, 2008.

Stage 6 Mathematics

The Stage 6 Mathematics syllabus review is now in its second phase. Draft writing briefs and surveys were sent to schools in May for feedback.

Teams of experienced teachers and academics have developed the draft writing briefs in accordance with the Board-approved broad directions.

The draft writing brief for the calculus-based courses outlines three revised courses:

- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2.

The draft writing brief for the non-calculus-based courses outlines two courses:

- Mathematics General 2 (modelled closely on the current General Mathematics course)
- an additional Board-developed course – Mathematics General 1.

The draft writing brief proposes that the two non-calculus-based courses have a largely common Preliminary course.

During May 2007 focus group meetings will be held across the state with teachers, academics and representatives of a range of other interest groups.

The information gathered from the surveys and focus groups will be analysed by Board officers. The Board will consider the amendments to the brief in August 2007.

A full report on the syllabus review phase is available at www.boardofstudies.nsw.edu.au/manuals/#maths-st6-rev-dev-project

Stage 6 Work Studies Content Endorsed Course

The Stage 6 Work Studies Content Endorsed Course is currently being evaluated. Teachers can provide feedback on the syllabus via a survey sent to all schools with Work Studies enrolments.

The evaluation will focus on:

- the course's effectiveness and relevance
- the degree of overlap between Stage 6 Work Studies and the *Work Education Years 7–10 Syllabus*
- the impact of Stage 6 VET courses on Work Studies enrolments and implementation.

Teachers, schools, systems, sectors and other key groups will be consulted during the evaluation process.

The Board has held focus groups of Work Studies teachers in Macquarie Fields, Wagga Wagga, Newcastle and in Sydney. The teachers have given qualitative

information about the syllabus, its implementation and how it meets the learning needs of students.

Findings from the consultation will be presented to the Board as part of the 2007 HSIE Syllabus Evaluation Report.

Stage 6 Legal Studies

Consultation meetings are underway across NSW, inviting teachers to contribute to the Stage 6 Legal Studies syllabus review. The final meetings will be held in Newcastle on 10 May and Nowra on 17 May. A survey on the broad directions of the syllabus is available on the Board's website:

<http://surveys.boardofstudies.nsw.edu.au>

Board Bulletin Vol 16 No 1 (March 2007) included a call for Legal Studies syllabus writers. Those interested should apply as soon as possible.

Automotive and Electrotechnology Industry Curriculum Frameworks

Teachers and interested groups have the opportunity to have their say on draft frameworks for Automotive and Electrotechnology. The development of the new frameworks is a result of recommendations from a feasibility study in 2006. The consultation period runs

from 25 May to 22 June 2007 and includes meetings, teleconferences and surveys. The survey is available on the Board's website at

<http://surveys.boardofstudies.nsw.edu.au>

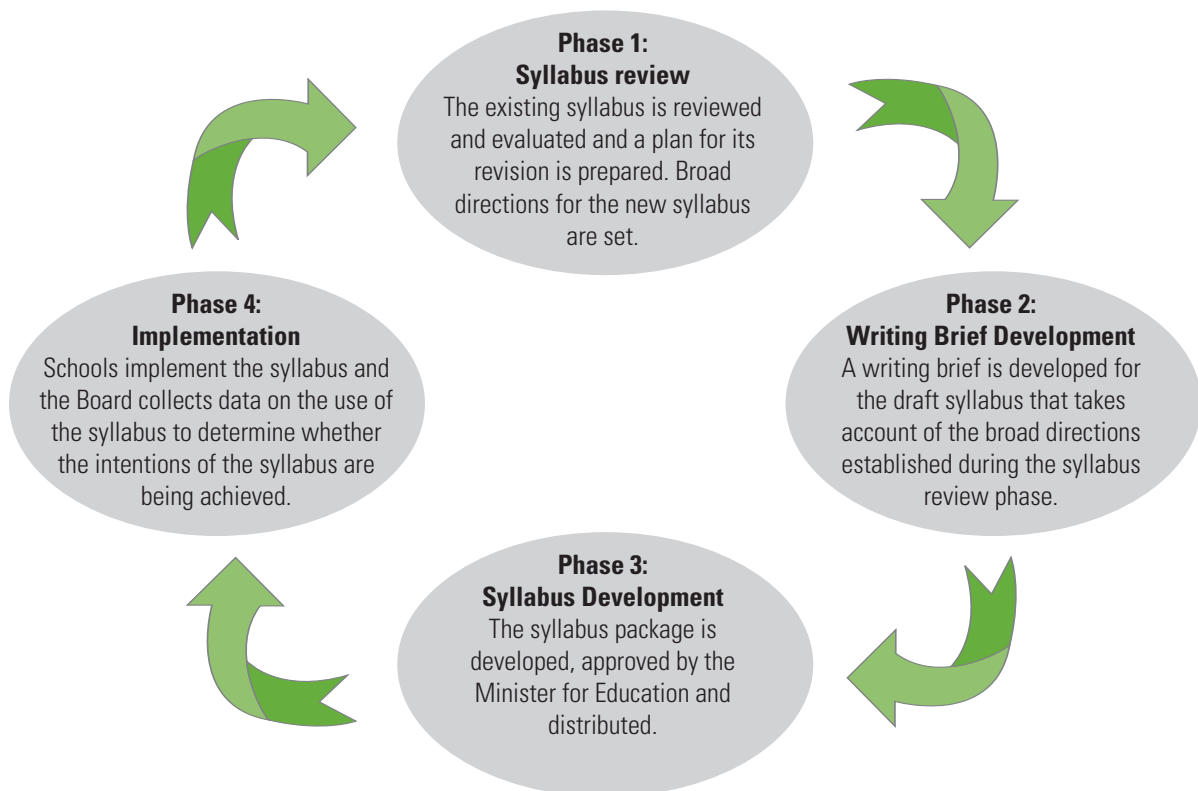
See the back page for dates of meetings and teleconferences. To take part in the meetings contact your local Board of Studies Liaison Officer.

The draft frameworks will be available for comment at: www.boardofstudies.nsw.edu.au/voc_ed

For more information on current syllabus reviews contact the appropriate Board officer:

- Science and Technology K–6 – Nicholas Perkins (02) 9367 8180
- Stage 6 Mathematics – Peter Osland or Margaret Bigelow (02) 9367 8103
- Stage 6 Work Studies – Lindsay Swan (02) 9367 8150
- Stage 6 Legal Studies – Brian Elliott (02) 9367 8274
- Automotive and Electrotechnology Industry Curriculum Frameworks – Ian Balcomb (02) 9367 8038

Syllabus Review Process



Note: The VET Industry Curriculum Framework development process can be found in the Syllabus Development Handbook.

Values Education and Quality Pedagogy – a summary paper

University lecturers shared their research into primary education at Primary Education Forums hosted by the Board of Studies in 2006. The Board Bulletin has been asked to provide more information on the Forums and the lecturers' presentations. Here is a summary of a paper presented by Dr John De Nobile of Macquarie University at one of the Forums.

More information on the Primary Education Forums is available on the K-6 website
k6.boardofstudies.nsw.edu.au

Values Education and Quality Pedagogy

Summary of the paper presented by Dr John De Nobile at the Board of Studies Primary Education Forum, Sydney, 21 November 2006

A group of schools in the Merrylands cluster initiated teaching and learning activities involving a set of agreed values and good teaching practice.

The project highlighted ten values: **care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility; understanding; tolerance and inclusion.**

Parents, students and teachers were involved in developing a set of core values. These were then included in strategies and activities taught in the classroom.

Dr De Nobile worked with the Merrylands cluster schools in developing a framework that teachers and students could use in quality pedagogy and values education.

Quality pedagogy involves teaching and learning activities that:

- are meaningful
- are relevant
- are related to the real world
- actively engage students
- have higher-order thinking skills.

Values education involves any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values and which develops the skills and disposition of students so they can enact particular values as individuals and as members of the wider community.

The benefits of the project included improved student attitudes and behaviour, and a more positive school climate. Involvement by parents was a key part of its success, as was the professional dialogue among teachers in the cluster of schools.

For more information email Dr De Nobile:
John.DeNobile@mq.edu.au



Respect and Responsibility
VALUES EDUCATION IN NSW

If you are interested in following up some of the ideas presented in Dr De Nobile's paper, take a look at the Board's Respect and Responsibility website
www.boardofstudies.nsw.edu.au/respect

The site has curriculum maps of respect and responsibility in the NSW curriculum and features good-practice examples of values-teaching in NSW schools.

The curriculum maps highlight respect and responsibility within the current syllabuses, and list a range of opportunities for integrating these values in teaching and learning contexts while maintaining the integrity and authenticity of subjects.

Secondary subjects are mapped to syllabus outcomes, while each primary KLA is mapped to Foundation Statements and syllabus outcomes.

Board considers ICAC recommendations

The Board of Studies NSW will consider the recommendations from the Independent Commission Against Corruption (ICAC) report on cheating in the HSC (*Report on an investigation and systems review of corruption risks associated with HSC take-home assessment tasks*) at its meeting in May.

The Board of Studies referred the allegations of cheating involving HSC students and the use of tutors to the ICAC in June 2005.

The ICAC's subsequent investigation and recently released report have found that there are insufficient grounds to make a technical finding of corrupt conduct against the students and tutors involved in this investigation.

It is important for school authorities, teachers and students to understand that this in no way suggests that the conduct uncovered in the ICAC investigation is not cheating. The examples cited in the ICAC report quite plainly describe cheating by any definition, including the Board's.

The ICAC has made a number of recommendations to further strengthen the Board's rules and guidelines. Many recommendations from the report are already in place. These include:

- a mandatory online anti-cheating program
- tougher declarations and enrolment forms for HSC students
- clearer instructions for schools
- plain English advice for students, parents and teachers, also published on the Board's website in a number of community languages.

The Board of Studies will consider the many detailed recommendations in the report and, following consultation with key stakeholders, will provide further advice and support to schools prior to the commencement of the 2008 HSC program.

The report is available on the ICAC website www.icac.nsw.gov.au

Advice from the Board to parents, teachers and students is available at www.boardofstudies.nsw.edu.au/hsc_assessment_policies

designTECH Student Seminars

More than 2500 Years 11 and 12 Design and Technology students and their teachers from 128 schools across NSW attended the DesignTECH student seminars held at the Powerhouse Museum in Sydney during February.

Presenters included a fourth-year Industrial Design student from UNSW, an architect, a textile designer, engineers, the communications manager from DYSON, representatives from UNSW's Faculty of the Built Environment and patent/intellectual property lawyers.

The Warren Centre again sponsored an online discussion forum that allowed students and teachers to further question the guest speakers. The Warren Centre is an independent, industry-linked institute committed to fostering excellence and innovation in advanced engineering. It operates within the University of Sydney.

The presentations have also been recorded and are available for download on the Board of Studies website www.boardofstudies.nsw.edu.au/exhibitions/designtech/seminars.html



Teaching and learning Aboriginal languages in NSW

Ten schools from Parkes, Forbes and the Central West of NSW attended the region's first workshop for the teaching of the local Aboriginal language, Wiradjuri.

The 'Local Language Link-up: Wiradjuri Sharing Workshop' in Parkes gave participants opportunities to network with others and share ideas, classroom activities, materials and resources for learning and teaching Wiradjuri.

Local Language Link-up workshops are an initiative of the Board of Studies to support schools and communities in implementing the *NSW Aboriginal Languages K-10 Syllabus*.

The workshop gave Wiradjuri Language teachers their first opportunity to share experiences of learning and teaching their language in a professional environment.

The 10 schools from the region which attended were:

- Parkes High School
- Parkes East Public School
- Parkes Public School
- Forbes High School
- Forbes North Public School
- Kelso Public School
- Dubbo West Public School
- Brungle Public School
- St Laurence's Primary School, Forbes
- Holy Family Primary School, Parkes.

Three Local Language Link-up workshops have been held across NSW since the *NSW Aboriginal Languages K-10 Syllabus* was released in 2003.

Aboriginal languages are bound to particular areas of country. For example, Wiradjuri country and its language stretches from the Great Dividing Range westwards to the present-day towns of Hay and Nyngan, to Gunnedah in the north and Albury in the south.

Senior Education Officer, Aboriginal Curriculum, Dr Jennifer Munro said that since the syllabus was released, Board staff have worked with school-community teams to support Aboriginal Languages programs and to develop examples of good teaching and learning approaches.



The Parkes High School Wiradjuri Language Program team.

'An important element of the Local Language Link-up workshops is the involvement of the school-community teams that have been working with Board staff to act as mentor schools for others in the region,' Jennifer said.

The workshops are coordinated by the Board of Studies NSW with the assistance of the Catholic Schools Offices and the Department of Education and Training NSW Curriculum K-12 Directorate. This collaboration allows all schools in a region to attend and extend contacts with support staff.

The next Local Language Link-up, on the Dharawal/Dhurga language of the NSW south coast, will be held on 29 and 30 May in Vincentia, with Broulee Public School and Vincentia High School attending as mentor schools. Contact Dr Jennifer Munro for information on (02) 9367 8141.

Aboriginal Languages Syllabus mentor schools

Parkes High School and Forbes North Public School are mentor schools. At the workshop, the schools:

- gave advice to other participants on how to get a Wiradjuri program started
- made presentations including demonstration lessons
- networked with other team members.

The workshop included:

- a presentation by Stan Grant Snr on the Wiradjuri sound system
- a presentation by Dr David Nash (of the Australian National University, the Australian Institute for Aboriginal and Torres Strait Islander Studies, and a former student of Parkes High School) on local Wiradjuri placenames
- a lesson on greetings and dialogues by

Wiradjuri language expert Christopher Kirkbright

- a lesson on suffixes by Wiradjuri language expert Diane Riley-MacNaboe
- Wiradjuri song performances by Parkes High School students
- a review of curriculum issues for K–6 and Stage 4/5
- a brainstorming session on *Constructive Ways to Move Wiradjuri Forward*.

Championing Aboriginal Studies

Students who championed the HSC Aboriginal Studies course in their schools have been rewarded with excellent results and awards from the Aboriginal Education Consultative Group (AECG).

Every year at the AECG Annual Dinner awards are presented to the highest-achieving Aboriginal and non-Aboriginal students in the HSC Aboriginal Studies course.

At the AECG Annual General Meeting dinner, the President of the Board of Studies, Professor Gordon Stanley, presented the award to the top Aboriginal student, Carly Horadam of the Hunter School of Performing Arts.

President of the AECG, Carlo Svagelli, presented the award to the top non-Aboriginal student, Ashleigh Steel of Killara High School.

Both students rallied their peers and teachers to get involved in the Aboriginal Studies course. Ashleigh lobbied her school to introduce Aboriginal Studies at her school so that she and her classmates could undertake the course themselves.

Carly was concerned the course may not run in 2006, so she approached Year 10 students and by sharing her passion and commitment to the subject, successfully recruited a full class of students, with more on a waiting list.

Highlights of this year's Award Night dinner included the speeches made by both students that epitomised the benefits of taking HSC Aboriginal Studies.

Ashleigh Steel said she found it important to recognise Aboriginal people in Australia's history and contribute to a shared future.

'It's not exams or marks or ranks or UAI's that change the world – it's people like us, young people who have the knowledge, power and drive to actively create change in this country,' Ashleigh said.

Carly acknowledged her teacher at Hunter School of Performing Arts who helped her explore Australia's shared history.

'This achievement is not only a wonderful accomplishment for me, but also Mr Greg Douglas who deserves to be mentioned as the person who inspired my ambitions to learn as much as I could about Indigenous Australia and I will forever be grateful to him for this,' Carly said.

'I look forward to the opportunity of graduating as a teacher and one day hope to see Aboriginal Studies as a compulsory subject for all Australian students, ideally taught by Indigenous people.'

Both students received a Certificate of Achievement, a trophy and a \$300 cheque to recognise and celebrate their significant achievements.

Left to right: Carly Horadam, Professor Gordon Stanley, Carlo Svagelli and Ashleigh Steel at the AECG AGM dinner.



OnSTAGE

More than 1200 people attended the OnSTAGE season of outstanding 2006 HSC Drama works, staged in February this year at the Seymour Centre in Sydney.

The season included Writers OnSTAGE/OnSCREEN – the screening of three videos and two scripted readings by professional actors of HSC Drama students' scripts.

The exhibition of individual projects was also popular for students studying Drama for their forthcoming HSC. Works on display included projects from all areas of design and critical analysis.



HSC VET course mapping tools

Ever found it difficult to map a traineeship or apprenticeship plan to HSC VET courses? New electronic school-based apprenticeship and traineeship VET course mapping tools will assist schools to map training plans to HSC VET courses. Tools have been developed for:

- Construction School-based Apprenticeship and Traineeship Framework
- Hospitality School-based Apprenticeship and Traineeship Framework
- Metal and Engineering School-based Apprenticeship and Traineeship Framework
- Generic School-based Apprenticeship and Traineeship Framework.

The tools are at www.boardofstudies.nsw.edu.au/voc_ed

Looking for more information on Vocational Education and Training courses? Check out the website address above for information on these items and more:

- school-based apprenticeships and traineeships in Year 10
- industry-based learning support materials
- industry curriculum frameworks course numbers.

Music students in the House

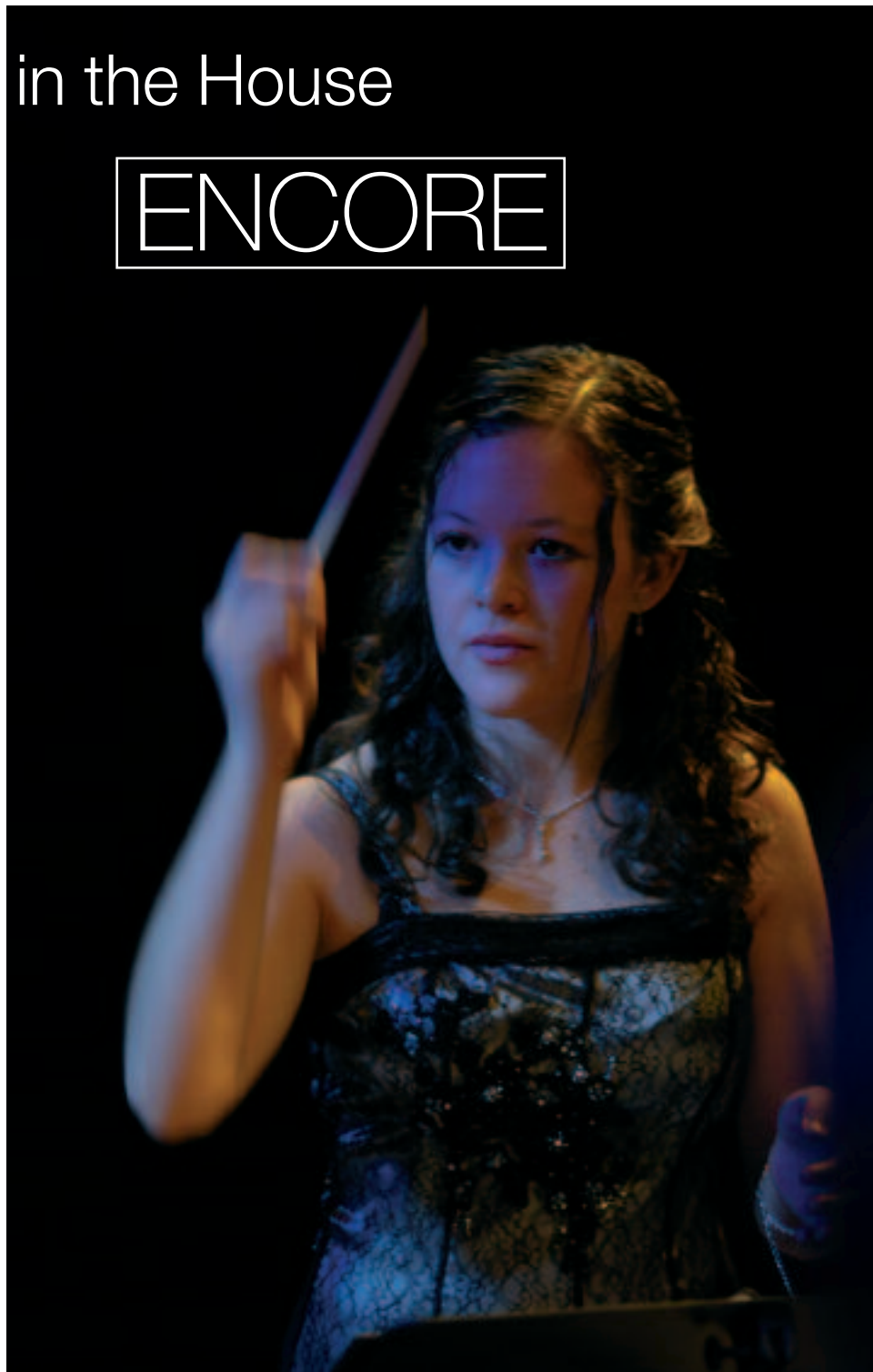
ENCORE

A traditional Croatian medley, a Broadway musical song and a tenor horn were just some of the performances featured at this year's ENCORE concert at the Sydney Opera House during February.

Encore is an opportunity for some of the best of the 2006 HSC Music graduates to take to the stage to showcase their performances and compositions developed for their HSC examinations.

The program included a piano duet from Presbyterian Ladies College Armidale students Molis Yunzab and Xinyao Nie, a traditional Croatian medley sung by Bozana Radas from St Ursula's College, The Hills Grammar School's Nicole Abkewicz's tenor horn rendition of Demelza (Nash), and Penrith High School's Misha Christian conducting an ensemble for her composition Sweet Sleep.

A recording of the concert will be available on CD in Term 2, 2007. CDs of ENCORE concerts from 1997 onwards are also available. To place an order, please fax Customer Liaison on (02) 9367 6270 or buy online at <http://shop.bos.nsw.edu.au>



Important Dates

HSC

5 April – 8 May	DesignTECH Newcastle Regional Exhibition – Newcastle Regional Museum
27 April – 27 May	Artexpress Albury Regional Exhibition – Albury Regional Gallery
1 May – 1 June	Stage 6 Mathematics writing briefs consultation (Calculus-based and Non-calculus-based courses)
11 May	Stage 6 Work Studies (CEC) survey due to Board of Studies
11 – 20 May	DesignTECH Parkes Regional Exhibition – Parkes Shire Council
25 May	Decision letters sent to schools for School Developed Board Endorsed Course applications Final date for amendments to student entries online for courses with practical components Final date for entry of VET competencies being studied in 2007
29 & 30 May	Local Language Link-up: Dharawal/Dhurga Sharing Workshop – Vincentia.
30 May – 1 July	Artexpress Grafton Regional Exhibition – Grafton Regional Gallery
5 June	Electrotechnology draft Curriculum Framework consultation meeting – Wollongong
7 June	Automotive draft Curriculum Framework consultation teleconference
8 June	Final date for receipt of corrections to HSC Drama and Music course options. Electrotechnology draft Curriculum Framework consultation teleconference
12 June	Electrotechnology draft Curriculum Framework consultation meeting – Newcastle
13 June	Automotive draft Curriculum Framework consultation meeting – Newcastle
14 June	Automotive draft Curriculum Framework consultation meeting – Sydney City
15 June	Final date for submission of deferred School Developed Board Endorsed Courses applications to reach Board of Studies Liaison Officer
18 June	Automotive draft Curriculum Framework consultation meeting – Liverpool
19 June	Electrotechnology draft Curriculum Framework consultation teleconference
20 June	Electrotechnology draft Curriculum Framework consultation meeting – Sydney City
21 June	Automotive draft Curriculum Framework consultation teleconference
25 June	Board Endorsement Panel meeting to consider resubmitted applications for School Developed Board Endorsed Courses

2 July – 13 July TERM 2 VACATION

20 July Final date for submission of Stage 6 VET Board Endorsed Courses applications to reach school system/sector authority.

Notification for all practical exam dates applying to individual schools in Term 3 will be received by the schools approximately two weeks prior to their individual exam dates.

2 July – 13 July TERM 2 VACATION

Year 10

25 May	Decision letters sent to schools for School Developed Board Endorsed Course applications
15 June	Final date for submission of deferred School Developed Board Endorsed Course applications to reach Board of Studies Liaison Officer
25 June	Board Endorsement Panel meeting to consider resubmitted applications for School Developed Board Endorsed Courses

2 July – 13 July TERM 2 VACATION

Primary

23 May	K-6 Science and Technology syllabus review consultation meeting – Mittagong RSL
24 May	K-6 Science and Technology syllabus review consultation meeting – Armidale City Bowling Club
29 May	K-6 Science and Technology syllabus review consultation meeting – Gordon Social and Recreation Club, Chatswood
4 June	K-6 Science and Technology syllabus review consultation meeting – Campbelltown Catholic Club
12 June	K-6 Science and Technology syllabus review consultation meeting – Balmain Leagues Club
13 June	K-6 Science and Technology syllabus review consultation meeting – Coffs Harbour Education Campus, Coffs Harbour
29 June	K-6 Science and Technology syllabus review surveys due to the Board
2 July – 13 July TERM 2 VACATION	
24 July	K-6 Science and Technology syllabus review consultation meeting – Dubbo RSL Club
2 August	K-6 Science and Technology syllabus review consultation meeting – Department of Education and Training, Wagga Wagga
9 August	K-6 Science and Technology syllabus review consultation meeting – Penrith Leagues Club
14 August	K-6 Science and Technology syllabus review consultation meeting – Parkes Shire Council
27 August	K-6 Science and Technology syllabus review consultation meeting – Club Macquarie, Argenton

The *Board Bulletin* is a regular publication by the Board of Studies NSW. Principals are requested to circulate it among teachers and members of the School Council, P & C and parents. Schools may only photocopy this publication for use by teachers, students and parents. Contributions or suggestions for articles are welcome.

Print Post No. PP24163100021
2007222

The *Board Bulletin* is produced by Public Affairs and Planning, Office of the Board of Studies NSW, 117 Clarence St, Sydney NSW 2000. Phone (02) 9367 8111. Editorial inquiries: Phone (02) 9367 8118. Distribution inquiries: Fax (02) 9262 6270. Internet address: www.boardofstudies.nsw.edu.au
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ISSN 1038-5053