

Board Bulletin



BOARD OF STUDIES NSW

Vol 9 No 5

Review of Years 7–10 Curriculum

The Minister for Education and Training, John Aquilina, has requested the Board of Studies to commence a review of the Years 7–10 curriculum and assessment procedures.


Key elements of the work to be now undertaken by the Board are:

- development of a K–10 curriculum framework that will include a purpose statement for the Board's K–10 curriculum to match the HSC purpose statement provided in the White Paper;
- revision of the Board's syllabus model to identify and establish the key elements to be included in K–10 syllabus packages and the central role of student work samples;
- development and implementation of a program of evaluation and revision of Years 7–10 syllabuses against the criteria in the curriculum framework. This program will commence with the evaluation and revision of the English and Mathematics syllabuses, and will build on the recent revision of the Science, History and Geography syllabuses;
- revision of the way in which performance standards will be described and reported.

Once this work is completed NSW will have K–12 syllabuses that:

- ensure a continuum of learning K–12, recognising and building on students' previous learning and preparing for further learning, employment or training;

- provide a clear sense of the standards expected at each stage of schooling, through provision of outcomes and content in all syllabuses, by stage. Performance standards for Years K–10 will be represented through annotated work samples, with performance standards for Years 9–10 also represented through performance descriptions and School Certificate tests;
- enable students to develop both subject-specific and general knowledge, understanding, skills and values that will enable them to participate effectively in Australian society. This will include literacy, numeracy and technological skills along with key competencies;
- provide for the full range of students attending school in the compulsory years, including students with special education needs, boys, girls and Aboriginal students, gifted and talented students and English as a Second Language students;
- allow for schools to use varied delivery mechanisms as they respond to student needs and local circumstances.

Current planning provides for the revised English and Mathematics syllabuses to be distributed to schools in 2002 with implementation to commence in 2003. Timelines for the evaluation and revision of other Years 7–10 syllabuses will be determined during the development of the curriculum framework. 

Preliminary entries reveal success of New HSC initiatives

Year 11 students have supported the philosophy and directions of the New HSC, according to Preliminary course entries submitted to the Board of Studies.

This follows an extensive period of consultation and review by the New South Wales Government and the Board of Studies that culminated in major enhancements to the Higher School Certificate from Year 11, 2000. The core objectives of the New HSC include:

- arresting the decline in advanced study;
- strengthening English;

- more flexible study requirements;
- enhancing the quality of vocational courses.

The Board of Studies has completed an analysis of Preliminary course entries submitted by schools and colleges. These figures reveal that the New HSC provisions have enabled students to undertake a more challenging and flexible program of study.

The minimum program for Preliminary students has been increased from 11 to 12 units. This stronger requirement has resulted in a further 7000 Preliminary

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HSC and SC Important Dates

Year 10

- 16 Aug** Dispatch SC and HSC Presiding Officers' Handbooks and associated documents to principals and Presiding Officers
- 18 Aug** Dispatch applications for special exam provisions for Year 10 students in 2001
- 8 Sept** Final date for amendments to student entries

Year 11

- 18 Aug** Dispatch applications for special exam provisions for Year 12 students in 2001
- 18 Aug** Final date for decision letters to schools on Board Endorsed Course applications
- 8 Sept** Final date for amendments to student entries

Year 12

- 11 Aug** Schools Online assessment collection service opens. Assessment collection schedules sent to schools not using Schools Online
- 13 Aug** Completion date for Drama Individual Projects, Industrial Technology Major Works and 3 Unit Food Technology Projects (submission details to be advised)
- 16 Aug** Dispatch SC and HSC Presiding Officers' Handbooks and associated documents to principals and Presiding Officers
Commencement date for HSC Drama practical examinations
Commencement date for HSC Industrial Technology project marking
Commencement date for HSC Industry Studies practical examination
- 18 Aug** Final date for decision letters to schools on Board Endorsed Course applications
- 20 Aug** Completion date for Music Compositions and Musicology essays (submission details to be advised)
Completion date for Design and Technology Major Design Projects
Completion date for Visual Arts artworks (submission details to be advised)
- 21 Aug** Commencement date for HSC Music practical examinations and Design and Technology itinerant marking
- 22 Aug** Latest date for student appeals against 'N' determinations to be lodged with principal
- 27 Aug** Completion date for 3 Unit Agricultural Research Projects
Completion date for Rural Technology Regional Farm Study (submission details to be advised)
- 28 Aug** Commencement date for HSC Classical Ballet practical examinations
- 30 Aug** Latest date for principals to notify students of outcome of school review of 'N' determinations
- 1 Sept** Latest date for principals to submit 'N' determination appeal forms and related documentation where appeal upheld at school review or Board review requested
- 4 Sept** Final date for amendments to student entries
Final date for schools to enter assessments via Schools Online
Final date for submission of assessments from schools not using Schools Online
Final date for resubmission of deferred courses to the BOSLO for final ruling
Final date for submission of principals' approval for reduction in unit value in related courses.

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CHECK YOUR MAILBOX



- ❖ Science and Technology K–6 Outcomes
- ❖ Studying for the HSC (Year 10 students)
- ❖ HSC 2001 Specimen Papers CD-ROM
- ❖ HSC Timetables (student copies)
- ❖ HSC Timetable Poster
- ❖ VET Specimen Papers x 8
- ❖ 1995–1999 HSC Examination Paper CD-ROM
- ❖ 2001 HSC Marking Guidelines x 47 Titles
- ❖ HSC 2000 Prescribed Text Poster
- ❖ School Certificate Folios
- ❖ HSC Portfolios

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. One copy should be filed for reference. Schools may only photocopy this publication for use by teachers, students and parents. Contributions or suggestions for articles are welcome.

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President's Message



In line with the Minister's announcement of July 3, the Board will now undertake a process of review of all Year 7–10 syllabuses. We will consult with the broad educational community, including teachers, academics and parents, to develop a draft curriculum framework and purpose statement.

The review will start with English and Mathematics, building on the recent revision of the Science, History and Geography syllabuses. The revised curriculum will develop students' previous learning and prepare them for future study, training or work.

The review will strengthen the middle years of schooling, which research has shown is a critical period in the education of students.

Students will learn subject-specific and general knowledge, as well as develop understanding and values. The syllabuses will focus on improving their skills in key areas including literacy, numeracy and technology.

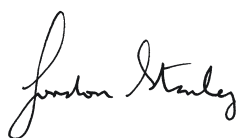
The curriculum will incorporate the Government's Ready for Work Plan, ensuring students leave school with the technical skills they need combined with the practical experience expected by employers.

For the first time, all syllabuses will identify the standards expected at each stage of schooling from Kindergarten to Year 12. The content and assessment of each course will be based on clear standards.

In this issue of the Bulletin comes further news of the ways in which we are preparing for more effective use of information and communication technologies (ICT) in the work of the Board and the Office of the Board. Examples range from the developments in curriculum such as the Linkages project, through computer skill assessment to data transmission and e-commerce.

A common concern expressed to me when talking with primary teachers relates to the need for better understanding of what works and which Internet sites are developmentally suitable. The 'Information Literacy Through an Integrated Curriculum', produced as part of the Linkages Project, provides an excellent example of cooperative development of useful material for teachers.

In setting our agenda for the greater use of ICT in our activities, we are aware of our need to ensure ease of use and accessibility. This means that in many cases we are providing both electronic and paper versions of materials. ICT has enabled the Board to increase service to schools, teachers, students and parents in ways not possible in the past.



(Professor) Gordon Stanley

Preliminary entries reveal success of New HSC initiatives *continued from page 1*

students taking 12 units compared to Preliminary entries in 1999.

Notwithstanding the removal of the HSC breadth of study requirements, students are continuing to opt for a balance between the sciences and the humanities. Only one percent of students have not included a subject from Mathematics, Science or Technology, while fewer than four percent have not included a humanities subject.

A significantly larger proportion of students has opted to undertake a higher level of study in English. Entries in the new Standard course have increased by 10 000 compared to the former 2 Unit General course. The Advanced course has 45 percent more candidates than the former Related course, and more than 5700 students have entered the Extension course, previously unavailable in Year 11. Fundamentals of English, which offers assistance to students who require further support in English, has attracted over 5000 students.

Central to the enhancement of Vocational Education and Training (VET) opportunities in schools is the introduction of VET Industry Curriculum Frameworks in seven key industry areas. These seven Board Developed Courses provide for recognition in the HSC and a nationally recognised VET qualification under the Australian Qualifications Framework. Students completing a 240-hour course also have the option of completing an HSC examination. The result in this exam is reported with the HSC and may be considered in the calculation of the Universities Admission Index (UAI). Students have embraced the new VET courses in great numbers. There are more than 23 000 entries in Board Developed VET Courses, with particular interest in Hospitality (over 8000 entries). Other popular VET courses include Information Technology, Business Services, Construction and Retail. Almost 35 percent of students now include a VET course in their program of study.

There is also greater interest in the revised technology courses, with significant increases in Textiles and Design, Industrial Technology, Engineering Studies and Food Technology.

The small overall decline in entries for subjects in Mathematics, Science and Human Society and Its Environment is attributed to the removal of less challenging general courses in these areas.

Little change has occurred in enrolments across Creative Arts, Languages and Personal Development, Health and Physical Education.

The percentage of Preliminary students on track to receive a UAI at the end of Year 12 has increased



Primary Matters

Science and Technology K–6 Outcomes and Indicators

The document *Science and Technology K–6 Outcomes and Indicators* was released to schools in June.

The revised outcomes and the accompanying indicators and stage statements were developed to support schools in planning, programming, assessing and reporting in Science and Technology.

The outcomes and indicators enable schools to monitor students' progress and achievement in Science and



Technology. They have been derived from the content of the 1991 syllabus and are based on the model used for the development of standards in other K–6 syllabuses. While the revised outcomes have been developed to replace those in the syllabus, school authorities will determine how these are to be used in their schools in keeping with other priorities.

The CD-ROM of student work samples in Science and Technology K–6, which will be released to schools later this year, will also include the revised outcomes, indicators and stage statements.

Creative Arts K–6 Syllabus Nears Completion

Following a meeting on June 27 to consider the Creative Arts K–6 Syllabus, the Creative Arts K–6 Board Curriculum Committee has now recommended it to the Board of Studies.

In its considerations, the Committee looked at the

issues raised in the consultation and the major changes made in response to teachers' feedback. These issues and relevant changes to the syllabus are:

Language

- Each section of the syllabus has been reviewed and developed further to include only those terms considered necessary to reflect the nature of each artform.

- A glossary has been developed for the syllabus.

Consistency with other K–6 syllabuses


- The syllabus has been reorganised based on the layout and design of other K–6 syllabuses.
- The syllabus now includes indicators and stage statements.

Outcomes

- The outcomes have been reviewed as part of the processes involved in the development of the stage statements and indicators.
- The values and attitudes outcomes have been replaced with general information about values and attitudes in the arts.
- The Dance outcomes have been considered in relation to the outcomes in PDHPE K–6. Information about the relationship is included in the syllabus and the outcomes from PDHPE are now included for reference in the Creative Arts K–6 Syllabus.

Content

- The content section has been reorganised and redeveloped into stages in each artform.

If you would like further information regarding these items or other K–6 curriculum matters in general, contact Phil Lambert, Inspector, Primary Education, on lambert@boardofstudies.nsw.edu.au, ph (02) 9367 8199 or fax (02) 9367 8476. 



Update on Linkages

The Linkages website has had a facelift with new graphics and menus.

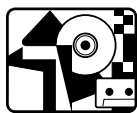
Additional research articles and other reference material have also been added, the mapping of computer-based technology opportunities has been completed for English, and new material will be included this term.

The major additions to the Integrated Units: Teacher Devised Examples section are:

Beaumont Road Public School. This example includes the process undertaken by the teachers at this school to map the current curriculum. It includes the results of each step undertaken in the process as well as the pro formas that were used. An overview of the school's units of work and some student work samples are also included.

Information Literacy Through an Integrated Curriculum. This example was developed by teacher

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PRODUCTS & SERVICES COLUMN

Primary and secondary schools – update your school details

Through Schools Online, select Change Your Contact Details and Change Your Address Details in order to update the Principal's name, postal address, telephone and fax numbers. Please ensure that the email addresses are correct.

Schools Online News

Secondary schools have been very active in using Schools Online to manage their student enrolment information. Many schools that did not use Schools Online (or BOScentral) for their initial entries have now come online. The following table shows the number of changes made online since May 10, and the proportion of total changes this represents.

Type of Change	Number	% of total
Courses Added	799 434	92%
Course Deleted	43 906	71%
Student Detail/Address Changed	118 749	97%
Student Transferred	191	31%
Student Withdrawn	3304	45%

Congratulations for a remarkable result. Thanks also for continued feedback on how the Online Service can be improved.

It is possible for HSC assessments and SC grades to be submitted electronically. Schools can use either BOScentral or Schools Online to do this. See the article 'Schools Online and BOScentral Demystified' on page 8 for more details. Please contact us if you need help in using Schools Online and BOScentral.

Client Services Contact Details


To place an order or to enquire about products and services, contact Client Services by:

Fax: (02) 9262 6270, or

Telephone: (02) 9367 8178, or

email: clientservices@boardofstudies.nsw.edu.au or

Write to Client Services at GPO Box 5300 Sydney 2001. Please supply an official purchase order or have credit card details available. There is a postage charge of \$4.50 for one item or \$9.00 for two or more items.

Enquiries: (02) 9367 8331 Helen Kerr, Leader/Client Services Section. 


Markers Pay and Conditions Agreement for 2000–2003

The Office of the Board of Studies and the NSW Teachers Federation, NSW Independent Education Union and the Academics Union of NSW have reached agreement on the new consent award for HSC and School Certificate Marking, HSC Advice Line and the HSC Inquiry Centre staff. The terms of settlement agreed between the parties provide, once the Industrial Relations Commission approves the new consent award, for:

- a 4% salary increase on and from 1 July 2000;
- another 3% on and from 1 July 2001;
- a further 4% on and from 1 July 2002; and
- a final salary increase of 5% on and from 1 January 2003.

The new consent award accommodates reforms attaching to the implementation of standards-referenced assessment for the New HSC from 2000 and the School Certificate from 1998 arising from the Government's White Paper *Securing Their Future*.

The terms of settlement also provide that there will be no industrial action and no further salaries or conditions claims by the parties prior to 31 December 2003 in relation to matters expressly contained in the new consent award or the terms of settlement.

The full text of the terms of settlement is available on the Board's website www.boardofstudies.nsw.edu.au 

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- * Recognition of Prior Learning for the HSC
- * Stage 6 Industry Curriculum Frameworks for Students with Special Education Needs
- * Guidelines for Accelerated Progression Revision 2000
- * Stage 6 Content Endorsed Courses Evaluation Reports
- * English Prescribed Texts Lists for HSC 2000
- * Current syllabus and resources catalogues incorporating GST to replace all other price listings
- * School Certificate Credentialling for Students with Special Education Needs in Stage 5
- * Stage 6 English Extension 1 Draft Specimen Paper
- * 'Changing' Stimulus Booklet for Stage 6 English
- * *Teaching Heritage* website

Revision of Stage 6 Content Endorsed Courses

The consultation phase of the Stage 6 Content Endorsed Courses revision project has now concluded.

Draft syllabuses were published on the Board's website for the consultation period 5 June to 4 July. This page of the website recorded over 3000 hits over the consultation period as teachers examined the following draft syllabuses:

- Ceramics
- Exploring Early Childhood
- Marine Studies
- Photography, Video and Digital Imaging
- Skills for Living
- Sport, Lifestyle and Recreation
- Visual Design.

Project managers are currently analysing survey responses and written submissions and considering all issues raised. Based on the feedback received, final syllabuses will be prepared for the Board's consideration. Final syllabuses will be distributed to schools in hard copy early in Term 4 for Preliminary course implementation in 2001. Schools also have the option to base their 2001 HSC courses on the new syllabuses. Schools will be required to fully implement the new syllabuses for the 2002 HSC.

Schools are advised of the Board's decision to phase out the Environmental Studies CEC, which will be available for final HSC study in 2001. A proposed new course, Approaches to the Study of the Environment, will be discussed with a sample of schools to determine whether student need and interest warrant its development. Teachers wishing to comment on this proposal should contact Ms Rosemary Hafner, Inspector, Science, on 9367 8136 to express their interest.

The Board has agreed in principle to the revision of Computing Applications and Drama and Theatre Studies. The new syllabuses will not be available, however, until 2002. The current courses will remain available to schools in the interim.

The revision of Work Studies remains subject to a broader investigation of work education in the Stages 5 and 6 curriculum. In the interim schools may continue to offer the current Work Studies CEC.

Following is a summary of the status of all current CECs (see further information on page 3 of the Official Notices).

Ceramics	Approved for revision. Consultation on draft June–July 2000. A new syllabus to be distributed to schools for implementation with Year 11 in 2001.	Mass Media Studies	Phased out. Final HSC 2001.
Computing Applications	Approved for revision. A new syllabus to be distributed to schools for implementation with Year 11 in 2002. In the interim the current Computing Applications will continue to be available.	Photography	Approved for revision. Consultation on draft June–July 2000. A new syllabus entitled Photography, Video and Digital Imaging to be distributed to schools for implementation with Year 11 in 2001.
Drama and Theatre	Approved for revision. A new syllabus to be distributed to schools for implementation with Year 11 in 2002. In the interim the current Drama and Theatre will continue to be available.	Practical Writing Skills	Phased out. Final HSC 2001.
Environmental Studies	Phased out. Final HSC 2001. Schools to be consulted in order to determine the need for a new course, Approaches to the Study of the Environment.	Religion Studies	Phased out. Final HSC 2001.
Exploring Early Childhood	Approved for revision. Consultation on draft June–July 2000. A new syllabus to be distributed to schools for implementation with Year 11 in 2001.	Skills for Living	Approved for revision. Consultation on draft June–July 2000. A new syllabus to be distributed to schools for implementation with Year 11 in 2001.
History for Leisure	Phased out. Final HSC 2001.	Sport, Lifestyle and Recreation	Approved for revision. Consultation on draft June–July 2000. A new syllabus to be distributed to schools for implementation with Year 11 in 2001.
Horticulture	Phased out. Final HSC 2001.	Studies in Dance	Phased out. Final HSC 2001.
Marine Studies	Approved for revision. Consultation on draft June–July 2000. A new syllabus to be distributed to schools for implementation with Year 11 in 2001.	Visual Design	Approved for revision. Consultation on draft June–July 2000. A new syllabus to be distributed to schools for implementation with Year 11 in 2001.
		Work Studies	In principle support for revision. Work will not commence until directions of Stage 5 Work Education are determined. In the interim the current Work Studies will continue to be available.

(This advice does not relate to Vocational Educational and Training (VET) CECs.)



Performance Scales for Reporting Achievement in Extension Courses in the New HSC

In the 2001 HSC, extension courses in the following subjects will be examined:

- English (Extension 1 & Extension 2)
- History
- Mathematics (Extension 1 & Extension 2)
- Music
- Arabic
- Chinese
- Classical Greek
- Classical Hebrew
- French
- German
- Indonesian
- Italian
- Japanese
- Latin
- Modern Greek
- Spanish

Draft performance descriptions for extension courses have been written to enable students to receive a course report as they will in other Board Developed HSC courses.

The New HSC extension course reports will show the HSC mark, ranging from 0 to 50 in each course, except for students presenting the Mathematics Extension 2 course.

Students who present Mathematics Extension 2 will receive, as is current practice for reporting performance in 4 Unit Mathematics, two marks out of 100.

Each student's achievement in an extension course will be reported by an HSC mark and one of four bands. A description associated with each band will summarise the knowledge, skills and understanding typically demonstrated by students whose achievement places them in that band. The reports will also show graphically the statewide distribution of all students' achievements in the extension course.

Students who meet or exceed the minimum standard of performance expected in the course will receive a mark of 25 or more (50 or more in the case of Mathematics Extension 2 students). The mark representing the minimum standard of

performance expected will separate Extension band 1 and Extension band 2 performance descriptions. Marks of 35 and 45 (70 and 90 for Mathematics Extension 2 students) will separate Extension bands 2 and 3, and Extension bands 3 and 4, respectively. A student's achievement mapped against standards will determine the mark each student receives. There will be no predetermined pattern of marks.


The method used for preparing the performance descriptions for the extension courses has been similar to that used for the other Board Developed HSC courses. Initially, teams of experienced teachers and academics with marking and examination-setting experience undertook detailed evaluations of student performance in past HSC examinations in the corresponding 3 or 4 unit courses. In the case of History Extension, performance in both 3U Ancient History and 3U Modern History examinations was evaluated.

The teams analysed (i) the tasks in previous examinations and what these tasks aimed to assess; (ii) student scripts to determine how students performed in these tasks.

This analysis enabled the team to write descriptions of what students have been able to demonstrate in past examinations.

By relating these descriptions to the outcomes and content of the new syllabus for an extension course, a draft set of band descriptions that describe performance at different levels in the course has been developed. In addition, the questions and the assessment rubric in the specimen examination paper, where applicable, as well as the associated draft marking guidelines, informed the work of the subject experts.

Teachers and other interested parties will have an opportunity to provide comment on the draft performance descriptions for the extension courses during the period from Monday, 7 August until Friday, 25 August. The draft descriptions and a survey will be available on the Board's website during the consultation period.

The descriptions will be reviewed following the 2001 HSC examinations before being used to report student achievement. This will ensure that they accurately summarise the different levels of achievement students are demonstrating in the extension courses in the New HSC. 

Schools Online and BOScentral Demystified

At the end of 1999 most secondary schools were able to access the HSC and SC results of their students over the Internet using the Schools Online program.

Earlier this year the majority of schools submitted their Year 10, 11 and 12 entries by using either Schools Online or a related program, BOScentral.

Given the amount of information being transferred, the number of schools involved and the range of equipment in schools, these two programs were highly successful and demonstrated the substantial advantages to all parties that can be realised in the future.

While many schools had few or no problems using these services, others experienced difficulties. It is pleasing that staff of those schools realised the benefits of these programs, and set out to work through the difficulties.

After talking to schools, the Office of the Board is implementing changes and providing materials that will make it easier for schools to use these programs.

What are Schools Online and BOScentral and how are they different?

Both Schools Online and BOScentral are part of a collection of computer applications that fit within the *eBOS* strategy. *eBOS* is the family name for a group of applications designed to provide information, materials and services to the Board's clients and to collect information and requests from clients electronically. Other applications include Students Online (the service students used to get the HSC results electronically in 1999) and Shop Online (to enable clients to order Board products and services over the Internet).

Schools Online is an Internet browser application that allows schools direct access to the Board's computer to enter, browse, update and download student and statistical information. It also allows access to historical data going back to 1991. It is particularly useful for entering or making enquiries

about the entries of individual students, or making changes to the personal details, courses studied or grades/assessments awarded to individual students. It is also very effective in running result and statistical reports on the performance of school groups. It can be used to enter all HSC students in a school year, but can be slow in doing this, particularly if a number of other people in the school are accessing the Internet at the same time.

BOScentral is a Microsoft Windows-based application designed to allow schools to collect student information, convert the data into a format suitable for transmission to the Board, check it for correctness and then transmit it to the Board via the Internet. Its primary purpose is to streamline the processes involved in schools providing large volumes of data to the Board, such as HSC and SC entries. It is designed to allow schools to make use of the data that they already hold in electronic form in their own databases, such as OASIS or MAZE. By importing data from systems that schools already trust, the program can reduce the turnaround time from entry to confirmation from months to minutes, while at the same time improving the quality of the data collected. This program currently supports the collection of student entries for Years 10, 11 and 12, and the collection of HSC assessments and SC grades.

Horses for courses – When to use each application?

Both Schools Online and BOScentral can be used in a number of situations but each is more effective in certain circumstances. The table below provides guidance as to which application to use to perform certain tasks, remembering that circumstances in individual schools will also need to be taken into account.

Activity	Which application?
Entering all Year 10 (or 11 or 12) students at a large school	BOScentral
Entering all Year 10 (or 11 or 12) students at a small school	Either
Entering an individual student or a small group	Schools Online
Checking the status of a Board Endorsed Course application	Schools Online
Checking on the courses available for a school	Schools Online
Changing a student's address or courses	Schools Online

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Activity	Which application?
Withdrawing or transferring students	Schools Online
Submitting grades or assessments for all students in a year	Either
Entering the grades or assessments for an individual student	Schools Online
Entering VET course units of competency completed	Schools Online
Entering Life Skills outcomes achieved	Schools Online
Accessing HSC or SC results	Schools Online
Running statistical reports	Schools Online

Usage of Schools Online and BOScentral in the 2000 Entry programs

The table below shows the percentages of students in Years 10, 11 and 12 who were entered by each of the available methods.

	Year 10	Year 11	Year 12	Total
BOScentral	29	33	31	31
Schools Online	32	30	34	32
Paper	39	37	35	37

The following table shows the numbers (and percentages in parentheses) of schools that used each method to enter students in 2000. The percentages do not add to 100 percent because some schools used more than one method.

	Year 10	Year 11	Year 12
BOScentral	182 (23)	209 (28)	167 (23)
Schools Online	351 (44)	384 (52)	388 (53)
Paper	363 (46)	299 (41)	294 (40)

Since the student entry data were submitted, schools have been using Schools Online at very high levels to keep their data up-to-date, including using it to transfer and withdraw students and to change their courses. It is worth noting that 97 percent of all student personal details amended and around 80 percent of all course amendments since 10 May have been made through Schools Online. Such approaches are simpler and much faster than traditional means.

Follow-up – What is being done to improve the operation?

Following the entry phase, officers of the Board set about exploring ways in which the use of Schools Online and BOScentral could be made simpler and how best to provide support to schools.

Meetings were held with groups of principals and other staff who had been involved in the process to identify problems and to discuss improvements. These meetings were particularly valuable and, together with requests for assistance received by the Office's Help Desk, led to a number of initiatives.

BOSLOs have been trained to provide advice and assistance to schools. Discussions have been held with the Department's Technical Advisers and the Diocesan OASIS coordinators to acquaint them with the technical aspects of the applications.

A section on answers to commonly asked questions has been added to the Schools Online page. These questions were those most frequently raised with the Help Desk. Online Help text has been prepared and is being incorporated into the applications.

Modifications have also been made to the applications to simplify their use and such changes will continue to be made.

What of the future?

The Board will continue to refine these services so that they can operate to maximum efficiency in schools and realise their benefits. This will include provision of further training and support materials, and the applications will be expanded to undertake other tasks. For example, the system being developed to support the credentialling of VET courses will collect student unit of competency data from schools.

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Stage 5 Work Education

In 1997 the Board of Studies endorsed a Stage 5 Work Education course for use in Department of Education and Training pilot schools.

This endorsement was subsequently extended so that the course could continue to be delivered in DET schools.

At its June meeting, the Board of Studies endorsed the Stage 5 Work Education syllabus for use by all schools in 2001. In the meantime the course will be evaluated in the context of the review of the Years 7–10 curriculum pilot and a decision made about the provision of a Work Education syllabus beyond 2001. Given the interim status of the syllabus it will be made available on the Board's website rather than printed and distributed.

This decision followed discussions at the Board's May meeting where it was agreed that work education perspectives should, where appropriate, be included in all Years 7–10 syllabuses. This requirement will be taken up through the recently announced Years 7–10 syllabus review.

The Stage 5 Work Education syllabus

The Stage 5 Work Education syllabus provides a 100 (indicative) hour course that aims to:

- apply knowledge and skills in an integrated way through work-related activities
- allow schools flexibility to meet school and community needs
- integrate key competencies.

Year 10 students receive recognition on their School Certificate of satisfactory completion of the course requirements.

Stage 5 Work Education has objectives and outcomes for knowledge, skills, and values and attitudes that relate to the course as a whole. The specific combination of modules taken by students means that different outcomes may be emphasised.

The Stage 5 Work Education course comprises:

Core – 30 indicative hours:

1. The world of work
2. Planning for a working life
3. Introduction to the workplace
4. A work portfolio.

Electives – 70 indicative hours (a minimum of three electives must be studied)

1. Workplace first aid
2. Workplace induction
3. The individual in the workplace
4. Contemporary workplace issues
5. Working in a changing world
6. Planning for a working life
7. Employment and you
8. Small business skills

9. Introduction to industry
10. Workplace literacy and numeracy
11. Workplace communication.

The Stage 5 Work Education course includes workplace learning. A minimum of 30 hours must be spent in a workplace to develop knowledge, skills and attitudes in a workplace context that aims to add meaning, interest and relevance to the delivery of learning outcomes. The workplace learning component of the course is to be undertaken by Year 10 students only.

Trial of Stage 5 Work Education

The trial of Stage 5 Work Education has been conducted in DET schools:

- 1998 – 54 schools
- 1999 – 90 schools
- 2000 – 125 schools

The syllabus has been implemented by schools in varying ways to meet student needs and to cater for the full range of student abilities. Some schools targeted the course for students that typically tend to underachieve in other subjects and aimed to provide a curriculum to meet those students' educational and career aspirations. Other schools implemented the course to assist school-to-work transition and provide contacts with employers. Schools also delivered the course to provide students with knowledge and understanding of work and workplace issues. Many regional and rural schools indicated particular value in the Stage 5 Work Education course as it meets the needs of students and the community and assists students in career choices and post-school employment. The workplace learning component of the course has typically been used to assist other learning experiences in the course.

Development of a new Stage 5 Work Education syllabus

The Stage 5 Work Education syllabus will be evaluated by the Board as part of the review of the Years 7–10 curriculum and according to the Board's syllabus development process. Schools will be informed of the syllabus development timeline and will be included in consultation on the syllabus.

Evaluation of the Stage 5 Work Education syllabus and the Stage 6 Work Studies Content Endorsed Course will occur concurrently. This will address any areas of overlap in the courses and lead to syllabuses that provide coherent and complementary study related to work for Stages 5 and 6.

For further information contact:

Lindsay Swan
Board Inspector
Human Society and Its Environment
Phone: (02) 9367 8150



School Certificate Credentialling for Students with Special Education Needs in Stage 5

The publication *School Certificate Credentialling for Students with Special Education Needs in Stage 5*, released in 1996, provides a specifically designed course of study for individual students with special education needs.

These are students who are unable to meet the curriculum requirements using only Board Developed syllabuses and/or Board Endorsed Courses.

The document details the Generic Life Skills courses that provide broad curriculum framework statements in each key learning area. The aims and objectives contained in the frameworks, along with course-specific outcomes and indicators of achievement, enable teachers to design an integrated teaching/learning program that meets the needs of individual students

and leads to the award of a School Certificate.

School Certificate Credentialling for Students with Special Education Needs in Stage 5 is now available on the Board of Studies website at www.boardofstudies.nsw.edu.au

Further information regarding the implementation of a Special Program of Study in Stage 5 can be found in Section 9 of the *Assessment, Certification & Examination (ACE) Manual*. Information and advice on any aspect of School Certificate credentialling for students with special education needs in Stage 5 is also available from Philip Nesbitt, Senior Curriculum Officer (Special Education) at the Office of the Board of Studies (ph (02) 9367 8148, fax (02) 9367 8476 or email nesbitt@boardofstudies.nsw.edu.au).

Schools Online and BOScentral Demystified *continued from page 9*

Students will be able to access and read (but not alter) their current entry information and previous results, assisting schools and the Board to ensure that information is correct.

Based on the current usage of Schools Online and BOScentral and their continuing development, it is likely that almost all schools will be using them by the beginning of 2002.

Further information

An article on the background to Schools Online, which was published in journals produced by both IBM and LANSa, can be found on the LANSa website if you:

- visit www.lansa.com
- click on LANSa Review on the left-hand side of the page
- click on the article 'eBOS puts Australian schools online'.

Linkages Update *continued from page 4*

librarians from five different schools who share the collaborative planning process they use when working with their teaching colleagues. Included in this section are examples of useful Internet sites and resources, teaching strategies, questioning techniques and evaluation ideas. This material is supported by the inclusion of five integrated units of work – one for each stage – and an example from an OC class, all of which can be downloaded. Work samples from these units are also included. The teachers and teacher librarians involved were Toni Field (Five Dock Public School), Val Glendenning (Truscott Street Public School), Lesley Boone (Trinity Grammar Prep), Elizabeth Rowe and Jenny Jackson (Rozelle Public School) and Yvonne Louis, Trish Gillett, Lesley Veale and Jan Owens (Chatswood Public School).



Paintings of Chatswood in the early days by Year 3 Chatswood Public School are one example of the work samples included.

Further information on the Linkages project can be obtained from Suzanne Ziems at ziems@boardofstudies.nsw.edu.au, ph (02) 9367 8274 or fax (02) 9367 8476. The Linkages webpage can be found at www.bosnsw-k6.nsw.edu.au

Strong interest in Minister's Young Designers Awards

Interest from teachers and students in this year's Minister's Young Designers Awards (MYDA) is high, partly in response to a newly designed information kit and poster.

The MYDA information booklet provides award details and advice for teachers to assist in the preparation of students' entries.

The poster is designed to challenge students to take part in MYDA. It includes examples of past winning entries.

This year the new Optus Award, sponsored by Optus@Home, will reward the student or team that best demonstrates the use of computer-based technologies in the research and development of their design.

Other changes to procedures for MYDA 2000 are:

- student groups can be up to six students (a new limit);
- schools are to submit both the folio and the design solution for district judging, unless the design solution is too valuable, fragile or large

to transport easily, in which case the folio must contain photographic or other evidence of the design;

- awards will be presented to students at schools, at district and at State levels;
- awards will be presented for best participation by a school that has not participated in the two previous years of MYDA, and for the school with the most significant student participation rate;
- there will not be a separate ethics criterion but ICAC will still present a \$300 prize to a selected State winner.

Each year MYDA is organised by the Board of Studies and Department of Education and Training to give young designers a chance to display their skills.

MYDA 2000 entries will be accepted until the end of Term 3. All expressions of interest should be sent to Teresa Renneberg, Exhibitions Coordinator, Office of the Board of Studies, GPO Box 5300, Sydney NSW 2001. Tel (02) 9367 8309 Fax: (02) 9367 8479. 