

K–6 Linkages Website

www.bosnsw-k6.nsw.edu.au

The Board's K–6 Linkages website has been designed to provide advice to teachers on approaches to integrating outcomes and content across the six primary syllabuses.

A *K–6 Contents Link* gives detailed examples of links in content across all six key learning areas. These include:

- mapping of links across all KLAs of commonly taught units
- mapping of skills and key terms in all KLAs
- suggestions for using computer-based technologies in English and HSIE, with suggestions for other KLAs to follow

- learning experiences for developing fine motor skills across KLAs.

Examples of integrated units of work developed by teachers can be found on the website and can be downloaded as Word documents. Related work samples are also supplied.

The integrated units of work are designed to highlight the potential for innovation in primary curriculum teaching practices. They show some of the many different approaches developed in schools by teachers in developing integrated learning programs. This includes a case study of the process by which one school maps its current curriculum.

Several new units with an Aboriginal perspective have recently been added to the website. They include a focus on:

- the use of technology by Aboriginal communities ranging from the traditional to the contemporary
- the introduction of mathematics concepts through aspects of contemporary and traditional Aboriginal culture
- providing opportunities for students to explore the concepts of belonging to groups of people and to places
- perspectives about the early years of the colony.

IN THIS ISSUE

K–6 Linkages Website	1
HSC and SC important dates	2
New Aboriginal Languages syllabus	2
President's Message	3
Primary Matters: positive developments in Mathematics K–6	4
Visit to Armidale City School	5
Statewide HSC meetings for teachers and parents	6
Overseas visitors surf in!	6
Board officer wins Churchill Fellowship	7
Years 7–10 Work Sample Development	7
Visit the New Shop Online	7
Have you visited our new website?	8
Centre pages: Official Notices	



HSC and SC Important Dates

Year 10 (SC)

- 9 Aug** Final date for BEC applications
16 Aug Principal's 'N' determination forms dispatched
30 Aug Applications for 2003 SC special exam provisions for students dispatched

Year 11

- 9 Aug** Final date for BEC applications
16 Aug Principal's 'N' determination forms dispatched
30 Aug Applications for 2003 HSC special exam provisions for students dispatched

Year 12 (HSC)

Note: Notification for all practical exam dates applying to individual schools in Term 3 will be received by schools approximately 2 weeks prior to their individual exam dates

- 2 Aug** Venues and times for HSC Languages Speaking exams advised progressively
4 Aug Society and Culture PIPs completed
9 Aug Final date for BEC applications
12 Aug HSC Dance Practical exams commence
 Schools Online assessment collection service opens
 Schools Online VET exam estimate collection service opens
 Society and Culture PIPs due at the Board
16 Aug Principal's 'N' determination forms dispatched
 Board Endorsement Panel final decisions
17 Aug HSC Language Speaking exams commence
18 Aug Textiles and Design Projects completed
25 Aug Drama Individual Projects completed
 Industrial Technology Major Works completed
26 Aug HSC Drama Practical exams commence
 HSC Industrial Technology itinerant marking commences
27 Aug English Extension 2 Major Works completed

For a full list of important dates, including the 2002 HSC examination timetable, go to www.boardofstudies.nsw.edu.au/events/index.html

Syllabus a Key Step

towards revival of Aboriginal languages



The Board of Studies recently approved the development of a Years 7–10 syllabus for teaching Aboriginal languages in NSW schools.

The decision to develop the syllabus follows extensive consultation and investigations by the Board into ways of supporting the revitalisation of Aboriginal languages and culture in New South Wales.

Dr Jaky Troy from the Board's Aboriginal Curriculum Unit has managed development of the Draft Framework for Aboriginal Languages K–10 which will be used to guide the writing of the new syllabus. Jaky is renowned for her expertise in Aboriginal languages. (See article on page 3.)

The syllabus will recognise the fundamental importance of the relationship between language and the development and maintenance of Aboriginal identity, self-respect, community respect and ownership of culture. It will be designed to be flexible in its application across schools.

Although some Aboriginal communities already have very active

programs for teaching their languages, these programs have focused specifically on the acquisition of a language. As well as developing proficiency in a language, the new syllabus will aim to provide students with the skills necessary for their active participation in the revival and reclamation of the estimated 70 Aboriginal languages in NSW.

Depending on the availability of teaching materials and resources, schools may initially choose to focus on teaching a non-local Aboriginal language. Students would develop an understanding of linguistic patterns and similarities and apply it to learning, documenting and reviving their local language.

Local students, particularly those from Aboriginal language-speaking communities or with Aboriginal language-speaking heritage, will have the chance to learn the oral language, record that language, and work towards the creation of a written version of the language.

Protocols for liaising with communities and language owners in

studying and researching languages will also be a focus of the syllabus, as schools will need to consult closely with their local Aboriginal community in making decisions about incorporating specific language content.

The State Government recently announced a NSW Aboriginal Languages policy in which it acknowledges the government's responsibility to assist Aboriginal communities in revitalising their languages. The syllabus will become a valuable community language and cultural resource as the government's policy to support the use, preservation and reinstatement of Aboriginal languages is further developed.

NSW language revitalisation projects involving linguists, teachers and community members are currently underway for the Bundjalang, Gumbaynggirr, Gamilaraay/Yuwaalaraay, Barkindji and Wiradjuri languages. The Board of Studies will draw on the experiences and models provided by these projects when writing the new syllabus.

It is anticipated that the Years 7–10 Aboriginal Languages syllabus will be available to schools from 2004.

The Board will continue the process of consultation with communities and schools as the syllabus is developed.

The Draft Framework for Aboriginal Languages K–10 and accompanying survey are currently available on our website www.boardofstudies.nsw.edu.au/writing_briefs/index.html#table and will be sent to schools for comment in the coming weeks.

In addition, consultation meetings will be held in key country centres and in Sydney. Schools and Aboriginal community organisations will be advised of the venues for these meetings.

A number of resources, including research papers related to the proposal to develop the Aboriginal Languages syllabus, are available on the Board's website www.boardofstudies.nsw.edu.au/aboriginal_research/index.html

For further information about this project, contact Kevin Lowe:
phone (02) 9367 8198
fax (02) 9367 8476 or email lowe@boardofstudies.nsw.edu.au

Jaky Troy BA (Hons), PhD

*Senior Curriculum Officer
Aboriginal Curriculum Unit*

Dr Jaky Troy has been a driving force in the development of the Draft Framework for Aboriginal Languages K–10. With over 12 years university teaching experience, she has studied social and linguistics anthropology specialising in Aboriginal peoples of south-eastern NSW and Victoria, and southern Queensland. Jaky won a Rotary Foundation Fellowship for International Understanding for two years postgraduate study in Japan on Asian cultures and

languages, as well as a Commonwealth Fellowship for her PhD in Linguistics at the Research School of Pacific and Asian Studies, ANU,

studying the Aboriginal languages of south-eastern Australia. Jaky has published numerous books and articles on the languages, anthropology and history of Australian Aboriginal peoples, including a book on Aboriginal languages of the Sydney area, 1992.



President's Message

This issue is the first of a 'new look' Board Bulletin. I am sure the new format will be pleasant to read and that it will continue to highlight the varied aspects of the work of the Board and Office of the Board.

The Board is fortunate to be supported in its work by a very talented and professional team. It is with special pleasure that we note the award of a Churchill Fellowship to David Patterson.

The Board's new Mathematics syllabuses for K–6 and 7–10 are among the first syllabuses to be developed in conformity with the Board's K–10 Framework. They have been designed to ensure that there is a continuum of knowledge and skill acquisition to enable much better transition of students from primary to secondary school. The syllabuses also acknowledge the critical importance of pedagogy employing the best current understanding of how children learn.

With completion of the new K–6 Mathematics syllabus there is now a full set of K–6 syllabuses, developed according to the timeline recommended by the Eltis Review. The Board is currently embarking on a project to assist primary teachers to develop programs that best achieve their teaching and learning goals and deal with concerns about crowding and over-detailed assessment and reporting.

Language is a major part of culture and the preservation and restoration of Aboriginal languages is a significant goal for our Indigenous community in NSW. The work being done through our Aboriginal Curriculum Unit is an important contribution to providing opportunities for Indigenous students to learn their linguistic heritage from their own community.

(Professor)
Gordon Stanley



Primary Matters

POSITIVE DEVELOPMENTS IN MATHEMATICS K-6



Developing the new syllabus

In 2001, the Board of Studies developed a writing brief to revise the K-6 Mathematics syllabus. Groups of practising teachers, academics and mathematics educators were involved in developing the content, outcomes and teaching and learning activities for a new K-6 Mathematics syllabus.

During Term 1 this year, the Draft K-6 Mathematics syllabus was distributed to schools and made available for comment on the Board's website. Structured sample group meetings and meetings with key groups and individuals were held across the state to gain feedback on the draft syllabus.

During the consultation period the Office received 351 survey responses. More than 100 teachers participated in the structured

sample group meetings in Moree, Dubbo, Port Macquarie, Batemans Bay, Griffith, Parramatta and Sydney.

The feedback revealed a positive reaction to the draft syllabus. Teachers were particularly supportive of the overview of learning from Early Stage 1 to Stage 4, as it demonstrates a coherent continuum of learning for students and their transition to secondary school. Many valuable suggestions were made during the consultation process, directly resulting in changes to the draft syllabus.

Support Materials

Support documents are currently being developed to assist teachers in their implementation of the revised syllabus. During Term 2, 2002, 111 teachers participated in trialling model assessment tasks

and collecting work samples. The assessment tasks together with the student work samples will be included in the package of support materials for the new syllabus. This package is currently being prepared for distribution to all primary school teachers.

Another group of teachers was engaged during the first week of the April holidays to write teaching and learning units for the new syllabus. These units will be trialled during Terms 3 and 4 2002 and work samples will then be collected to become part of the syllabus support materials package for schools.

The new K-6 Mathematics syllabus package will be distributed to all primary teachers during Term 4 this year.

Schools interested in participating in trialling the teaching and learning units during Terms 3 and 4 are asked to contact Karen Buck on phone (02) 9367 8341 or by email buck@boardofstudies.nsw.edu.au

Visit to Armidale City School

John Ward, General Manager

Late last term I spent two days at Armidale City School. During my time at the school, I was very fortunate to get first-hand access to high quality teaching in K-6 classrooms.

The teachers welcomed me to their classrooms and gave me the chance to join a variety of learning activities. In a *Count Me In Too* mathematics group I was able to see the markedly differing levels of involvement and achievement by students and the teaching skill being used to engage them. I could also see the continuous assessment the teacher was making of the learning progress of each student. She was constantly questioning the students and identifying the approaches to numbers that each was using.

Watching number-recognition skills being developed at Early Stage 1 let me see the Board's syllabus requirements being transferred into classroom practice. Once again their teacher was continually assessing progress, tracking where each student was at in developing recognition and sequencing skills and building his or her further learning from that point. I was able to gain an appreciation of the time that is needed to develop the concepts across a whole student group. We discussed this need for sufficient time to develop students' skills in



relation to the Board's new Mathematics K-6 syllabus that will be available to schools later this year.

It was a similar story for word-recognition skills, where the Principal and I were called on to help students with a matching exercise – built around the body parts of a duck – as children prepared for an afternoon environmental excursion to nearby Dumaresq Creek. Students were learning at different rates and in different ways.

... with a full set of KLA syllabuses now in schools, teachers are seeking a period of stability to enable them to consolidate their approaches to programming.

In a Year 5 classroom, students were applying their technology skills to art making. Once again the stages of the children's skill development covered a significant range as the teacher was assessing their progress and varying her teaching accordingly.

Whatever lesson I saw, teachers were focusing on the outcomes set down in syllabuses and without exception, students were achieving high quality learning based on skilled pedagogy.

I particularly valued the discussions I was able to have with these teachers. They reminded me that with a full set of KLA syllabuses now in schools, teachers are seeking a period of stability to enable them to consolidate their approaches to programming. They recognise that choices have to be



made about the content and skills they will have time to target during the primary years. An important issue for them is the tracking of the experiences of all students during their primary schooling so that students are assured of proper scope and sequence of study. At Armidale, teachers had very effective systems in place to address this.

It was clear that experienced teachers are making choices about the balance of KLA experiences for their students. There is a mixed response about whether the Board and systems should provide more guidance about such choices. Some feel that clearer specification of core topics would help. Others believe that teachers themselves can best make such decisions locally. In their view, a period of stability around the current syllabuses, along with examples of flexible models for addressing KLA outcomes over the primary years, would be the most helpful approach.

In either case, my visit underlined the importance of engaging in wider discussion with primary teachers to identify the issues that need addressing to further assist teachers to develop programs that will best achieve their teaching and learning goals for their students.

Statewide HSC Meetings for Teachers and Parents

The Board of Studies is conducting a series of more than 50 meetings for parents and teachers at locations across the state to provide the most up-to-date and relevant information about the setting and marking of the 2002 Higher School Certificate examinations.

The meetings, mostly being held at schools, are being presented by Board of Studies Liaison Officers or other senior officers of the Board. Each meeting consists of an after-school session for teachers (4.00 pm to 5.30 pm) followed by a parent session (7.30 pm to 9.00 pm). Having separate sessions allows the specific

needs of teachers, parents and the student community to be addressed.

The sessions focus on:

- key aspects of the 2002 HSC examination program, including the HSC marking, standards-setting and reporting processes
- important refinements that have been put in place this year following the Masters review of the 2001 program
- the relationship between the HSC and the UAI.

Feedback from meetings already held indicates that teachers and

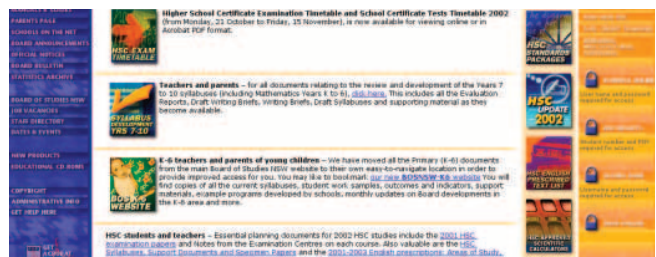
parents have found the presentations very informative and appreciated the opportunity to ask Board officers detailed questions helping to clarify their understanding of many aspects of the HSC.

Further information about the meetings will be published in school newsletters, or can be obtained by contacting your local Board of Studies Liaison Officer.

The full schedule of statewide HSC information meetings (dates, times and venues) is available on the Board of Studies website.

www.boardofstudies.nsw.edu.au/hsc/index.html

Overseas visitors surf in!



The Board's website is proving to be in great demand both here and abroad. An average of 75 Australian and overseas visitors log on each hour, every day of the year.

In the last two months, nearly 33 000 people have visited the Board's website at least twice, and a further 4500 have visited more than five times. Tens of thousands more have logged on for a single inquiry.

In the last two months, nearly 33 000 people have visited the Board's website at least twice

While most Australians and New Zealanders visit during our daylight and evening hours, the site is busy throughout the night with overseas visitors from the UK, Singapore, Canada, Japan, India, Hong Kong and Malaysia in particular. About 20% of frequent visitors are from overseas.

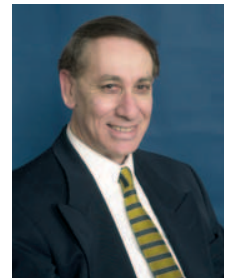
Every day, more than 20 000 Acrobat PDF files are downloaded, about 5000 by overseas visitors. On

average, each of these files is equivalent to a NSW HSC syllabus document in size.

What are our overseas visitors mostly interested in? The most popular downloads are SC and HSC Mathematics exam papers and syllabuses, followed by English, Physics, Chemistry and Ancient History. Each year we have a large burst of student visitors from India – which also has an HSC. However, we will probably never know why we had several thousand visits last month from the US Department of Defense!

More than 650 websites around the world have built links to our website to enable their visitors to find us more easily. Most are through universities and schools, but a link search reveals some very unexpected connections. (You can check this yourself at www.google.com by typing **link: www.boardofstudies.nsw.edu.au** and viewing the results.)

Board officer wins Churchill Fellowship



David Patterson, Manager, Policy and Development at the Office of the Board of Studies has been awarded the prestigious Churchill Fellowship in recognition of his valuable work in the field of education for gifted and talented children.

David will soon be heading to the USA to study and observe the provision and operation of Advanced Placement Programs that cater for

the needs of gifted and talented students in the senior school years.

The focus of David's Fellowship project is to see these programs in operation and to talk with school staff, university tutors and students about the strengths and successes of Advanced Placement Programs, and how they can be improved. He plans to visit centres with some of the most successful programs, including the Centre

for Talented Youth (Johns Hopkins University, Baltimore), Centre for Talent Development (Chicago), Robinson Centre for Young Scholars (Seattle) and the Academy for Mathematics and Science (Denton, Texas).

Congratulations David!

Implementation Dates for the new Years 7–10 syllabuses

English and Mathematics syllabuses will be implemented in Years 7 and 8 from 2004, in Year 9 from 2005 and in Year 10 from 2006. All other syllabuses will be implemented in Years 7 and 9 from 2005 and in Years 8 and 10 from 2006 – see Official Notices page 3. To view Years 7–10 syllabus review documents and syllabus development updates go to www.boardofstudies.nsw.edu.au/writing_briefs/index.html

Years 7–10 Work Sample Development

To assist with the initial implementation of new Years 7–10 syllabuses the Board will develop sample assessment tasks, introductory sample units of work and annotated

samples of students' work. The support materials will illustrate the syllabus standards as well as the concept of assessment for learning.

Teachers are invited to be part of the work sample development process by trialling assessment tasks in their schools and collecting students' responses.

Participating teachers will find that early engagement with the new syllabus in this way can be beneficial, and will enhance their understanding of the syllabus and assessment requirements.

Interested teachers are invited to submit an expression of interest using the form found on page 4 of this issue of the Official Notices.



The Board's new eBOS Shop Online provides schools, teachers, parents, students, libraries and booksellers with an improved, user-friendly online shopping facility.

Some of the new Shop Online features:

- easier to navigate
- a comprehensive gallery of graphic illustrations

Visit the New Shop Online

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

- more complete descriptions of products
- a seamless and more accessible ordering system
- intuitive searching tools.

New additions to aid visiting the shop and purchasing Board products include features such as:

- the *What's Hot* area highlighting new products and special offers
- *Teaching Kits*
- *HSC Standards Packages*.

A feature that will soon be added will allow visitors to download free

Acrobat files of selected products. This will make it easier for teachers to download electronic copies of syllabuses while waiting for ordered copies to arrive.

If you haven't already visited our new eBOS Shop Online, we encourage you to take a look and see what is now on offer.

There are a number of links to the shop from the Board's website www.boardofstudies.nsw.edu.au, or you can go directly to <http://shop.bos.nsw.edu.au>

Have you visited our new website?

www.boardofstudies.nsw.edu.au



What's new on BOS website

- ☞ Physics 2002 HSC Examination formulae sheet
- ☞ Approved scientific calculators for the 2002 HSC examinations
- ☞ 2002 HSC Practical Marking Guidelines:
 - Agriculture
 - Dance
 - Design and Technology
 - Drama
 - English Extension 2
 - Industrial Technology
 - Music 1
 - Music 2
 - Music Extension
 - Society and Culture
 - Textiles and Design
 - Visual Arts
- ☞ 2002 HSC Update Newsletter 3
- ☞ 2002 HSC Ancient History update
- ☞ Entertainment Industry Curriculum Framework Stage 6 Syllabus Parts A & B and Consultation Report

What's new on BOS website

www.boardofstudies.nsw.edu.au/aa_main/news.html



- ☞ K-10 Draft Syllabuses and Consultation Surveys:
 - Chinese
 - French
 - German
 - Indonesian
 - Italian
 - Japanese
 - Korean
 - Spanish
- ☞ Aboriginal Languages K-10 Draft Framework and Survey
- ☞ Years 7-10 Writing Briefs and Draft Writing Briefs Consultation Reports:
 - Industrial Technology
 - Music
 - Technology (mandatory)
 - Visual Arts
- ☞ Reports of Review Stages 4-5
 - Geography
- ☞ 2002 HSC Information Meetings
- ☞ PDHPE Writing Brief and Consultation Report

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.
Print Post No. PP24163100021 Printed on recycled paper.

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 8220. Distribution inquiries: Fax (02) 9262 6270. Internet address: www.boardofstudies.nsw.edu.au
© Board of Studies NSW 2002 ISSN 1038-5053