

The logo features the word "Annual" in a white, sans-serif font, positioned above the word "Report" which is written in a black, cursive script. The year "2006" is placed to the right of "Report". The entire text is set against a horizontal grey bar.

Annual  
Report 2006

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Board staff are available outside these hours by arrangement.

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**The Honourable Carmel Tebbutt, MP**

Minister for Education and Training

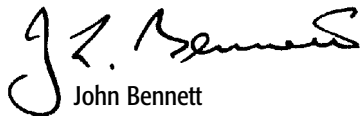
Dear Minister

We are pleased to present the Annual Report of the Board of Studies and the Office of the Board of Studies for the year ending June 30, 2006.

The report highlights the activities and achievements of the Board of Studies and the Office of the Board of Studies over the reporting year. It addresses the requirements of Section 106 of the *Education Act 1990* as well as the *Annual Reports (Statutory Bodies) Act 1984* and the *Annual Reports (Departments) Act 1985*.



Gordon Stanley  
President  
Board of Studies NSW



John Bennett  
General Manager  
Office of the Board of Studies NSW



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# 1 Function and Structure

The *Education Act 1990* established the Board of Studies NSW as a statutory body with a membership representative of community interests. The Board's responsibilities are to:

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

The Office of the Board of Studies was established as a department in 1995 under the *Public Sector Management Act 1988*. The Office of the Board provides professional and administrative support and services to the Board. The Office also encompasses the Australian Music Examinations Board (New South Wales) and the Aboriginal Education Consultative Group and administers the home schooling program under delegation from the Minister for Education and Training.

The Board of Studies and the Office of the Board of Studies are portfolio responsibilities of the Minister for Education and Training, the Hon Carmel Tebbutt, MP.

## The Board and its Committees

### The Board

The Act provides for 23 members of the Board. There are 19 appointed members, a full-time President and three persons who are members by virtue of their office (ex-officio members).

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

#### President

Professor Gordon Stanley

#### Ex-officio Members

Managing Director of TAFE NSW, Director-General of Education and Training or nominee

Mr Trevor Fletcher

Ms Leslie Loble

Mr Kevin Harris (until October 2005)

Ms Marie Persson (from November 2005)

### **Appointed Members**

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

#### **Professor Anthony Baker**

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

Representing parents of primary school children:

#### **Mr Mark Wilson**

Representing parents of secondary school children:

#### **Ms Deborah Lloyd**

One nominee of the Catholic Education Commission, New South Wales

#### **Dr Brian Croke**

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

#### **Mr Phillip Heath**

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

#### **Mr Larry Grumley**

One parent of a child attending a non-government school, being a nominee of the Council of Catholic School Parents and the New South Wales Parents' Council

#### **Ms Caroline Benedet**

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

Representing primary school principals:

#### **Ms Janet Chan**

Representing secondary school principals:

#### **Ms Suzette Young**

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

Primary school teacher:

#### **Mr Christiaan Goudkamp**

Secondary school teacher:

#### **Dr Mary Fogarty**

One person with knowledge and expertise in early childhood education

#### **Associate Professor Sue Dockett**

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

#### **Mr Dave Ella**

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

#### **Brother Kelvin Canavan, AM**

Executive Director of Schools, Catholic Education Office Sydney

#### **Ms Susan Gazis, AM**

Head Teacher, English, St George Girls' High School

#### **Mr John Gelling**

Retired high school principal

#### **Dr Meredith Martin**

Consultant in Special Education

#### **Ms Jennifer Neary**

Company director and management consultant

#### **Mr Xian-Zhi Soon (from August 2005)**

University student

Profiles of the Board members are included in Appendix 11.

## The Board's Committees

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

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

### Primary Curriculum Committee

The role of this committee is to advise the Board on strategic issues relating to primary education in New South Wales having regard to the functions of the Board as set down in the *Education Act 1990*. In this context the committee considers links between the formal school curriculum and early childhood and advises on promoting and ensuring Kindergarten to Year 12 continuity.

Membership of this committee:

#### Board Members

Professor G Stanley

Ms C Benedet

Ms J Chan

Associate Professor S Dockett

Mr C Goudkamp

Ms D Lloyd

Mr M Wilson

#### Non-Board Members

Ms K Clancy Catholic Education Commission NSW

Mr G Cook Primary school principal, representing Aboriginal interests

Dr J Farrell Senior Lecturer, School of Education, Macquarie University, representing the NSW Vice-Chancellors' Committee

Ms S Fern Primary school teacher representing the NSW Independent Education Union (from February 2006)

Ms K Gee Primary school teacher representing the NSW Independent Education Union (until December 2005)

Mr D McInnes Executive Officer, NSW Parents Council Inc

Ms M McKay Primary school principal, representing Special Education

Ms R Mamouny Assistant Director, Curriculum (K-12), NSW Department of Education and Training (for Mr R Randall, Director, Professional Support and Curriculum Development) (from May 2006)

Mr B Powyer Assistant Director, Curriculum (K-12), NSW Department of Education and Training (for Mr R Randall, Director, Professional Support and Curriculum Development) (until April 2006)

Ms C Ryan Early Childhood Education Council of NSW (from March 2005)

Ms D Scala Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls' Schools

### **Registration and Accreditation Committee**

This committee monitors non-government schools' compliance with the requirements for registration and accreditation, as specified in the Act. On delegation from the Board, the committee considers and decides applications made by non-government schools to present courses of study leading to the award of the School Certificate and of the Higher School Certificate.

Membership of this committee:

#### **Board Members**

**Prof G Stanley**

**Ms C Benedet**

**Dr M Fogarty**

**Ms D Lloyd**

#### **Non-Board Members**

**Mr T Alegounarias** Chief Executive Officer, NSW Institute of Teachers

**Ms K Campbell** Catholic Education Commission NSW

**Mr M Graham** Assistant Director, Interagency Policy, External Relations Policy Directorate, NSW Department of Education and Training

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

**Mr J Quessy** Assistant Secretary NSW/ACT Independent Education Union (from June 2006)

**Mr C Watt** Research Officer, NSW/ACT Independent Education Union (to March 2006)

**Mr G Wheaton** NSW State Council of Christian Parent Controlled Schools Ltd

### **Higher School Certificate Consultative Committee**

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

Membership of this committee for the 2005 Higher School Certificate:

#### **Board Members**

**Professor G Stanley**

#### **Non-Board Members**

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

**Emeritus Professor M Cooper**

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

**Dr J McCormick** (School of Education, University of New South Wales)

**Emeritus Professor J Mack**

**Emeritus Professor D Spearitt**

**Dr D Tacon** (School of Mathematics, University of New South Wales)

**Professor J Tognolini** (Australian Council for Educational Research)

**Associate Professor P Southwell Keely** (School of Chemistry, University of New South Wales)

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

**School Certificate Consultative Committee**

This committee was established in 1998 as part of the introduction of new external tests for the School Certificate. The role of the committee is to monitor the application of the Board’s standards-setting procedure and approve the final performance band cut-off marks for each test.

Membership of this committee for the 2005 School Certificate:

**Board Members**

- Professor G Stanley
- Dr B Croke (unable to attend: 2005)
- Mr P Heath
- Ms S Young (unable to attend: 2005)

**Non-Board Members**

- Professor G Cooney (School of Education, Macquarie University)
- Emeritus Professor D Spearitt
- Professor J Tognolini (Australian Council for Educational Research)
- Associate Professor P Knapp (Education Assessment Australia, University of New South Wales) (unable to attend: 2005)

**Technical Advisory Committee**

This is a small group that meets when needed to advise the Board on statistical issues associated with Higher School Certificate scaling and assessment moderation procedures. It comprises Board members and staff of the Office of the Board of Studies, as well as university personnel with expertise in statistics and educational measurement.

**Board Members**

- Professor G Stanley

**Non-Board Members**

- Dr J Bennett (Office of the Board of Studies)
- Professor G Cooney (School of Education, Macquarie University)
- Emeritus Professor M Cooper
- Associate Professor P Coutts (School of Education, Macquarie University)
- Emeritus Professor J Mack
- Dr J McCormick (School of Education, University of New South Wales)
- Emeritus Professor D Spearitt
- Professor J Tognolini (Australian Council for Educational Research)
- Dr R Wilson (Faculty of Education and Social Work, University of Sydney)

### **Examination Rules Committee**

This committee meets at the end of each year to consider alleged breaches and determine penalties relating to School Certificate Tests and Higher School Certificate Examination rules and procedures. In 2005 the membership comprised Board members Ms C Benedet, Ms S Gazis and Mr P Heath.

### **Special Education Committee**

This committee advises the Board on special education issues and on syllabus development from Kindergarten to Year 12 in relation to students with special education needs. The committee is chaired by Board member Dr Meredith Martin, and includes representatives from the Department of Education and Training, the Association of Independent Schools, the Catholic Education Commission, the Australian Association of Special Education, the New South Wales Teachers Federation and the Independent Education Union.

### **Aboriginal Education Advisory Committee**

This committee advises the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the Aboriginal Education Consultative Group Inc (who is also a member of the Board of Studies) and consists of representatives from the NSW Department of Aboriginal Affairs, the Aboriginal Education Consultative Group, the Department of Education and Training, the Commonwealth Department of Education, Science and Training, the Catholic Education Commission, the Independent Education Union, the New South Wales Teachers Federation and the Higher Education Network Aboriginal Corporation. It also has representation from the Aboriginal Teachers' Membership Committee (one secondary teacher and one primary teacher).

### **Board Curriculum Committees**

Board Curriculum Committees are established to monitor the development of individual syllabuses.

Memberships comprise the following:

- 1–2 members of the Board of Studies
- 2 tertiary sector nominees, nominated by the Committee of Chairs of Academic Boards
- 3 NSW Department of Education and Training nominees (2 with school backgrounds and 1 with a TAFE background for Years 7–12 projects)
- 2 New South Wales Teachers Federation nominees
- 1 Independent Education Union nominee
- 1 Aboriginal Education Consultative Group nominee
- 1 Catholic Education Commission nominee
- 1 NSW Federation of Parents and Citizens' Associations nominee
- 1 Association of Independent Schools nominee
- 1 representative with a background in Special Education
- 1 Professional Teachers' Council NSW nominee
- 1 NSW Parents Council/Council of Catholic School Parents nominee
- 1 Primary Principals' Association nominee (for K–6 syllabus projects).

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

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

The membership comprises the following:

- 1–2 members of the Board of Studies
- Director of Curriculum (Office of the Board of Studies) or nominee
- 2 NSW Department of Education and Training nominees (1 with a school background, 1 with a TAFE background)
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 tertiary sector nominee (nominated by the Committee of Chairs of Academic Boards)
- 1 NSW Aboriginal Education Consultative Group Inc (AECG) nominee
- 1 Industry Training Advisory Board (ITAB) nominee
- 1 Vocational Education and Training Accreditation Board (VETAB) nominee
- 1 Labour Council nominee
- 1 employer representative
- 3 practising teachers (2 representing the Teachers' Federation, 1 TAFE and 1 school; and 1 representing the Independent Education Union)
- 1 representative from the Parents and Citizens' Association
- 1 Australian Heads of Independent Schools Association (AHISA) nominee
- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals Council nominee
- 1 NSW Parents Council nominee.

### **Industry Curriculum Committees**

These committees guide the development of each VET curriculum framework. They act as a reference point for the views and interests of the industry, training, university and schools sectors. Each committee focuses on a particular industry area.

The membership of each committee is as follows:

- 2 industry nominees (1 ITAB representative, 1 employer representative)
- 3 NSW Department of Education and Training nominees:
  - 1 TAFE NSW Curriculum Centre Program Manager
  - 1 officer from the Vocational Education in Schools Directorate
  - 1 officer from the Retraining Unit
- 1 Catholic Education Commission nominee

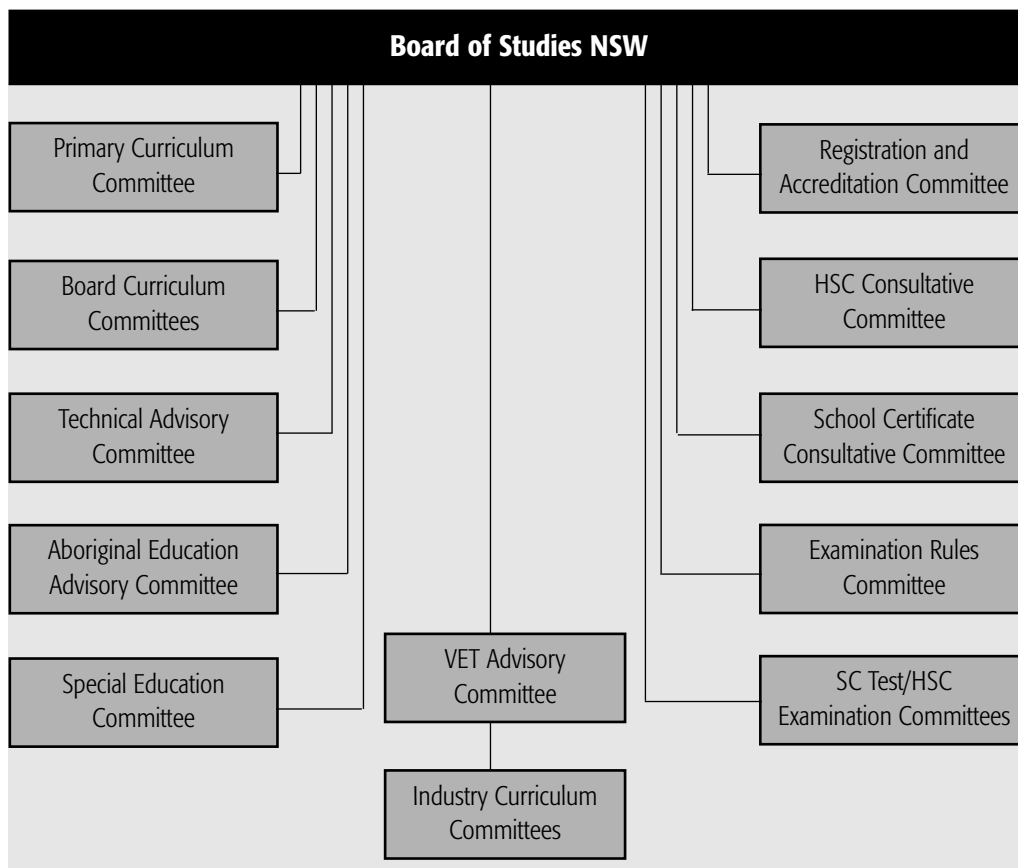
- 1 Association of Independent Schools nominee
- 1 private provider, if appropriate to the industry
- 1 university representative from a related industry area
- 3 practising teachers:
  - 1 TAFE NSW representing the Teachers Federation
  - 1 school representing the Teachers Federation
  - 1 representing the Independent Education Union
- Other(s) deemed necessary by the Board.

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

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

In 2005 there were five School Certificate test committees and 81 Higher School Certificate examination committees. An additional test committee was formed to develop the trial Computing Skills test for Year 10 students.

**Standing Committees of the Board of Studies**



## 2 Mission and Goals

### Mission

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

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

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

### Strategic Planning and Goals

The Board of Studies and the Office of the Board of Studies produce complementary annual strategic planning documents.

The Board's planning encompasses four broad strategic goals – development of curriculum and support materials for primary and secondary education; secondary credentialling; registration and accreditation of non-government schools; and associated research and development in national and international best practice. The Office's planning operationalises these four goals together with an additional fifth goal relating to the effective, efficient, economic and equitable management of the Office's functions, activities and staff.

In 2005 the Board completed an extensive evaluation and revision of its strategic planning processes. This resulted in the identification and inclusion of more extensive visionary planning priorities in order to further strengthen the Board's educational leadership role within a context of emerging national and state developments and research findings in education.

The planning documents for the 2005–2006 reporting period were organised around the following revised goals and key result areas.

#### **1 High-quality syllabuses, courses and support materials that promote high standards of primary and secondary education**

Key Result Areas:

- Setting clear expectations for learning and a framework for assessing and reporting through standards-based syllabuses and support materials for primary and secondary schooling
- Promoting understanding of Aboriginal history and culture through support materials for teachers
- Promoting education for further education and training, work and lifelong learning

**2 Highly-regarded, comprehensive, flexible and inclusive credentials that meet the needs of students and the community**

Key Result Areas:

- Improving school practices in assessing student achievement for the Higher School Certificate and School Certificate
- Incorporating best practice approaches to testing student achievement
- Reporting student achievement of standards and foundation skills for the School Certificate credential
- Reporting student achievement of standards for the Higher School Certificate

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

Key Result Areas:

- Supporting, monitoring and advising on the implementation of the 2004 amendments to the *Education Act 1990* relevant to the Board's functions arising from the *Grimshaw Review of Non-government Schools in NSW*
- Reviewing and advising on policy issues in relation to the establishment and registration of non-government schools.

**4 Policies and practices that reflect contemporary national and international best practice and research in curriculum, assessment, registration and accreditation**

Key Result Areas:

- Monitoring and advising on emerging Federal and State curriculum, assessment and reporting requirements
- Collecting, analysing and evaluating relevant information, particularly student participation and performance data, to inform Board activities and policy directions
- Identifying, developing and applying innovations in information and communication technologies to teaching, learning, assessment and reporting
- Working collaboratively with national and international agencies on areas of common interest
- Benchmarking Board services and materials against national and international standards and practices

The Office of the Board of Studies plan included a fifth goal:

**5 Effective, efficient, economic and equitable management of the Office's functions, activities and staff**

Key Result Areas:

- Conducting research and projects to enhance the activities and meet the responsibilities of the Office
- Identifying and applying best-practice standards in service delivery support
- Establishing strong and effective partnerships with key education stakeholders and the broader community

For each strategic priority identified for the 2005–2006 reporting year, key outcomes statements and corresponding performance measures were identified and incorporated into a resulting 2005–2006 Operational Plan. These were captured in the individual Performance Agreements for Senior Executive Service officers and in Management Plans for each branch of the Office. This promoted a direct link between the priorities in the Strategic Plan, the actions in the Operational Plan and the responsibilities and priorities of each officer. A full report on the status and outcomes of the major priorities committed to in the 2005–2006 Operational Plan follows in Section 3: *Review of 2005–2006*.

### 3 Review of 2005–2006

During 2005–2006 the Board and the Office continued to implement significant reforms in relation to NSW school curriculum, assessment and credentialling and the registration and accreditation of non-government schools. The Board completed an extensive evaluation and revision of its strategic planning processes, resulting in the identification and inclusion of more extensive visionary priorities to further strengthen the Board's educational leadership role within the context of emerging national and state developments and research findings in education. Contact and liaison with the education community was also further strengthened throughout 2005–2006.

The Board closely monitored national and international developments relating to the Board's key responsibilities, including curriculum, assessment and reporting. Major developments in 2005–2006 included proposals for an Australian Certificate of Education, the development of national testing programs and the introduction of new requirements for reporting to parents. In May 2005 the Federal Government asked the Australian Council for Educational Research (ACER) to investigate options for an Australian Certificate of Education (ACE). The report *Australian Certificate of Education: Exploring a way forward* was released in May 2006 and identified a number of key features of the NSW Higher School Certificate as a possible basis for an Australian Certificate of Education. The Board discussed the proposals and their implications for the Higher School Certificate on a number of occasions prior to the formulation of its final advice to the Minister in mid-2006.

In Term 4, 2005 the Board completed development of new Foundation Statements for NSW primary education in consultation with parent groups, teachers, professional associations, school systems and authorities. These statements were developed as a response to recommendations from the report by Professor Ken Eltis, *Time to teach, time to learn*, on the evaluation of outcomes, assessment and reporting in NSW Government schools.

The 24 Foundation Statements – covering the six syllabus areas and four stages of primary school education – describe clearly the statewide common curriculum requirements and prioritise what needs to be taught in all primary schools. They are designed to help teachers manage the curriculum more effectively and to provide a basis for planning and developing programs and for assessing, reporting and discussing student progress. Detailed advice and supporting documentation on the implementation of the Foundation Statements was developed and communicated to schools and parent groups in close consultation with school systems.

During 2006 the Board collaborated with the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools on the development of a NSW Kindergarten to Year 10 (K–10) Standards Framework based on the Board's primary and junior secondary curriculum (Stages 1 to 4). A common grade scale using five descriptive levels of achievement was developed broadly in line with the Board's School Certificate grading scale. From Term 4, 2006 the new common grade scale will provide a basis for more consistent plain-English school reporting to parents of students' achievements with respect to the new standards.

The Board also published a range of student work samples on its web-based *Assessment Resource Centre* (ARC) to illustrate the standard of work typically produced by students at each of the five achievement levels at the end of a course or stage of learning. By the end of June 2006 there were over 240 work samples for Stages 1 to 4 published on the website, in addition to over 400 existing Stage 5 work samples. The Board will continue to work cooperatively with all education sectors over the next reporting period to support teachers implement the new grading system by developing and publishing additional work samples. The new K–10 Standards will join the existing well-established performance standards for the NSW School Certificate and

Higher School Certificate curriculum to complete the development of a framework of clear standards for the NSW curriculum from Kindergarten to Year 12 and the Higher School Certificate.

During the reporting period the Board continued its work with a number of Indigenous Education initiatives. The *Aboriginal Languages K-10 Syllabus*, which supports the revitalisation of Aboriginal languages and culture in NSW, was available for implementation in 2005 with Years 7 and 9 students. In 2006 the Board is working with eight schools (expanded from three schools in 2005) to assist schools and local Aboriginal communities in implementing the syllabus. Teaching and learning materials, including units of work and teaching resources, have been developed as part of these projects.

The Board is working with seven schools, supporting them to develop culturally and contextually appropriate teaching units for Mathematics, real and sustainable partnerships between parents, communities, teachers and schools, and ways of teaching the syllabus. Units of work appropriate for students in Years 6 to 8 have been trialled in schools and have been published on the Board's website. The Board has continued to work with schools to provide secondary English teachers with the skills to use an explicit literacy methodology to improve literacy levels of Aboriginal students.

The Board also joined with the Aboriginal Education Consultative Group Inc (AECG) in developing and delivering a series of workshops for schools and Aboriginal communities. These workshops will focus on developing sustainable learning partnerships to improve parental engagement with student education, student performance and retention.

The 2005 School Certificate tests in English-literacy, Mathematics, Science, and Australian History, Geography, Civics and Citizenship were conducted on 7 and 8 November 2005 in approximately 750 centres across NSW. In 2005, 85 015 students were enrolled for the School Certificate, of whom 83 107 received a full credential. The 2005 School Certificate was awarded to students on 8 December 2005. Each student was given a School Certificate Folio in which to present their School Certificate award documents, school reports and other records.

The Board successfully developed and conducted a final trial Computing Skills test for participating schools across the state in November 2005. The 2005 trial test was available in online format only to all schools who chose to participate and was offered using a flexible delivery approach over four school days, Wednesday 9 to Friday 11 November, and Monday 14 November. Schools were able to choose the time and the day during this period to have their students sit the test, or have different groups sit the test on different days. More than 26 000 students from around 290 schools successfully participated in the trial test online.

The Computing Skills test will be a mandatory part of the School Certificate program for the first time in 2006 and will be made available in both online and pen-and-paper formats. Detailed arrangements and procedures have been developed and put in place in preparation for the conduct of the 2006 School Certificate Computing Skills test, which is to be conducted in the next reporting period.

Students presenting for the 2006 School Certificate will be the first group to be assessed on the basis of the 42 new Years 7 to 10 syllabuses that were progressively implemented from 2004. In order to support teachers in awarding School Certificate grades from 2006, the School Certificate Course Performance Descriptors were revised and a package of revised descriptors with advice for teachers on how to assess student achievement and award commensurate School Certificate grades was sent to schools in November 2005.

During 2005-2006 the Board and the Office continued to implement the Government's White Paper, *Securing Their Future*, for the reform of the School Certificate and Higher School Certificate. The review and revision of the Higher School Certificate Mathematics curriculum commenced in Term 1, 2006. This review had not been included as part of the original development of the new Higher School Certificate curriculum to allow the Board an opportunity to assess the implementation of revised Mathematics syllabuses for Kindergarten to Year 6 and Years 7 to 10. The first phase, *Syllabus Review*, will include a review of the full Stage 6 Mathematics course provision and will involve a range of strategies and include consultation with

teachers, academics and organisations with an interest in mathematics. At the completion of the *Syllabus Review* phase in the next reporting period, broad directions for the revision or development of Stage 6 Mathematics syllabuses will be presented to the Board for endorsement.

The review and revision of the Stage 6 English Prescriptions commenced during the reporting period. Schools and key stakeholders were invited to submit proposals for the common component of the Higher School Certificate English Standard and English Advanced courses, the Area of Study, and for the Language Study within an Area of Study for the Higher School Certificate English as a Second Language (ESL) course, as well as proposals for the electives in the three compulsory courses. In order to accommodate this innovation the Board decided to extend the current prescriptions up to and including the 2008 Higher School Certificate.

The Modern History and Ancient History syllabuses were reviewed and amended as part of the Government's commitment to a quality curriculum in NSW. These two revised syllabuses were implemented for Year 11 in 2005. Support materials for both syllabuses have been developed and were published in March 2006. A revised Studies of Religion syllabus was approved in April 2005 and was distributed to all secondary schools for implementation in Year 11 for the Preliminary course for 2006. The review and revision of eight Stage 6 Beginners Languages syllabuses in Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish was completed and the new syllabuses were distributed in Term 1, 2006.

The Board endorsed and distributed to schools revised Higher School Certificate Industry Curriculum Frameworks for Information Technology and for Metal and Engineering, for implementation from 2007. The Board commenced feasibility studies for potential additional curriculum frameworks in industry areas with identified skills shortages, including automotive, human services (health, aged care and children's services) and electrotechnology. The Board also commenced a project in conjunction with the NSW Board of Vocational Education and Training (BVET) to explore vocational options in Years 9 and 10 of schooling.

In late 2003, following a study of national and international processes, the Board issued the booklet *HSC Assessment in a Standards-referenced Framework: A Guide to Best Practice*, designed to help schools fulfil their responsibilities in relation to certification of students' work. In 2005 the Board referred allegations of plagiarism and unethical behaviour related to Higher School Certificate tutoring to the NSW Independent Commission Against Corruption (ICAC). The ICAC investigation was ongoing at the end of the reporting period. Concurrent with this investigation, the Board undertook a review of its own assessment procedures to ensure that students are clear as to their responsibilities in providing work that is their own. As a result, a range of strengthened procedures and processes relating to submitting major projects, as well as clear advice to students, teachers and parents regarding the nature of plagiarism and how to avoid it, were developed and published. The Board also commenced development of a compulsory new online program in good scholarship and ethical practices for senior secondary students to be known as *HSC: All My Own Work*. In June, 2006 secondary principals were advised that completion of the program will be an eligibility requirement for candidates entering Higher School Certificate courses from 2008.

The Higher School Certificate Class of 2005 was the fifth group to sit examinations based on the new Higher School Certificate curriculum which was first examined in 2001. The 2005 Higher School Certificate examinations were conducted from 17 October to 11 November, 2005 in approximately 750 centres under the supervision of more than 6100 examination supervisors. Students sat 113 different examinations for courses ranging from English to Latin, Physics to Drama, Business Studies to Textiles and Design, and from Software Design and Development to vocational courses such as Primary Industries, Tourism and Hospitality. The NSW Higher School Certificate continued to make a significant contribution towards industry training and the national skills shortage with more than 13 000 students – one in five candidates – completing an Australian Qualifications Framework (AQF) Certificate II or higher vocational education and training qualification as part of their Higher School Certificate program. In 2005 the Higher School Certificate candidature was 65 460 of whom 61 102 received a full Higher School Certificate.

During 2005 the Board implemented revised requirements and procedures for the registration and accreditation of non-government schools resulting from the amendments to the *Education Amendment (Non-government Schools Registration) Act 2004*. These amendments came into force progressively from 1 May 2004 and applied to all non-government schools from 1 May 2005. The Board conducted briefing sessions for schools whose registration is due to expire at the end of 2006 to outline the new application forms and registration process. Schools that would be seeking renewal of registration in 2006 were invited to participate in trialling an online application form through the Board's *Registration and Accreditation of Non-government Schools (RANGS)* website. Twenty-one schools participated in the trial and provided critical feedback that will be used to inform further development and improvement of the online facility.

Another new requirement for non-government schools relates to producing an annual school report that contains specific educational and financial performance measures. In 2005 the Board reviewed all annual reports (based on the 2004 school year) from individual non-government schools, and a sample of reports from registration systems, to ensure compliance with the mandatory new reporting requirements. In 2006 the facility for the online submission of reports has been extended to enable registration systems to upload annual school reports on behalf of member schools.

The Board conducted a program of regular, productive meetings with the Institute of Teachers and a collaborative relationship was established with respect to the Board's registration processes. Revised requirements and procedures for home schooling were also implemented in 2005 and materials to support home schooling were developed and distributed to home schooling parents in February 2006.

The Office continued to make use of new technologies to enhance and improve Board communications, programs and services. Improvements to the Office's Information and Communications Technology infrastructure were consolidated and online services to schools and students were further enhanced and expanded. The Board's website marked eleven years of public service this year. It is regularly ranked in the top four and has on occasions ranked first among NSW Government websites. The multiple award-winning website is a leader in providing the latest online education services for teachers, parents and students. It is one of Australia's biggest education-based websites with over 12 000 pages of information and 16 000 individual Acrobat (PDF) documents for viewing or downloading. It currently averages about 15 000 visitors a day from schools and individuals in Australia, New Zealand, Singapore, Hong Kong, Canada, the UK and the United States.

The Office continued its successful partnership with other organisations and industry groups to produce educational interactive multimedia products to support and promote the Board's curriculum materials. The Office also continued the development of major educational websites in partnership with other government agencies to add to the quality of curriculum support available on the internet. A special educational website titled *Making Multicultural Australia in the 21st Century* was developed by the Office of the Board of Studies in partnership with the Department of Education and Training's Multicultural Programs Unit. The website, together with another website developed by the Office for the Commonwealth Department of Veterans' Affairs, titled *Australia's War 1939–1945*, were nominated for the Australian Awards for Excellence in Educational Publishing. The *Making Multicultural Australia in the 21st Century* website won the national 'Best Secondary Educational Website' Award in August 2005.

PricewaterhouseCoopers was commissioned to review the security of the Higher School Certificate examinations results release process, following a small number of security incidents relating to the online release of Higher School Certificate results in 2004. The review resulted in the implementation of a more robust, reliable and secure system for the electronic delivery of Higher School Certificate results. The system was extensively tested during 2005 and Higher School Certificate results were successfully delivered electronically using this system at the end of 2005.

Board of Studies Liaison Officers (BOSLOs) participated in 1595 meetings across the state, averaging 40 meetings each week during the school year. Extensive presentations were made by the BOSLOs at 1015 of those meetings. The BOSLOs met with secondary and primary teachers, parents, principals and students from government and non-government sectors, as well as with overseas visitors and professional associations. More than 93 000 people attended the meetings, which provided broad professional support and specific presentations on the School Certificate, the Higher School Certificate and Kindergarten to Year 12 curriculum and assessment. The BOSLOs also participated in the Pre-employment Program for Overseas Trained Teachers conducted by the Department of Education and Training, delivering off-site presentations on the role of the Board of Studies to 16 groups of teachers (comprising more than 300 teachers) who were trained overseas and wish to teach in NSW government schools.

In the past twelve months the Office has given presentations on NSW approaches to curriculum, examination-setting, standards-referenced assessment and reporting, and non-government school registration to groups from countries as diverse as China, Hong Kong, Indonesia, Israel, Malaysia, New Zealand, Qatar, Scotland, United Arab Emirates and the United States of America.

Communications and public relations strategies were developed and successfully implemented to support key Board programs and the Board received positive overall media coverage of the NSW curriculum and its standards-based approaches to assessing and reporting Higher School Certificate achievement within a context of emerging national debate around an Australian Certificate of Education, as well as the 2005 Higher School Certificate and School Certificate programs, statewide exhibitions of outstanding Higher School Certificate student major works, the NSW Government's 'Respect and Responsibility' priority, the Board's 'anti-plagiarism and ethical scholarship' initiatives, and the release of the *NSW Primary Curriculum Foundation Statements*. The Office also planned and coordinated highly successful awards ceremonies to honour outstanding student achievement in the 2005 Higher School Certificate and designed and staffed an informative promotional stall at a special Education Expo attended by thousands of school students, parents and community members at Rosehill Gardens Racecourse.

The above achievements would not have been possible without the very substantial input of thousands of teachers, subject specialists, academics and other individuals and groups throughout the year. The Board of Studies and the Office gratefully acknowledge their contribution.

The following pages report on these achievements in greater detail and describe many other initiatives commenced or completed during the 2005–2006 reporting period.

## Goal 1

### **High-quality syllabuses, courses and support materials that promote high standards of primary and secondary education**

The Board of Studies is responsible under the *Education Act 1990* for developing courses of study for primary and secondary schools. A course of study, or syllabus, is that part of the curriculum that describes – in terms of aims, objectives, content and outcomes – what students are expected to learn.

NSW students from Kindergarten to Year 12 and the Higher School Certificate are taught according to a detailed common curriculum which clearly prescribes what students should learn and be taught. The NSW syllabuses contain explicit descriptions of the subject content that must be taught and the knowledge and skills that students should develop.

The syllabuses and related support materials also describe clear standards of achievement expected of students at each of the stages of learning, allowing for student achievement to be assessed and reported against these standards. The NSW syllabuses have been developed following extensive consultation with subject experts, academics, teachers and the community and ensure that common material is taught in both government and non-government schools irrespective of where a student lives or attends school.

For Kindergarten to Year 6, the Board provides syllabuses in each of the following learning areas: English; Mathematics; Science and Technology; Human Society and Its Environment; Personal Development, Health and Physical Education; and Creative and Practical Arts.

The secondary curriculum to Year 10 is grouped into eight key learning areas: English; Mathematics; Science; Human Society and Its Environment; Languages; Technological and Applied Studies; Creative Arts; and Personal Development, Health and Physical Education.

Syllabuses are organised in stages as follows:

Stage 1 – Kindergarten to Year 2

Stage 2 – Years 3 and 4

Stage 3 – Years 5 and 6

Stage 4 – Years 7 and 8

Stage 5 – Years 9 and 10

Stage 6 – Years 11 and 12

Students who complete schooling to the end of Stage 5 and meet the relevant requirements are eligible for the School Certificate. Students who complete schooling to the end of Stage 6 and meet the relevant requirements are eligible to present for the Higher School Certificate.

## Key Result Area 1.1

Setting clear expectations for learning and a framework for assessing and reporting through standards-based syllabuses and support materials for primary and secondary schooling

Targeted Outcomes	Status as at 30 June 2006
Recommendations of the consultation on mandatory outcomes in the primary curriculum implemented	<p>Foundation Statements for NSW primary education were developed by the Board in consultation with parent groups, teachers, professional associations, school systems and authorities as a response to recommendations from the report by Professor Ken Eltis, <i>Time to teach, time to learn</i>. Covering the six syllabus areas and the four stages of primary school education, the 24 Foundation Statements describe clearly the statewide common curriculum requirements and prioritise what needs to be taught in all primary schools. They are designed to help teachers manage the curriculum more effectively and to provide a basis for planning and developing programs, and for assessing, reporting and discussing student progress.</p> <p>Detailed advice and supporting documentation on implementation of the Foundation Statements and improved overall curriculum manageability in primary education was developed, approved and communicated to schools and parent groups in close consultation with school systems. The <i>NSW Primary Curriculum Foundation Statements</i> were sent to all teachers at the beginning of 2006. Future directions in primary education will involve renewing and revising the Science and Technology K–6 syllabus. Currently a Mathematics K–6 support document for students with special needs is being developed with cooperation from all sectors.</p>
Materials and services on the <i>Assessment Resource Centre</i> website further developed	Graded samples of student work illustrating performance of the stage standards at different grade levels on the new nationally consistent common grade scale were developed in close consultation with practising teachers and published on the Board's <i>Assessment Resource Centre</i> website. By the end of June 2006 there were over 240 work samples in Stages 1 to 4 published on the Board's <i>Assessment Resource Centre</i> website, and more than 400 Stage 5 work samples. Additional graded work samples will continue to be added to the website throughout 2006.
Course performance descriptors for Stage 5 syllabuses finalised	Course performance descriptors for all Stage 5 syllabuses were revised in line with the new nationally consistent common grade scale, published on the Board's <i>Assessment Resource Centre</i> website. Printed copies were distributed to schools for implementation in the 2006 School Certificate program.
Stage 6 prescribed texts for English courses reviewed and revised	The Board agreed to extend the present prescribed text list up to and including the 2008 Higher School Certificate. Schools have been invited to submit proposals for areas of study and electives for 2009–2012.
Stage 6 Mathematics course provision reviewed	Existing Stage 6 Mathematics course provision and syllabuses were evaluated by Board officers, new or emerging issues in mathematics education were investigated and a broad consultative process for revising the current syllabuses was developed and approved.
Syllabuses to be amended, revised or redeveloped, in accordance with the curriculum review and syllabus evaluation program and government priorities identified	Reports recommending the amendment, revision and redevelopment of the Science, English, Vocational Education and Training, Personal Development, Health and Physical Education, Technology Education, and Creative Arts were developed and presented to the Board.

Alignment of resources and planning issues in the development and implementation of Board policies improved	A resource implications template was developed for inclusion in papers presented to the Board.
Revision of Stage 6 Beginners Languages syllabuses finalised	A total of 8 revised Stage 6 Beginners Languages syllabuses were developed in line with the Stage 6 Beginners Languages Syllabus Framework and approved for distribution to schools.
Stage 6 Ancient History and Studies of Religion syllabus support materials finalised	Stage 6 Ancient History support materials were developed, approved and prepared for publication.
Feasibility of developing programs of learning and units of work for students in the transition period between Year 10 and Year 11 investigated	A policy statement and guidelines relating to the development of programs and units of work for the transition period between Year 10 and Year 11 was developed, approved and prepared for publication.

## Major Programs for Key Result Area 1.1

Setting clear expectations for learning and a framework for assessing and reporting through standards-based syllabuses and support materials for primary and secondary schooling

### Primary Curriculum

In December 2003 the Board requested that proposed actions arising from the Primary Curriculum Project be reviewed in the light of the recommendations contained in the report *Time to teach, time to learn: Report on the Evaluation of Outcomes, Assessment and Reporting in NSW Government Schools* by Professor Ken Eltis from The University of Sydney. The Board then developed a paper *Defining Mandatory Outcomes in the K-6 Curriculum* to provide a basis for consultation around proposals for curriculum adjustment.

Consultation on the document began in Term 4, 2004 and continued until the end of February 2005. Approximately 1500 primary school teachers, executives and interest group members attended meetings in major centres throughout the state. A total of 600 surveys were completed and 65 written submissions were received from interest groups.

As a result of the consultation feedback, the Board proposed that it would be more appropriate for teachers to focus on the strands and stage statements of each key learning area rather than on a defined set of mandatory outcomes. Some strands were combined, giving teachers the flexibility to better manage the teaching and learning cycle of programming, assessment and reporting.

In order to assist primary teachers to better manage curriculum demands the central focus of programming, assessing and reporting has been shifted away from the 316 syllabus outcomes onto broad Foundation Statements for NSW primary education for each key learning area. The new statements, the *NSW Primary Curriculum Statements*, encompass the key knowledge, skills and understanding in the Kindergarten to Year 6 curriculum at a level broader than syllabus outcomes and so describe the standards of student achievement in each stage of learning. Student achievement can be assessed and reported in terms of the new Foundation Statements and primary teachers will not need to formally assess, record or report on individual syllabus outcomes.

The Foundation Statements provide greater certainty and assurance about the essential knowledge and skills to be taught and teachers will still have the flexibility to select the syllabus outcomes most suited to the

needs of their students. Primary teachers will now have the certainty they have been asking for in relation to the questions 'What do I teach?' and 'How do I balance the different areas of learning?' Schools have been provided with suggested weekly allocation times for each key learning area, providing teachers with broad guidance about what is a reasonable balance of time to allocate across the curriculum while giving primacy to literacy and numeracy. The Foundation Statements were sent to all teachers in NSW in January 2006.

### **K–10 Standards and the New Common Grade Scale Project**

In collaboration with the Department of Education and Training, the Catholic Education Commission, and the Association of Independent Schools, the Board began a project to develop performance standards based on the Board of Studies' curriculum in Stages 1 to 4 (Years K to 8). The project is an extension of the existing project to illustrate the standards in Stage 5 (Years 9–10) courses by publishing work samples on the Board's web-based *Assessment Resource Centre* (ARC). The standards can be used for the purpose of assessing and reporting student achievement in Years K to 10. The main outcome of the project is to collect, calibrate and publish work samples that clarify the standards and assist teachers from all sectors to make consistent judgements of student achievement.

A common standards-based performance scale, known as the common grade scale, was developed using five descriptive levels of achievement. It is based on the Board's General Performance Descriptors that have been used since 1991 as the basis for reporting student achievement at the School Certificate. The new common grade scale will allow for greater consistency across NSW in the way student achievement is judged and reported against common standards drawn from the NSW curriculum. All NSW schools will be required to use the new grading scale to report on students' achievements to parents from the end of 2006.

The common grade scale describes performance at each of five descriptive levels:

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

The NSW Kindergarten to Year 10 curriculum provides clear descriptions of the subject content that must be taught and the knowledge and skills that students at each stage should develop. The NSW K–10 Standards can be thought of in terms of 'what' and 'how well'. Syllabuses state 'what' students at each stage are expected to learn and the new common grade scale and aligned student work samples will enable teachers to determine 'how well' students have achieved the syllabus content for each stage.

The Board has published a range of student work samples to illustrate the standards and enable teachers to clearly see the quality of work typically produced by students at each level of achievement on the common grade scale at the end of the course or stage of learning. The work samples were collected for courses in Stages 1 to 4, aligned to the common grade scale and published on the Board's *Assessment Resource Centre*. They are annotated with commentaries that describe the features of the work in the sample that make it typical of the achievement level to which it has been aligned. The work samples have been aligned

to the common grade scale on the basis of advice from experienced primary and secondary teachers.

Teachers can use the common grade scale to report on students' achievements at any point in time – both during a stage and at the end of a stage. Students will get the grade that best matches the standard of their achievement based on the work that they have done up to the particular point in the stage. Teachers are not limited to set numbers of each grade within their class or school.

It is intended that the new grading scale will provide easy-to-understand, consistent feedback on student performance against the K–10 standards. However, they are only one component of the reports that schools will use when reporting to parents. For example, in addition to the grades schools can continue to provide rich written comments about a student's progress, attitude and effort and provide opportunities for parents to discuss their child's progress in detail at parent-teacher interviews. Parents can also still receive information about their child's involvement in the school's extra-curricular activities.

All education sectors are working cooperatively to support teachers in implementing the new grading system by nominating expert teachers to provide classroom activities and samples of student work that can be matched (in consultation with other experienced teachers and Board assessment officers) to the five achievement levels on the scale.

By the end of June 2006 there were over 240 work samples in Stages 1 to 4 published on the Board's *Assessment Resource Centre* website, in addition to the 400 Stage 5 work samples previously published. Additional graded work samples will continue to be added to the website throughout 2006.

### **Stage 6 Curriculum**

The reforms to the NSW Higher School Certificate curriculum, assessment and credentialling that were introduced with Year 11 students in 2000 were the most significant changes in NSW senior secondary education in more than 30 years.

The NSW Higher School Certificate has withstood the test of time and has evolved substantially with the times. Since its inception in 1967 it has prepared nearly two million citizens for life beyond school. In 1967 some 18 000 students sat examinations in just 29 subjects. This was a time when the majority of young people completed their formal schooling at the end of Year 10 and typically only about 20 percent proceeded on to Years 11 and 12. In 2005 the range of Higher School Certificate courses targets the needs and aspirations of those NSW students – these days the vast majority of young people – who chose to complete Year 12 study.

The NSW Higher School Certificate has a world-class curriculum that has been thoroughly updated to reflect international best practice. Rigorous academic study remains a cornerstone of the Higher School Certificate and NSW students are well placed to have their Higher School Certificate achievements recognised for university entrance here in Australia as well as overseas. In fact, each year many NSW Higher School Certificate students gain advanced entry into prestigious universities in the United States, Great Britain and Europe.

The NSW Higher School Certificate is also making a significant contribution towards industry training and the national skills shortage, with more than 13 000 students – one in five candidates – completing an Australian Qualifications Framework (AQF) Certificate II or higher vocational education and training qualification as part of their 2005 Higher School Certificate program (Refer Key Result Area 1.3).

The review and revision of one area of the Higher School Certificate curriculum – the Stage 6 Mathematics curriculum – was not included as part of the development of the new Higher School Certificate curriculum in order to allow the Board an opportunity to assess the implementation of revised Mathematics syllabuses for Kindergarten to Year 6 and Years 7 to 10. While new non-calculus Stage 6 Mathematics courses were developed and introduced in 2000, the existing calculus-based 2-unit and extension courses were continued without significant change, pending a later review. This review is now underway.

The first phase of a project to review the current Stage 6 Mathematics course provision commenced in Term 1 2006. This first phase, *Syllabus Review*, will include a review of the full Stage 6 Mathematics course provision and establish a plan for the project in accordance with the guidelines in the Board's *Syllabus Development Handbook*.

The review process will involve a range of strategies and include consultation with teachers, academics and organisations with an interest in mathematics. The consultation strategies include oral submissions, a survey of schools, written submissions and a Stage 6 Mathematics symposium. At the completion of the *Syllabus Review* phase in the next reporting period, broad directions for the revision or development of Stage 6 Mathematics syllabuses will be presented to the Board for endorsement.

The review and revision of the Stage 6 English Prescriptions began during the reporting period. As part of the Board's long-term planning and consultation process a decision was also undertaken to invite schools and key stakeholders to submit proposals for the common component of the Higher School Certificate English Standard and English Advanced courses, the Area of Study. Schools were also invited to submit proposals for the Language Study within an Area of Study for the Higher School Certificate English as a Second Language course as well as proposals for the electives in the three compulsory courses. In order to accommodate this innovation the Board decided to extend the current prescriptions up to and including the 2008 Higher School Certificate.

The Modern History and Ancient History syllabuses were reviewed and amended as part of the Government's commitment to a quality curriculum in NSW. An independent review of the 2001 Higher School Certificate examination *Fair and Meaningful Measures*, initiated by the Board of Studies and led by Geoff Masters of the Australian Council for Educational Research, had identified concerns with the previous syllabuses. These two revised syllabuses were implemented in 2005 for Year 11. Support materials for both syllabuses have been developed and published in March 2006.

Similarly, a revised Studies of Religion syllabus was approved in April 2005 and was distributed to all secondary schools. The syllabus is being implemented in Year 11 for the Preliminary course for 2006 with the first Higher School Certificate examination based on the new syllabus to be held in 2007. Support materials for the new syllabus are being developed.

The review and revision of Stage 6 Beginners Languages syllabuses in Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish was completed with the new syllabuses distributed in Term 1. The revision was guided by NSW Government's White Paper, *Securing Their Future*, and takes into account the findings of educational research relating to national and international practice in the teaching and learning of modern languages.

### **Respect and Responsibility Project**

The NSW Government believes that the values of respect and responsibility form the basis of a decent Australian society. While respect and responsibility are developed predominantly in the home schools also play an important role in promoting these essential values.

Values education permeates all aspects of school life. A broad holistic and multi-faceted approach actively involving the whole school and wider school community is a model successfully demonstrated in NSW schools.

As part of the *NSW Government's action plan for values, respect and behaviour in our schools* the Board of Studies established a steering committee and task force to be responsible for the organisation of a forum to showcase good practice in the teaching of respect and responsibility in NSW schools and the development of resources around the values of respect and responsibility.

The *Respect and Responsibility Forum* was held on 30 May 2006 at the National Australian Maritime Museum. Approximately 200 guests attended the forum including school students, principals, teachers, parents, educational representatives from systems, sectors and boards, and community and charity groups.

The forum was opened by the Minister for Education and Training, the Hon Carmel Tebbutt, MP and hosted by Mr Lex Marinis. Kate Brennan, NSW Young Australian of the Year 2006, was the keynote speaker. Adam Goodes, 2004 NAIDOC Sportsman of the Year and member of the National Indigenous Council participated in a question and answer session.

Showcase and display presentations of existing programs by schools demonstrated initiatives that have been successfully implemented to promote the values of respect and responsibility. These presentations involved students, teachers, parents and community members from government and non-government schools.

In the next reporting period, the Board of Studies will develop a range of resources from the forum that support the development and implementation of values education programs in schools. It is anticipated that the resources will include a DVD of the forum, 'school stories' from the presentations, a mapping of respect and responsibility education opportunities within the NSW K-12 curriculum and an annotated list of current values education resources.

### **National Consistency in Curriculum Outcomes Project (NCCO)**

At its meeting on 26 July 2005 the Board endorsed a process for the NSW consultation for the draft Statements of Learning for the domains of Mathematics, ICT, Science and Civics and Citizenship. The process involved, in the first instance, a meeting of teachers nominated by key groups, a national meeting involving all jurisdictions and at least two revisions of draft Statements of Learning and Professional Elaborations, in each of the four domains. The Statements of Learning have been approved by the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA).

### **Curriculum Development Policy**

In May 2005 the Board endorsed a policy paper outlining a systematic approach to manage curriculum change. The systematic approach outlined in the paper commenced during the reporting period and will involve regular, ongoing syllabus evaluation. Evaluation reports were presented for the Board's consideration in the learning areas of Science, English, Vocational Education and Training, Personal Development, Health and Physical Education, Technology and Applied Science and Creative Arts. Further reports in other key learning areas are being developed. The Board will consider and prioritise the curriculum review recommendations and a plan of action on curriculum change will be implemented in 2007.

### **Board of Studies and Department of Education and Training Joint Curriculum Initiatives**

A committee including representatives from the Office of the Board of Studies and the Department of Education and Training were established in March 2003 to consider values in NSW government schools. The committee reviewed a wide range of values programs, affirmed a core set of values and developed draft teaching materials. The committee's findings were used to develop the ministerial statement *Values in NSW Public Schools*.

The Office of the Board of Studies and the NSW Department of Education and training instigated a coordinated plan to support the implementation of the Years 7-10 syllabuses in order to meet commitments made by the NSW Government in its Quality Teaching plan. Ongoing regular meetings between Board officers and officers from the Curriculum Directorate and Centre for Learning Innovation of the Department of Education and Training were held to map, plan and execute curriculum support material development.

A joint steering committee comprising members of the Board and the Department was established to implement the recommendations of the Eltis evaluation report *Time to teach, time to learn*. The role of the committee has been to oversee the development of a consultation paper *Defining mandatory outcomes in the K-6 curriculum* and the Office's process of consultation, analysis of feedback and development of adjustments to the K-6 curriculum. The work of the committee has continued during the reporting period.

## Key Result Area 1.2

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

Targeted Outcomes	Status as at 30 June 2006
Support materials for the <i>Aboriginal Languages K–10 Syllabus</i> developed	Initial workshops involving eight schools were held and material for a research paper was gathered to support the future development of support materials for the <i>Aboriginal Languages K–10 Syllabus</i> .
Implementation of improvements to the delivery of Board services to Indigenous students in accordance with the <i>NSW Service Delivery Partnership Agreement – The Way Forward</i> continued	Meetings of the Aboriginal Education Advisory Committee were held in July and October 2005 and March 2006. The Board is working in partnership with the Aboriginal Education Consultation Group (AECG) in developing and delivering a series of workshops for schools and Aboriginal communities, focusing on sustainable learning partnerships to improve Aboriginal parent engagement, student performance and retention.
Implementation of recommendations from the review of Aboriginal Education relating to the work of the Board continued	Curriculum support materials to assist teachers to improve the participation and achievement of Aboriginal students were developed in consultation with schools and Aboriginal communities and approved for publication.

## Major Programs for Key Result Area 1.2

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

### Aboriginal Education

The *Aboriginal Languages K–10 Syllabus* was available for implementation in 2005 with Year 7 and 9 students. The syllabus supports the revitalisation of Aboriginal languages and culture in NSW. The Board is working with eight schools, expanded from three in 2005, to assist schools and local Aboriginal communities in implementing the syllabus. Teaching and learning materials, including units of work and teaching resources, have been developed as part of these projects.

The Board is working with seven schools, supporting them to develop culturally and contextually appropriate teaching units for Mathematics, real and sustainable partnerships between parents, communities, teachers and schools and ways of teaching the syllabus. Units of work appropriate for students in Years 6 to 8 have been trialled in schools and have been published on the Board's website.

The Board has continued to work with schools to provide secondary English teachers with the skills to use an explicit literacy methodology to improve literacy levels of Aboriginal students. The focus is on developing strategies that support teachers to develop effective literacy outcomes critically engaging Aboriginal students and parents in student learning. The focus is also on developing effective community strategies to engage the development of sustainable learning partnerships. Independent research has been commissioned by the Board to evaluate the effectiveness of this initiative.

The Board has joined the AECG in developing and delivering a series of workshops for schools and Aboriginal communities. These workshops will focus on developing sustainable learning partnerships to improve parental engagement with student education, student performance and retention.

The Board has undertaken to re-publish the Visual Arts Years 7–10 support materials *Affirmations of Identity*. These teaching e-learning materials have been aligned to the new Visual Arts syllabus. The materials will be published on the Board's website in 2006.

## **Implementation of Recommendations of the Royal Commission into Aboriginal Deaths in Custody**

The Board of Studies has partial responsibility (in conjunction with the NSW Department of Education and Training) for implementing recommendations 289, 290, 291, 292 and 298 of the Report of the Royal Commission into Aboriginal Deaths in Custody (RCIADIC) (1991).

Each recommendation has been partially implemented in an ongoing process, as syllabuses, support materials and teaching kits have been developed and revised.

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

During the reporting period continuing work on six projects sought to improve the learning outcomes for Aboriginal students:

- Mathematics in Indigenous Contexts Years 6–8 and K–2
- Science in Indigenous Contexts Years 7–10
- Aboriginal Languages K–10: program implementation
- English Years 7–10: Aboriginal literacy project
- Community capacity workshops
- Visual Arts Years 7–10 support materials: *Affirmations of Identity*

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

- Board syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups and the importance of equity and inclusiveness.
- Curriculum writers are informed by the Board's Equity Principles, which recognise the importance of consultation and direct involvement of Aboriginal people in the process of curriculum development along with the proper and appropriate inclusion of Aboriginal and Indigenous perspectives that provide students with the opportunity to develop knowledge and understanding of Indigenous history and culture in new syllabuses.
- Members of the Aboriginal Curriculum Unit of the Office of the Board of Studies work closely with key stakeholder bodies such as the NSW Aboriginal Education Consultative Group Inc (AECG), the Federation of Aboriginal and Torres Strait Islander Languages (FATSIL) and other regional and local bodies. The Unit attends, participates in, and facilitates meetings and workshops in support of its own projects as well as in conjunction with other government and regional agencies. The Unit provides opportunities for Aboriginal teachers, Aboriginal Education Assistants and community members to take active roles in all projects.
- The Board's Aboriginal Education Advisory Committee (AEAC) meets approximately once each school term to advise the Board of Studies on curriculum issues and Aboriginal education.
- The President of the NSW AECG is chair of the AEAC Committee and is also a member of the Board of Studies.
- All Board Curriculum Committees include a member representing the AECG, the peak New South Wales body for advising the Government on Aboriginal education. The Higher School Certificate Aboriginal Studies Examination Committee has an Aboriginal representative.

**Recommendation 298** calls for the participation of Aboriginal parents and community members in decisions regarding the planning, delivery and evaluation of preschool, primary and secondary education services.

The Board promotes the participation of Aboriginal people in its core functions through:

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

### Key Result Area 1.3

Promoting education for further education and training, work and lifelong learning

Targeted Outcomes	Status as at 30 June 2006
Metal and Engineering and Information Technology VET frameworks reviewed and revised, as training packages are revised and endorsed	Revised Metal and Engineering and Information Technology VET frameworks were developed in line with revised national Training Packages, approved and prepared for distribution. The related examination specifications and performance descriptions were amended where necessary and specimen examination papers for these VET Frameworks were developed, published and distributed to schools.
Provision of Stage 5 and Stage 6 VET courses and the role of school-based apprenticeships and traineeships reviewed	A study on the feasibility of potential future industry curriculum frameworks was commenced and an eighteen-month project on Exploring Vocational Education in Stage 5 was planned and approved and is being implemented.
Policies relating to flexibility and portability between School Certificate/ Higher School Certificate and other qualifications and experiences reviewed	The implementation of Recognition of Prior Learning policies was monitored to ensure that they continued to assist flexibility and portability between School Certificate/Higher School Certificate and other qualifications and experiences.
Review of current transition links from school to university relating to the Board's responsibilities and programs conducted	Board officers held ongoing discussions with university personnel regarding transition links from school to university. Years 11–12 students continued to be provided with opportunities to undertake university level study through the Distinction Courses and a range of University Developed Board Endorsed Courses.
Process for the review of the implementation and operation of the University Developed Board Endorsed Courses program established	Planning for the evaluation of University Developed Board Endorsed Courses commenced.

## Major Programs for Key Result Area 1.3

### Promoting education for further education and training, work and lifelong learning

#### Higher School Certificate Vocational Education and Training (VET)

NSW is a world leader in reporting Higher School Certificate achievement in a way that allows employers and admissions officers to better match students' achievements to job descriptions or entry requirements. NSW students can now graduate with an Higher School Certificate, a nationally recognised industry qualification, TAFE credit and a Universities Admission Index.

NSW students can earn nationally recognised industry qualifications in one or more of nine Higher School Certificate Industry Curriculum Frameworks based on key industries as part of their Higher School Certificate program of study. Students enrolled in an Higher School Certificate Industry Curriculum Framework course must complete compulsory work placement in an industry setting and an industry-trained assessor evaluates their competence. These Higher School Certificate VET curriculum frameworks are based on national industry training packages qualifications recognised under the Australian Qualification Framework (AQF).

There are nine Higher School Certificate industry framework courses – Business Services, Construction, Entertainment, Hospitality, Information Technology, Metal and Engineering, Primary Industries, Retail and Tourism. Students can count their industry course towards a Universities Admission Index (UAI) and university entrance by electing to take an optional Higher School Certificate examination for the industry-based course.

All Higher School Certificate students are also eligible to receive advanced standing towards TAFE NSW courses. The Higher School Certificate/TAFE Credit Transfer program gives Higher School Certificate students advanced standing towards related TAFE courses for the knowledge and skills they have already achieved through the Higher School Certificate. This is possible because in addition to VET framework courses most other Higher School Certificate courses have outcomes which have been aligned to TAFE courses and have agreed credit transfer value. This program reduces the time needed for eligible Higher School Certificate students to complete TAFE courses, saving them money and allowing them to enter the work force more quickly.

As the national training packages are revised and endorsed the corresponding Higher School Certificate Industry Curriculum Frameworks need to be revised. Accordingly, the Board endorsed revised curriculum frameworks for Information Technology in April 2006 and Metal and Engineering in June 2006. These were distributed to schools for implementation from 2007.

With national reviews underway for the Retail, Hospitality and Tourism training packages, the Board commenced work on the investigation and development of revised curriculum frameworks in these industry areas.

The Board also commenced feasibility studies for potential additional curriculum frameworks in industry areas with identified skills shortages, including automotive, human services (health, aged care and children's services) and electrotechnology.

Following the release by the NSW Minister for Education and Training of the report of the Strategic Evaluation of Vocational Education in Schools in NSW undertaken by Bert Evans, AO, the Board is working with the Department of Education and Training on a range of initiatives to strengthen VET in schools in New South Wales. These include exploring options for school-based apprenticeships and traineeships, investigating ways to maximise credit transfer available from Higher School Certificate VET courses to post-school VET pathways and exploring the extension of work placements to VET subjects where it is not currently mandatory.

### Higher School Certificate/TAFE Credit Transfer

The Higher School Certificate/TAFE credit transfer program provides an important link between the senior school curriculum and post-school vocational education, training and work. It gives students moving from school into TAFE the opportunity to gain credit for Higher School Certificate courses towards their TAFE vocational qualification. Receiving credit for both general education and VET courses studied at school can increase students' opportunities and also increase for them the relevance and appeal of both TAFE courses and the Higher School Certificate.

Credit transfer arrangements are negotiated between the Board of Studies and TAFE. The amount of recognition within each subject is based on similarity of outcomes between courses in the Higher School Certificate and TAFE courses. In some cases, the proportion of the TAFE course granted to students as credit will vary according to the core/elective modules completed during Higher School Certificate study. Schools may package clusters of general Higher School Certificate courses with complementary VET courses to increase the amount of recognition students may gain in TAFE.

At present, students can gain credit from more than 50 Higher School Certificate courses into more than 650 TAFE courses. If they have credit, students will do fewer modules in their TAFE courses and complete their qualifications faster.

Comprehensive information about Higher School Certificate/TAFE credit transfer is available at [www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)

### 2005 AQF credentials issued

Qualification Level	All Stage 6 VET <sup>1</sup>		Year 12 students <sup>2</sup> (Frameworks only)	
	Certificate	Statement of Attainment	Certificate	Statement of Attainment
Cert I	2747	5459	1688 (1687)	355
Cert II	13348	26490	12443 (12417)	4672 (4660)
Cert III	263	779	16	139

<sup>1</sup>Includes students enrolled in both Framework and Board Endorsed Courses with credentials and excludes students at TAFE.

<sup>2</sup>Includes students doing Framework courses with credentials, and also includes students at TAFE. Figures in parentheses exclude TAFE students doing Framework courses.

### Board Endorsed Courses

There are three categories of Board Endorsed Courses – Content Endorsed Courses (CECs), School Developed Courses (SDCs) and University Developed Board Endorsed Courses (UDBECs).

Content Endorsed Courses are developed by the Board to cater for a wide candidature in areas of specific need not served by Board Developed Courses. TAFE-delivered CECs and VET CECs are categories of Content Endorsed Courses.

School Developed Courses are designed by an individual school, or by a group of schools, to meet the local needs of a group of students.

University Developed Courses are developed by universities in conjunction with a school or group of schools or school system for the particular needs of high-ability Stage 6 students.

### School Developed Courses

School Developed Board Endorsed Courses are submitted to the Board by schools for endorsement in Stage 5 for the School Certificate or in Stage 6 as Preliminary or Higher School Certificate units. In Stage 6 completed courses are included in a student's pattern of study but may not contribute to the calculation of the Universities Admission Index (UAI). School Developed Courses (SDCs) may be endorsed for a maximum of four years.

In 2005–2006 the Board Endorsement Panel considered 84 courses. The number of Stage 5 proposals received by the panel continued its decline from 2003–2004 due to the availability of new Board syllabuses in several key learning areas. There was a slight increase in the number of Stage 6 proposals submitted to the panel due to a number of group proposals that were submitted in the area of Human Society and Its Environment as previous courses were due for renewal. These courses are then approved to be delivered by more than one school.

Year	Stage	Proposals	Approvals
2005–2006	Stage 5	33	30
	Stage 6	51	45
2004–2005	Stage 5	42	31
	Stage 6	34	30
2003–2004	Stage 5	239	227
	Stage 6	42	39
2002–2003	Stage 5	168	158
	Stage 6	78	70
2001–2002	Stage 5	350	295
	Stage 6	162	122
2000–2001	Stage 5	176	131
	Stage 6	382	317
1999–2000	Stage 5	510	467
	Stage 6	308	285

### University Developed Board Endorsed Courses

University Developed Board Endorsed Courses (UDBECs) supplement and extend the Higher School Certificate curriculum for high achieving students in Stage 6. The courses may be included in a student's pattern of study but, as with all other Board Endorsed Courses, the results in these courses are not eligible for inclusion in the calculation of the UAI. Some form of university credit is usually attached to these courses.

The criteria for endorsement of UDBECs are consistent with those used for any new courses developed or endorsed by the Board. Requirements are set out in the Board's document *University Developed Board Endorsed Courses in the Higher School Certificate: Guidelines and Application Form*, which is available on the Board's website and was last updated in November 2004.

Applications are due on the last Friday in May and come before the Board Appraisal Panel in July each year. Recommendations for endorsement are then forwarded to the Board in time for the courses to be implemented the following year.

Thirteen courses were endorsed for study at the 2005 Higher School Certificate. One hundred and seventy-three students from more than 100 schools were entered to study one or more of the courses.

## Distinction Courses

Distinction Courses are challenging university-level courses designed for high-achieving senior secondary students who have accelerated in at least one Higher School Certificate course ahead of their Year cohort.

Distinction Courses in Philosophy, Cosmology and Comparative Literature were again available for study by eligible students in 2005 and were delivered by distance education through Charles Sturt University (Cosmology and Comparative Literature) and the University of New England (Philosophy).

In 2005 there were 101 students enrolled with 55% from government schools. Fifty-seven percent of the Distinction Course students in 2005 were male and 43% female.

## Articulation

### Recognition of Prior Learning

'Recognition of prior learning' (RPL) is a generic term for the two ways (credit transfer and advanced standing) by which the Board of Studies may recognise formal or informal study for the Higher School Certificate. The document *Recognition of Prior Learning for the Higher School Certificate*, which gives detailed advice about the Board's RPL provisions, is available on the Board's website.

The Board's RPL arrangements provide for individual students. The provisions are primarily for those students who are re-entering the education system to seek the award of the Higher School Certificate. The Board may grant this recognition as:

- credit transfer for study successfully completed in TAFE or another recognised post-secondary institution; or
- advanced standing under which students may be exempted from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes. Principals make determinations about advanced standing after assessing the learning outcomes achieved by the student.

In the reporting period 15 students were granted credit transfer for post-secondary study completed before they commenced Higher School Certificate study. Schools have continued to seek advice about RPL and to use it as a means of allowing students' previous studies to contribute to the award of the Higher School Certificate.

## Exploring Vocational Education Options in Stage 5 of Schooling Project

The Office of the Board is managing a project funded by the NSW Board of Vocational Education and Training (BVET) to explore vocational education options in Stage 5 of schooling (Years 9 and 10). The objective of the project is to provide sound policy advice on options to strengthen vocational education curriculum pathways in Stage 5 that will improve engagement, retention and outcomes for students, particularly those likely to disengage from schooling.

As part of the project a series of strategic pilot projects are being conducted across a range of schools (government and non-government) in New South Wales to:

- identify innovative and flexible approaches to the implementation of vocational education curriculum pathways in Stage 5, and
- supply some grounded evidence to support the policy advice developed.

Various potential Stage 5 vocational education curriculum pathways were identified for exploration, including:

- Board Endorsed VET courses in Year 10 – counting as 100 hour electives towards the School Certificate with a clear pathway into further VET study in Years 11 and 12
- Students commencing Stage 6 VET courses in Year 10 with clear pathways through Stage 6 and into post-school pathways
- School-based part-time traineeship and apprenticeship arrangements starting in Stage 5 that provide clear pathways into Stage 6 and the completion of the traineeship/apprenticeship
- Innovative implementation of the new 7–10 *Work Education* syllabus in Years 9 and 10 involving an integrated learning project and the recently trialled Certificate I (Industry) Pathways AQF qualifications with clear pathways into Stage 6.

The pilot schools were selected to represent a range of rural, urban and metropolitan contexts and to explore the range of curriculum pathways identified.

### **Project Network Forums**

As part of the project the Office is organising a range of network forums to provide pilot schools and key stakeholders with the opportunity to further explore the various potential Stage 5 vocational education curriculum pathways.

The Office hosted a network forum in Sydney on 1 June 2006 for pilot schools who had indicated their interest to further explore the implementation of the new Work Education Years 7–10 syllabus in Years 9 and 10, involving an integrated learning project and the recently trialled Certificate I (Industry) Pathways AQF qualifications. The forum included 60 representatives from both the government and non-government school sectors, TAFE NSW, Local Community Partnerships and Industry Skills Councils. The forum provided the opportunity for 30 staff from the pilot schools to gain further knowledge of the potential possibilities and opportunities of integrating the newly endorsed Certificate I (Industry) Pathways AQF qualification into the delivery of the Work Education Years 7–10 syllabus.

A network forum for pilot schools with significant Aboriginal student populations to support consultation within Indigenous communities is being planned. This forum will consider the potential benefits and challenges in relation to the *Exploring Vocational Education Options in Stage 5 of Schooling* project for Aboriginal students.

### **VET Curriculum Pathways Working Groups**

Having started in February the Office has been working, and will continue to work until June next year, with a group of secondary schools in Western Sydney (Colyton High School, Erskine Park High School, St Clair High School and St Marys Senior High School) and TAFE NSW to explore the potential of developing a curriculum pathway in Construction, commencing in Stage 5. This group of schools has also developed a partnership with the Housing Institute of Australia (HIA) and Delfin/Lend Lease to support students in gaining experience and knowledge of the broader building and construction industry.

To further support pilot schools interested in exploring the VET pathways starting in Stage 5 a series of working groups will be conducted to develop appropriate curriculum pathways, including in Construction, Metal and Engineering and Information Technology.

## Goal 2

### Highly-regarded, comprehensive, flexible and inclusive credentials that meet the needs of students and the community

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

Students receive a Record of Achievement that identifies the courses of study they have successfully completed and the results they have achieved. The School Certificate Record of Achievement includes courses completed during Stage 5 (Years 9 and 10). The Higher School Certificate Record of Achievement includes all courses successfully completed during Stage 6 (Years 11 and 12). For each course with external assessment, students will receive a course report that clearly identifies what the student knows and can do. Test reports are issued for the School Certificate external tests, and course reports are issued for the Higher School Certificate Board Developed Courses. The results of students are reported against clearly defined standards. Students undertaking Life Skills courses also receive a Student Profile identifying what they have achieved with respect to key learning area outcomes. At the Higher School Certificate level, results from externally examined courses may be used to calculate the Universities Admission Index (UAI).

Students who complete a course of study that is also accredited under the Australian Qualifications Framework, receive a Statement of Attainment showing the units of competency they have achieved, and may also receive an AQF Certificate if eligible. These certificates are nationally recognised.

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

### Key Result Area 2.1

#### Improving school practices in assessing student achievement for the Higher School Certificate and School Certificate

Targeted Outcomes	Status as at 30 June, 2006
Continued guidance in assessing student achievement using course performance descriptors provided to schools	The Board's <i>Assessment Resource Centre</i> website, containing assessment support materials and the revised course performance descriptors for Years 7–10 syllabuses, was opened online and communicated to schools. The <i>Assessment Resource Centre</i> website is attracting an average of 1200 visits per day as at 30 June.
Materials developed for schools to use in relation to the prevention of plagiarism	Guidance on the effective management of take home assessment tasks was developed, approved and communicated to teachers and students. Guidance on appropriate support for students undertaking assessment tasks and projects was developed and communicated to parents.
Policies and advice to schools concerning authenticity of student work relating to school-based assessment reviewed	The Board's assessment policy and examination booklets for Years 10, 11 and 12 were reviewed, updated and distributed to schools and areas in Higher School Certificate courses susceptible to plagiarism were identified and communicated to schools.
Policies and advice concerning schools' administration of externally-assessed major works and their certification of authenticity of student work reviewed	Revised procedures relating to schools' administration of externally-assessed major works and their certification of authenticity of student work were developed and communicated to schools.

## **Major Programs for Key Result Area 2.1**

Improving school practices in assessing student achievement for the Higher School Certificate and School Certificate

### **School Certificate Assessment**

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

### **School-based Assessment**

Schools assess their students during Year 10 and award them School Certificate grades (A–E) in each of the courses they have studied. In determining the appropriate grade for each student for each course, teachers are guided by detailed Course Performance Descriptors issued by the Board of Studies for each course. In each course, schools match the student's overall achievement in the course to the Course Performance Descriptor that is most appropriate. The grade that corresponds to that descriptor is then awarded to the student. The Board monitors the award of grades to ensure comparability in the grades awarded by different schools.

### **External School Certificate Tests**

Mandatory external tests in English-literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship are conducted at the end of Year 10 complementing the school-based grades that students receive. (The Computing Skills test will also be mandatory for the first time as part of the 2006 School Certificate program). Students receive marks based on their performance in each School Certificate test. The School Certificate tests are designed to assess students' foundation knowledge and skills in key areas of the curriculum important for success in further school study, training or the workplace. Student achievement in the tests is referenced against set statewide standards for each test (similar to the Higher School Certificate standards-referenced assessment process).

### **Life Skills Student Profiles**

Students with special education needs may undertake generic Life Skills courses. These courses are based on curriculum frameworks that are adapted from the Board's Minimum Curriculum Guidelines. They identify essential aspects of each key learning area in the context of programs developed by schools.

A Student Profile reports on the student's achievements in each key learning area where a Life Skills course was undertaken. Schools will report to the Board on the student's individual achievements, determined by the school, based on the student's progress in Stage 5. In 2005 there were 2020 students who received a Student Profile after completing one or more Life Skills courses.

### **Awarding School Certificate Grades in 2006**

Teachers in secondary schools have been allocating grades to students to indicate their standard of achievement in courses studied as part of the School Certificate since 1991. They have determined the appropriate School Certificate grade (A to E) to award a student by deciding which of five descriptions of performance best matched the students' achievement in a course. These descriptions of performance specific to each course, known as Course Performance Descriptors, were based on a set of generic statements of performance for each grade level, referred to as the General Performance Descriptors.

New Years 7–10 syllabuses have been implemented progressively from 2004 and this year's School Certificate assessment program will be the first to be based on these new syllabuses. In order to support teachers in

awarding School Certificate grades from 2006 based on the new syllabuses, the Course Performance Descriptors for the School Certificate have been revised. As part of this exercise the Board also revised the underlying General Performance Descriptors as well. The new Course Performance Descriptors draw directly from the new Years 7–10 syllabuses and replace the consultation draft Descriptions of Levels of Achievement that were originally distributed with the new syllabuses.

From 2006 students will continue to receive one of five grades (A to E) for each Stage 5 course studied for the School Certificate. Teachers will use the new Course Performance Descriptors to grade students in the same manner as the existing Course Performance Descriptors, except in the case of Mathematics, where teachers will make an additional judgement within each grade.

In the interests of overall consistency, in making these changes the Board brought the general grade scale to be used for the School Certificate into line with the new common grade scale proposed by the Department of Education and Training for primary and junior secondary school reporting, and with the scales being proposed by other states and territories.

A package of the revised Stage 5 Course Performance Descriptor documents to be used for awarding School Certificate grades from 2006 was sent to schools in November 2005. These Stage 5 Course Performance Descriptor documents contained Course Performance Descriptors for each Stage 5 course as well as advice for teachers on how to assess student achievement and award grades commensurate with that achievement. Schools should have received sufficient copies of the Course Performance Descriptors for each course for the Principal, the Library and one copy for each permanent teacher teaching the course.

The new Stage 5 Course Performance Descriptors, along with other support materials to assist teachers in allocating grades, are also available in the School Certificate section of the Board's online Kindergarten to Year 12 *Assessment Resource Centre (ARC)* at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

### **Review of Higher School Certificate policies, rules and procedures relating to school assessment tasks and major works and projects**

The NSW Higher School Certificate assessment program combines school-based assessment (typically during Year 12) with mandatory external Higher School Certificate examinations. Higher School Certificate students benefit from a balanced approach with 50% of their final marks for each course based on the school assessment component during Year 12 and 50% based on the external Higher School Certificate examinations at the end of the year.

Following a study of national and international processes, in late 2003 the Board issued a booklet, *HSC Assessment in a Standards-referenced Framework: A Guide to Best Practice (2003)*, designed to help schools fulfil their responsibilities in relation to certification.

In 2005 the Board of Studies referred allegations of plagiarism and unethical behaviour related to Higher School Certificate tutoring to the NSW Independent Commission Against Corruption (ICAC). The ICAC investigation was ongoing at the end of the reporting period.

Concurrent with the ICAC investigation, the Board undertook a review of its own assessment procedures to ensure that students are clear in their responsibilities in providing work that is their own. As a result, a range of strengthened procedures and processes relating to submitting major projects as well as clear advice to students, teachers and parents regarding the nature of plagiarism and how to avoid it were developed and published. The Board also commenced development of a compulsory new online program for senior secondary students to be known as *HSC: All My Own Work*.

The Board treats cheating and plagiarism as extremely serious matters and imposes a range of severe penalties in cases of established malpractice – students may be awarded zero marks for part or all of the examination, may lose the award of the Higher School Certificate in one or more courses, and may damage their ability to apply for entry to TAFE or university courses or scholarships.

### **Strengthened Higher School Certificate Assessment Procedures and Processes**

The Board introduced strengthened Higher School Certificate Assessment procedures and processes to take effect for the 2006 Higher School Certificate program. Students submitting major works or projects for the 2006 Higher School Certificate will be required to sign strengthened declaration statements which make specific reference to plagiarism and malpractice and to the *Rules and Procedures for Higher School Certificate Candidates* booklet. Students must declare that the project is their own work, and that they have read and discussed with their parent/guardian/carer the *Rules and Procedures for HSC Candidates* booklet. The statement will also need to be signed by the teacher, who must not only declare that the project has been completed on time, under their supervision and is the work of the student, but also that the project is consistent with earlier drafts and with other examples of the student's work.

### **Higher School Certificate Assessment Information Packages**

The Board also developed an information package that aims to enhance students' understanding of their responsibilities when undertaking Higher School Certificate assessments. The package provides teachers, students and parents with clear guidance on the Board's requirements in relation to Higher School Certificate assessment, as well as links to more detailed material that is already published by the Board of Studies.

The Board has developed separate pamphlets for school teachers, Year 11 and 12 students and their parents and carers to advise on appropriate levels of assistance in relation to assessment tasks or submitted projects. The pamphlets were sent to schools during Term 1, 2005 and placed on the Board's website. They can be accessed on the following direct link: [www.boardofstudies.nsw.edu.au/manuals/#advice](http://www.boardofstudies.nsw.edu.au/manuals/#advice). The pamphlet for parents was also published on the Board's website in the six main community languages – Chinese, Vietnamese, Arabic, Korean, Spanish and Turkish.

The *Advice to Students* pamphlet provides students with a summary of their rights and responsibilities in Higher School Certificate assessment, including advice on managing assessment tasks, definitions of cheating and plagiarism and an outline of their consequences, and advice on how to acknowledge sources.

The *Advice to Parents* pamphlet provides parents and carers with an explanation of assessment, advice on appropriate levels of assistance with assessment tasks, student rights and responsibilities, and definitions of cheating and plagiarism and an outline of their consequences.

The *Advice to Teachers* pamphlet provides teachers with an explanation of assessment together with a definition of malpractice, guidance for helping students to be adequately prepared for assessment tasks, strategies to prevent malpractice in assessment tasks that are completed both in and outside class time, the consequences of malpractice and student rights and responsibilities regarding assessment.

Schools have a key role in ensuring that procedures are in place and are being implemented effectively to monitor and certify the authenticity of assessment tasks and submitted projects. More detailed information and advice is available in the Board's booklet, *HSC Assessment in a Standards-referenced Framework: A Guide to Best Practice (2003)*.

The Board's liaison officers (BOSLOs) are able to assist schools with questions about the Board's requirements in relation to Higher School Certificate assessment tasks or submitted projects. The BOSLOs are also available to address meetings of parents and carers of Year 11 and 12 students who may have questions about Higher School Certificate assessment processes.

### **HSC: All My Own Work – a Program in Ethical Scholarship for Higher School Certificate students**

The *HSC: All My Own Work* program is designed to strengthen the capacity of Higher School Certificate students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their Higher School Certificate program.

A steering committee with composition similar to that of a Board curriculum committee was constituted to oversee the development of the program, which will consist of a number of modules which can be accessed online in a flexible, self-paced mode. It is expected that the program will take between 5 and 10 hours to complete, approximately one to two teaching periods per module. The areas to be covered in the modules include scholarship principles and practices, copyright, plagiarism, acknowledging sources and working appropriately with others.

The development of the program has emphasised the importance of building on existing programs in schools and providing flexibility in delivery. It also recognises the exponential growth in information available to students through the internet.

The program will be able to be delivered through a specific concentrated mode and/or embedded within broader teaching and learning contexts. Principals will be able to deem that program outcomes have been addressed through equivalent programs, allowing for the provision of Recognition of Prior Learning and possibly assisting in relation to students who transfer to the school in Years 11 or 12.

In June, 2006 secondary principals were advised that completion of the program will be an eligibility requirement for candidates entering Higher School Certificate courses from 2008. An entry and certification facility for the *HSC: All My Own Work* program will be created in the Schools Online facility on the Board's website. The facility will allow the tracking of students, who may complete the program at different times (eg in Year 10 or in Year 11).

It is anticipated that the program will be available through the Board's website in both online and downloadable format from November 2006. Further information about the program content will be made available to schools in the next reporting period.

## Key Result Area 2.2

### Incorporating best practice approaches to testing student achievement

Targeted Outcomes	Status as at 30 June 2006
2005 trial School Certificate Computing Skills test conducted for all schools nominating to participate	<p>An online trial Computing Skills test was developed and successfully conducted for participating schools across the state in November 2005. The 2005 trial test – which was available in online only format – was offered using a flexible delivery approach over a four-day period, from Wednesday 9 November to Monday 14 November. Schools were able to choose the time and the day during this period to have their students sit the test, or have different groups sit the test on different days. More than 26 000 students from some 290 schools successfully participated in the trial test online.</p> <p>The Computing Skills test has been designed to operate on the wide range of computer networks typically used across schools and the test will run on computers as slow as 333 MHZ (eg Pentium II) with as little as 128 Mb of RAM. No special plug-ins, software or installations are required to run the test and trialling schools from both the government and non-government school systems have reported little difficulty running the online version of the test on their existing computer networks in recent years.</p>

Scope, format and arrangements for the 2006 School Certificate Computing Skills test and the reporting of student achievement finalised	The Computing Skills test is a mandatory part of the School Certificate program for the first time in 2006. Arrangements for the 2006 School Certificate Computing Skills test and the format of reporting student achievement were finalised, based on the successful trial Computing Skills test program. Advice regarding the scope, format and arrangements for the test was provided to schools in April, 2006.
First mandatory School Certificate Computing Skills test developed	An online 2006 trial Computing Skills test was developed as part of the 2006 School Certificate testing program.
Preparations for the administration of the first mandatory School Certificate Computing Skills test undertaken	Detailed arrangements and procedures were also developed and put in place in preparation for the conduct of the 2006 School Certificate Computing Skills test, which is to be conducted in the next reporting period.
School Certificate and Higher School Certificate examination programs maintained and reviewed	The 2005 Higher School Certificate and School Certificate examination programs were successfully delivered, evaluated and a report with recommendations, where appropriate, was submitted to the Board in March, 2006.
School Certificate and Higher School Certificate marking programs maintained and reviewed	The 2005 Higher School Certificate and School Certificate marking programs were successfully delivered, evaluated and a report with recommendations, where appropriate, was submitted to the Board in March, 2006.
Year 10 School Certificate tests based on new Years 7–10 syllabuses developed	School Certificate test specifications and scope statements based on the new Years 7–10 syllabuses were developed, approved and published and School Certificate tests were developed in preparation for the 2006 School Certificate testing program, which is to be conducted in the next reporting period.
Scope, format and arrangements to be used to assess and report student achievement for the School Certificate in 2006 established	Arrangements for reporting student achievement for the 2006 School Certificate were developed, approved and communicated to schools.
Monitor and advise on developments in the Australian Certificate of Education	Progress in the development of the Australian Certificate of Education was monitored, implications for NSW identified and a report submitted to the Board in June, 2006.
Provide guidance to schools in relation to assessment and the Disability Standards	Appropriate assistive technologies for use in Higher School Certificate examinations and School Certificate tests were researched and identified.  Special examination student needs that are unlikely to change between the School Certificate and Higher School Certificate were identified, notification processes to schools were reviewed and, where appropriate, revised guidance was provided to schools in May, 2006.

## Major Programs for Key Result Area 2.2

### Incorporating best practice approaches to testing student achievement

#### Year 10 Trial Computing Skills Test

In 2005 the Board conducted a final trial Computing Skills test, before mandatory implementation in 2006. The five computing skill areas tested in previous years again formed the basis of the trial in 2005 and the time allowed for the test was reduced by fifteen minutes to seventy-five minutes. The trial test was conducted in online format only. Key objectives for the 2005 trial were to further develop the Board's capacity to deliver a secure, reliable online test, and to develop and trial online tools for schools to use in managing their students' participation in the test. A total of 26 029 students participated in the trial.

During 2005 schools were provided with an extensive range of services to support the delivery of the trial test:

- Schools could download an easy-to-use 'Computer Diagnostic Tool' from the Board's website to check that their computers would successfully deliver the test to students.
- Schools were able to download a practice test from the Board's website that operated exactly the same way as the actual trial test in order to give their students an opportunity to familiarise themselves with the operation of the test.
- Questions from past trial Computing Skills tests were added to the multiple-choice 'test yourself quiz' on the Board's website, allowing students to practise for the test at school or at home and get instant feedback on their performance.
- Board officers ran training sessions for school test coordinators (or other teachers or school support staff) in rural and metropolitan venues across the state during Term 3, 2005 in how to download, install and use the diagnostic test, practice test and test application. These sessions were held in 22 schools across the state, and were well received. One aim of the training sessions was to help test coordinators form networks where best-practice ideas could be shared.
- The Board also operated a 'helpdesk service' for schools prior to and throughout the trial test period.

Enhanced test-management systems in *Schools Online* were also developed for schools to use. Using these tools, schools can allocate their students to groups to suit the school's organisation, and print lists to assist with ensuring students know where and when they are to do the test. As students are doing the test, supervising teachers can monitor their progress as they log on, work through the test, submit their responses, and log off.

All schools that took part in the trial test were provided with a summary of results for those Year 10 students who attempted the test.

In 2006 the Computing Skills test will be mandatory, and students will have their results in the test reported as part of their School Certificate credentials. The test will be available in online and pen-and-paper formats. Schools may choose either form for their students. The online test will be available on the three days immediately following the other School Certificate tests. The pen-and-paper test will be sat on Friday 17 November.

The Office of the Board of Studies will offer a program of regional workshops during Term 3 2006 so that school staff involved in the administration of the online test can familiarise themselves with the procedures for doing so.

## Key Result Area 2.3

### Reporting student achievement of standards and foundation skills for the School Certificate credential

Targeted Outcomes	Status as at 30 June 2006
Student performance in mandatory School Certificate Computing Skills test incorporated into School Certificate results for students and schools	Student results from the 2001–2005 trial Computing Skills tests were analysed and the most effective strategy for reporting student performance in the mandatory Computing Skills test from 2006 was developed, approved by the Board in March 2006 and communicated to schools. Operational arrangements for incorporating student performance in the 2006 Computing Skills test into the School Certificate credentials and principals' results lists were then finalised ahead of the 2006 test, which is scheduled to be conducted in the next reporting period.
Consultation progressed with employer groups regarding the relevance and usefulness of current reporting of student achievement in the School Certificate	Board officers held a number of consultation meetings with representatives of the Australian Industry Group regarding the relevance and usefulness of current School Certificate credential documents and a process for jointly developing communication strategies (including web-based models) to more effectively explain students' achievements to employers. An 'employers website' was designed and developed to explain the Higher School Certificate and School Certificate programs and credentials to employers and evaluated by a small focus group nominated by the AIG. The website is scheduled for completion and online release in the next reporting period.
School Certificate credentials revised	Revised School Certificate credentials incorporating feedback from key stakeholders were designed and approved for implementation in the 2006 School Certificate program.
ACE Manual revised to reflect changes in School Certificate curriculum and credentialling	A revised ACE Manual incorporating changes in School Certificate curriculum and credentialling was published on the Board's website and distributed to schools in December, 2005.
Standards Packages for the revised School Certificate tests developed	The <i>2005 Higher School Certificate Entertainment Standards Package</i> was developed and published on the Board's <i>Assessment Resource Centre</i> in March 2006.

## Major Programs for Key Result Area 2.3

### Reporting student achievement of standards and foundation skills for the School Certificate credential

#### School Certificate Tests

Tests in English-literacy, Mathematics, Science, and Australian History, Geography, Civics and Citizenship were mandatory for all Year 10 students in 2005. A further trial Computing Skills test was undertaken online.

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

The School Certificate tests were conducted on 7 and 8 November 2005 in approximately 750 centres under the supervision of Presiding Officers appointed by the Office of the Board of Studies. Approximately 85 000 students sat the tests.

The preparation of these tests involved:

- 5 test committees
- 27 test committee members
- 9 assessors
- 49 committee meetings
- printing of 420 000 test papers.

### **Special Examination Provisions**

Special Examination Provisions for the tests were requested by 5318 students. This represents an increase of approximately 3% over the previous year.

The Special Examination Provisions program is designed by the Office of the Board of Studies to ensure that candidates with special examination needs (verified by functional evidence) can:

- access the questions in the School Certificate tests
- communicate their responses.

The program has parameters for the level of support it can provide and it must be considered within the context of a timed examination situation and equity for the candidature across the state. The program's aim is to offer practical help to students by providing support such as a writer, a reader, a computer, extra time to write, extra time to rest, coloured examination papers and examination papers in braille or large print.

The Test Development Unit produced 1528 School Certificate special provisions papers, including 10 braille papers, 871 coloured papers, 392 large print papers and 255 special papers.

### **School Certificate Marking**

More than 1020 markers were appointed to assess students' responses in the four School Certificate tests. Marking was conducted in various Sydney metropolitan marking venues.

### **Illness and Misadventure Appeals**

The Board has delegated to school principals the authority to determine student illness and/or misadventure appeals for the School Certificate. In 2005, 1203 individual students submitted appeals; 1187 students had all their appeals upheld.

Students may appeal to the Board if they disagree with the principal's decision. Five students submitted appeals to the Board. The appeal of one student was upheld. The principal's decision was confirmed in the other four cases.

Twelve whole-group appeals were submitted to the Board by principals. All were upheld.

## School Certificate Reporting and Credentialling

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

- a testamur
- a Record of Achievement Part A listing all Stage 5 courses completed and, where appropriate, the grades awarded
- a Record of Achievement Part B recording the results awarded for the School Certificate tests in English-literacy, Mathematics, Science, and Australian History, Geography, Civics and Citizenship
- a School Certificate Test Report for each test undertaken.

In 2005, 85 015 students were enrolled for the School Certificate, of whom 83 107 received a full credential.

The 2005 School Certificate was awarded to students on 8 December 2005. Each student was given a School Certificate Folio in which to present their certificate, school reports and other records.

## Key Result Area 2.4

### Reporting student achievement of standards for the Higher School Certificate

Targeted Outcomes	Status as at 30 June 2006
Consultation progressed with employer groups regarding the relevance and usefulness of current reporting of student achievement in the Higher School Certificate	Board officers held a number of consultation meetings with representatives of the Australian Industry Group regarding the relevance and usefulness of current Higher School Certificate credential documents and a process for jointly developing communication strategies (including web-based models) to more effectively explain students' achievements to employers. An 'employers website' was designed and developed to explain the Higher School Certificate and School Certificate programs and credentials to employers and evaluated by a small focus group nominated by the AIG. The website is scheduled for completion and online release in the next reporting period.
Higher School Certificate Standards Packages and student sample answer booklets illustrate Higher School Certificate course standards and further clarify teachers' understanding of the NSW standards-referenced assessment system	One Standards Package and 11 student sample answer booklets for identified examinations were developed and published in 2006.
Performance data relating to student achievement of Higher School Certificate course standards and merit lists highlighting outstanding student performance published	Approved 2005 Higher School Certificate meritorious student performance lists were published on the Board's website and provided on schedule to key media organisations for publication at the time of the release of the 2005 Higher School Certificate results to students.
Awards Ceremonies honouring First Place in Course and All-round Excellence achievers conducted	Higher School Certificate First in Course and Premier's Awards ceremonies honouring outstanding achievement in the 2005 Higher School Certificate were successfully conducted at the Sydney Conservatorium of Music and the Sydney Convention Centre, Darling Harbour.

## Major Programs for Key Result Area 2.4

Reporting student achievement of standards for the Higher School Certificate

### Higher School Certificate Examinations

#### Examination Setting

##### Administration and Conduct

Examination papers and marking guidelines were produced, in accordance with the Board's principles, by committees of practising secondary teachers and tertiary educators, working under the leadership of a Chief Examiner, and in conjunction with a Senior Assessment Officer as project manager. Board Inspectors and Supervisors of Marking of the examinations also had a role in ensuring the quality of the examinations and marking guidelines. Each examination was assessed by an independent practising teacher with recent experience of teaching the Higher School Certificate course.

The preparation of the Higher School Certificate exams involved:

- 81 examination committees
- 324 examination committee members
- 117 assessors
- 714 committee meetings
- printing of 664 400 examination papers.

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

- 18 days of written examinations
- practical examinations/projects in Agriculture, Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design, and Visual Arts
- speaking skills examinations in more than 50 language courses
- more than 6100 examination supervisors
- 13 marking sites for written examinations
- more than 6800 markers assessing students' written scripts, practical examinations and submitted works
- more than 750 casual clerical staff.

#### Special Examination Provisions

For the 2005 Higher School Certificate examinations, special provisions were requested by 3875 students. This represents a decrease of approximately 0.4% below the previous year.

The Special Examination Provisions program is designed by the Office of the Board of Studies to ensure that candidates with special examination needs (verified by functional evidence) can:

- access the questions in the Higher School Certificate examinations
- communicate their responses.

The program has parameters for the level of support it can provide and it must be considered within the context of a timed examination situation and equity for the candidature across the state. The program's aim is to offer practical help to students by providing support such as a writer, a reader, a computer, extra time to write, extra time to rest, coloured examination papers and examination papers in braille or large print.

The Test Development Unit produced 1252 Higher School Certificate special provisions papers, including 12 braille papers, 606 coloured papers, 477 large print papers and 157 special papers.

### **Illness and Misadventure Appeals**

Students who are prevented from attending an examination (including a speaking/listening or practical examination), or who consider that their performance has been affected by illness and/or misadventure immediately before or during an examination, may request special consideration of their examination results. In 2005 individual appeals were received from 4564 students. Of these, 4209 were totally or partially upheld and 355 were declined. Sixty-five whole-group appeals were received. Sixty-one of these were upheld.

### **Special Cases**

The Board's Examination Rules Committee considered 16 cases of suspected malpractice or breach of examination rules and made determinations under delegation from the Board.

## **Higher School Certificate Marking**

### **Higher School Certificate Metropolitan and Regional Day Marking**

The Metropolitan and Regional Day Marking programs continue to provide teachers who would not normally be able to participate in evening marking sessions an opportunity to gain insight and experience into the standards being achieved by students presenting for the Higher School Certificate. Each year the Office rotates day-marked subjects with the aim of providing opportunities to teachers across as many courses as possible.

In 2005 approximately 12% of the total marking hours were set aside for day marking, across six marking centres in both metropolitan and regional areas. These centres were established in Bathurst, Wagga Wagga, Coffs Harbour (two subjects), Tamworth (two subjects), the Sydney Showground and Canterbury Park.

#### **Metropolitan Day Marking – Sydney Showground, Olympic Park**

Aboriginal Studies

Biology

Community and Family Studies

Legal Studies

Modern History (core component)

Primary Industries

Studies of Religion

#### **Metropolitan Day Marking – Canterbury Park**

School Certificate English (Part F)

#### **Regional Day Marking**

<b>Subject</b>	<b>Venue</b>
Agriculture	Tamworth
English (Standard)	Bathurst
English (Standard)	Wagga Wagga
English (Advanced)	Tamworth
English (Advanced)	Coffs Harbour
PDHPE	Coffs Harbour

The Office meets the full cost of relief to the school for every teacher appointed to a day-marked subject.

### **Country Transfer of Duty Marking Program**

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

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

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

In 2005, 16 teachers were appointed to participate in this program across a variety of subjects.

### **Standards-setting Operation**

The Board of Studies reports student achievement in the Higher School Certificate examinations and the School Certificate tests using a standards-referenced approach. This means that, in addition to reporting student achievement in terms of marks, achievement is reported in relation to performance bands which describe different levels of achievement.

The procedure used by the Board of Studies for setting standards has a strong theoretical foundation, and is based on the use of professional judgement, informed by statistical reports and student responses. The procedure has been used since the introduction of the School Certificate tests in 1998.

The procedure involves using teams of highly experienced markers (referred to as judges) to determine the examination mark that corresponds to the borderline between each performance band. The procedure is conducted over several stages depending on which standards-setting model applies to the course. This multi-staged process allows judges the opportunity to refine initial recommendations.

Minor adjustments have been made to the general standards-setting procedure to accommodate courses that have both a written and a practical/performance component, and small-candidature Languages courses.

Once the Board accepts the band cut-off marks for each course, they are used to produce the examination mark for each student as reported on their Record of Achievement.

### **Services for Higher School Certificate Students**

#### **Higher School Certificate Advice Line**

The Higher School Certificate Advice Line is a telephone service designed to help students with their preparation for the Higher School Certificate examinations. For 25 cents, students from anywhere in New South Wales can access expert advice on selected subjects.

In 2005 the Advice Line supported 25 courses. Each course was supported until the evening before the final examination. It operated from Tuesday 4 October to Thursday 10 November. Eighty lines were available, with more than 550 teachers providing advice. The Advice Line responded to 17 055 calls in 2005, an increase of 3% over the previous year.

#### **Release of Higher School Certificate Results**

A one-page Student Result Summary is mailed to all Higher School Certificate students to ensure they have access to their results before the end of the year. The Office provides three other services to allow students to access their results on the day that results are released. From 6 am on 16 December until the service was closed, 11 696 students were sent their results via SMS, the results were accessed via the internet 180 897 times and the telephone release of results service was accessed 4328 times.

### **Higher School Certificate Examination Inquiry Centre**

The 2005 Higher School Certificate Examination Inquiry Centre opened to coincide with the release of Higher School Certificate results and operated for three weeks. The centre enabled students to ask questions regarding aspects of their results, including performance bands and assessment marks. There were 5894 inquiries from students across the state.

### **Clerical Rechecks**

Students may apply for a clerical recheck of their Higher School Certificate results. The recheck is to confirm that all marks have been correctly entered on the Office's corporate computer system. In 2005 there were 1830 course clerical rechecks of Higher School Certificate results.

### **Anomalous Results Inquiries**

Principals may seek explanation of an individual student's or a group's results where the performance of the individual or group does not fall within expectations. A thorough investigation of each inquiry is undertaken by Office staff and, where appropriate, the Supervisor of Marking also reviews the case and provides feedback. Following the release of results for the 2005 Higher School Certificate, 54 inquiries were received from schools.

### **Higher School Certificate Reporting and Credentialling**

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

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

In 2005, 74 031 students successfully completed Preliminary courses. Details of the courses completed by each student were reported on a Record of Achievement and, where appropriate, a Statement of Attainment and AQF Certificate.

In 2005 the Higher School Certificate candidature was 65 460 of whom 61 102 received a full Higher School Certificate. Students were offered 157 different courses, including three Distinction courses, chosen from 82 subject areas.

Most students undertook five or six courses, with each course involving at least one examination paper, typically of three hours' duration.

### **Students with Special Education Needs**

There were 1340 students undertaking one or more Board Developed Life Skills courses for their Higher School Certificate.

### **2006 Higher School Certificate Entries**

- At the end of Term 1, 2006 there were 68 159 students enrolled for at least one Higher School Certificate course.
- 26% of students eligible for an Higher School Certificate are enrolled in at least one Extension course (note: this does not include students in VET specialist studies).
- 27% of students eligible for an Higher School Certificate are enrolled in at least one Year 12 VET Industry Framework course in 2006.

### **Languages Eligibility Rules – Decision of the Administrative Decisions Tribunal of NSW**

In March 2006 the Office of the Board of Studies had its eligibility rules relating to Continuers courses in Languages where there are also Background Speakers courses challenged on the basis of the *Anti-Discrimination Act*. It was alleged that the Office used a person's race to determine his or her eligibility to enter Continuers courses. The Administrative Decisions Tribunal found that this was, and is, not the case. The eligibility of a student for these courses relates solely to the degree to which the student had an exposure to the particular language. All students, regardless of their race, are treated in the same way in the same circumstances.

### **Assessment, Certification and Examination (ACE) Manual**

The *Assessment, Certification and Examination (ACE) Manual* describes rules and procedures for the School Certificate and Higher School Certificate. It is produced by the Office of the Board of Studies to inform principals, teachers, parent and students of the requirements for these awards. An electronic copy of the *ACE Manual* is available on the Board's website.

A new edition of the *ACE Manual* was distributed to schools in December 2005 following a major revision. Information in the revised edition has been streamlined and unnecessary repetition eliminated, resulting in a decrease in the length of the manual and a reduction in the number of sections.

The new edition provides information regarding Years 7–10 courses and the School Certificate that includes:

- new Years 7–10 syllabuses
- School Certificate credentialling for 2006 and beyond
- Computing Skills test requirements and eligibility
- procedures relating to Years 7–10 courses based on Life Skills outcomes and content
- the study of courses with external providers and outside tutors.

Updated information on the Higher School Certificate includes:

- Board Developed and Board Endorsed Courses available for the Higher School Certificate
- exclusions related to Board Developed and Board Endorsed Higher School Certificate courses
- eligibility for Continuers courses in languages where there are Background Speakers courses
- eligibility for Beginners courses in languages
- eligibility declarations relating to English as a Second Language (ESL), Continuers and Beginners languages courses
- the study of courses with external providers and outside tutors.

### Goal 3

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

Under the Education Act, the Board of Studies is responsible for:

- providing advice and making recommendations to the Minister for Education and Training about the registration of non-government schools – that is, granting permission for schools to operate
- accrediting registered non-government schools – that is, granting permission for schools to present candidates for the School Certificate and/or Higher School Certificate
- providing advice to the Minister about proposals from groups of schools to form registration systems – that is, granting permission for the formation of a system of non-government schools under the Act
- monitoring compliance of registration systems with the requirements of the Act and providing advice to the Minister regarding the monitoring procedures of registration systems.

#### Key Result Area 3.1

Supporting, monitoring and advising on the implementation of the 2004 amendments to the Education Act relevant to the Board’s functions arising from the *Grimshaw Review of Non-government Schools in NSW*

Targeted Outcomes	Status as at 30 June 2006
Revised requirements and procedures for the registration and accreditation of non-government schools resulting from the amendments to the Act implemented and refined	Revised requirements and procedures for the registration and accreditation of non-government schools were implemented in 2005. Following state government announcements in relation to school annual reporting amendments have been made in accordance with the announcements.
Revised requirements and procedures for home schooling arising from amendments to the Act developed and implemented	Revised requirements and procedures for home schooling were implemented in 2005 and materials to support home schooling were developed and distributed to home schooling parents in February 2006.
Structured program of meetings and seminars with non-government school proprietors, non-government school principals and approved system authorities conducted to increase understanding about the enhanced requirements for registration and accreditation	Board officers conducted a program of scheduled meetings with non-government schools and system authorities to assist their understanding of the enhanced requirements for registration and accreditation.

## Major Programs for Key Result Area 3.1

Supporting, monitoring and advising on the implementation of the 2004 amendments to the Education Act relevant to the Board's functions arising from the *Grimshaw Review of Non-government Schools* in NSW

### Registration and Accreditation of Non-government Schools

The major purpose of registration is to ensure that the requirements of the *Education Act 1990* are being met. The purpose of accreditation is to satisfy the Board that the requirements for the School Certificate and/or Higher School Certificate are being met.

Non-government schools may be registered either as individual schools or as members of an approved registration system. A registration system is responsible for ensuring its member schools comply with the Act. There are currently 13 registration systems in New South Wales, comprising schools administered by the 11 Catholic Education Offices, the Seventh-Day Adventist Church and Christian Schools Australia. The Board monitors the processes used by registration systems on an annual basis, to ensure that member schools comply with the Act.

Categories of registration include 'primary education', 'secondary education', or 'education of a kind, or for children of a kind as prescribed by the regulations under the Act'. The Board's Registration Committee, under delegation from the Board of Studies, makes recommendations to the Minister for Education and Training on the registration of non-government schools, on the basis of school inspections or through the advice of the registration systems.

The Board of Studies grants accreditation to schools where the requirements are being met to provide courses of study to their students to enable eligibility for the School Certificate and/or Higher School Certificate. The Board also grants recognition to overseas schools where the requirements are met to also provide courses of study to their students to enable eligibility for the NSW School Certificate and/or Higher School Certificate.

#### Education Amendment (Non-government Schools Registration) Act 2004.

The development of the *Registered and Accredited Individual Non-government Schools (NSW) Manual* and the *Registration Systems and Member Non-government Schools (NSW) Manual* (the manuals) both depended upon and informed the development of the *Education Amendment (Non-government Schools Registration) Act 2004*. Assent for the Act was received in March 2004 and the amendments came into force progressively from 1 May 2004, applying to all non-government schools from 1 May 2005.

The manuals incorporate the amendments and detail new enhanced requirements for non-government schools in relation to corporate governance, teaching standards, student welfare, educational programs, public reporting and boarding facilities.

Under the amendments the maximum period of registration that can be granted to an established school is five years and the maximum period of registration that can be granted to a new school or a school seeking to provide new year(s) of schooling is one year provisional registration.

#### Operationalising Enhanced Registration Requirements

Operationalising enhanced registration requirements has been coordinated through the Registration and Accreditation Unit, Curriculum Branch. This has involved many steps including revising the registration process and updating the database. The following describes key projects that have been undertaken during 2005–2006.

### **Briefings**

During August 2005 briefing sessions were held for schools whose registration is due to expire at the end of 2006 to outline the new application forms and registration process.

### **Online Trial**

Late in 2005 schools that would be seeking renewal of registration in 2006 were invited to participate in trialling an online application form. This online service is part of the Board's *Registration and Accreditation of Non-government Schools (RANGS)* website. Twenty-one schools participated in the trial and provided critical feedback that will be used to inform further development and improvement of the online facility.

### **KLA Review**

During April and May 2006 curriculum documentation that had been submitted to the Board with applications for registration and/or accreditation from schools and proposed schools was assessed. Experienced teachers reviewed the curriculum documentation against specific criteria related to curriculum requirements. The comprehensive check lists and comments resulting from the review provided detailed information that contributed to the school inspection process.

### **Annual School Reports**

One of the new requirements for non-government schools relates to producing an annual school report that is to be publicly disclosed and made available to the Board each year. The first report under this requirement was based on the 2004 school year and was made available by 1 July 2005. Specific educational and financial performance measures as identified in the manuals are required to be included in the report. Schools were advised that reports were to be lodged with the Board using a unique password to access a secure area of the Board's online facility.

In 2005 the Board reviewed all reports from individual non-government schools and a sample of reports from registration systems. The board found that most schools:

- included the required performance measures
- disclosed the report publicly on the school's website
- submitted the report to the Board by the due date
- submitted the report in electronic form.

The Board directly contacted the schools that had not met these requirements in order that all schools complied.

In 2006 the facility for the online submission of reports has been extended to enable registration systems to upload annual school reports on behalf of member schools.

### **Institute of Teachers**

The registration requirement in relation to teaching staff was intended to serve as an interim arrangement until the NSW Institute of Teachers legislation became operational. This legislation became effective from January 2005. The manuals have subsequently been amended in relation to the requirement and evidence of compliance for teaching staff. The changes include the provision of a definition of 'teacher' and requirements for supervision and professional development for teachers without formal teaching qualifications. Schools have been informed of the changes through the Board Bulletin and have been provided with details of the amendments to the Board's manuals in July 2005.

### Review Systems Procedures

Monitoring the compliance of member schools with the *Education Act 1990* is a primary responsibility of each registration system. Each system has developed specific procedures for this purpose. Every year the Board reviews the operation of each registration system to ensure that the monitoring is undertaken as approved by the Minister. In 2005 there was a particular focus on the way each system revised its procedures to account for the new registration requirements including additional system requirements and associated evidence of compliance. Discussion with systems also included how annual school reports will be monitored.

### Registration Statistics 2005–2006

In 2005–2006 the Board's Registration Committee, under delegation from the Board of Studies, made the following recommendations in relation to registration:

- A total of 68 individual non-government schools were recommended for renewal of registration. This total comprised 18 primary schools, 23 secondary schools and 21 schools providing both primary and secondary education. Of these schools, 6 were recommended for registration as schools of a kind or for children of a kind.
- Extensions of registration under Section 55 of the *Education Act 1990* were granted to 39 individual schools. This total comprised 4 primary schools, 27 secondary schools and 8 schools providing both primary and secondary education.
- Four individual primary schools, 6 individual secondary schools and 5 schools providing both primary and secondary education were granted provisional registration for new Years of schooling.
- Provisional registration of five new schools to commence in 2006 was also recommended.
- New campuses were registered for 15 individual schools, including two schools that each opened two new campuses.
- All of the schools recommended for registration as schools of a kind or for children of a kind were also recognised as Special Schools. In total, 17 individual schools were recognised as Special Schools.
- Renewal of accreditation was granted to 39 individual secondary schools. Nine secondary schools that were registered in 2005–2006 did not seek accreditation for the School Certificate. Provisional accreditation was recommended for 11 schools that had new Years of schooling.
- Extensions of accreditation under Section 87 of the *Education Act 1990* were recommended for 34 individual schools.
- In relation to schools that are members of a registration system, the Registration Committee in 2005–2006 recommended renewal of registration for two primary schools and for eight secondary schools. Registration was recommended for a further one school providing schooling in both primary and secondary years. Provisional registration was recommended for six primary and 13 secondary schools for new Years of schooling.
- Two individual schools joined a registration system and two new systems schools were opened in 2006.
- Nine schools closed in 2005–2006.

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**Individual Non-government Schools**

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**Recommendations for registration (5 years)**

Total number of schools	68
Primary schools	18
Secondary schools	23
Schools providing both primary and secondary education	21
Schools of a kind or for children of a kind	6

**Recommendations for provisional registration of new Years of schooling (1 year)**

Primary schools	4
Secondary schools	6
Schools providing both primary and secondary education	5

**Recommendations for extension of registration under Section 55 of the Act (up to 1 year)**

Primary schools	4
Secondary schools	27
Schools providing both primary and secondary education	8

Schools recognised by the Minister as Special Schools (for period of registration) 17

New schools recommended for provisional registration (1 year) 5

Recommendations of Accreditation (5 years) 39

Schools not seeking accreditation for Year 10 9

Recommendations for provisional registration for new Years of schooling (1 year) 11

Recommendations for extension of accreditation under Section 87 of the Act (up to 1 year) 34

New campuses registered for period of schools' registration 15

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**Non-government Systems Schools**

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**Recommendations for registration (5 years)**

Primary schools	2
Secondary schools	8
Schools providing both primary and secondary education	1

**Recommendations for provisional registration of new Years of schooling (1 year)**

Primary schools	6
Secondary schools	13

New schools recommended for provisional registration (1 year) 2

Established schools joining a system 2

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**School closures in 2005–2006**

Individual schools	8
Member schools	1

**Complaints investigated by Board Officers**

Number of individual schools for which complaints lodged	16
Number of systems/member schools for which complaints lodged	5
<b>Total</b>	<b>21</b>

<b>Nature of complaints</b>	<b>Number of complaints by issue*</b>
Teaching staff qualifications	5
Curriculum	3
Safe and supportive environment	10
Discipline	3
Premises and buildings	4
Operation of the school	3
Annual Report	4
Support for student needs	1
Handling complaints	3
School Certificate and Higher School Certificate assessment	1
Boarding	1
<b>Investigations completed</b>	<b>15</b>
<b>No of complaints substantiated</b>	<b>4</b>

\* For some schools complaints addressed more than one issue.

**Home Schooling**

Part 7, Division 6 of the *Education Act 1990* provides for parents to home school their children. Authorised Persons assess applications and provide recommendations to the Minister for Education and Training. At the conclusion of the reporting period, there were 1417 students registered for home schooling from 837 families.

Part 7, Division 7 of the Act provides for exemption from registration for home schooling on religious grounds. At the end of 2005–2006 exemption had been granted by the Minister to 106 students from 52 families.

### Administrative Decisions Tribunal

The Administrative Decisions Tribunal (ADT) hears applications for review of recommendations by the Board to the Minister that a non-government school not be registered, decisions by the Board that a non-government school not be accredited, and recommendations to the Minister by an Authorised Person that a child not be registered for home schooling. There were no such applications for review lodged with the Administrative Decisions Tribunal during the reporting period.

### Key Result Area 3.2

Reviewing and advising on policy issues in relation to the establishment and registration of non-government schools

Targeted Outcomes	Status as at 30 June 2006
Consultation and review around policy issues relating to the establishment and registration of small non-government schools conducted	Policy relating to the establishment of small non-government schools is being developed for consideration by the Board.
Collaborative relationship with the Institute of Teachers with respect to the Board's registration processes developed	A program of regular, productive meetings with the Institute of Teachers was planned and conducted during 2005 and a collaborative relationship established with respect to the Board's registration processes.

### Major Programs for Key Result Area 3.2

Reviewing and advising on policy issues in relation to the establishment and registration of non-government schools

The Office has considered, reviewed and provided advice to the Board's Registration and Accreditation Committee in relation to the holistic capacity of a school staff to deliver the curriculum and definition of a campus of a school. Matters under continuing consideration include the minimum size of new schools and criteria for special schools.

## Goal 4

### **Policies and practices that reflect contemporary national and international best practice and research in curriculum, assessment, registration and accreditation**

In order to exercise its functions in delivering curriculum, assessment and credentials to students, and in the registration of non-government schools, the Board needs to ensure that its policies and practices are underpinned by contemporary pedagogical research and international best practice in the development and delivery of its functions. The Board identifies areas for specific research that support the delivery of its core programs, within the resources available for education in NSW schools.

#### **Key Result Area 4.1**

**Monitoring and advising on emerging Federal and State curriculum, assessment and reporting requirements**

<b>Targeted Outcomes</b>	<b>Status as at 30 June 2006</b>
Strategies developed to promote the Board's role as a leading authority in school curriculum, assessment, registration and accreditation	Effective media and communications strategies relating to the national and international status of the NSW Higher School Certificate and its standards-based school curriculum and assessment programs were developed and implemented within a context of emerging national debate around the development of an Australian Certificate of Education.
Future directions and initiatives in curriculum development informed by analysis of national and international research into teaching, learning assessment and reporting	A report of the review of national and international policies and procedures for prescribing texts was developed and submitted to the Board in the Board Paper on Course Prescription, 2005. The final report on the Board's Kindergarten to Year 6 curriculum initiatives, including the new Foundation Statements for primary education, is being developed and will be submitted to the Board in October, 2006.
Developments in national curriculum (including National Statements of Learning, Australian Technical Colleges and Australian Certificate of Education Review) monitored and their relevance for NSW assessed	Advice on developments of nationally consistent curriculum outcomes and their implications for NSW was developed and approved. Developments on the Australian Certificate of Education were also monitored and advice on implications for the NSW curriculum was presented to the Board in June 2006.
Development of national testing programs monitored and their relevance for NSW assessed	Development of national testing was monitored and advice provided on the implications for NSW.
Impact of the implementation of National Computing Skills testing on the NSW Year 10 Computing Skills test monitored	National Computing Skills testing was monitored.
Registration issues relating to Australian Technical Colleges monitored	The development of Australian Technical Colleges and NSW registration and curriculum implications is being monitored.
Implications of the implementation of the national testing program in Year 9 for the School Certificate tests assessed	The national testing program is being monitored for implications for the future of NSW School Certificate tests.

Impact of DDA and standards on NSW curriculum assessed	The accessibility of students with disabilities to NSW syllabuses was reviewed and protocols are being developed and included in the Board's registration process.
Changes to the DDA implications for examination setting identified	Strategies for compliance with the DDAs in the development of the Board's tests and examinations were researched and identified.
Changes to the DDA for examination conduct addressed	Strategies for compliance with the DDAs in the conduct of the Board's tests and examinations were identified and a report submitted to the Board in October 2005.

## Major Programs for Key Result Area 4.1

### Monitoring and advising on emerging Federal and State curriculum, assessment and reporting requirements

The Board's strategic planning processes include routine monitoring of national and international developments relating to the Board's key responsibilities, including curriculum, assessment and reporting. Major developments in 2005–2006 included proposals for an Australian Certificate of Education, the development of national testing programs and the introduction of new requirements for reporting to parents.

In May 2005 the Federal Government asked the Australian Council for Educational Research (ACER) to investigate options for an Australian Certificate of Education (ACE). The report, *Australian Certificate of Education: Exploring a way forward* was released in May 2006. The Board discussed the proposals and their implications for the Higher School Certificate on a number of occasions prior to the formulation of its final advice to the Minister in mid-2006.

## Key Result Area 4.2

### Collecting, analysing and evaluating relevant information, particularly student participation and performance data, to inform Board activities and policy directions

Targeted Outcomes	Status as at 30 June 2006
Data relating to student performance collected and analysed to assist in curriculum monitoring and review	Student performance data in key learning areas was collected and analysed, and trends identified to assist in curriculum monitoring and review.
Secondary school retention and outcomes data, including participation and performance for particular groups of students such as Indigenous and low-SES groups, analysed and appropriate policy options developed	Participation and performance data for Stage 5 and 6 courses including data for Indigenous students were analysed, trends identified and a report with policy implications was developed and submitted to Aboriginal Education Advisory Committee in March, 2006.
Research into validation methods for the Board's standards-setting process implemented	Validation methods for the Board's standards-setting process were evaluated for the 2005 Higher School Certificate and School Certificate programs and recommendations for improvements were developed and approved by the Board in March 2006 for implementation for the 2006 standards-setting process.
Exit survey of Higher School Certificate students developed and piloted	A survey instrument and methodology were developed and piloted in March 2006 with a sample group of 2005 Higher School Certificate students. The survey will be available for 2006 Higher School Certificate students through Students Online.

## Major Programs for Key Result Area 4.2

Collecting, analysing and evaluating relevant information, particularly student participation and performance data, to inform Board activities and policy directions

Detailed analyses of student participation and performance data are systematically undertaken at key points each year, including:

- Term 1 Preliminary and Higher School Certificate Entries: An analysis of entries in Preliminary and Higher School Certificate course entries at the end of Term 1 is presented to the May meeting of the Board each year. This report provides an early indication of entry trends.
- Commencement of Examinations: The annual *Media Guide* incorporates extensive statistical data on the Higher School Certificate and School Certificate programs.
- Release of Results: A comprehensive analysis of participation and performance data is prepared for the Minister and senior personnel from school sector authorities at the time of the release of Higher School Certificate results in December.
- Minister's Report to Parliament: Section 18A(3) of the Education Act 1990 requires the Minister to report to Parliament annually on the effectiveness of schooling by providing detailed information about the results of the public examinations of the previous calendar year. The Minister's Report to Parliament is tabled on or near the last sitting day of the calendar year and includes details of participation and performance trends in the Higher School Certificate and School Certificate.

In addition to these regular reports, other investigations are undertaken in areas of particular interest, such as the analyses of data relating to Indigenous students in 2006.

## Key Result Area 4.3

Identifying, developing and applying innovations in information and communication technologies to teaching, learning, assessment and reporting

Targeted Outcomes	Status as at 30 June 2006
Online testing and assessment strategies and systems further developed and trialled	Research into marker reliability strategies for online marking was conducted and a program was developed for trialling.
Further research activities related to the applications of information technologies to testing undertaken	Research related to ICT applications and their appropriateness for the Board's testing programs was evaluated. The Office has made substantial progress in the research, trialling, piloting and implementation of the different elements of the e-Assessment Project. Research has been undertaken in the use of 'on demand' testing and the use of Intelligent Character Recognition (ICR) in marking. The use of 'on-screen' online marking was successfully trialled in early 2006. Online testing has been successfully used in the large scale trialling of the School Certificate Computing Skills test since 2003 and as a result will be implemented as an option, for the inaugural mandatory Computing Skills test in 2006.
Innovations in ICT applied to the development of syllabus support materials and resources	Planning for development of an online, interactive syllabus and curriculum support materials project was commenced. Six School Certificate test specimen papers were also published online with incorporated links to other related Board resources.

## Major Programs for Key Result Area 4.3

### Identifying, developing and applying innovations in information and communication technologies to teaching, learning, assessment and reporting

The Office established a program team to investigate the opportunities afforded by advancements in technology for the development, delivery, marking and marks capture operations associated with the Board's testing programs. The program team investigated and recommended a number of innovations to be trialed and implemented from 2006–2008, including the use of Intelligent Character Recognition (ICR) in marking School Certificate Science; on-screen online marking and delivery of the Computing Skills tests. The program team developed a project plan for investigating the use of assistive technologies in test delivery for students with sensory disabilities.

The Board's *Assessment Resource Centre* website was further developed and populated with work samples to assist teachers and others to better understand the Board's curriculum standards.

## Key Result Area 4.4

### Working collaboratively with national and international agencies on areas of common interest

Targeted Outcomes	Status as at 30 June 2006
Articulation pathways and mutual recognition opportunities in the curriculum and credentialling identified through collaboration with other agencies	Development of articulation pathways and mutual recognition arrangements with national bodies was continued.
ACACA quality assurance process further developed	A quality assurance process was trialed with the Board's curriculum development and examination operation programs. A review with other ACACA agencies was also undertaken and revised processes were developed, where necessary, for future trialling.

## Major Programs for Key Result Area 4.4

### Working collaboratively with national and international agencies on areas of common interest

#### Quality assurance process for Australasian Curriculum, Assessment and Certification Authorities (ACACA)

In 2004 the ACACA agencies agreed to establish a quality assurance process that could be used by agencies, covering the areas of assessment and reporting, examination logistics and curriculum development.

Following a pilot project examining the test development process in 2004, development of the quality assurance process was extended in 2005 to aspects of the examination logistics and curriculum development processes. For examination logistics, work was focused on the processes and protocols that govern the organisational aspects of marking including delivery of papers, marker training, distribution of papers to markers, recording of marks and post-marking processes. The curriculum development process was analysed in terms of five key phases: overarching policy framework, implementation, review, development and accreditation.

Working parties of officers from NSW, Victoria and South Australia identified and documented key stages and aspects of the processes. For both examination logistics and curriculum development, the working parties produced a framework against which ACACA agencies can map their own descriptions and documentation of the standards and processes associated with each element. This material will form the basis of subsequent quality assurance processes, including auditing and review.

## Key Result Area 4.5

Benchmarking Board services and materials against national and international standards and practices

Targeted Outcomes	Status as at 30 June 2006
Higher School Certificate benchmarked against similar curriculum programs and materials	Through the ACACA VET Subgroup, the NSW Higher School Certificate VET programs were benchmarked against those in other states and territories. The outcomes will be reported in the <i>Report on VET Undertaken by School Students: 2005</i> to be published by ACACA.
NSW K–6 work samples benchmarked against similar materials	Strategies for benchmarking of K–6 work samples elaborating the common grade scale were discussed with the Victorian Qualification Authority.

### Major Programs for Key Result Area 4.5

Benchmarking Board services and materials against national and international standards and practices

Meetings conducted with senior officers responsible for the implementation of the common grade scale concluded that at present few opportunities exist for benchmarking work samples.

## Goal 5

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

This goal deals with the operations of the Office of the Board of Studies in its role of delivering the goals of the Board as defined in the *Education Act 1990*.

#### Key Result Area 5.1

Conducting research and projects to enhance the activities and meet the responsibilities of the Office

Targeted Outcomes	Status as at 30 June 2006
Research into more efficient practice for marking examinations conducted	A trial of online marking provisions was completed and a review of national and international best practice in marking projects and speaking examinations was undertaken. Further research was undertaken to identify technological solutions to delivery of special examination provisions. A specialised examination word processing application has been developed for trialling in 2006. A text-to-speech application is under development.
Further research activities into how new technologies can enhance the Office's operations and service delivery conducted	Development of the Office's 2006/07 – 2009/10 Information Management and Technology Strategic Plan was completed.
Research into best practice for ensuring the reliability of marking conducted	Best practice in marking reliability was investigated and opportunities for improving NSW practice identified.
Examination paper evaluation process informed by 2005 examination feedback	An evaluation of the effectiveness of the 2005 Higher School Certificate examinations and School Certificate tests was conducted and feedback from the 2005 programs used in the development of the 2006 examinations and tests. A report was submitted to the Board in March 2006.  Marking reports from the 2005 Higher School Certificate and School Certificate examination programs were also analysed and feedback provided to senior Board officers in February 2006.

#### Major Programs for Key Result Area 5.1

Conducting research and projects to enhance the activities and meet the responsibilities of the Office

##### Trial Program for the Application of Online Marking for Higher School Certificate Mathematics Course

During the first half of 2006 a trial of online marking for General Mathematics was conducted. A special trial paper was undertaken in nine schools involving about 400 students. The marking team was comprised of the senior markers for General Mathematics, led by the Supervisor of Marking. Marking was conducted in three stages: hand marking (to establish a reference mark), corporate online marking at the Office of the Board of Studies (to introduce and trial the software application) and domestic online marking at each marker's home.

The trial received very positive feedback from the markers. It was demonstrated that the best access to online marking requires a late model computer and a fast internet service. Questions involving scale drawing and measurement presented some issues for further consideration, due to the varying monitor size at markers' homes.

Subsequent enhancements to the online application will include provisions for messaging between markers and senior markers, check marking, control scripts and marker reliability data. Further consolidation and trialling will take place after the 2006 Higher School Certificate examinations, with the goal of including some online marking in future Higher School Certificate examinations.

## Key Result Area 5.2

### Identifying and applying best-practice standards in service delivery support

Targeted Outcomes	Status as at 30 June 2006
Development and implementation of Budget Saving Plan measures	Savings targets were achieved.
2005/2006 – 2008/2009 Budget Strategy and Workforce Plan implemented and refined	Budget negotiations with Treasury and the Office's senior management were successfully completed.
Office's Information Management and Technology Strategic Plan actions implemented	The Office's Information Management and Technology Committee effectively implemented identified actions in the Information Management and Technology Strategic Plan.
Market evaluation and planning principles to aid the development and increased production of the Office's cost recovery and commercial services and products applied	Revenue targets were achieved.
Outcomes of the review of the Office's information and communication technology infrastructure implemented and completed	The Office's Information and Communication Technology Infrastructure Plan was implemented on schedule and within budget.
The Office's existing and emerging corporate governance responsibilities met	Statutory and central agency requirements were met.
Markers award negotiated and implemented within the Government's wages policy	A new award was agreed in accordance with the Government's wages policy.
Teaching service office staff award negotiated and implemented within the Government's wages policy	A new award was agreed in accordance with the Government's wages policy.
Shared service arrangements and collaborative projects with the Department of Education and Training and other public sector agencies identified, promoted and successfully negotiated	Shared Corporate Services Strategic Plan developed for the Office.
Office's Data Warehouse reviewed and an overarching Corporate Information System developed	Consolidation of Data Warehouse Project included in the Office's 2006/07 – 2009/10 Information Management and Technology Strategic Plan.
Corporate information system including enrolment and performance data and information in development	Knowledge and Information Management System (KIMS) Project was commenced in February 2006 and the needs/benefits stage of the project was completed.
Implementation and further development of Students Online facility continued	A pilot student survey was conducted in May 2006 in preparation for a larger scale survey of 2006 Higher School Certificate students.

Markers Online facility enhanced	Implementation of the Markers Online facility evaluated and enhancements identified and introduced in preparation for the 2006 Higher School Certificate and School Certificate programs
Higher School Certificate Advice Line Online Adviser application implemented	An Higher School Certificate Advice Line Online Adviser application facility was developed and approved for introduction for the 2006 Higher School Certificate program.
Office's Staff Training and Development Plan with emphasis on performance and career development further developed and implemented	Performance Development Program successfully implemented across the Office. 2005/06 Staff Training and Development Plan incorporating a career development focus implemented with high participation by staff in AQF Certificate IV and Diploma Frontline Management Course.
Internal communication strategy further enhanced	A staff climate survey was conducted and the results disseminated to branch managers for consultation with staff.

## Major Programs for Key Result Area 5.2

### Identifying and applying best-practice standards in service delivery support

#### Online Transactional Services

The Office has continued to improve and extend the use of online service delivery through new online services and enhancements to the eBOS suite and other online transactional services.

ESD Service	2005/06 enhancements
eBOS Schools Online	<p>eBOS Schools Online is a service that allows school principals and selected school staff to view and maintain information held by the Board about their school and students.</p> <p>2005/06 enhancements to the service included further development of a Special Examination Provisions Online module and support for the year 10 Computer Skills test, which is now compulsory.</p> <p>More than 4000 principals and teachers are now registered users of eBOS Schools Online.</p>
eBOS Shop Online	<p>The online shopping facility provides access to all the Office's products with advice on 'What's Hot' where each month new products and special offers are highlighted. The eBOS Shop Online service can be accessed from the Board of Studies' website (<a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a>) or directly at <a href="http://shop.bos.nsw.edu.au">http://shop.bos.nsw.edu.au</a>.</p>
eBOS Authorities Online	<p>eBOS Authorities Online is a service that allows Education Authorities and Systems to view entry and statistical information held by the Board about schools under their management.</p> <p>This access to information has improved the ability of the Education Authorities and Systems ability to respond to and plan for government initiatives in education, and has facilitated the planning of the development and maintenance of schools in their area.</p>
eBOS Registration and Accreditation of Non-government Schools (RANGS) Online	<p>This service has now been established and is currently being implemented and extended. It includes information about the requirements for registration and accreditation of non-government schools, the requirements for systems of non-government schools and the registration and accreditation process.</p> <p>The project is a major upgrade of the current registration of non-government schools system and will address substantial additional mandatory registration and reporting requirements that have resulted from the amendment to the <i>Education Act 1990</i>.</p>

The new system uses some elements of the existing system as well as components of the eBOS infrastructure. It will allow schools and systems to lodge their documentation and manage their mandatory reporting requirements via an internet browser. It will also allow the Office of the Board of Studies to manage the registration and reporting process according with the new legislation.

eBOS VCS Online	<p>eBOS VCS Online is the Office's Vocational Education and Training (VET) Credentialling System that allows education systems to view entry and completion information held by the Board about VET in Schools programs required for mandatory reporting and VET management purposes. eBOS VCS Online has been further enhanced with the development of a TAFE–Office of the Board of Studies link. This provides communication between the TAFE and the Office of the Board of Studies systems to transfer information regarding student participation and performance in TAFE-delivered VET (TVET) and VET courses.</p> <p>Because the large volumes of data involved made this a task impractical to perform manually, a solution was required that could automate the process. The technology used allows the Office to provide certain data services to TAFE, allowing that organisation to securely request data directly from the Office's iSeries computer without the involvement of Office staff. The Office's system is now also able to make similar requests to TAFE, to obtain data required for AVETMISS reporting.</p> <p>The eBOS VCS Online service allows greater authentication and validation for both the TAFE and OBOS systems regarding VET enrolments, competency achievement and qualification attainment. Additional planned development will allow students enrolling in post-school TAFE courses to have their VET and TVET achievements automatically credited to their new course of study, which will improve the articulation between school and TAFE.</p>
eBOS Markers Online	<p>eBOS Markers Online is a service that allows Higher School Certificate and School Certificate marking applications to be submitted online. Its implementation has introduced significant savings in time, recurrent spending (in printing, dispatch and data entry costs), and paper volume.</p> <p>Printed applications were traditionally sent to schools and to people previously appointed. The online service has made it easier for applicants, especially those in regional areas and outside of the school system to access the appointment process.</p> <p>2005/06 enhancements included modifications to improve general overall performance and a trial of an Online Marking facility that will provide greater flexibility in the marking process. The facility lays the foundation for development of a more flexible and effective means of marking exams.</p>
eBOS Students Online	<p>eBOS Students Online provided new online services for students. This included personalised Higher School Certificate written examination timetables, personalised Higher School Certificate Advice Line timetables and personalised Assessment Rank Order Notices. Students were then provided with online access to information that was previously only available to them via their school, including their personal details (name, address, etc.), current year entry details and results from previous years. Links to other useful education and sites were also provided via eBOS Students Online.</p> <p>It is planned to expand the eBOS Students Online service in 2006 by including access to VET competency data.</p>
eBOS RTOs Online	<p>eBOS RTOs online is a service that allows Registered Training Organisations (RTOs) to view entry and completion information held by the Board about VET in Schools programs managed by the RTO.</p>
eBOS Advisers Online	<p>Teachers can now apply through Markers Online to work on Advice Line, a facility set up to answer student queries on Higher School Certificate subjects.</p>

## **New Projects**

### **Distributed Online Marking**

This project involved developing online mark sheets that markers can access via an eBOS service, with the marks being loaded directly into the examinations system for real-time processing. Software was developed to design and implement a process for scanning writing booklets, implementing a function on Markers Online to allow markers to select a writing booklet, enter marks and submit them to the standard marks capture process. All captured marks will undergo normal processing and be visible through the Marks Capture Inquiry and standard status and error reports.

Stage 1 of the trial was completed on 27 May 2006. Feedback from the trial resulted in many enhancements to the software. Stage 2 of the trial was successfully undertaken on the weekend of 24 and 25 June 2006 by markers using their home computers.

### **Results Security**

PriceWaterhouseCoopers were commissioned to review the security of the examinations results release process. It resulted in the implementation of a more robust, reliable and secure system for the electronic delivery of Higher School Certificate results. The system was extensively tested and a post-implementation audit was conducted prior to results delivery. Higher School Certificate results were successfully delivered electronically using this system in 2005.

### **Web Partnerships**

The Office of the Board of Studies has continued its successful partnership with other organisations and industry groups to produce educational interactive multimedia products to support and promote the Board's curriculum materials. The Office also continued the development of major educational websites in partnership with other government agencies to add to the quality of curriculum support available on the internet.

### **2005/2006 Website Developments**

#### **Visit Gallipoli**

[www.anzacsite.gov.au](http://www.anzacsite.gov.au)

This website is being developed in partnership with the Commonwealth Department of Veterans' Affairs and the Office of Australian War Graves, for teachers and students of History, Geography, and Design and Technology. Winner of the national 2001 'Best Educational Website' award in the Excellence in Educational Publishing Awards by the Australian Publishers Association, new educational materials continue to be added to this website.

#### **Australia's War 1939–1945**

[www.w2australia.gov.au](http://www.w2australia.gov.au)

This website is being developed in partnership with the Commonwealth Department of Veterans' Affairs, for teachers and students in many subject areas. Short-listed in the national 2005 'Best Educational Website' category in the Excellence in Educational Publishing Awards by the Australian Publishers Association, new educational materials continue to be added to this website related to the 60th anniversary of the end of World War 2.

### **Making Multicultural Australia for the 21st Century**

[www.multiculturalaustralia.gov.au](http://www.multiculturalaustralia.gov.au)

This website is being developed in partnership with the Multicultural Programs Unit of the Department of Education and Training for all teachers and students in many subject areas. Winner of the national 2005 'Best Educational Website' award in the Excellence in Educational Publishing Awards by the Australian Publishers Association, new educational materials are continuously added to this website. Launched in 2005, the site averages 1000 page-views a day at present.

### **Encore**

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

Designed, developed and hosted by the Office of the Board of Studies, this website is jointly funded by the Office of the Board of Studies, the Department of Education and Training, and 2MBS-FM, and is updated annually. The website complements the annual Encore CDs and concerts held at the Sydney Opera House which showcase the outstanding performances and compositions by students in the Higher School Certificate examinations. It provides information about the annual requirements in NSW Higher School Certificate Music subjects. It also provides profiles of participating Encore students from the last several years, excerpts of student performances in .mp3 format, concert ticketing information and links to eBOS Shop Online for purchasing the Encore CDs.

### **Leaving School**

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

This is a mini-website, managed by the Office of the Board of Studies for ACACA (Australasian Curriculum, Assessment and Certification Authorities). The Office of the Board of Studies coordinates all the state entries and updates to the site. It summarises the types of subjects, courses and various methods of assessing and reporting student achievement in each of the eight public education systems in Australia as well as in the New Zealand system. It also describes the certificates and other records of achievement issued to students when they complete their senior secondary education and outlines the minimum requirements for tertiary entrance.

### **Changing Schools in Australia**

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

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

### **AMEB Online Credit Card Verification**

The Office of the Board of Studies hosts and manages the Australian Music Examinations Board (AMEB) NSW Examination System and website. Music teachers are required to submit examination fees when enrolling students for their music exams. AMEB office staff were required to manually verify credit limits, as well as submitting the banking details to Westpac for processing. This online service with Westpac allows AMEB staff to enter the card details online, and the payment is immediately processed. The facility has reduced the number of manual processes, and with more than 40 000 examinations annually the service is generating significant efficiencies. With the streamlining of the payment process, teachers can now rectify issues with their enrolments in a timelier manner.

### AMEB Connect

This project uses some of the infrastructure developed for the eBOS suite of services, to allow AMEB teachers and examiners to log in to the AMEB Examination System and view enrolments, results and examination timetables for their students. They can also update their own personal details. As an online service, it is available outside regular business hours, significantly improving access to important information. It also reduces the number of routine inquiries fielded by AMEB office staff.

### Office of the Board of Studies Audit Committee

The Office's Audit Committee is chaired by the Office's General Manager and also comprises the Office's Director, Examinations and Director, Corporate Services. Committee meetings are also attended by two representatives from the NSW Audit Office and the executive director of the organisation contracted to provide internal audit services to the Office (currently WalterTurnbull).

The committee meets twice yearly. Generally, the first meeting reviews and refines, as required, the Office's three year internal audit program and the external audit client service plan while the second meeting considers the preceding year's internal audit reports, any current or emerging issues relevant to the external audit program and the result of any investigations or reviews undertaken outside the scope of the three-year internal audit plan.

The reports reviewed by the committee during the reporting period included an overall risk assessment and the development of the 2004/05 – 2006/07 internal audit program, the examinations special provisions program, implementation of IFRS, GST and FBT compliance, printing procurement, ICT network administration and ICT applications development and change management processes.

## Key Result Area 5.3

### Establishing strong and effective partnerships with key education stakeholders and the broader community

Targeted Outcomes	Status as at 30 June, 2006
Provision of data and information between the Office and other educational systems and sectors enhanced	Protocols governing the provision of data and information between the Office and other educational systems and sectors in development or are being successfully implemented with relevant stakeholders.
Regular, systematic feedback from clients on service quality and communications strategies obtained	Structured feedback data was collected and analysed from a variety of data sources, particularly through the Board's Regional Liaison Officer Program. In the period July 2005 to June 2006 the Board's Liaison Officers responded to a total of 7400 telephone enquiries and presented at or attended some 1600 information sessions, workshops or consultation meetings with parents, students, teachers, principals, education system representatives and interest groups.
Program of regular, ongoing consultation and information sharing with key groups provided and monitored	Consultation meetings were scheduled and held each term between senior Board officers and representatives from key education interest groups including parent organisations, teacher unions, professional teacher groups and principals' associations to obtain feedback on Board policies and initiatives.
Corporate communication strategy developed and implemented	Essential corporate information relating to key Board programs and initiatives was identified and communicated to stakeholders through the Board's website, the <i>Board Bulletin</i> , consultation meetings, publications, awards ceremonies and the media.

Strategic communication strategies to support key Board initiatives implemented and monitored	Effective communications strategies were developed and implemented to support the Board's response to publicity around calls for an Australian Certificate of Education, the 2005 Higher School Certificate and School Certificate programs, the 2005 trial Computing Skills test, the release of new Foundation Statements for NSW primary education, the Board's 'anti-plagiarism and ethical scholarship' initiatives and the government's 'Respect and Responsibility' priority.
Opportunities for involvement of students in relevant consultation and research provided	Student feedback on Board policies and programs was obtained through surveys and other data collection activities and through the participation of recent Higher School Certificate graduates in Board discussions.
Structured program of meetings with principals and teachers to elucidate the intentions of new syllabuses and support materials, explain Board and Office priorities and procedures and receive feedback continued	A structured program of meetings with principals, teachers and key groups was conducted each term and feedback sought to inform Board and Office decision making.

### Major Programs for Key Result Area 5.3

#### Establishing strong and effective partnerships with key education stakeholders and the broader community

##### Communications and Public Relations Activities

Communications and public relations strategies were developed and successfully implemented to support the Board's response to publicity around calls for an Australian Certificate of Education, the release of the new Foundation Statements for NSW primary education, the 2005 Year 10 trial Computing Skills test program, and the 2005 Higher School Certificate and School Certificate programs. Key strategic information was developed and communicated to stakeholders through regular consultation meetings with peak groups, publications, keynote speeches, the Board's website and through the media. The Office designed and staffed an informative promotional stall at a special Education Expo attended by thousands of school students, parents and community members at Rosehill Gardens Racecourse. Highly successful awards ceremonies were also conducted to honour outstanding student achievement in the 2005 Higher School Certificate.

A comprehensive media liaison and issues management program was implemented and key staff undertook additional training in establishing and maintaining positive and productive relationships with the media. The Board received positive overall media coverage of NSW's curriculum and its standards-based approach to assessing and reporting Higher School Certificate student achievement in a context of emerging national debate around an Australian Certificate of Education, the 2005 Higher School Certificate and School Certificate programs, statewide exhibitions of outstanding Higher School Certificate student major works, the NSW government's 'Respect and Responsibility' priority, the Board's 'anti-plagiarism and ethical scholarship' initiatives, and the release of the *NSW Primary Curriculum Foundation Statements*.

Board of Studies Liaison Officers (BOSLOs) provide advice to schools and the wider community on Board policies, procedures and programs and disseminate information on curriculum, assessment and credentialing. BOSLOs also conduct forums and workshops on Board-related matters. BOSLOs provide schools with support in developing and presenting proposals for School Developed Courses and serve on the Board Endorsement Panel. BOSLOs operate as field officers of the Board. Ten such officers cover all schools across the state. They are based at Bathurst, Coffs Harbour, central Sydney, Newcastle, Randwick, Parramatta (2), Wagga Wagga, Wollongong and Tamworth. Each BOSLO has the services of a clerical officer

(BOSCO). The BOSCO provides an important point of contact and service for schools and the community, especially while the BOSLO is away from the office on field visits.

During the reporting period of 2005–2006 BOSLOs participated in 1595 meetings across the state, averaging 40 meetings each week during the school year. Extensive presentations were made by the BOSLOs at 1015 of those meetings. The BOSLOs met with secondary and primary teachers, parents, principals and students from government and non-government sectors, as well as with overseas visitors and professional associations. More than 93 000 people attended the meetings, which provided broad professional support and specific presentations on the School Certificate, the Higher School Certificate and Kindergarten to Year 12 curriculum and assessment. Phone inquiries are also a substantial part of the BOSLOs' communications role, and during the reporting period the Liaison Officers in total answered an average of 186 telephone calls per week over the school year. About half of the phone calls were from government schools with the remainder from non-government schools, other educational institutions and individuals.

Board of Studies Liaison Officers have also taken part in the Pre-employment Program for Overseas Trained Teachers conducted by the Department of Education and Training. They have made off-site presentations on the role of the Board of Studies to 16 groups of teachers (comprising more than 300 teachers) who were trained overseas and wish to teach in NSW government schools.

### **Overseas Visitors 2005–2006**

The Board's work continued to be recognised by the interest shown from education authorities across the world. During the reporting period, the Office of the Board of Studies received visitors from the following organisations:

#### **Israeli Ministry of Education, Culture and Sport**

Three representatives of the Ministry of Education were briefed on the role of the Board, curriculum development processes, test development and examinations.

#### **University of Nebraska**

Ten graduate teachers were given an overview of the Board's curriculum development, assessment and examination processes.

#### **Malaysia Examinations Syndicate, Ministry of Education, Malaysia**

Three senior officials visited the Board's Office to be briefed on specific matters of interest, including the setting and logistics of oral and written examinations, school-based assessment, and the marking of projects.

#### **Scottish Qualifications Authority**

The Scottish Qualifications Authority, which was commencing a review of the upper secondary curriculum in Scotland, sent its Director and Deputy Director for National Qualifications to visit the Board in November. These officers spent two days gathering information on the New South Wales approach to areas such as vocational education and training, Life Skills, and the recording of student achievement.

#### **New Zealand Qualifications Authority**

New Zealand was in the process of reviewing and improving the consistency of its external assessment. To assist in this work, the Authority sent one of its officers to observe the Board's Consultative Committee undertaking the standards-setting procedures at the Higher School Certificate marking centre at Homebush.

#### **Hong Kong Examinations and Assessment Authority**

This delegation of four senior officials was interested in the Board's management of school-based assessments, major works and projects.

#### **Indonesia Australia Partnership in Basic Education**

A large delegation of officers and teachers from Indonesia received a presentation on the primary curriculum.

#### **Supreme Education Council of Qatar**

Six officials were given a series of presentations on assessment and credentialling for the Higher School Certificate, the standards-setting operations and the registration and accreditation of non-government schools.

#### **Hunan Province, China**

This delegation comprised seven visitors, who were particularly interested in the Board's examination system.

#### **Abu Dhabi Education Council (United Arab Emirates)**

Abu Dhabi Emirate used the New South Wales Kindergarten to Year 6 syllabuses as the basis for the development of its new Kindergarten to Year 5 curriculum. Educators and local leaders from the Emirate negotiated with the Board to use parts of the primary syllabus documents.

## 4 Management and Performance

The following statements of the performance of the President, Board of Studies, and of the General Manager, Office of the Board of Studies, have been authorised by the Minister for Education and Training.

### **Performance Statement of the President, Board of Studies**

The President of the Board of Studies is a statutory office holder appointed by the Governor of NSW under the Education Act 1990.

#### **President, Board of Studies:**

**Professor Gordon V Stanley, BA(Hons), PhD, FAPS, FACE**

Emeritus Professor, University of Melbourne

Honorary Professor of Education, University of Sydney

Member, NSW Vocational Education and Training Accreditation Board

Member, State Library of NSW Legal Information Access Centre Advisory Board

Member, Hong Kong Council for Academic Accreditation

Member, Advisory Committee of School of Physics, University of Sydney

Level: SES Level 5

Period in position: Whole year

#### **Policy Advice and Support**

Professor Stanley provided strong leadership and advice to the Board as it responded to national and international developments relating to the Board's key responsibilities, including proposals for an Australian Certificate of Education, the development of national testing programs and the introduction of new requirements for reporting student achievement to parents. He worked with senior Board and Department of Education and Training officers and representatives of non-government schools education systems to ensure that there was an effective consultation process to address these issues.

Meetings were also held on the legislative amendments and revised Board policies and procedures required to reflect changes to annual school reporting in the registration and reporting requirements for non-government schools.

Professor Stanley has acted to ensure closer cooperation with both government and non-government school and training sectors in the work of the Board, and in particular relating to the development of policy advice concerning the *NSW Primary Curriculum Foundation Statements*, vocational education options in Years 9 and 10 and the review of Board policies and procedures relating to Higher School Certificate assessment.

To guide future curriculum development he has initiated a process of discussion and review of data collected since the introduction of new syllabuses. This has involved working with Board Officers as well as having roundtable discussions with stakeholders.

Ongoing research projects in collaboration with Board staff and university academics have explored new approaches in learning and assessment as well as evaluating the success of standards-referenced reporting.

Papers published from this work have led to better international understandings of the NSW education reforms here and overseas.

### **Significant Relationships**

Professor Stanley continued developing productive and harmonious relationships with the education community. He maintains regular contact and liaison with key groups and fosters cooperation and dialogue between the various interests represented on the Board and has been an articulate advocate of the Government and Board's education reforms and policies.

During the reporting period he continued the collaborative relationships and synergies between the Board and the NSW Institute of Teachers, the NSW Vocational Education and Training Accreditation Board and employer groups and other State and Territory school education authorities. His involvement as a member of the Hong Kong Council for Academic Accreditation, has provided opportunity to see our New South Wales work in an international context where the emphasis on quality and benchmark standards is emerging as a significant issue. This has led to some visits from overseas agencies interested in our operations.

### **Strategic Outcomes**

To ensure that the Board's major strategic initiatives in Kindergarten to Year 12 curriculum and assessment were furthered and understood, Professor Stanley has continued and enhanced the close liaison with schools, community groups and business groups across New South Wales. This involved regular meetings and visits around the state as he worked to promote teachers and community awareness of the progress of the Board's work, especially in relation to the NSW Primary Curriculum Foundation Statements.

During this reporting period Professor Stanley has continued discussions with end users of the Board's qualifications to improve their understanding of the meaning of student achievement and to encourage a more plain language approach to the Board's communications with all stakeholders.

### **Performance Statement of the General Manager, Office of the Board of Studies**

The General Manager is the Department Head of the Office under the *Public Sector Employment and Management Act 2002*.

**General Manager, Office of the Board of Studies:**

**Dr John L Bennett, BMath, BEdStud, MEd, PhD**

Level: SES Level 4

Period in position: Whole year

### **Policy Advice and Support**

Throughout the reporting period Dr Bennett has identified issues of strategic importance for the Minister and the Board. These include matters relating to curriculum and assessment, particularly with respect to the Higher School Certificate and School Certificate, the implications of those recommendations from the Eltis evaluation relating to the Board and Office's responsibilities, the program of systematic evaluation of the Board's syllabuses, revision of the Assessment, Certification and Examinations Manual and the development of the Computing Skills Assessment for Year 10 students.

During this period, Dr Bennett has also guided the consolidation of the changes to the Board's registration and accreditation procedures and processes as a result of amendments to the *Education Act 1990* arising from the recommendations of the *Review of Non-government Schools in NSW* ('the Grimshaw Review').

### **Significant Relationships**

During the reporting period Dr Bennett ensured the Office placed an emphasis on the effective support to teachers, schools and the educational sectors through the leadership of cross-sectoral committees planning and managing the Respect and Responsibility Forum, and the development of advice and performance standards to enable the assessment and reporting of student achievement in Stages 1 to 5. He continued to apply effective procedures for collecting and analysing advice from teachers and parents seeking to identify ways of improving the level and quality of service provided by the Office to schools and their communities.

Dr Bennett has been actively involved in interstate and national forums, in particular in his capacity as the Office's chief executive as a member of the Australasian Committee of Chief Executive Officers of Curriculum, Assessment and Certification Authorities (ACACA). He took a leadership role in the development of the ACACA website, *Changing Secondary Schools in Australia Years 7–10* that was established to support students transferring between schools in different states. Dr Bennett has also furthered the Office's international links by meeting with visitors from overseas curriculum and assessment authorities, highlighting major initiatives implemented in NSW in relation to the assessment of student achievement.

### **Agency Programs**

Dr Bennett's management of the Office has ensured that the Office's programs were completed to a high standard, on time and within budget.

As well as the effective maintenance and operation of the Office's core curriculum, assessment, examination, credentialling and regulatory programs, a number of significant reforms were also effectively managed over the reporting period. These included the refinements to the operation of the Higher School Certificate and School Certificate programs in relation to the supervision and certification of Higher School Certificate submitted major works; the production of advice for teachers, parents and students in relation to Higher School Certificate assessments, plagiarism and malpractice; and the provision of advice and new materials to ensure home educators understand the requirements under the *Education Act 1990*.

### **Strategic Outcomes**

Dr Bennett ensured that all the Office programs and services are strategically focused. This focus ensured the Office's leadership in the assessment of student achievement through the development of advice and student work samples to support the standards-based approach to assessing and reporting student achievement in Stages 1 to 5. As well, the Office's implementation of the whole of Government strategy for information and communication technologies (ICT) realised demonstrable service delivery benefits, including the establishment of sound and secure mechanisms to administer the online testing in relation to the Year 10 Computing Skills Assessment; the expansion of the Students Online service to provide additional information and support to students; the expansion of other online services to students, schools and systems, including the online practice testing service for students, the enhancement of the Markers Online service to include the facility to provide SMS messages, and the delivery of further online materials, and the RANGS Online service which has enhanced the exchange of information with non-government schools relating to registration and accreditation.

### **Managing Resources**

In his management of resources, Dr Bennett ensured improvements in services while meeting efficiency targets. Work force plans, budgets and a project management focus resulted in quality outcomes within time frames and budget parameters for all programs, including key initiatives and programs such as the Higher School Certificate and School Certificate, the development of the NSW Primary Curriculum Foundation Statements, the development of advice and materials to support student assessment, putting processes,

structures and systems in place to implement the 2006 mandatory Computing Skills Assessment for Year 10 students, and the implementation of the changes to the procedures relating to registration and accreditation of non-government schools as a result of the changes to the *Education Act 1990*.

Dr Bennett undertook actions to emphasise and strengthen staff culture and identity, and the importance of delivering quality outcomes and maintaining high levels of service delivery. He ensured that an increased emphasis was placed on the professional development and training and that senior management and branch structures enabled effective cross-branch cooperation and support that effectively integrate the strategic directions and programs of the Office.

### **Office of the Board of Studies Branch Descriptions**

The branches of the Office of the Board of Studies and their functions are detailed below.

#### **Administration**

**Manager: Ken Collins**

Administration Branch provides administrative and operational support services to assist management and staff in their service to the Board's clients. The branch consists of two distinct functional areas: Human Resources and Corporate Operations.

The Corporate Operations area provides services in records management, building and lease management, purchasing and travel services, administrative policies, motor vehicle fleet management and business continuity planning.

The Human Resources Unit provides services in recruitment, staff entitlements, workers compensation, training, job evaluation and personnel policy development, and offers support and advice to staff regarding human resource issues, such as transfers and career development.

#### **Assessment and Reporting**

**Director: Carol Taylor**

Assessment and Reporting Branch is responsible for providing advice and producing assessment and reporting materials to support the Board's Kindergarten to Year 12 syllabuses. The branch develops performance standards described through syllabus statements and through descriptions of student performance.

Assessment and Reporting Branch develops the Board's Higher School Certificate examinations and School Certificate tests. The branch manages the appointment of Chief Examiners and committee members and reviewers for each examination. It manages the secure development of all School Certificate test and Higher School Certificate examination materials and oversees the printing and production of these materials.

Assessment and Reporting Branch is responsible for the technical processes and procedures that ensure accurate marking by developing and monitoring the application of marking guidelines through the Marker Reliability Program. The branch monitors the alignment of marks to standards through the Board's standards-setting and consultative committee programs.

The Branch conducts the analysis and reporting of the results for the Board's Higher School Certificate examinations and School Certificate tests.

## Corporate Services

### Director and Chief Information Officer: David Murphy

The Director, Corporate Services is responsible to the Office's General Manager for the delivery of high quality and cost effective corporate services to support the core business of the Office and its shared service clients in the areas of:

- work force planning and human resource management
- industrial relations
- financial accounting
- budget and management accounting
- internal audit and controls
- legal services
- information and communications technology (ICT)
- the Office's electronic and print publishing program
- corporate governance
- information and records management
- staff training and development
- asset and facilities management
- administrative and office services.

The Director, Corporate Services has overall responsibility for the function of the Office's Administration, Finance, Information Services and Information Technology branches.

## Curriculum

### Director: John O'Brien

This branch is responsible for the development of syllabuses and support materials for all key learning areas from Kindergarten to Year 12.

Curriculum Branch is also responsible for the registration and accreditation of non-government schools. It employs Authorised Persons to carry out the function of considering applications for home schooling on behalf of the Minister.

Inspectors are located in Curriculum Branch. A list of their names and key learning area responsibilities is included in Appendix 14. The Inspectors and their teams provide leadership in curriculum through working with Board curriculum committees, managing project teams for curriculum development, presentations at conferences, responding to inquiries, developing papers for the Board, and liaising with all educational institutions both within NSW and nationally. They are involved in addressing meetings of teachers, tertiary educators, professional associations, teacher trainees and DET-TAFE personnel to provide guidance and clarification of issues related to each key learning area.

## **Examinations**

### **Director: Rob Speers**

Examinations Branch is responsible for the planning, conduct and marking of Higher School Certificate examinations and School Certificate tests in schools and marking centres across the state. The branch is responsible for the appointment of Supervisors of Marking and markers for each course and ensures the application of the Board's policies and standards in relation to marking.

The branch collects and processes all entry and assessment data for the Higher School Certificate and School Certificate programs, maintains student records and provides advice to schools on credentialling matters. The branch liaises with other authorities in the provision of School Certificate and Higher School Certificate data held on the Office's computer systems.

The branch also manages the Special Provisions program for the School Certificate and Higher School Certificate, the illness/misadventure and other appeals programs, the Higher School Certificate Advice Line and Higher School Certificate Inquiry Centre. The branch appoints the Presiding Officers and Supervisors who administer examinations and the markers and clerical staff for the marking operations. The branch is responsible for all security aspects of the conduct and marking of the examinations.

Examinations Branch manages systems to produce and coordinate the distribution of all Certificates, Records of Achievement, Course Reports, Vocational Course credentials and Result Notices for eligible students.

The branch provides advice to the Minister, the Board and its committees, schools and the public on issues relating to examinations and credentialling.

## **Finance**

### **Manager: Greg Logan**

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

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

## **Information Services**

### **Manager: Lyndon Sharp**

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

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

The branch provides editing, design, desktop publishing, Intellectual Property (IP) management, copyright clearance, warehousing, customer sales and invoicing services and customer service support to schools and the public.

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

## **Information Technology**

**Manager: Mitra Bhar**

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

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

## **Policy and Development**

**Manager: Andrew Goodyer**

Policy and Development Branch provides advice to the Board and the Office on policy issues, Board of Studies rules and requirements and other matters relating to the Board's responsibilities. The branch also supplies research, library and information management services to the Board and Office and provides support for schools through the regionally based Board Liaison Officer (BOSLO) program.

Policy and Development Branch arranges briefings and advisory materials for the Minister and central agencies and provides quality assurance for correspondence prepared by the Office. It also provides administrative support to the Board of Studies, including clerical and executive services to meetings of the Board and its standing committees.

The branch coordinates Board endorsement of courses developed by schools and universities and manages the Distinction Courses program for gifted Higher School Certificate students. It also coordinates a number of joint displays and performance projects with the Department of Education and Training: DesignTECH, OnSTAGE, ENCORE, ARTEXPRESS and the Minister's Young Designers Awards.

## **Public Affairs and Planning**

**Manager: David Cashman**

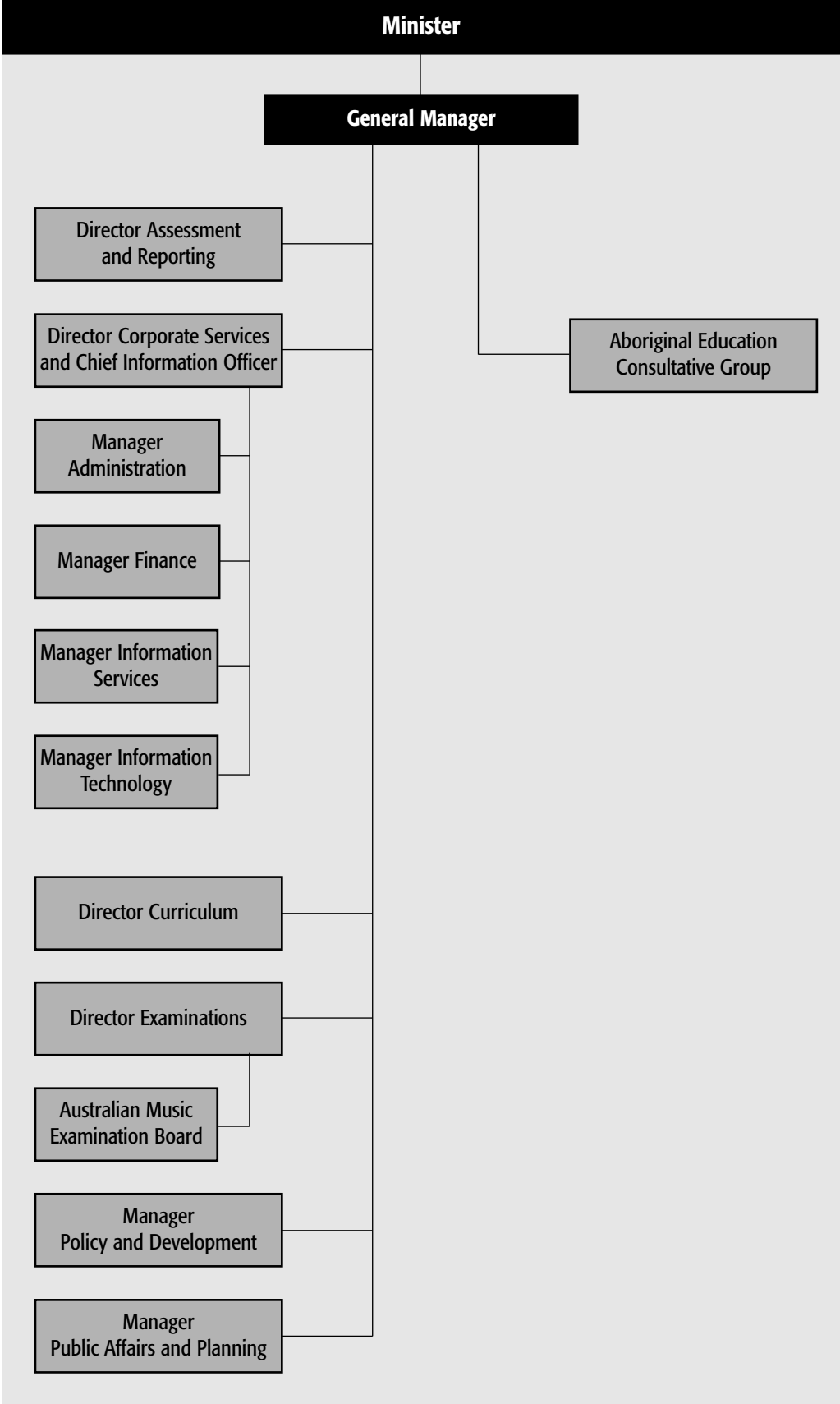
Public Affairs and Planning Branch develops and implements corporate communication strategies and supports the management of strategic issues and priorities for the Board and the Office. The branch is involved in day-to-day contact with the media on a range of educational issues of public interest. The branch also coordinates the development of the strategic plans for the Board and the Office as well as the Office's operational plan.

The branch is focused on supporting productive relationships with schools, teacher and parent organisations, the broader education portfolio, other government agencies and the media. This involves the development of effective and responsive approaches to communicating information on curriculum, assessment, credentialling and school registration matters.

Public Affairs and Planning Branch produces publications including the *Board Bulletin*, which is the Board's official publication, as well as newsletters, brochures and website information for schools and the public, and regularly provides information and briefings to the media on issues of public interest.

The branch also manages the public relations activities of the Board of Studies and the Office of the Board of Studies, including special functions such as the annual Premier's Awards for Excellence in the Higher School Certificate.

**Office of the Board of Studies**



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

Level	Total CES/SES 2005–2006	Total CES/SES 2004–2005
8		
7		
6		
5		
4	1	1
3		
2	3	3
1	1	1

Number of positions held by women

Current year 2

Previous year 2

#### Office of the Board of Studies CES/SES Staff Academic Qualifications

General Manager

**Dr John Bennett**, BMath, BEdStud, MEd, PhD

Director, Assessment and Reporting

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

Director, Curriculum

**Mr John O'Brien**, BSc, DipEd, MEd

Director, Corporate Services and Chief Information Officer

**Mr David Murphy**, BBus(Acc/Econ), ASA

Director, Examinations

**Ms Rob Speers**, DipTeach

#### Corporate Governance Framework

The Office's corporate governance framework encompasses a number of committees, policies and procedures, including the following:

Committees: Audit; Finance; Program Planning and Review; Research and Development (R&D); Management; and Information Management and Technology (IM&T)

Policies and Procedures: Code of Conduct; General Manager's Circulars; Corruption and Fraud Prevention; and Board and Office Delegations Manuals

#### Recruitment

During 2005–2006 the average Full Time Equivalent (FTE) staffing of the Office of the Board of Studies was 213.5. Over the course of the preceding year the FTE of a further 536 casual staff were engaged principally to assist with the peak periods associated with the School Certificate and Higher School Certificate programs.

## Staffing of the Office of the Board of Studies

Devisions/Branches	2006			2005			2004			2003		
	CES/SES	Other	Total	CES/SES	Other	Total	CES/SES	Other	Total	CES/SES	Other	Total
Senior Management	2	3	5	2	3	5	2	3	5	2	3	5
Policy and Development	–	28.6	28.6	–	28	28	–	29	29	–	30	30
Public Affairs and Planning	–	4	4	–	3.5	3.5	–	5	5	–	5	5
Curriculum	1	37.5	38.5	1	44.5	45.5	1	64	65	1	63	64
Examinations	1	46	47	1	46	47	1	45	46	1	40	41
Assessment and Reporting	1	22	23	1	24	25	1	23	24	1	25	26
Finance and Administration	–	19	19	–	20	20	–	21	21	–	23	23
Australian Music Examinations Board	–	10	10	–	10	10	–	10	10	–	10	10
Information Services	–	18.4	18.4	–	21	21	–	23	23	–	26	26
Information Technology	–	15	15	–	14	14	–	14	14	–	15	15
Aboriginal Education Consultative Group	–	5	5	–	5	5	–	5	5	–	5	5
<b>Total</b>	<b>5</b>	<b>208.5</b>	<b>213.5</b>	<b>5</b>	<b>219</b>	<b>224</b>	<b>5</b>	<b>242</b>	<b>247</b>	<b>5</b>	<b>245</b>	<b>250</b>

## Equal Employment Opportunity

Equal Employment Opportunity statistics

EEO Group	A Trends in the representation of EEO Groups	% of Total Staff				
		Benchmark or target	2003	2004	2005	2006
Women		50%	63%	64%	60%	60%
Aboriginal people and Torres Strait Islanders		2%	3.0%	2.6%	2.1%	2.9%
People whose first language was not English		20%	20%	20%	21%	19%
People with a disability		12%	5%	4%	4%	4%
People with a disability requiring work-related adjustment		7%	3.0%	3.0%	2.7%	2.4%

EEO Group	Benchmark or target	Distribution Index			
		2003	2004	2005	2006
Women	100	86	89	88	93
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	88	87	90	89
People with a disability	100	n/a	n/a	n/a	n/a
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a

Notes:

- 1 Staff numbers are as at 30 June
- 2 Excludes casual staff
- 3 A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.
- 4 The distribution index is not calculated where EEO group or non-EEO group numbers are less than 20.

### Occupational Health and Safety Performance

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

The period of engagement of the existing committee expired during the reporting period. Arrangements were made by the Office to facilitate the election of a new committee for the 2005–2007 period.

#### Injuries

Permanent staff:	Casual staff:
Fall – 3	Fall – 4
Lifting – nil	Lifting – nil
Strain – nil	Strain – nil
Other – 4	Other – 4

#### Risk Management

The General Manager, directors and managers comprise the chain of responsibility for Risk Management within the Office of the Board of Studies.

Risk exposures identified include:

- staff evacuation
- business continuity
- data security and handling
- building access and control
- asset management.

The Office has a number of policies, plans and procedures that address these risks, including the Office's Emergency Plans and Procedures, Business Continuity Plan, Information System Management System Policy and Total Asset Management (TAM) Plan.

## Payment of Accounts

### Payment Performance Indicators

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

### Aged analysis at the end of each quarter

Quarter	Current (ie within due date) \$	Less than 30 days overdue overdue \$	Between 30 and 60 days overdue \$	Between 60 and 90 days \$	More than 90 days overdue \$
September	8 491 857	169 169	5 551	7 511	3 774
December	20 099 394	1 062 867	99 226	27 808	16 895
March	8 858 268	253 057	30 263	100 548	16 438
June	11 017 991	247 936	12 679	64 818	33 777

### Accounts paid on time within each quarter

Total Accounts Paid on Time			Total amount paid	
Quarter	Target %	Actual %	\$	\$
September	100%	98%	8 491 857	8 677 862
December	100%	94%	20 099 394	21 306 190
March	100%	96%	8 858 268	9 258 574
June	100%	97%	11 017 991	11 377 201

Total dollar amount of accounts paid on time: \$ 48 467 510

Total dollar amount of accounts paid: \$ 50 619 827

Prompt payment results for the year show a percentage of accounts paid on time as 95.7%. This figure is an acceptable result and maintains the 'Prompt Payment of Accounts' at a respectable level.

The (\$) amount and number of invoices not paid on time represented 4.3% overall. The main causes of this can be explained by the following:

- invoices not approved for payment until overdue
- invoices lost in the mail
- invoices in dispute with supplier.

No interest for late payment of accounts has been charged.

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

Administrative and clerical staff employed under the Crown Employees (Public Sector – Salaries January 2002) Award received a salary increase of 4% effective from 1 July 2005.

Education Officers employed under the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award received a salary increase of 4% effective from 13 January 2006.

### **Personnel policies and practices**

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

The salaries and conditions of employment of these staff are determined by the Crown Employees (Office of the Board of Studies – Education Officers) Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries January 2002) Award.

### **Industrial relations policies and practices**

Industrial relations policies and practices at the Office of the Board accord with the direction and guidance provided by the Department of Industrial Relations, the Public Sector Management Office of the Premier's Department and relevant government policies.

### **Recreation leave and extended leave liability**

The monetary value of extended (long service) leave and recreation leave as at 30 June 2006 for the Office was:

Extended leave      \$5 482 610

Recreation leave    \$1 583 904

### **Contracting and market testing**

The Office of the Board of Studies market-tests and contracts out a wide range of services and activities.

The Office initiated and concluded a number of strategic contracts following a process of market testing during 2005–2006. These included:

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

## **Consultancies**

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

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

### **Consultancies less than \$30 000**

During the year one consultancy was engaged in the following area:

Management services \$13 500

Total consultancies \$13 500

## **Code of Conduct**

The Office of the Board of Studies is committed to ethical conduct. This commitment is reflected in its Code of Conduct which sets the standards of behaviour expected of employees and provides guidance for all staff in being responsive to the needs of customers and key groups. The Code has been distributed to all staff and is provided to new employees as part of the induction process. There were no changes to the Code during the reporting period.

## **Commitment to Service**

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

### **The Minister for Education and Training**

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

### **The Board of Studies and its Sub-committees**

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

### **Schools and systems**

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

### **Teachers in primary and secondary schools**

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

### **Parents**

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

### **Students**

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

### **Employers**

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

### **Tertiary education sector**

Tertiary education bodies such as NSW TAFE and universities can expect curricula that will provide students graduating from school with the skills and knowledge to prepare them for further study, and a credentialing system that accurately reports student achievement.

### **Standards of Service**

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

### **Implementing standards of service**

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

- providing full-time liaison officers in ten regions to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on Board policies and decisions
- researching community opinion on particular initiatives and policies
- responding to correspondence within two weeks
- responding to all requests for publications within five working days
- ensuring that all publications for the general public are in plain English and that they are appropriate for their intended audience
- providing a range of publications in community languages
- providing accurate and timely responses to public and media inquiries
- providing a comprehensive range of value-for-money commercial services and products.

### **Complaints Management and Client Feedback**

Central to the Office's management of complaints is its policy of devolving accountability for their resolution to line managers and staff at the point of delivery of services. As a result, the Office is able to directly remedy or resolve problems at the source as they arise. The Office's service standards serve as a reference point for both customers and staff in this process. The Office receives approximately 2369 telephone calls per day. The Office's Customer Liaison Unit handles an average of 500 phone calls a month and more than 480 emails and 500 faxes per month.

Most direct involvement with the public occurs in relation to matters of a personal nature, ie special provisions for examinations, the illness/misadventure appeals program and the home schooling program, and in responding to correspondence, including email. Complaints arising from these are addressed in accordance with service standards or via structured appeals mechanisms.

**Representation on External Committees  
(as at 30 June 2006)**

**Professor G Stanley  
(President, Board of Studies)**

Member, NSW Vocational Education and Training Accreditation Board

Member, State Library of NSW Legal Information Access Centre Advisory Board

Member, Hong Kong Council for Academic Accreditation

Chair, Division of Professional Learning Advisory Board, University of Sydney

**Dr J Bennett  
(General Manager, Office of the Board of Studies)**

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

NSW Vice-Chancellors' Conference Technical Committee on Scaling

**Mr J O'Brien  
(Director, Curriculum)**

Steering Committee, Knowledge Networks Evolving Learning for Sustainability in Schools (University of NSW)

Member, NSW Institute of Teachers, Quality Teaching Council

**Ms R Speers  
(Director, Examinations)**

Australian Music Examinations Board (NSW)

RSL Scholarship Committee

**Ms C Taylor  
(Director, Assessment and Reporting)**

Collaborative Curriculum and Assessment Framework for Languages Reference Group

Work Samples Cross Sectoral Task Force

**Andrew Goodyer  
(Manager, Policy and Development)**

TAFE Accreditation Council

TAFE/Board of Studies Credit Transfer Committee

Department of Education and Training Gifted and Talented Education Reference Group

**Mr L Sharp  
(Manager, Information Services)**

HSC Online Board of Management

Premier's Department Channels and Access Working Group

**Mr G Webb  
(Chief Assessment Officer)**

Collaborative Curriculum and Assessment Framework for Languages Reference Group

MCEETYA Review Committee for the National Information and Communication Literacy Assessment project

**Ms G Grant  
(Board Inspector – Science)**

School Animal Care and Ethics Committee

**Mr S Browne  
(Board Inspector – Personal Development, Health and Physical Education)**

Premier's Active Lifestyle Scholarship Committee

**Mr H Kennedy  
(Board Inspector – Technology Education)**

Department of Education and Training Equipment in Schools Committee

**Ms J Lawless  
(Board Inspector – Human Society and Its Environment)**

Premier's History Teachers' Scholarship Committee

Premier's Military Scholarship Committee

National Archives of Australia Consultative Forum

Cross-sector HSIE Forum

NSW History Council

**Mr K Lowe  
(Board Inspector – Aboriginal Education)**

Department of Education and Training Director-General's Advisory Committee

Partnerships – New Way of Doing Business

Education Cluster

Culture and Heritage Cluster

DET QTP Aboriginal Languages Reference Group

NSW Aboriginal Languages Reference Committee

**Ms M Malone  
(Board Inspector – Primary)**

Management Committee of Access Asia Program,  
NSW

Division of Professional Experiences, Partnerships  
and Development – University of Sydney

Outcomes Assessment and Reporting Evaluation  
Reference Group

**Mr I Balcomb  
(Board Inspector – Vocational Education and  
Training)**

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

Qualifications, Recognition and Resource  
Requirements Committee

Schools Consortium (Vocational Education and  
Training in Schools)

**Mr D Carter  
(Board Inspector – English)**

Premier's Reading Challenge

**Dr M Silink  
(Board Inspector – Languages)**

NSW Community Languages Schools Board

Collaborative Curriculum and Assessment  
Framework for Languages Reference Group

**Mr L Swan  
(Board Inspector – Human Society and Its  
Environment)**

Premier's Environmental Scholarship Committee

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**Overseas travel**

**Mr Kevin Lowe**

**Nagoya, Japan – International Symposium on Indigenous Languages – 8 to 12 August, 2005**

In August 2005 Mr Lowe was invited to attend the International Symposium on Indigenous Languages, held in Nagoya, Japan. Mr Lowe was one of 35 speakers attending this event. Mr Lowe gave a presentation on Language Planning and the role of Government, sharing his experience with the development of the first Aboriginal Languages K–10 Syllabus.

**Higher School Certificate Markers**

Mr Patrick Campbell (Senior Marker, Drama)

Mrs Sharne Sjostedt (Senior Marker, Drama)

Singapore, 7–9 September 2005

Ms Linda Moulton (Senior Marker, Music)

Ms Alayne Cleghorn (Senior Marker, Music)

Singapore, 20–22 September 2005

Ms Margaret Armitage (Senior Marker, Visual Arts)

Ms Sandra Svilans (Senior Marker, Visual Arts)

Singapore, 26–28 October 2005

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

Ms Debra Gilmore (Senior Marker, Music)  
Mrs Nancy Morvillo (Senior Marker, Music)

Hong Kong, 21–23 September 2005

Ms Audrey Juska (Senior Marker, Visual Arts)  
Mrs Cecile Wise (Senior Marker, Visual Arts)

Hong Kong, 26–28 October 2005

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

### **Sponsorships**

The Office of the Board of Studies would like to thank the sponsors for their support of the following events in 2005–2006:

<b>ARTEXPRESS</b>	<b>Minister's Young Designers Award</b>	<b>DesignTECH</b>
Integral Energy	Engineers Australia, Sydney Division	Australian Design Awards, Standards Australia
Chroma Australia	NSW Architects Registration Board	Design Resource
Grace Removals	R E Batger	Shelston IP
Network Ten	Taronga Zoo	
Radio 2GB		
S & S Wholesale		
Sir William Dobell Art Foundation		
The Sydney Morning Herald		

### **Waste reduction and recycling**

The Environment Protection Authority (EPA) approved the Office of the Board of Studies' Waste Reduction and Purchasing Policy (WRAPP) Plan in June 1999. The Office has included WRAPP principles in its Corporate Plans and Operational Policies and Practices.

The Office has been fully committed to recycling its paper and cardboard waste since 1993. Recycling is part of the 'Waste Reduction Hierarchy' and is one of the waste minimisation strategies included in the Office's WRAPP Plan. The Office has continued its commitment to recycling its paper and cardboard waste during the reporting period, during which time the total amount of paper recycled for the Board's Clarence Street premises was 21.79 tonnes and the total cardboard boxes recycled was 5.26 tonnes.

### **Improving Waste Avoidance and Recycling Systems across the Office**

#### **Waste avoidance**

The Office has made significant progress in its efforts to avoid paper waste by developing and enhancing its online services. The areas in which the Office was successful in getting technology to completely replace usage of paper are Students Lists, Entry and Confirmation of Entry for School Certificate and Higher School Certificate Students.

Since 1998, when the Office's WRAPP Plan strategies were first introduced, the following technologies have been used to avoid waste:

- use of intranet and email systems to reduce the Office's overall in-house usage of paper
- electronic publishing of internal newsletters using the Office's email system.

### Recycling

#### *Toner cartridges*

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

#### *PC monitors and equipment*

Over the last 15 years the Office has recycled the majority of written-off electronic equipment via auction. This policy will continue in the future.

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

In 1998 a program was introduced across the Office to separate glass bottles, aluminium cans and PET bottles from normal refuse for recycling. This program is ongoing.

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

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

### **Government Energy Management Program**

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

The Office is committed to achieving and sustaining reduced greenhouse gas emissions and energy cost-savings through improved energy management, greater use of 'green' energy technologies and more efficient energy-related purchasing.

This commitment is demonstrated by the consistent purchase of energy, which includes 6% Green Power from an accredited energy supplier, and a reduction in cost as well as consumption over the 1995 base year, ie an average 40% of cost and 50% of consumption.

## 6 Appendices

### **Appendix 1 – Australian Music Examinations Board and Aboriginal Education Consultative Group**

This section of the Annual Report concerns the activities of the Australian Music Examinations Board (AMEB) and the Aboriginal Education Consultative Group Inc. (AECG). These agencies are accountable to the Minister for Education and Training through the Office of the Board of Studies.

#### **Australian Music Examinations Board (AMEB)**

##### **Contact Details**

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

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

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

NSW State Manager **Ms Marion Sinclair**

The principal activities of the AMEB (NSW) during 2005–2006 are outlined below. Further information about the AMEB is available from the address supplied.

##### **Role and Structure**

The Australian Music Examinations Board (NSW) is the agency responsible for administering practical and written examinations in Music and Speech and Drama in accordance with Australian Music Examinations Board requirements. These examinations range from preliminary grades through to the Fellowship in Music Australia and Fellowship in Speech and Drama Australia. These credentials are awarded by the federal Australian Music Examinations Board that is an incorporated body with representatives from each state.

The AMEB (NSW) processes around 43 000 examinations throughout New South Wales and the Australian Capital Territory each year in almost 80 categories and services nearly 8000 teachers and 200 examiners and assessors.

##### **Annual Presentation Ceremony**

Her Excellency Professor Marie Bashir AC, Governor of NSW, presented graduates with their Diplomas and higher Certificates at the Sir John Clancy Auditorium, University of New South Wales. They were rewarded for long years of practice and study and some received more than one diploma. Two candidates received the AMEB's highest and most prestigious award, the Fellowship of Music Australia (FMusA), one in piano and the other in singing.

The AMEB shields were also presented in the following categories:

<b>Private Teacher Pianoforte Category</b>	<b>Preliminary to Sixth Grade</b>
<i>Private Teacher Pianoforte Category</i>	Seventh Grade to Licentiate
<i>Private Teacher Instrumental/Vocal Category</i>	Preliminary to Sixth Grade
<i>Private Teacher Instrumental/Vocal Category</i>	Seventh Grade to Licentiate
<i>Private Teacher Speech Category</i>	Preliminary to Fifth Grade
<i>Private Teacher Speech Category</i>	Sixth Grade to Licentiate
<i>Private Teacher (Written) Category</i>	First to Fourth Grade
<i>Private Teacher (Written) Category</i>	Fifth Grade to Licentiate

Between the presentations the large audience was treated to performances by some of the successful candidates: Helen Barnett (FMusA singing), Laura Bell (LMusA recorder), Joanne Kang (FMusA piano), and Stephanie Smith (ASDA speech and drama).

### **MusicLink!**

MusicLink! is jointly presented by the Sydney Conservatorium Open Academy and the AMEB (NSW) and since 1996 has provided professional development, performance training and concerts to thousands of teachers and students across regional NSW.

### **Diploma Workshops**

In February a workshop was conducted for Speech and Drama teachers to assist them when preparing candidates for AMEB examinations. The workshop was led by the AMEB (NSW) Speech and Drama Adviser, Victoria Clancy, and attracted 32 participants.

### **AMEB (NSW) Board**

(as at 30 June 2006)

Principal, Sydney Conservatorium of Music	<b>Professor Kim Walker</b> (Chairperson)
Private Music Teacher Representatives	<b>Dr Rita Crews</b> (Deputy Chairperson), <b>William Clark, Anne Harvey</b>
Private Speech and Drama Teacher Representative	<b>Victoria Clancy</b>
Examiner Representatives	<b>Richard Morphew, Meriel Owen</b>
Nominee of the NSW Vice-Chancellors' Conference	<b>Dr Emery Schubert</b>
Nominee of the Director-General of Education	<b>James Black</b>
Nominee of the Director-General of Education	<b>Roslynne Moxham</b>
Nominee of the Director-General of Education	Vacant
Representative of the Office of the Board of Studies	<b>Rob Speers</b>

## **Aboriginal Education Consultative Group Incorporated**

### **Contact Details**

Aboriginal Education Consultative Group Incorporated  
37 Cavendish Street  
Stanmore NSW 2048

Telephone (02) 9550 5666  
Fax (02) 9550 3361  
Email [info@nswaecg.com.au](mailto:info@nswaecg.com.au)  
Website [www.nswaecg.com.au](http://www.nswaecg.com.au)

President **Mr Dave Ella**

### **Mission and Goals**

The NSW Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) is an independent community-based Aboriginal volunteer organisation that is the principal advisory body to the Minister for Education and Training on all matters relating to the education of Aboriginal students, Aboriginal Studies and Aboriginal perspectives across all curriculums.

The vision of the NSW Aboriginal Education Consultative Group (AECG) Inc is to empower Aboriginal parents and communities to be involved in education and training, and, through community-based advice and advocacy, work with authorities and providers to improve Aboriginal people's outcomes in education and training.

The aim is to provide the highest level of informed decision-making to ensure culturally appropriate delivery of education and training programs for Aboriginal learners and to ensure that all Australians are better informed on Aboriginal history, culture and relevant current issues.

The President of the NSW AECG Inc. is a ministerial nominee on the Board of Studies. As such, the NSW AECG Inc. is involved in all aspects of the Board's planning, policy and strategy.

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

In partnership with the Office of the Board of Studies, the NSW AECG Inc. endeavours to ensure that it is represented on all Board Curriculum Committees (BCCs). This representation means that Aboriginal advice informs decision-making and that Aboriginal perspectives are included in syllabus documents.

The NSW AECG Inc. looks forward to continued collaboration in order to improve outcomes for Aboriginal students in all schooling, as well as ensuring the education of all students about Aboriginal Australia within the context of understanding the true and shared history of our land.

### **Board Curriculum Committees**

AECG participation on BCCs is of paramount importance. It ensures that curriculum effectively meets the needs of Aboriginal students and promotes awareness and understanding of Aboriginal Australia by all students. The NSW AECG Inc. continues its representation on BCCs and provides advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabus, curriculum and teaching.

BCCs were inactive during this reporting period, as all Board syllabus documents had been completed. However, the NSW AECG Inc. was represented on the Board's Primary Curriculum Committee, which reviewed the mandatory outcomes of the Human Society and Its Environment (HSIE) K–6 Syllabus.

### **Aboriginal Languages**

The NSW AECG Inc. was instrumental in providing advice to the Aboriginal Curriculum Unit in relation to the Aboriginal Languages K–10 Syllabus and the corresponding support materials, developed as part of the state government's review and development of the Years 7–10 curriculum for NSW schools.

The NSW AECG Inc. advocates that Aboriginal languages are fundamental to strengthening the identity of Aboriginal people and their connections with country, and that all people have the right to learn their own language, particularly in their own country. The capacity to learn and use these unique Australian languages will assist students to develop a strong sense of identity and self-esteem.

Consultation continued on syllabus support materials through the Aboriginal Curriculum Unit and the Aboriginal Education Initiatives Advisory Committee (AEIAC) in association with the NSW AECG Inc. The consultation process was fundamental to the development of this syllabus and support materials. The support materials acknowledge the necessity for appropriate consultation during all stages of the program development and implementation.

From the beginning of the 2005 school year, the Aboriginal Languages syllabus has been implemented in high schools. The participation of local and regional AECGs, facilitated through Board officers, has been instrumental in providing support and guidance to school communities across the state to help them in the process of teaching relevant Aboriginal languages.

### **Partnerships**

Through effective networking, the NSW AECG Inc. continued to ensure that equality of access and equitable and appropriate outcomes were achieved in most instances. However, it is acknowledged that there are still some significant barriers that need to be addressed and that these barriers will only be taken down through appropriate consultation and the building of effective partnerships for change.

During this reporting period, the NSW AECG Inc. and the Department of Education and Training continued to work together on the Ministerial Review of Aboriginal Education. The NSW AECG Inc. facilitated meetings across NSW to inform the review teams about issues affecting Aboriginal student engagement in education across all levels from preschool to TAFE and university. Following the completion of the Review, the NSW AECG Inc. has worked with the Department of Education and Training to implement the recommendations of the Review in the most effective way possible.

The NSW AECG Inc. places the highest emphasis on this review affecting policy and strategy to bring about positive improvements. Some recommendations from the review will have implications for the Board of Studies in terms of effective curriculum development and delivery.

During the reporting period networks were maintained and established with other agencies such as the Parents and Citizens' Association (P&C), New South Wales Teachers Federation, the Ethnic Communities Council (ECC), Primary Principals' Association and the Secondary Principals' Council.

## Appendix 2 – Exhibitions, Awards and Events

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

The Premier's Awards for Excellence in the Higher School Certificate, held each year, provide the opportunity to recognise and reward outstanding achievement by Higher School Certificate students.

Nine hundred and thirteen Higher School Certificate students who achieved Band 6 standard (a mark of 90 or above) in 10 or more units in the 2005 Higher School Certificate were invited to attend a ceremony held at the Sydney Convention and Exhibition Centre, Darling Harbour, on Monday 13 February 2006 to be presented with the prestigious Premier's Trophy by the Premier of New South Wales, the Hon Morris Iemma, MP, and the Minister for Education and Training, the Hon Carmel Tebbutt, MP.

Approximately 2500 people attended the ceremony, including the recipients, their parents, school principals, and representatives from the Board of Studies, the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools.

### First in Course Award Ceremony

The President of the Board of Studies NSW, Professor Gordon Stanley, presented certificates to about 120 Higher School Certificate students who achieved first place within the highest band in a Higher School Certificate course. More than 400 people attended the ceremony that was held at the Sydney Conservatorium of Music on Thursday 15 December 2005, the day before the release of the 2005 Higher School Certificate results.

### Brother John Taylor Memorial Prize

The Brother John Taylor Memorial Prize acknowledges students who have overcome significant disability and disadvantage to achieve academic excellence at the Higher School Certificate. The award commemorates the contribution of Brother Taylor as a member of the Board of Studies and its predecessors from 1978 until his death in 1993. Brother Taylor was an energetic advocate of equality of opportunity for all students.

The Hon Carmel Tebbutt, MP, Minister for Education and Training, presented the prize for 2005 to two students – Andrew MacAlpine from St Ignatius' College and Arun Sriskanda from Bradfield College – at the annual Premier's Awards for Excellence in the Higher School Certificate in February, 2006.

Andrew MacAlpine was diagnosed with spinal muscular atrophy at an early age and has been totally dependent on an electric wheelchair. His illness makes his bones brittle and he has broken his legs five times. Andrew is a champion debater, plays the clarinet and spent four years working towards his Duke of Edinburgh Award. Andrew received a mark in the top two performance bands in all of his Higher School Certificate courses.

Arun Sriskanda had to leave home at the age of 16. He had been dealing with the effects of depression and bipolar disorder for many years. While attending a rehabilitation program he applied to undertake his Higher School Certificate, with an open attitude and a realistic approach about his plans to improve his life. Despite being on heavy medication, Arun completed the Higher School Certificate, earning a Premier's Award with a Band 6 result in every course.

### Aboriginal Studies Awards

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

The prizes for the 2005 Higher School Certificate were awarded to Kieran Grieves of St Ignatius' College and Amy Fuller of Picton High School.

## **Exhibitions, Awards and Events**

### **ARTEXPRESS**

ARTEXPRESS is an annual exhibition of outstanding artworks by Higher School Certificate students. In 2005–2006 the works of 288 students from both government and non-government schools were selected for exhibition from almost 8500 submissions for the art-making component of the 2005 Visual Arts examination. ARTEXPRESS was held in Sydney from January to April 2006 at the Art Gallery of NSW, David Jones City Store, the UNSW College of Fine Arts, the Hazelhurst Regional Gallery and Arts Centre and Sydney Olympic Park. Works from the metropolitan exhibitions and additional works were combined for the touring exhibition to galleries in Dubbo, Newcastle, Tamworth, Wagga Wagga and Wollongong.

### **DesignTECH**

DesignTECH is an annual exhibition of outstanding Major Design Projects developed by Higher School Certificate students as part of their Design and Technology course. The Powerhouse Museum displays the exhibition from early December through to mid-March. The exhibition provides the community with an opportunity to view the talent, creativity and innovation emerging from the Design and Technology curriculum in NSW schools and at the same time is a valuable resource to students and teachers. Student seminars are held in conjunction with the exhibition for students and teachers of the Preliminary and Higher School Certificate Design and Technology courses.

Between March and May 2006 the exhibition also toured the regional centres of Ballina, Bowral, Newcastle, Parkes, Tamworth and Wagga Wagga.

### **ENCORE**

The annual ENCORE concert of outstanding performances and compositions from Higher School Certificate Music students was presented to full houses at both matinee and evening performances in the Concert Hall at the Sydney Opera House on 27 March 2006. The concerts featured a diverse program representing all the Higher School Certificate Music courses and comprising fourteen performances and five compositions.

### **OnSTAGE**

OnSTAGE is a season of performances and an exhibition of exemplary individual and group works representing the different syllabus categories for study in the Higher School Certificate Drama course. OnSTAGE ran from 4–11 February 2006 at the Seymour Theatre Centre, Sydney. It included matinee and evening performances and the exhibition of individual projects in the theatre foyer. Writers OnSTAGE/OnSCREEN was on show in the Everest Theatre at the Seymour Theatre Centre in 2006 and included screening of three video dramas and two rehearsed readings of outstanding scripts.

### **Minister's Young Designers Awards (MYDA)**

At a ceremony in the Muse Gallery, Sydney Institute of TAFE, the Minister for Education and Training, the Hon Carmel Tebbutt, MP, presented awards to 21 innovative Design and Technology students in Years 7 and 8.

## Appendix 3 – Major Assets

The following major assets were acquired:

	\$'000
Examination system upgrade	219
HR /Payroll software	27
Uninterrupted power supply	43
IT network computer equipment	213
Telephone system	135
Office security systems	43
Office fit out	125
<b>Total</b>	<b>805</b>

## Appendix 4 – Statutory Disclosure Requirements

### Funds Granted to Non-government Community Organisations

The Office of the Board of Studies did not grant funds to non-government community organisations.

### Legal Change

The Commonwealth Government amended the *Disability Discrimination Act 1992* so as to include the Board of Studies within the definition of an 'education provider' for the purposes of that Act and the Disability Standards for Education provided by that Act with effect from 18 August 2005. The Office is monitoring the effect of this change on the functions of the Board.

The NSW Government amended the *Public Sector Employment and Management Act 2002* and a range of other legislation to remove the employment powers of statutory corporations, including the Board of Studies. This involved the deletion of the relevant sections of the *Education Act 1990* relating to the employment of Board inspectors, marking and other casual staff and the transfer of those employment powers to the Office pursuant to Schedule 1 of the *Public Sector Employment and Management Act 2002* with effect from 17 March 2006. These changes did not alter the terms and conditions of employment of those staff.

### Economic/Other Factors Affecting the Achievement of Operational Objectives

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

### Major Works in Progress

The Office had one major work in progress related to the asset acquisition program. Total expenditure in 2006 was \$237 000. Estimated cost to completion in 2008 is \$760 000.

### **Land Disposal**

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

### **Subsidiaries, Partnerships, Joint Ventures and Other Associations**

The Office's joint ventures with other organisations are listed in the Sponsorships section of this report.

### **Investment Management Performance**

The Office of the Board of Studies does not have an investment portfolio and is funded by Treasury Consolidated Funds and user charges.

### **Liability and Management Performance**

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

### **Executive Remuneration**

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

Position title and SES level	President, Board of Studies SES Level 5
Name of occupant	Professor Gordon Stanley
Total remuneration package	\$237 800

### **Additional Matters**

There were no additional matters arising after 30 June 2006 and prior to the submission of the Annual Report that were expected to have a significant effect on the Board's operations or clientele.

## **Appendix 5 – Credit Card Compliance**

The General Manager of the Office of the Board of Studies certifies that credit card usage in the Office has met best practice guidelines in accordance with Premier's Memoranda and Treasurer's Directions 205.1 to 205.8.

## **Appendix 6 – Equal Employment Opportunity**

During the reporting period the Office:

- continued its sponsorship of and support for child care arrangements for staff
- continued efforts to make training and development opportunities available to all staff.

## Appendix 7 – Disability Action Plan

The Office's continued commitment to the objectives of the government's Disability Policy Framework is demonstrated by:

- incorporation of Life Skills outcomes and content in new Years 7–10 syllabuses. This involves more than 40 syllabuses
- the development of support materials to assist teachers in the implementation of Life Skills in schools
- the Board's standing committee on Special Education continues to provide advice on issues pertaining to students with special education needs
- the Office's Special Provisions Unit continues to evaluate and respond to the needs of students with special needs.

## Appendix 8 – Privacy Management Plan

The Office maintains a Privacy Management Plan in compliance with the requirements of the Privacy and Personal Information Protection Act 1998.

The purpose of the Plan is to:

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

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

A copy of the Plan has been included on the Board's website for ease of access. It is also generally available to staff via the Office intranet.

## Appendix 9 – Ethnic Affairs Priorities Statement

In the reporting period, the Board of Studies continued to implement its Ethnic Affairs Priorities Statement in the following ways:

- An extensive range of language courses has been maintained with 64 Board Developed Courses in 38 languages examined for the 2005 Higher School Certificate. Implementation of 17 new K–10 syllabuses in languages began in 2005 with students in Years 7 and 9.
- The Board Languages Inspector continues membership of the Community Languages Schools Board.
- Guidelines specifying that examination questions are to be accessible to all candidates and 'free of culture or gender bias, stereotyping or tokenism' were used in the development of 2005 School Certificate and Higher School Certificate examinations.
- A number of School Certificate and Higher School Certificate papers were provided with an additional review by an expert in literacy and English as a Second Language (ESL) to ensure that the papers were accessible for ESL students in appropriate subject areas.

Strategies to promote the Board's commitment to ethnic affairs in NSW for 2006–2007 include the following:

- Presentations by Board of Studies Liaison Officers continue to be expanded to promote community understanding of changes to school curriculum and assessment, particularly with regard to the revision of the Years 7–10 curriculum.
- The review of examination papers from an ESL perspective, in addition to the standard checks to ensure papers are accessible to all students, will continue to be expanded as appropriate.

## Appendix 10 – Action Plan for Women

The Board of Studies has a responsibility to ensure that access to its curriculum and credentials is equitable for all. It also has a responsibility to ensure that the depiction of women and girls in the Board's curriculum and assessment materials accurately reflects and encourages the diversity of their achievements, roles, needs and experiences. The check list for development of inclusive curriculum and perspectives was developed to ensure that Board developed syllabuses and support materials:

- contain assumed prior learning which encompasses experiences that all students, male and female, are likely to have
- achieve a gender balance in the range of work samples, pictorial materials examples, exercises, assessment tasks and prescribed or recommended texts
- address issues of gender and suggest strategies for teachers to support students in critical examination of these issues.

Examples of issues for examination include:

- the causes and effects of discrimination against women, its relevance to the Australian scene and a student's own circumstances
- the mechanisms by which women, historically, have been excluded from the subject area and the consequences of the exclusion, such as gender biases in the subject area
- the contribution women have made to the subject area.

The check list, contained in the *Syllabus Development Handbook*, is applied by writers of curriculum materials at each stage of the syllabus development process to ensure that materials meet the requirements of the Board's Statement of Equity Principles. The check list has been used effectively in the review and rewriting of all Higher School Certificate syllabuses in response to the Government's White Paper, *Securing their Future*. The check list has also been used in the revision and rewriting of all syllabuses in the Kindergarten to Year 10 curriculum.

Cross-curriculum content statements have been developed in connection with the development of a Kindergarten to Year 10 Curriculum Framework and the revision of Years 7 to 10 syllabus materials throughout 2001–2003. The cross-curriculum content statements guide syllabus writers in the inclusion of appropriate content in each syllabus for all the Years K–10. Of the eleven cross-curriculum content statements developed, one is specifically devoted to gender and is a guide to ensuring that gender-related content is included across all syllabuses as appropriate, while ensuring that subject integrity is maintained. The statement regarding gender ensures that new Kindergarten to Year 10 syllabuses will recognise the full range of issues related to women and girls and their contributions to political, cultural, social and economic life. Examples include:

- the revision of the new Personal Development, Health and Physical Education (PDHPE) Years 7–10 syllabus includes particular health issues of relevance to girls and young women such as body image, power and abuse in relationships, drug use and abuse, the impact of gender and the media on health behaviours, and the opportunities available to women and men

- the contributions of female and male designers and the analysis of stereotyping in industry in the Technological and Applied Studies area
- specific content on women's experiences at Federation, in both World Wars, in the 1920s and post-World War II has been incorporated in the new History Years 7–10 syllabus.

Distribution of the new syllabuses to schools was completed in 2003, with implementation of all syllabuses completed in 2005. The effectiveness of the cross-curriculum content statements will be considered in future evaluations of the Kindergarten to Year 10 syllabuses.

The NSW Board of Studies monitors and reports on gender differences in subject choice. Course entries by gender for Years 10, 11 and 12 and are published annually on the Board of Studies website at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). This data is used for further policy and planning work and by other government agencies and researchers.

## Appendix 11 – Profiles of Board Members

### President

#### **Emeritus Professor Gordon Stanley, BA(Hons), PhD, FAPS, FACE**

Professor Stanley was appointed President of the Board in March 1998. He was previously Chair of the Commonwealth Higher Education Council (1995 to 1997). From 1990 to 1994 he was Chair of the Western Australian Higher Education Council and Chief Executive Officer of the Western Australian Education Policy Coordination Bureau. In 1990 he was appointed Professor Emeritus at the University of Melbourne where he had been Professor of Psychology from 1975 and Deputy Vice-Chancellor from 1985. Professor Stanley has been a member of the Vocational Education and Training Accreditation Board since 1998. He is currently Honorary Professor of Education at the University of Sydney. In 2003 he was appointed an overseas member of the Hong Kong Council of Academic Accreditation.

### Ex-officio Members

#### **Mr Trevor Fletcher, BEd, DipTeach**

Mr Fletcher is Deputy Director-General, Schools, NSW Department of Education and Training. He has held a number of high level positions in the educational system in three states, Victoria, South Australia and New South Wales. In his career Mr Fletcher coordinated the design and implementation of an accreditation program for principals and oversaw the introduction of a performance assessment system for principals. Mr Fletcher places special focus on the building of capacity among teachers and education leaders, and on schools, regions and centre working together in a climate of partnership.

#### **Mr Kevin Harris, BA, Dip Teach**

Mr Harris is Director of TAFE NSW – Northern Sydney Institute, and is on the boards of TAFE Global and TAFE Directors Australia. He is a member of a number of national and state advisory councils including the Australian Electrical and Electronics Manufacturing Association, the Sustainable Tourism Cooperative Research Centre, the International Centre of Excellence in Tourism, TAFE NSW Higher Education Academic Committee, and the Australian Information Industries Association's NSW Management Committee. Mr Harris has a strong engineering background with a degree in Mathematics and Physics from Macquarie University. Further qualifications include diplomas in Engineering (Electronics) and Teaching (University of Sydney), a graduate diploma from the Australian Company Directors Institute, and certification as a Quality Management Assessor (Australian Quality Council).

**Ms Leslie Loble, BSc, M PubAdmin**

Ms Loble is Deputy Director-General, Strategic Planning and Regulation, NSW Department of Education and Training. She is a member of the Department's Board of Management and a member of the NSW Board of Vocational Education and Training. Ms Loble also chairs the NSW Non-government Schools Advisory Committee. National responsibilities include the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Schools Resourcing Taskforce and chairing the Australian Information and Communications Technology in Education Committee (AICTEC). Before coming to Australia in 1998, Ms Loble served in President Bill Clinton's Administration for five years as part of the top management team at the US Department of Labor.

**Ms Marie Persson BA, Dip Ed, M Ed, FAIM, FAICD, MACE**

Ms Persson is Deputy Director-General, TAFE and Community Education, New South Wales Department of Education and Training. Ms Persson has 20 years' experience in vocational education and training, as a teacher, manager, consultant and in the national and state policy areas. She was one of the original senior executives with the Australian National Training Authority (ANTA), as Director of Training Reform. Ms Persson is a Fellow of the Australian Institute of Management and the Australian Institute of Company Directors, and a member of Women Chiefs of Enterprises International. In 2003 Ms Persson won the NSW Telstra Business Woman of the Year Award and the Australian Government and Community Business Woman Award.

**Appointed Members**

**Professor Anthony Baker, BSc(Hons), PhD (UNSW), FRACI, FAICD**

Professor Baker is Chair of the Committee of Chairs of Academic Boards and Senates of Universities in NSW and ACT. He is Chair of the Academic Board and Professor of Chemistry at the University of Technology, Sydney. Professor Baker is also a member of the Higher Education Advisory Committee of the NSW Department of Education and Training.

**Ms Caroline Benedet, BEd**

Ms Benedet was the inaugural Chairperson of the Council of Catholic School Parents and is actively involved at local, diocesan and state levels. In her professional role, she is Parent Community Educator with the Catholic Education Office, Inner Western Region, Archdiocese of Sydney.

**Brother Kelvin Canavan, FMS, AM, BA, MS, EdD, FACE**

Brother Canavan has been Executive Director of Schools, Catholic Education Office Sydney, since 1987. He has worked for the Catholic Education Office for more than 30 years, following ten years teaching in Catholic primary schools. Brother Canavan was the inaugural recipient of the Sir Harold Wyndham Medal from the Australian College of Education in 1994.

**Ms Janet Chan, DipTeach, GradDip Education Studies (Reading)**

Ms Chan is currently Principal, Plumpton Public School and formerly Principal, Tregear Public School. She is an active member of the NSW Primary Principals' Association, being a member of both the Curriculum and Assessment and Reporting Reference Groups and chair of the Sydney West Forum Committee.

**Dr Brian Croke, BA(Hons), DipEd, D Phil, FAHA**

Dr Croke is the Executive Director of the Catholic Education Commission New South Wales. He is also Adjunct Professor of History at Macquarie University.

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

Dr Dockett is Associate Professor (Early Childhood Education) at the University of Western Sydney. She has

been actively involved in early childhood education for over twenty five years, as a teacher, academic and researcher. Most recently, she has researched and published extensively in the area of children's transition to school. Dr Dockett is patron of the NSW Early Childhood Education Council and chair of the Education Committee of KU Children's Services.

**Mr Dave Ella**

Mr Ella is President of the NSW Aboriginal Education Consultative Group Inc. He holds a Diploma in Education, chairs the Board of Studies' Aboriginal Education Advisory Committee and is a member of the Director-General's Aboriginal Education Advisory Committee for the NSW Department of Education and Training. Mr. Ella has a strong interest in professional development and career paths for Aboriginal teachers, equity and vocational education and training to help improve the education outcomes of Aboriginal students.

**Dr Mary Fogarty, BA, DipEd, MEd, EdD, MACE**

Dr Fogarty is Deputy Principal at Turrumurra High School, Custodian of the New South Wales Teachers Federation and a member of the Teachers Federation Executive. She has researched the impact of national curriculum developments on teacher workloads in both the US and UK. Her most recent research is in the area of student assessment and exit credentialing.

**Ms Susan Gazis, AM, FACEL, MCom, BA, MA, DipEd**

Ms Gazis has 21 years teaching experience in NSW state high schools. More recently, she was the Head Teacher, English at St George Girls' High School. Ms Gazis is currently working with the NSW Institute of Teachers. She has been involved with syllabus development in English, Drama, and Society and Culture. Ms Gazis was the English Extension 2 Higher School Certificate Supervisor of Marking. She is a member of the Teaching Australia Board and is on the National Advisory Committee for the OECD Activity: Improving School Leadership. Ms Gazis is currently the President of the NSW Professional Teachers' Council and Vice President of the Australian Joint Council of Professional Teaching Associations. She is the Past President of the Australian Association for the Teaching of English and the NSW English Teachers Association.

**Mr John Gelling, TC, BSc, M Ed**

Mr Gelling has had 34 years teaching experience, including ten years as a secondary principal and a two year period as Executive Officer of the Australian Secondary Principals' Association. He was Director of Curriculum in the ACT for a year and was also a member of the Secondary Colleges Planning Team. Since retirement he has been actively involved in national projects on Leadership and Management Training of Principals, and School Business Industry Links.

**Mr Christiaan Goudkamp (Teaching Certificate)**

Mr Goudkamp is a classroom teacher at Murwillumbah Public School. He has been a primary school teacher since 1968, and most of his teaching career has been on the Far North Coast of New South Wales. Mr Goudkamp is a vice president of the New South Wales Teachers Federation and has been a member of its executive since 1988. He was awarded active life membership of his union in 1993. In 2002 he was awarded The Tweed Heads/Ballina District Superintendent's Award for his outstanding contribution to Public Education and in 2005 The Tweed Heads/Ballina Directors' Award for his contribution to school, district and zone sporting programs. Mr Goudkamp has recently been elected by public school teachers in New South Wales to the Institute of Teachers' Quality Teaching Council.

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

Mr Grumley has 32 years teaching experience in both secondary (Government and private) and tertiary sectors both in New South Wales and overseas. He has also been involved in Higher School Certificate and School Certificate marking, examination committees and syllabus development. Mr Grumley is currently Head Teacher, English, Catherine McAuley Westmead.

**Mr Phillip Heath, BA(Hons), MA(Hons), DipEd, MACE, MACEA**

Mr Heath has been Head of School at St Andrew's Cathedral School since 1995. He is currently a member of the Board of Studies (NSW), the Association of Heads of Independent Schools of Australia (AHISA), The Headmasters' Conference (ex-Chair) and the Anglican Synod. He is the Immediate Past President of the Australian Anglican Schools' Network (AASN) and is Chairman of the Independent Schools Sporting Association (ISA).

**Ms Deborah Lloyd, BSocSci, BEd**

Ms Lloyd is a life member of the Federation of Parents and Citizens' Associations and active at school, district, regional and state levels. She brings a rural perspective, and is the parent of school-aged children. In 2000 she was awarded the Director-General's Award for Service to Public Education. Her interests are in the areas of equity, community development and student-centred curriculum.

**Dr Meredith Martin, BA (Hons), Dip Ed, M Ed(Special Ed), PhD**

Dr Martin is a consultant in Special Education. She was previously lecturer in Special Education, Macquarie University and Principal Education Officer in Special Education in the NSW Department of Education and Training. She is a Member of the Guardianship Tribunal, the Mental Health Review Tribunal and the Administrative Decisions Tribunal. Dr Martin has worked for over 30 years in training and evaluation for government and non-government sectors that have programs for people with disabilities.

**Ms Jennifer Neary BA, Dip Ed, FAIM, FAICD**

Ms Neary is a management consultant and company director. She is a member of the Global Board of Advisors for Vizzme Inc, a US-based software company, and is a member of the Board of the NSW Institute of Teachers. Ms Neary has had extensive executive experience mainly in the financial services industry and in the public sector, at both the State and Commonwealth levels, in a variety of portfolios including Education. She has a particular interest in post-secondary and vocational education and has worked in senior roles in the TAFE sector in both NSW and Victoria. Ms Neary commenced her career as a secondary Mathematics teacher in NSW.

**Mr Xian-Zhi Soon**

Mr Soon is a student at the Australian National University completing a combined degree in Arts/Law. He completed his Higher School Certificate in 2003 at Hurlstone Agricultural High School as School Captain. Mr Soon also tutored senior Mathematics and English at Hurlstone following his Higher School Certificate. As a member of the NSW Youth Advisory Council and NSW Health Futures Strategic Advisory Council he has had an active experience in policy development. He has also worked with the NSW Department of Education and Training on various projects.

**Mr Mark Wilson**

Mr Wilson is a member of the Federation of Parents and Citizens' Associations and active at school, district, regional and state levels.

**Ms Suzette Young, BA, Dip Ed, MA**

Ms Young is Principal at Willoughby Girls High School and is currently a Deputy President of the NSW Secondary Principals' Council. She has worked in public education for 30 years in a variety of posts. Ms Young is a past-President of the English Teachers Association of NSW, was a Supervisor of Higher School Certificate Marking and lectured for four years in the teacher education program at Macquarie University. Her interests are in pedagogy, leadership and professional learning.

### Board Meetings and Attendance of Members of the Board of Studies

Member	2005				2006		
	26/7	6/9	18/10	13/12	7/3	9/5	20/6
Professor A Baker	**	✓	✓	✓	✓	✓	✓
Ms C Benedet	✓	✓	**	✓	✓	✓	✓
Br K Canavan	✓	**	**	✓	✓	✓	✓
Ms J Chan	✓	✓	✓	✓	✓	✓	✓
Dr B Croke	✓	✓	✓	✓	✓	✓	✓
A/Professor S Dockett	✓	**	**	✓	✓	✓	✓
Mr D Ella	✓	**	**	✓	✓	✓	**
Mr T Fletcher	✓	✓	✓	✓	✓	✓	✓
Dr M Fogarty	**	✓	✓	✓	✓	✓	✓
Ms S Gazis	✓	✓	✓	✓	✓	✓	✓
Mr J Gelling	✓	✓	✓	✓	✓	✓	✓
Mr C Goudkamp	✓	✓	✓	✓	✓	✓	✓
Mr L Grumley	✓	✓	✓	**	✓	✓	✓
Mr K Harris (until October 2005)	✓	✓	✓				
Mr P Heath	✓	✓	✓	✓	✓	✓	✓
Ms D Lloyd	✓	✓	✓	✓	✓	✓	✓
Ms L Loble	✓	✓	✓	✓	✓	✓	✓
Dr M Martin	✓	✓	✓	✓	✓	✓	✓
Ms J Neary	✓	✓	✓	✓	✓	✓	✓
Ms M Persson (from November 2005)				**	✓	**	✓
Mr Xian-Zhi Soon (from August 2005)		✓	✓	✓	✓	✓	✓
Prof G Stanley	✓	✓	✓	✓	✓	✓	✓
Mr M Wilson	**	✓	**	**			
Ms S Young	✓	✓	✓	✓	✓	✓	✓

\*\*Leave of absence

## Appendix 12 – Freedom of Information

### Freedom of Information Statistics

These statistics are set out in accordance with the format prescribed in Attachment A to the circular dated 27 June 1991 issued by the Freedom of Information Unit, NSW Premier's Department.

#### Section A: New requests

FOI request	Personal		Other		Total	
	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
New (including transferred in)	18	5	8	9	26	14
Brought forward	0	1	0	0	0	1
Total to be processed	18	6	8	9	26	15
Completed	18	6	8	8	26	14
Transferred out	0	0	0	0	0	0
Withdrawn	2	0	2	0	2	0
Total processed	18	6	8	8	26	14
Unfinished (carried forward)	1	0	0	1	1	1

#### Section B: What happened to completed requests?

Result of FOI requests	Personal		Other	
	2004-05	2005-06	2004-05	2005-06
Granted in full	4	1	4	6
Granted in part	2	4	2	1
Refused	12	1	2	1
Unfinished	0	0	0	1
Completed	18	6	8	8

#### Section C: Ministerial certificates – number issued during period

	2004-05	2005-06
Ministerial certificates issued	0	0

#### Section D: Formal consultations

	2004-05	2005-06
Number of requests requiring formal consultation(s)	1	1

### Section E: Amendment of personal records

	2004-05	2005-06
Result of amendment – agreed	0	0
Result of amendment – refused	0	0
<b>Total</b>	<b>0</b>	<b>0</b>

### Section F: Notation of personal records

	2004-05	2005-06
Number of requests for notation	0	0

### Section G: FOI requests granted in part or refused

Basis of disallowing or restricting	Personal		Other	
	2004-05	2005-06	2004-05	2005-06
Section 19 (applic. incomplete, wrongly directed)	0	0	2	0
Section 22 (deposit not paid)	1	0	0	0
Section 25 (1)(a1) (diversion of resources)	0	3	0	2
Section 25 (1)(a) (exempt)	13	1	2	0
Section 25 (1)(b)(c)(d) (otherwise available)	0	0	0	0
Section 32 (business affairs)	0	1	0	0
<b>Total</b>	<b>14</b>	<b>5</b>	<b>4</b>	<b>2</b>

### Section H: Costs and fees of requests processed

	Assessed costs		FOI fees received	
	2004-05	2005-06	2004-05	2005-06
All completed requests	\$0	\$0	\$670	\$390

**Section I: Discounts allowed**

Type of discount allowed	Personal		Other	
	2004-05	2005-06	2004-05	2005-06
Public interest	0	0	0	0
Financial hardship (pensioner/child)	0	2	0	0
Financial hardship (non-profit organisation)	0	0	0	0
<b>Total</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>
Significant correction of personal records	0	0	0	0

**Section J: Days to process**

Elapsed time	Personal		Other	
	2004-05	2005-06	2004-05	2005-06
0-21 days	8	3	3	5
22-35 days	5	3	1	1
Over 35 days	4	0	3	3

**Section K: Processing time**

Processing hours	Personal		Other	
	2004-05	2005-06	2004-05	2005-06
0-10 hours	12	2	5	7
11-20 hours	5	3	2	1
21-40 hours	0	1	0	0
Over 40 hours	0	0	0	0

**Section L: Reviews and appeals**

	2004-05	2005-06
Number of internal reviews finished	2	1
Number of Ombudsman reviews finished	0	0
Number of ADT appeals finished	0	0

### Details of internal review results

Basis of internal review	Personal				Other			
	Upheld*		Varied*		Upheld*		Varied*	
	04-05	05-06	04-05	05-06	04-05	05-06	04-05	05-06
Access refused	1	0	0	0	0	1	1	0
Deferred	0	0	0	0	0	0	0	0
Exempt matter	0	0	0	0	0	0	0	0
Unreasonable charges	0	0	0	0	0	0	0	0
Charge	0	0	0	0	0	0	0	0
Unreasonably incurred	0	0	0	0	0	0	0	0
Amendments refused	0	0	0	0	0	0	0	0
Totals	1	0	0	0	0	1	1	0
Refusal to deal	0	0	0	0	0	0	0	0

\*Note: Related to whether or not the original agency decision was upheld or varied by the internal review. During 2005-06 Freedom of Information procedures had minor impact on the Office's administration.

## Freedom of Information: Summary of Affairs

Under the *Freedom of Information Act 1989*, section 14 (1)(b) and (3), each government agency is required to publish an annual Summary of Affairs.

### Summary of Affairs of the Office of the Board Of Studies

June 2006

FOI Agency No. 2336 (including Australian Music Examinations Board (NSW) FOI Agency No. 1820)

### Section 1 – Policy Documents

#### Office of the Board of Studies

Policy documents relating to the following:

Assessing and Reporting Using Stage Outcomes – Part 1: Assessment; Part 2: Reporting (1996)

Assessment, Certification and Examination Manual (2005)

Higher School Certificate Assessment in a Standards-referenced Framework (2003)

Guidelines for Accelerated Progression (2000)

Registered and Accredited Individual Non-government Schools (NSW) Manual (2004)

Registration Systems and Member Non-government Schools (NSW) Manual (2004)

Recognition of Prior Learning for the Higher School Certificate (2000)

Guide to the 2006 School Certificate: Rules and Procedures for Students (2006)  
Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students (2006)  
Rules and Procedures for 2006 Higher School Certificate Candidates (2005)  
Statement of Equity Principles (2000)  
Syllabus Development Handbook (2003)  
K–10 Curriculum Framework (2002)  
Higher School Certificate Distinction Courses Information Booklet (2003)  
School Developed Board Endorsed Courses Guidelines (2006)  
University Developed Board Endorsed Courses Guidelines (2004)  
Complaints Guide – Policies and procedures for dealing with complaints about non-government schools and registration systems.  
Home Education in NSW Information Package (2006)  
Annual Report  
Code of Conduct  
Ethnic Affairs Priorities Statement  
Recognition of Overseas Schools  
Disability Action Plan  
Privacy Management Plan  
Board Bulletin – Official Notices  
Corruption Prevention Policy

**Aboriginal Education Consultative Group**

NSW AECG Rules of Association  
NSW AECG Complaints Guidelines

**Australian Music Examinations Board (NSW)**

Child Protection – Policy  
Candidates with Special needs Policy  
2006 Teachers' Handbook  
2006 Manual of Syllabuses  
2005–2006 Manual of Speech Syllabuses

**Section 2 – Statement of Affairs**

The most recent Statement of Affairs for the New South Wales Office of the Board of Studies is incorporated in the Annual Report for 2005–2006.

### Section 3 – Contact Arrangements

Requests under the FOI Act for access to documents in possession of the Board should be accompanied by a \$30.00 application fee in writing to:

The FOI Coordinator, Office of the Board of Studies

GPO Box 5300, Sydney NSW 2001 Telephone: (02) 9367 8380 Facsimile: (02) 9367 8484

An extensive range of policy, syllabus and syllabus support documents can be found on the Office of the Board of Studies World Wide Web site ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

Arrangements can be made to obtain copies of documents or to inspect them between 9:00am and 4:00pm by contacting the FOI Co-ordinator.

## Appendix 13 – Publications

### Printed Publications

Many of the print documents were also presented in electronic form on the Board of Studies website during the reporting period.

#### Curriculum, Assessment and Examination documents

Advice Line documents

*2006 Higher School Certificate Important Dates*

*2006 Higher School Certificate Languages Speaking Examination Timetable*

2006 Higher School Certificate Special Provisions form

2006 Higher School Certificate timetable poster and booklet

2006 Marker Application form

*2006 Presiding Officer's Handbook*

*Guide to the 2006 School Certificate – Rules and Procedures*

*Higher School Certificate Advance Timetable*

Higher School Certificate Distinction Courses – information booklet

*Higher School Certificate Portfolio and Owner's Handbook*

*Higher School Certificate Rules and Procedures*

Illness/Misadventure Higher School Certificate – appeal forms, instructions etc

*Studying for the NSW Higher School Certificate booklet for Year 10*

Course Performance Descriptors (42 subjects) (in progress)

#### Higher School Certificate

*Higher School Certificate Student Answers 2005: English Paper 1*

*Higher School Certificate Student Answers 2005: English Paper 2 (Standard)*

*Higher School Certificate Student Answers 2005: English Paper 2 (Advanced)*

*Higher School Certificate Student Answers 2005: English Extension 1*

*Ancient History Topics NSW HSC Student Answers*

*Business Studies Topics NSW HSC Student Answers*

*Information Processes and Technology Topics NSW HSC Student Answers*

*Modern History Topics NSW HSC Student Answers*

*PDHPE Topics NSW HSC Student Answers*

*Support Material for Ancient History Stage 6 Syllabus*

*Support Material for Modern History Stage 6 Syllabus*

### **School Certificate**

*School Certificate Folio and Owner's Handbook*

*School Certificate Student Answers 2005: Australian History, Geography, Civics and Citizenship*

*School Certificate Student Answers 2005: English-literacy*

*School Certificate Student Answers 2005: Mathematics*

*School Certificate Student Answers 2005: Science*

### **Events**

ARTEXPRESS 2005 information/promotion

ENCORE 2005 certificates and information/promotion

DesignTECH 2005 catalogue and information/promotion

OnStage 2005 certificates and information/promotion

MYDA 2005 certificates and information/promotion

### **Other printed publications**

*ACE Manual 2005* update

*AMEB Newsletter* (periodical)

AMEB Presentation Ceremony program

*AMEB Teachers Handbook*

*Board Bulletin* – Vol 14/2005, Vol 15/2006

*BOS Annual Report 2004–2005*

Brother John Taylor Award certificates

Education Expo 2006 – Office of the Board of Studies display material

Equipment check list for Higher School Certificate examinations and School Certificate tests

Events Timetable 2006

Home Schooling – Registration Certificates, information packages

Media Guide 2005 Higher School Certificate and School Certificate

Minister's Certificate of Excellence (first in place)

Miscellaneous (promotional materials for products and services, bookmarks, business cards, Christmas cards etc)

Premier's Awards – invitations and programs

Stationery – various

*Style Guide for Writers* updates

*Young Writers Showcase 2005*

### **Publications for other Public Sector Organisations**

DET – Higher School Certificate Online wall planner

DVA – *Operation Click* (book and CD-ROM)

NSW Health – *Genetic Services in NSW 2001–2004*

NSW Health – *A Guide to Consumer Participation in NSW Drug and Alcohol Services*

NSW Health – *Better Health Graphs Vol 1*

NSW Health – *Better Health Graphs Vol 2*

NSW Health – *There's Always Hope Just Alter the Dreams*

NSW Department of Education and Training HSC Online Wall Planner

### **Web-only publications**

Major revisions and new content were added to the Board of Studies websites. A selection of these is listed below.

### **Curriculum, assessment and examinations**

2005 Higher School Certificate examination papers on Board website

2005 School Certificate test papers on Board website

*Aboriginal Languages Project* website

*Aboriginal Perspectives in Education* websites (Mathematics, Science)

*Approved Scientific Calculators 2006*

*Assessing Students with Special Education Needs*

Computing Skills online test development  
 Higher School Certificate and School Certificate  
 Multiple Choice online testing  
 Notes from Marking Centre (67 subjects)  
*Registration and Accreditation of Non-government  
 Schools (RANGS) website*  
*Australia's War 1939–1945 website*  
*Visit Gallipoli website*  
*Making Multicultural Australia in the 21st Century  
 website*

### **New websites**

Ab-ed.boardofstudies.nsw.edu.au  
*Assessment Resource Centre website*  
 Anzacday.gov.au  
 news.boardofstudies.nsw.edu.au

### **CD-ROM publications**

*ARTEXPRESS 2005 Catalogue*  
*VET Entertainment Standards Package*

### **Events web pages**

ARTEXPRESS  
 DesignTECH  
 Encore  
 OnStage  
 MYDA

## **Appendix 14 – Inspectors**

Aboriginal Education	Mr Kevin Lowe (02) 9367 8198
Creative Arts	Mr Jay McPherson (02) 9367 8030
English	Mr Tony Moore (until January 2005) (02) 9367 8276 Mr Don Carter (from February 2005) (02) 9367 8276
Human Society and Its Environment	Ms Jennifer Lawless (02) 9367 8151 Mr Lindsay Swan (02) 9367 8150
Languages	Dr Margaret Silink (02) 9367 8152
Mathematics	Mr Peter Osland (02) 9367 8103
Registration and Accreditation	Mr Paul Hewitt (02) 9367 8313 Ms Anne Keenan (02) 9367 8474
Personal Development, Health and Physical Education	Mr Stan Browne (02) 9367 8156
Primary Education	Ms Margaret Malone (02) 9367 8199
Science	Ms Gina Grant (02) 9367 8136
Technology Education	Mr Howard Kennedy (02) 9367 8246
Vocational Education and Training	Mr Ian Balcomb (02) 9367 8038

## Appendix 15 – Board of Studies Liaison Officers

<b>Area</b>	<b>Address</b>	<b>Contact Numbers</b>
<b>Metropolitan North</b> Mr Greg Martin	Level 7/117 Clarence Street SYDNEY NSW 2000 GPO Box 5300 SYDNEY NSW 2001	Phone: (02) 9367 8356 Fax: (02) 9367 8375 Mobile: 0418 683 608
<b>Metropolitan North West</b> Mr Mark Webber	Suite 3, Level 2, 96 Phillip St PARRAMATTA NSW 2150 PO Box 3513 PARRAMATTA NSW 2124	Phone: (02) 9806 0931 Fax: (02) 9806 0937 Mobile: 0408 021 193
<b>Metropolitan South West</b> Ms Cheryl Russell	Suite 3, Level 2, 96 Phillip St PARRAMATTA NSW 2150 PO Box 3513 PARRAMATTA NSW 2124	Phone: (02) 9806 0932 Fax: (02) 9806 0937 Mobile: 0417 270 680
<b>South Coast</b> Ms Anita Yates	NSW Government Offices Level 1, 84 Crown Street WOLLONGONG NSW 2500 PO Box 819 WOLLONGONG NSW 2500	Phone: (02) 4224 9940 Fax: (02) 4227 2775 Car Ph.: 0428 424 354
<b>North West</b> Mr Sam Cannavo	Level 1, Noel Park House 155 Marius Street TAMWORTH NSW 2340 PO Box 600 TAMWORTH NSW 2340	Phone: (02) 6755 5043 Fax: (02) 6766 9405 Car Ph: 0428 667 668
<b>Riverina</b> Mr Ken Lansdown	Level 2, 76 Morgan Street WAGGA WAGGA NSW 2650 PO Box 478 WAGGA WAGGA NSW 2650	Phone: (02) 6937 3889 Fax: (02) 6937 3809 Mobile: 0408 693 063
<b>North Coast</b> Ms Edwina McCoy	Coffs Harbour Education Campus Hogbin Drive COFFS HARBOUR NSW 2457	Phone: (02) 6659 3274 Fax: (02) 6659 3275 Mobile: 0428 660 126
<b>Hunter</b> Ms Philippa Young	Newcastle State Office Block 117 Bull Street NEWCASTLE NSW 2302 Locked Bag 7 HAMILTON DELIVERY CENTRE NSW 2303	Phone: (02) 4924 9976 Fax: (02) 4924 9979 Mobile: 0419 499 176
<b>Western</b> Ms Melanie Meers	NSW Government Offices 140 William Street BATHURST NSW 2795 PO Box 143 BATHURST NSW 2795	Phone: (02) 6334 8048 Fax: (02) 6334 8049 Mobile: 0418 635 920
<b>Metropolitan East</b> Ms Kim Owens	78 Avoca Street RANDWICK NSW 2031	Phone: (02) 9314 7987 or (02) 9314 5293 Fax: (02) 9314 5602 Mobile: 0417 244 139

## Appendix 16 – Financial Statements

### Office of the Board of Studies

#### Year ended 30 June 2006

Pursuant to Section 45F of the *Public Finance and Audit Act 1983*, I state that:

- (a) the accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, the Public Finance and Audit Regulations, the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the Treasurer's Directions and other authoritative pronouncements of the Australian Accounting Standards Board (AASB) and Urgent Issues Group (UIG) Interpretations.
- (b) the Operating Statement presents a true and fair view of the results of the Office of the Board of Studies for the year ended 30 June 2006
- (c) the Balance Sheet gives a true and fair view of the state of affairs of the Office of the Board of Studies as at 30 June 2006 and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



**Dr John Bennett**  
General Manager

20 October 2006



GPO BOX 12  
Sydney NSW 2001

## INDEPENDENT AUDIT REPORT

### Office of the Board of Studies

To Members of the New South Wales Parliament

#### Audit Opinion

In my opinion, the financial report of the Office of the Board of Studies (the Office):

- presents fairly the Office's financial position as at 30 June 2006 and its performance for the year ended on that date, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia, and
- complies with section 45E of the *Public Finance and Audit Act 1983* (the Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

#### Scope

##### *The Financial Report and General Manager's Responsibility*

The financial report comprises the operating statement, statement of changes in equity, balance sheet, cash flow statement, program statement - expenses and revenues, summary of compliance with financial directives and accompanying notes to the financial statements for the Office, for the year ended 30 June 2006.

The General Manager of the Office is responsible for the preparation and true and fair presentation of the financial report in accordance with the Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

##### *Audit Approach*

I conducted an independent audit in order to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing Standards and statutory requirements, and I:

- assessed the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the General Manager in preparing the financial report, and
- examined a sample of evidence that supports the amounts and disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the General Manager had not fulfilled his reporting obligations.

My opinion does *not* provide assurance:

- about the future viability of the Office,
- that it has carried out its activities effectively, efficiently and economically,
- about the effectiveness of its internal controls, or
- on the assumptions used in formulating the budget figures disclosed in the financial report.

#### Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



P J Boulous CA  
Director, Financial Audit Services

SYDNEY  
20 October 2006



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**Operating Statement for the Year Ended 30 June 2006**

	Notes	Actual 2006 \$'000	Budget 2006 \$'000	Actual 2005 \$'000
<b>Expenses excluding losses</b>				
Operating expenses				
Employee related	3(a)	72,511	72,529	71,287
Other operating expenses	3(b)	21,518	21,961	21,580
Depreciation and amortisation	3(c)	1,689	1,289	1,478
Finance costs	3(d)	22	–	21
<b>Total Expenses Excluding Losses</b>		<b>95,740</b>	<b>95,779</b>	<b>94,366</b>
<b>Less:</b>				
<b>Revenue</b>				
Sale of goods and services	4(a)	3,910	5,199	5,108
Investment revenue	4(b)	248	114	212
Grants and contributions	4(c)	941	600	1,509
Other revenue	4(d)	222	309	410
<b>Total Revenue</b>		<b>5,321</b>	<b>6,222</b>	<b>7,239</b>
<b>Gain / (loss) on disposal</b>	5	–	10	10
<b>Net Cost of Services</b>	<b>19</b>	<b>90,419</b>	<b>89,547</b>	<b>87,117</b>
<b>Government Contributions</b>				
Recurrent appropriation	20	86,314	86,314	82,496
Capital appropriation	20	473	473	2,218
Acceptance by the Crown Entity of employee benefits and other liabilities	6	1,514	1,535	5,702
<b>Total Government Contributions</b>		<b>88,301</b>	<b>88,322</b>	<b>90,416</b>
<b>SURPLUS / (DEFICIT) FOR THE YEAR</b>		<b>(2,118)</b>	<b>(1,225)</b>	<b>3,299</b>

The accompanying notes form part of these statements.

### Statement of Changes in Equity for the Year Ended 30 June 2006

	Notes	Actual 2006 \$'000	Budget 2006 \$'000	Actual 2005 \$'000
TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY	-	-	-	
Surplus / (Deficit) for the Year		(2,118)	(1,225)	3,299
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR	14	(2,118)	(1,225)	3,299

The accompanying notes form part of these statements.

**Balance Sheet as at 30 June 2006**

	Notes	Actual 2006 \$'000	Budget 2006 \$'000	Actual 2005 \$'000
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and cash equivalents	7	5,580	3,805	4,026
Receivables	8	883	1,411	1,411
Inventories	9	2,542	2,677	2,485
<b>Total Current Assets</b>		<b>9,005</b>	<b>7,893</b>	<b>7,922</b>
<b>Non-current Assets</b>				
Property, plant and equipment				
– Land and buildings		1,072	556	1,117
– Plant and equipment		1,808	2,082	2,369
Total property, plant and equipment	10	2,880	2,638	3,486
Intangible assets	11	2,183	2,101	2,422
<b>Total Non-current Assets</b>		<b>5,063</b>	<b>4,739</b>	<b>5,908</b>
<b>Total Assets</b>		<b>14,068</b>	<b>12,632</b>	<b>13,830</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Payables	12	2,705	753	703
Provisions	13	2,084	1,417	1,755
<b>Total Current Liabilities</b>		<b>4,789</b>	<b>2,170</b>	<b>2,458</b>
<b>Non-current Liabilities</b>				
Provisions	13	450	479	425
<b>Total Non Current Liabilities</b>		<b>450</b>	<b>479</b>	<b>425</b>
<b>Total Liabilities</b>		<b>5,239</b>	<b>2,649</b>	<b>2,883</b>
<b>Net Assets</b>		<b>8,829</b>	<b>9,983</b>	<b>10,947</b>
<b>EQUITY</b>				
Accumulated funds	14	8,829	9,983	10,947
<b>Total Equity</b>		<b>8,829</b>	<b>9,983</b>	<b>10,947</b>

The accompanying notes form part of these statements.

## Cash Flow Statement for the Year Ended 30 June 2006

	Notes	Actual 2006 \$'000	Budget 2006 \$'000	Actual 2005 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Payments</b>				
Employee related		(70,549)	(70,826)	(69,773)
Other		(24,454)	(23,652)	(24,932)
<b>Total Payments</b>		<b>(95,003)</b>	<b>(94,478)</b>	<b>(94,705)</b>
<b>Receipts</b>				
Sale of goods and services		6,199	5,199	5,147
Interest received		232	114	177
Other		4,183	2,600	4,470
<b>Total Receipts</b>		<b>10,614</b>	<b>7,913</b>	<b>9,794</b>
<b>Cash Flows from Government</b>				
Recurrent appropriation		86,314	86,314	82,496
Capital appropriation		473	473	2,218
Cash reimbursements from the Crown Entity		–	–	3,919
<b>Net Cash Flows from Government</b>		<b>86,787</b>	<b>86,787</b>	<b>88,633</b>
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>	<b>19</b>	<b>2,398</b>	<b>222</b>	<b>3,722</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Proceeds from sale of Plant and Equipment		–	30	10
Purchases of Plant and Equipment		(598)	(473)	(1,527)
Other		(246)	–	–
<b>NET CASH FLOWS FROM INVESTING ACTIVITIES</b>		<b>(844)</b>	<b>(443)</b>	<b>(1,517)</b>
<b>NET INCREASE/(DECREASE) IN CASH</b>		<b>1,554</b>	<b>(221)</b>	<b>2,205</b>
Opening cash and cash equivalents		4,026	4,026	1,821
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	<b>7</b>	<b>5,580</b>	<b>3,805</b>	<b>4,026</b>

The accompanying notes form part of these statements.

## Supplementary Financial Statements

## Summary of Compliance with Financial Directives

	2006				2005			
	Recurrent Appropriation	Expenditure/ Net Claim on Consolidated Fund	Capital Appropriation	Expenditure/ Net Claim on Consolidated Fund	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>ORIGINAL BUDGET APPROPRIATION / EXPENDITURE</b>								
Appropriation Act	86,314	86,314	473	473	80,461	80,461	2,218	2,218
Additional Appropriations								
s 21A PF&AA – special appropriation	–	–	–	–	–	–	–	–
s 24 PF&AA – transfers of functions between departments	–	–	–	–	–	–	–	–
s 26 PF&AA – Commonwealth specific purpose payments	–	–	–	–	490	–	–	–
<b>OTHER APPROPRIATIONS / CAPITAL</b>								
Treasurer's Advance	–	–	–	–	–	919	–	–
Section 22 – expenditure for certain works and services	–	–	–	–	–	–	–	–
1. Transfers to / from another agency (s27 of the Appropriation Act)	–	–	–	–	–	1,116	–	–
<b>Total Appropriations/Expenditure/ Net Claim on Consolidated Fund (includes transfer payments)</b>	<b>86,314</b>	<b>86,314</b>	<b>473</b>	<b>473</b>	<b>80,951</b>	<b>82,496</b>	<b>2,218</b>	<b>2,218</b>
<b>Amount drawn down against Appropriation</b>		<b>86,314</b>		<b>473</b>		<b>82,496</b>		<b>2,218</b>
<b>Liability to Consolidated Fund</b>		<b>–</b>		<b>–</b>		<b>–</b>		<b>–</b>

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

## Notes to the Financial Statements for the Year Ended 30 June 2006

### 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### (a) Reporting Entity

The Office of the Board of Studies, as a reporting entity, is a not-for-profit entity with no cash generating units. All the operating activities are under the control of the Office, which includes supporting the services required by the Board of Studies, Australian Music Examinations Board and the Aboriginal Education Consultative Group.

The Office of the Board of Studies provides personnel services free of charge to the Board of Studies and the Board of Studies Casual Staff Division. The value of these services are estimated at \$44.245M (\$43.517M 2005) and \$0.249M (nil 2005) respectively. These services relate primarily to the provision of casual examination staff.

The Office of the Board of Studies is a NSW government department. The reporting entity is consolidated as part of the NSW Total State Sector Accounts. These financial statements have been authorised for issue by the General Manager on 20 October 2006.

#### (b) Basis of Preparation

The Office's financial report is a general purpose financial report which has been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian equivalents to International Financial Reporting Standards (AEIFRS));
- the requirements of the Public Finance and Audit Act and Regulation; and
- the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies, or issued by the Treasurer.

Property, plant and equipment, investment property, assets (or disposal groups) held for sale and financial assets held for trading and available for sale are measured at fair value. Other financial statements items are prepared in accordance with the historical cost convention.

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

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

#### (c) Statement of Compliance

The financial statements and notes comply with Australian Accounting Standards, which include AEIFRS. A statement of compliance with International Financial Reporting Standards (IFRS) cannot be made due to the Office of the Board of Studies applying the not for profit sector requirements contained in AEIFRS.

This is the first financial report prepared based on AEIFRS and comparatives for the year ended 30 June 2005 have been restated accordingly, except as stated below.

In accordance with AASB 1 First-time Adoption of Australian Equivalents to International Financial Reporting Standards and Treasury Mandates, the date of transition to AASB 132 Financial Instruments: Disclosure and Presentation and AASB 139 Financial Instruments: Recognition and Measurement has been deferred to 1 July 2005 and, as a result, comparative information for these two Standards is presented under the previous Australian Accounting Standards which applied to the year ended 30 June 2005. Under previous Accounting Standards, financial instruments were recognised at cost, which were measured at fair value.

Reconciliations of AEIFRS equity and surplus or deficit for 30 June 2005 to the balances reported in the 30 June 2005 financial report are detailed in Note 23.

**(d) Income Recognition**

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

*(i) Parliamentary Appropriations and Contributions*

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

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

*(ii) Sale of Goods*

Revenue from the sale of goods is recognised as revenue when the agency transfers the significant risks and rewards of ownership of the assets.

*(iii) Rendering of Services*

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

*(iv) Investment Income*

Interest revenue is recognised using the effective interest method as set out in AASB 139 Financial Instruments: Recognition and Measurement. Rental revenue is recognised in accordance with AASB 117 Leases on a straight-line basis over the lease term. Royalty revenue is recognised in accordance with AASB 118 Revenue on an accrual basis in accordance with the substance of the relevant agreement.

**(e) Employee Benefits and Other Provisions***(i) Salaries and Wages, Annual Leave, Sick Leave and On-Costs*

Liabilities for salaries and wages (including non-monetary benefits), annual leave and paid sick leave that fall due wholly within 12 months of the reporting date are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amounts expected to be paid when the liabilities are settled.

Long-term annual leave that is not expected to be taken within twelve months is measured at present value in accordance with AASB 119 Employee Benefits.

Unused non-vesting sick leave does not give rise to a liability as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where employee benefits to which they relate have been recognised.

*(ii) Long Service Leave and Superannuation*

The Office's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The Office accounts for the liability as having been extinguished, resulting in the amount being shown as part of the non-monetary revenue item described as 'Acceptance by the Crown Entity of employee benefits and other liabilities'. Prior to 2005/06, the Crown Entity also assumed the defined contribution superannuation liability.

Long service leave is measured at present value in accordance with AASB 119 Employee Benefits. This is based on the application of certain factors (specified in NSWTC 06/09) to employees with 5 or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

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

*(iii) Other Provisions*

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

**(f) Acquisition of Assets**

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Office. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value is the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. the deferred payment amount is effectively discounted at an asset-specific rate.

**(g) Capitalisation Thresholds**

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

**(h) Revaluation of Property, Plant and Equipment**

Physical non-current assets are valued in accordance with the 'Valuation of Physical Non-Current Assets at Fair Value' Policy and Guidelines Paper (TPP 05-03). This policy adopts fair value in accordance with AASB 116 Property, Plant and Equipment.

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

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

The Office revalues each class of property, plant and equipment at least every five years or with sufficient regularity to ensure that the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The last revaluation was completed on 30 June 2002 and based on an independent assessment.

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

When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately restated.

For other assets, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus / deficit, the increment is recognised immediately as revenue in the surplus/deficit.

Revaluation decrements are recognised immediately as expenses in the surplus/deficit, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

As a not-for-profit entity, revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation reserve in respect of that asset is transferred to accumulated funds.

**(i) Impairment of Property, Plant and Equipment**

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

**(j) Depreciation of Property, Plant and Equipment**

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

All material separately identifiable components of assets are depreciated over their shorter useful lives.

Useful lives of each major category of depreciable assets are:

Plant and Equipment

Computer hardware	4 years
Office furniture	10-15 years
Office equipment	5 years
Plant and machinery	10 years
Building Improvements	10-15 years

**(k) Restoration Costs**

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

**(l) Inventories**

Inventories held for distribution are stated at the lower of cost and current replacement cost. Inventories (other than those held for distribution) are stated at the lower of cost and net realisable value. Cost is calculated using the weighted average cost.

Current replacement cost is the cost the Office would incur to acquire the asset. Net realisable value is the estimated selling price in the ordinary course of business less the estimated costs of completion and the estimated costs necessary to make the sale.

**(m) Administered Activities**

The Office has no administered activities.

**(n) Restricted Assets**

The Office holds monies donated for the Brother John Taylor Memorial Trust (\$13,908) and for the Mary Besley Biology Teachers award (\$421). The Brother John Taylor Memorial Trust recognises a HSC student who has overcome significant disadvantage to achieve academic excellence.

The Mary Besley Biology Teachers award recognises outstanding achievement in Biology. Interest earned from the investment of these assets is used to provide cash awards to the recipients.

**(o) Insurance**

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

**(p) Leased Assets**

Operating lease payments are charged to the Operating Statement in the periods in which they are incurred. The Office has no finance leases.

**(q) Intangible Assets**

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

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

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

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

The Office's intangible assets are amortised using the straight line method over a period of 4-10 years for software intangibles.

In general, intangible assets are tested for impairment where an indicator of impairment exists. However, as a not-for-profit entity with no cash generating units, the Office is effectively exempted from impairment testing (refer para (i)).

**(r) Accounting for the Goods and Services Tax (GST)**

Revenues, expenses and assets are recognised net of the amount of GST, except where:

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

**(s) Receivables**

Receivables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest rate method. Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial. An allowance for impairment of receivables is established when there is objective evidence that the entity will not be able to collect all amounts due. The amount of the allowance is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. Bad debts are written off as incurred.

**(t) Payables**

These amounts represent liabilities for goods and services provided to the Office and other amounts, including interest. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

**(u) Budgeted Amounts**

The budgeted amounts are drawn from the budgets as formulated at the beginning of the financial year with any adjustments for the effects of additional appropriations, s21A, s24 and/or s26 of the Public Finance and Audit Act 1983. The budgeted

amounts in the Operating Statement and the Cash Flow Statement are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the Balance Sheet the amounts vary from the Budget Papers, as the opening balances of the budgeted amounts are based on carried forward actual amounts i.e. per the audited financial statements (rather than carried forward estimates).

**(v) Comparative Information**

Comparative figures have been restated based on AEIFRS with the exception of financial instruments information, which has been prepared under the previous AGAAP Standard (AAS 33) as permitted by AASB 1.36A. The transition to AEIFRS for financial instruments information was 1 July 2005. The impact of adopting AASB 132 / 139 is further discussed in Note 23.

**2 BUDGET REVIEW**

**Net Cost of Services**

The actual net cost of services in 2006 was higher than budget by \$0.871m. This was primarily due to a reduction in examination revenue.

**Assets and Liabilities**

Current assets were higher than budget by \$1.112m due to an increase in cash and decrease in receivables.

Non current assets were higher than budget by \$0.324m due to increases in asset purchases.

Current liabilities was higher than budget by \$2.618m due to increases in payables and provisions.

**Cash Flows**

Net Cash Flows from Operating Activities was higher than budget by \$2.176m due to an increase in net actual receipts over payments.

Net Cash Flows from Investing Activities exceeded the budget by \$0.401m due to increases in plant and equipment and intangible purchases.

## Notes to the Financial Statements for the Year Ended 30 June 2006

<b>3 EXPENSES EXCLUDING LOSSES</b>	<b>2006 \$'000</b>	<b>2005 \$'000</b>
<b>(a) Employee Related Expenses</b>		
Salaries and wages (including recreation leave)	62,628	61,660
Superannuation – defined benefit plans	761	763
Superannuation – defined contribution plans	4,008	3,919
Long service leave	769	756
Workers' compensation insurance	456	282
Payroll tax and fringe benefit tax	3,889	3,907
	<b>72,511</b>	<b>71,287</b>
<b>(b) Other Operating Expenses</b>		
Auditor's remuneration		
– audit of the financial reports	42	39
Computing expenses	2,355	2,101
Insurance	69	95
Postage	857	875
Couriers	361	345
Printing and publishing	2,805	3,180
Marking centre rental	3,781	3,783
Operating lease rental	2,625	2,872
Security	1,592	1,501
Travel and accommodation	1,968	1,835
Stationery and consumables	501	534
Motor vehicles	658	588
Furniture and equipment	818	972
Telephones	318	343
Legal fees	158	119
Fees for services	1,253	1,255
Staff development	250	185
Bad and doubtful debts	(2)	1
Other expenses	1,109	957
	<b>21,518</b>	<b>21,580</b>
<b>(c) Depreciation and Amortisation Expense</b>		
Depreciation		
Building improvements	170	160
Plant and equipment	1,034	903
	<b>1,204</b>	<b>1,063</b>
Amortisation		
Software intangibles	485	415
	<b>485</b>	<b>415</b>
<b>(d) Finance Costs</b>		
Unwinding of discount rate	22	21
	<b>22</b>	<b>21</b>

**Notes to the Financial Statements for the Year Ended 30 June 2006**

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>4 REVENUES</b>		
(a) <b>Sale of Goods and Services</b>		
Publication and copyright fees	1,832	888
Rendering of services:		
HSC and school certificate user charges	571	1,158
Australian Music Examination Board fees	1,040	2,597
Exhibition fees	467	465
	<b>3,910</b>	<b>5,108</b>
(b) <b>Investment Revenue</b>		
Interest	248	212
(c) <b>Grants and Contributions</b>		
Aboriginal education	513	889
Vocational education and training	290	411
Information technology projects	138	169
Other	–	40
	<b>941</b>	<b>1,509</b>
(d) <b>Other Revenue</b>		
Insurance claims	–	79
Design and editing services	38	174
Rental income	70	19
Other	114	138
	<b>222</b>	<b>410</b>
<b>5 GAIN/(LOSS) ON DISPOSAL</b>		
Gain/(Loss) on disposal of plant and equipment:		
Proceeds from disposal	–	10
Written down value of assets disposed	–	–
<b>Net gain / (loss) on disposal of plant and equipment</b>	<b>–</b>	<b>10</b>

## Notes to the Financial Statements for the Year Ended 30 June 2006

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>6 ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES</b>		
The following liabilities and/or expenses have been assumed by the Crown Entity:		
Superannuation	761	4,682
Long service leave	707	739
Payroll tax	46	281
	<b>1,514</b>	<b>5,702</b>
<b>7 CURRENT ASSETS – CASH AND CASH EQUIVALENTS</b>		
Cash at bank and on hand	5,580	4,026
	<b>5,580</b>	<b>4,026</b>
For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank and cash on hand.		
Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:		
Cash and cash equivalent (per Balance Sheet)	5,580	4,026
Closing cash and cash equivalents (per Cash Flow Statement)	<b>5,580</b>	<b>4,026</b>
<b>8 CURRENT ASSETS – RECEIVABLES</b>		
Sale of goods and services	127	77
Less: Allowance for impairment	–	(2)
Sundry government debtors	509	982
Other debtors	51	151
Prepayments	196	203
	<b>883</b>	<b>1,411</b>
<b>9 CURRENT ASSETS – INVENTORIES</b>		
<b>Held for distribution</b>		
Publications stock – at cost	1,842	1,588
	<b>1,842</b>	<b>1,588</b>
<b>Held for resale</b>		
Publications stock – at cost	700	897
	<b>700</b>	<b>897</b>
	<b>2,542</b>	<b>2,485</b>

**Notes to the Financial Statements for the Year Ended 30 June 2006**

	<b>Buildings Improvements \$'000</b>	<b>Plant and Equipment \$'000</b>	<b>Total \$'000</b>
<b>10 NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT</b>			
<b>At 1 July 2005</b>			
At Fair Value	2,661	5,943	8,604
Accumulated depreciation and impairment	(1,544)	(3,574)	(5,118)
<b>Net carrying amount</b>	<b>1,117</b>	<b>2,369</b>	<b>3,486</b>
<b>At 30 June 2006</b>			
At Fair Value	2,786	6,414	9,200
Accumulated depreciation and impairment	(1,714)	(4,606)	(6,320)
<b>Net carrying amount</b>	<b>1,072</b>	<b>1,808</b>	<b>2,880</b>
<b>Reconciliations</b>			
A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below.			
<b>Year ended 30 June 2006</b>			
Net carrying amount at start of year	1,117	2,369	3,486
Additions	125	473	598
Disposals	–	–	–
Depreciation expense	(170)	(1,034)	(1,204)
<b>Net carrying amount at end of year</b>	<b>1,072</b>	<b>1,808</b>	<b>2,880</b>
<b>At 1 July 2004</b>			
At Fair Value	2,280	5,082	7,362
Accumulated depreciation and impairment	(1,383)	(2,767)	(4,150)
<b>Net carrying amount</b>	<b>897</b>	<b>2,315</b>	<b>3,212</b>
<b>At 30 June 2005</b>			
At Fair Value	2,280	5,082	7,362
Additions	381	861	1,242
Accumulated depreciation and impairment	(1,544)	(3,574)	(5,118)
<b>Net carrying amount</b>	<b>1,117</b>	<b>2,369</b>	<b>3,486</b>
<b>Year ended 30 June 2005</b>			
Net carrying amount at start of year	897	2,315	3,212
Additions	381	861	1,242
Disposals	–	–	–
Depreciation expense	(161)	(807)	(968)
<b>Net carrying amount at end of year</b>	<b>1,117</b>	<b>2,369</b>	<b>3,486</b>

## Notes to the Financial Statements for the Year Ended 30 June 2006

	Software \$'000	Total \$'000
<b>11 INTANGIBLE ASSETS</b>		
<b>At 1 July 2005</b>		
Cost (gross carrying amount)	5,342	5,342
Accumulated amortisation and impairment	(2,920)	(2,920)
<b>Net carrying amount</b>	<b>2,422</b>	<b>2,422</b>
<b>At 30 June 2006</b>		
Cost (gross carrying amount)	5,588	5,588
Accumulated amortisation and impairment	(3,405)	(3,405)
<b>Net carrying amount</b>	<b>2,183</b>	<b>2,183</b>
<b>Year Ended 30 June 2006</b>		
Net carrying amount at start of year	2,422	2,422
Additions	246	246
Amortisation (recognised in 'depreciation and amortisation')	(485)	(485)
<b>Net carrying amount at end of year</b>	<b>2,183</b>	<b>2,183</b>
<b>At 1 July 2004</b>		
Cost (gross carrying amount)	4,773	4,773
Accumulated amortisation and impairment	(2,505)	(2,505)
<b>Net carrying amount</b>	<b>2,268</b>	<b>2,268</b>
<b>At 30 June 2005</b>		
Cost (gross carrying amount)	5,342	5,342
Accumulated amortisation and impairment	(2,920)	(2,920)
<b>Net carrying amount</b>	<b>2,422</b>	<b>2,422</b>
<b>Year Ended 30 June 2005</b>		
Net carrying amount at start of year	2,268	2,268
Additions	569	569
Amortisation (recognised in 'depreciation and amortisation')	(415)	(415)
<b>Net carrying amount at end of year</b>	<b>2,422</b>	<b>2,422</b>

## Notes to the Financial Statements for the Year Ended 30 June 2006

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>12 CURRENT LIABILITIES – PAYABLES</b>		
Accrued salaries, wages and on-costs	329	172
Creditors	696	404
Relief staff costs	76	118
Unearned revenue	1,595	–
Other	9	9
	<b>2,705</b>	<b>703</b>

**13 CURRENT/NON CURRENT LIABILITIES – PROVISIONS**

<b>Employee Benefits and related on-costs</b>		
Recreation leave	1,584	1,314
Long service leave on-costs	177	165
Payroll tax on LSL payable	349	299
	<b>2,110</b>	<b>1,778</b>
<b>Other Provisions</b>		
Restoration costs	424	402
	<b>424</b>	<b>402</b>
<b>Total Provisions</b>	<b>2,534</b>	<b>2,180</b>
<b>Aggregate employee benefits and related on-costs</b>		
Provisions – current	2,084	1,755
Provisions – non current	26	23
Accrued salaries, wages and on-costs (Note 12)	329	172
	<b>2,439</b>	<b>1,950</b>

**Movements in provisions (other than employee benefits)**

Movements in each class of provisions during the financial year, other than employee benefits are set out below:

<b>2006</b>	<b>Restoration</b>	<b>Total</b>
	<b>Costs</b>	<b>\$'000</b>
	<b>\$'000</b>	<b>\$'000</b>
Carrying amount at the beginning of the financial year	402	402
Unwinding / change in the discount rate	22	22
<b>Carrying amount at end of financial year</b>	<b>424</b>	<b>424</b>

## Notes to the Financial Statements for the Year Ended 30 June 2006

	2006 \$'000	2005 \$'000
<b>14 CHANGES IN EQUITY</b>		
Accumulated Funds		
Balance at the beginning of the financial year	10,947	7,648
Surplus/(deficit) for the year	(2,118)	3,299
<b>Balance at the end of the financial year</b>	<b>8,829</b>	<b>10,947</b>

**15 COMMITMENTS FOR EXPENDITURE****(a) Operating Lease Commitments**

Future non-cancellable operating lease rentals not provided for and payable

Not later than one year	3,137	3,112
Later than one year and not later than five years	9,344	9,539
Later than five years.	2,296	4,240
<b>Total (including GST)</b>	<b>14,777</b>	<b>16,891</b>

Operating lease commitments relate to office accommodation, motor vehicles and computer equipment.

The total 'Operating Lease Commitments' above includes input tax credits of \$1.343m that are expected to be recoverable from the Australian Taxation Office.

**(b) Other Expenditure Commitments**

Aggregate other expenditure for the acquisition of goods and services contracted for at balance date and not provided for:

Not later than one year	266	314
<b>Total (including GST)</b>	<b>266</b>	<b>314</b>

The total 'Other Expenditure Commitments' above includes input tax credits of \$0.024m that are expected to be recoverable from the Australian Taxation Office.

**16 CONTINGENT LIABILITIES****Contingent liabilities**

The Office is unaware of any contingent liabilities existing as at 30 June 2006.

**17 CONSULTANCIES**

During the year the Office paid \$13,500 (2005 – nil) for consultancy services.

**18 ASSISTANCE PROVIDED BY OTHER PARTIES**

During the year there was no assistance provided to the Office by any other party for which financial consideration was not paid.

## Notes to the Financial Statements for the Year Ended 30 June 2006

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>19 RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES</b>		
Net cash used on operating activities	2,398	3,722
Cash Flows from Government/Appropriations	(86,787)	(88,633)
Depreciation	(1,689)	(1,478)
Decrease/(increase) in provisions	(354)	(312)
Acceptance by the Crown Entity of employee benefits and other liabilities	(1,514)	(1,783)
Increase/(decrease) in receivables	(528)	769
Decrease/(increase) in creditors	(2,002)	416
Increase/(decrease) in inventories	57	172
Net gain/(loss) on sale of plant & equipment	-	10
<b>Net cost of services</b>	<b>(90,419)</b>	<b>(87,117)</b>
<b>20 APPROPRIATIONS</b>		
<b>Recurrent appropriations</b>		
Total recurrent draw-downs from NSW Treasury (per Summary of Compliance)	86,314	82,496
Less: Liability to Consolidated Fund (per Summary of Compliance)	-	-
	<b>86,314</b>	<b>82,496</b>
Comprising:		
Recurrent appropriations (per Operating Statement)	86,314	82,496
Transfer payments	-	-
	<b>86,314</b>	<b>82,496</b>
<b>Capital appropriations</b>		
Total capital draw-downs from NSW Treasury (per Summary of Compliance)	473	2,218
Less: Liability to Consolidated Fund (per Summary of Compliance)	-	-
	<b>473</b>	<b>2,218</b>
Comprising:		
Capital appropriations (per Operating Statement)	473	2,218
Transfer payments	-	-
	<b>473</b>	<b>2,218</b>

## Notes to the Financial Statements for the Year Ended 30 June 2006

### 21 FINANCIAL INSTRUMENTS

The Office's principal financial instruments are outlined below. These financial instruments arise directly from the Office's operations or are required to finance the Office's operations. The Office does not enter into or trade financial instruments for speculative purposes. The Office does not use financial derivatives.

#### Cash

Cash comprises cash on hand and bank balances within the Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11am unofficial cash rate, adjusted for a management fee to Treasury.

#### Receivables

All trade debtors are recognised as amounts receivable at balance date. Collectability of trade debtors is reviewed on an ongoing basis. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the entity will not be able to collect all amounts due. The credit risk is the carrying amount (net of any allowance for impairment). No interest is earned on trade debtors. The carrying amount approximates fair value. Sales are made on 30 day terms.

#### Bank Overdraft

The Office does not have any bank overdraft facility.

#### Trade Creditors and Accruals

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment. No interest rate payment was made.

### 22 PROGRAMS/ACTIVITIES OF THE AGENCY

**Program Objective:** To provide leadership in curriculum development and promote the achievement of excellence and equity in education for students from Kindergarten to Year 12 in all New South Wales schools, both Government and non-Government.

**Program Description:** Provision of guidance to schools in curriculum and assessment, professional leadership in developing quality education, implementation of registration and accreditation procedures for non-Government schools. Management of public examinations - School Certificate and Higher School Certificate. Administration of music examinations in the State on behalf of the Australian Music Examinations Board.

## Notes to the Financial Statements for the Year Ended 30 June 2006

### 23 THE FINANCIAL IMPACT OF ADOPTING AUSTRALIAN EQUIVALENTS TO INTERNATIONAL FINANCIAL REPORTING STANDARDS (AEIFRS)

The Office has applied the AEIFRS for the first time in the 2005/06 financial report. The keys areas where changes in accounting policies have impacted the financial report are disclosed below. Some of these impacts arise because AEIFRS requirements are different from previous AASB requirements (AGAAP). Other impacts arise from options in AEIFRS that were not available or not applied under previous AGAAP.

The Office has adopted the options mandated by NSW Treasury for all NSW public sector agencies. The impacts disclosed below reflect Treasury's mandates and policy decisions. The impacts of adopting AEIFRS on total equity and surplus/(deficit) as reported under previous AGAAP are shown below: There are no material impacts on the Office's cash flows.

#### (a) Reconciliations 1 July 2004 and 30 June 2005.

Reconciliation of equity under previous Accounting Standards (AGAAP) to equity under AEIFRS:

	Notes	30 June 2005** \$'000	1 July 2004* \$'000
<b>Total equity under AGAAP</b>		10,708	7,005
<b>Adjustments to accumulated funds</b>			
Recognition of restoration costs	i	(69)	–
Recognition of inventories held for distribution	ii	308	643
<b>Total equity under AEIFRS</b>		<b>10,947</b>	<b>7,648</b>

\* adjustments as at date of transition

\*\* cumulative adjustments as at date of transition plus the year ended 30 June 2005

Reconciliation of surplus/(deficit) under previous AGAAP to surplus/(deficit) under AEIFRS:

	Notes	\$'000
Year ended 30 June 2005		
Surplus/(deficit) under AGAAP		3,703
Recognition of depreciation and finance costs		
for the provision of restoration costs	i	(69)
Recognition of inventories held for distribution	ii	(335)
<b>Surplus/(deficit) under AEIFRS</b>		<b>3,299</b>

Based on the above, application of AEIFRS in 2004/05 has increased the Net Cost of Services from \$86,713 to \$87,117.

#### Notes to tables above:

- i. AASB 116 requires the cost and fair value of property, plant and equipment to be increased to include the estimated Property Plant and Equipment restoration costs, where restoration provisions are recognised under AASB 137 Provisions, Contingent Liabilities and Contingent Assets. This treatment was not required under the previous AGAAP. As a result, the provision, net carrying amount of property, plant and equipment, depreciation expense and finance costs related to the unwinding of the restoration provision have all increased.
- ii. AASB 102 Inventories requires inventory 'held for distribution' by not for profit entities at no or nominal cost to be valued at the lower of cost and current replacement cost. Under previous AGAAP, such inventory was expensed when incurred. Recognition of inventories held for distribution increased the amount of inventory recognised and changed the timing of the related expense recognition from the date when incurred to the date when distributed. The expense for the cost of inventories held for distribution has increased.

**Notes to the Financial Statements for the Year Ended 30 June 2006****(b) Intangible Assets**

The adoption of AASB 138 has resulted in certain reclassifications from property, plant and equipment to intangible assets (e.g. computer software).

**(c) Financial Instruments**

In accordance with NSW Treasury's indicative mandates, the Office will apply the exemption provided in AASB 1 First-time Adoption of Australian Equivalents to International Financial Reporting Standards not to apply the requirements of AASB 132 Financial Instruments: Presentation and Disclosures and AASB 139 Financial Instruments: Recognition and Measurement for the financial year ended 30 June 2005. These Standards will apply from 1 July 2005. None of the information provided above includes any impacts for financial instruments. However, when these Standards are applied, they are likely to impact on retained earnings (on first adoption) and the amount and volatility of profit / loss. Further, the impact of these Standards will in part depend on whether the fair value option can or will be mandated consistent with Government Finance Statistics.

**(d) Grant recognition**

As a not-for-profit entity, the Office, has applied the requirements in AASB 1004 Contributions regarding contributions of assets (including grants) and forgiveness of liabilities. There are no differences in the recognition requirements between the new AASB 1004 and the previous AASB 1004. However, the new AASB 1004 may be amended by proposals in Exposure Draft ED 125 Financial Reporting by Local Governments and ED 147 Revenue from Non-Exchange Transactions (Including Taxes and Transfers). If the ED 125 and ED 147 approach is applied, revenue and / or expense recognition will not occur until either the Office supplies the related goods and services (where grants are in-substance agreements for the provision of goods and services) or until conditions are satisfied. ED 125 and ED 147 may therefore delay revenue recognition compared with AASB 1004, where grants are recognised when controlled. However, at this stage, the timing and dollar impact of these amendments is uncertain.

**24 AFTER BALANCE DATE EVENTS**

There are no events occurring after reporting date which provide new information that relates to conditions existing at reporting date.

**End of Audited Financial Statements**



## Board of Studies

### Year ended 30 June 2006

Pursuant to the *Public Finance and Audit Act 1983*, I state that:

- (a) the accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, the Public Finance and Audit Regulations and other authoritative pronouncements of the Australian Accounting Standards Board (AASB) and Urgent Issues Group (UIG) Interpretations.
- (b) the Operating Statement presents a true and fair view of the results of the Board of Studies for the year ended 30 June 2006;
- (c) the Balance Sheet gives a true and fair view of the state of affairs of the Board of Studies as at 30 June 2006; and
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.

Signed under delegation from the Board of Studies.



**Dr John Bennett**

General Manager  
Office of the Board of Studies

25 October 2006



GPO BOX 12  
Sydney NSW 2001

## INDEPENDENT AUDIT REPORT THE BOARD OF STUDIES

To Members of the New South Wales Parliament

### Audit Opinion

In my opinion, the financial report of the Board of Studies (the Board):

- presents fairly the Board's financial position as at 30 June 2006 and its performance for the year ended on that date, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia, and
- complies with section 41B of the *Public Finance and Audit Act 1983* (the Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

### Scope

#### *The Financial Report and General Manager's Responsibility*

The financial report comprises the operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes to the financial statements for the Board, for the year ended 30 June 2006.

The General Manager of the Office of the Board of Studies is responsible for the preparation and true and fair presentation of the financial report in accordance with the Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

#### *Audit Approach*

I conducted an independent audit in order to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing Standards and statutory requirements, and I:

- assessed the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the General Manager in preparing the financial report, and
- examined a sample of evidence that supports the amounts and disclosures in the financial report.

An audit does not guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the General Manager had not fulfilled his reporting obligations.

My opinion does not provide assurance:

- about the future viability of the Board,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

#### Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



P J Boulous CA  
Director, Financial Audit Services

SYDNEY  
25 October 2006

**Board of Studies**  
**Income Statement for the year ended 30 June 2006**

	Note	CONSOLIDATED		PARENT	
		2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Income</b>					
Services provided free of charge		44,493	43,516	44,246	43,516
<b>Total income</b>		<b>44,493</b>	<b>43,516</b>	<b>44,246</b>	<b>43,516</b>
<b>Expenses</b>					
Personnel services	2(a)	44,437	43,457	44,190	43,457
Other operating expenses	2(b)	56	59	56	59
<b>Total expenses</b>		<b>44,493</b>	<b>43,516</b>	<b>44,246</b>	<b>43,516</b>
<b>Operating result</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

The accompanying notes form part of these statements.

**Board of Studies**  
**Statement of Changes in Equity for the Year Ended 30 June 2006**

	Notes	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY		-	-	-	-
Surplus / (Deficit) for the Year		-	-	-	-
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR		-	-	-	-

The accompanying notes form part of these statements.

**Board of Studies**  
**Balance Sheet as at 30 June 2006**

	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Assets</b>				
Receivables	-	-	-	-
<b>Total assets</b>	-	-	-	-
<b>Liabilities</b>				
Payables	-	-	-	-
Provisions	-	-	-	-
<b>Total liabilities</b>	-	-	-	-
<b>Net assets</b>	-	-	-	-
<b>Equity</b>				
Accumulated funds	-	-	-	-
<b>Total equity</b>	-	-	-	-

The accompanying notes form part of these statements.

**Board of Studies**  
**Cash Flow Statement for the year ended 30 June 2006**

	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
<b>Payments</b>				
Personnel services	-	-	-	-
<b>Total Payments</b>	-	-	-	-
<b>Receipts</b>				
Other	-	-	-	-
<b>Total Receipts</b>	-	-	-	-
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>	-	-	-	-
<b>NET INCREASE/(DECREASE) IN CASH</b>	-	-	-	-
Opening cash and cash equivalents	-	-	-	-
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	-	-	-	-

The accompanying notes form part of these statements.

**NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES****(a) Reporting entity**

The Board of Studies was established under the Education Act 1990 and is, for the purposes of any Act, a statutory body representing the Crown.

The Board of Studies consolidated accounts include the Board of Studies and the Board of Studies Casual Staff Division.

Pursuant to *Treasury Circular 06/13*, the Board of Studies receives personnel services on a free of charge basis from the Office of the Board of Studies. From 17 March 2006 the Board of Studies Casual Staff Division provided personnel services to the Board in respect of casual examination staff. These staff were previously employed by the Board of Studies directly under the *Education Act 1990*; however they were paid by the Office of the Board of Studies. This employment provision has since been repealed.

The financial report was authorised for issue by the General Manager, Office of the Board of Studies under delegation from the Board of Studies on 25 October 2006. The report will not be amended and reissued as it has been audited.

**(b) Basis of preparation**

This is a general purpose financial report prepared in accordance with the requirements of Australian Accounting Standards, the *Public Finance and Audit Act 1983*, the *Public Finance and Audit Regulation 2005*, and specific directions issued by the Treasurer.

This is the first financial report prepared on the basis of Australian equivalents to International Financial Reporting Standards.

Generally, the historical cost basis of accounting has been adopted and the financial report does not take into account changing money values or current valuations.

The accrual basis of accounting has been adopted in the preparation of the financial report except for cash flow information.

Management's judgements, key assumptions and estimates are disclosed in the relevant notes to the financial report.

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

**(c) Comparative information**

This is the Board of Studies first consolidated financial report. Comparative information for the previous year is provided.

**(d) Income**

Income is measured at the fair value of the consideration received or receivable. Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

**(e) Employee benefit provisions and expenses**

Liabilities associated with, but that are not, employee benefits (such as payroll tax) are recognised separately.

Defined contribution plan superannuation liabilities are recognised as expenses when the obligations arise, which is usually through the rendering of service by employees.

Long service leave is measured at present value in accordance with AASB 119 Employee Benefits. This is based on the application of certain factors (specified in NSWTC 06/09) to employees with 5 or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

**NOTE 2: EXPENSES**

	<b>CONSOLIDATED</b>		<b>PARENT</b>	
	<b>2006 \$'000</b>	<b>2005 \$'000</b>	<b>2006 \$'000</b>	<b>2005 \$'000</b>
<b>(a) Personnel services comprise:</b>				
Salaries and wages (incl recreation leave)	38,760	37,861	38,546	37,861
Long service leave	5	5	5	5
Payroll tax	2,511	2,483	2,497	2,483
Superannuation – defined contribution plans	3,160	3,107	3,141	3,107
Workers' compensation insurance	1	1	1	1
	<b>44,437</b>	<b>43,457</b>	<b>44,190</b>	<b>43,457</b>
<b>(b) Other operating expenses comprise:</b>				
Rent and accommodation	14	14	14	14
Postage and telephones	7	8	7	8
Travel	11	8	11	8
Printing	10	10	10	10
Meeting fees	8	12	8	12
Other	6	7	6	7
	<b>56</b>	<b>59</b>	<b>56</b>	<b>59</b>

**NOTE 3: AFTER BALANCE DATE EVENTS**

There are no events occurring after reporting date which provide new information that relates to conditions existing at reporting date.

**End of Audited Financial Statements**



## Board of Studies Casual Staff Division

### For the period 17 March to 30 June 2006

Pursuant to the *Public Finance and Audit Act 1983*, I state that:

- (a) the accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, the Public Finance and Audit Regulations and other authoritative pronouncements of the Australian Accounting Standards Board (AASB) and Urgent Issues Group (UIG) Interpretations.
- (b) the Operating Statement presents a true and fair view of the results of the Board of Studies Casual Staff Division for the period 17 March to 30 June 2006;
- (c) the Balance Sheet gives a true and fair view of the state of affairs of the Board of Studies Casual Staff Division as at 30 June 2006;
- (d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



**Dr John Bennett**

General Manager  
Office of the Board of Studies

25 October 2006



GPO BOX 12  
Sydney NSW 2001

## INDEPENDENT AUDIT REPORT

### BOARD OF STUDIES CASUAL STAFF DIVISION DIVISION OF THE GOVERNMENT SERVICE

To Members of the New South Wales Parliament

#### Audit Opinion

In my opinion, the financial report of the Board of Studies Casual Staff Division (the Division):

- presents fairly the Division's financial position as at 30 June 2006 and its performance for the period ended on that date, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia, and
- complies with section 41B of the *Public Finance and Audit Act 1983* (the Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

#### Scope

##### *The Financial Report and General Manager's Responsibility*

The financial report comprises the operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes to the financial statements for the Division, for the period ended 30 June 2006.

The General Manager of the Office of the Board of Studies is responsible for the preparation and true and fair presentation of the financial report in accordance with the Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

##### *Audit Approach*

I conducted an independent audit in order to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing Standards and statutory requirements, and I:

- assessed the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the General Manager in preparing the financial report, and
- examined a sample of evidence that supports the amounts and disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the General Manager had not fulfilled his reporting obligations.

My opinion does *not* provide assurance:

- about the future viability of the Division,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

#### Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



P J Boulous-CA  
Director, Financial Audit Services

SYDNEY  
25 October 2006

**Board of Studies Casual Staff Division**  
**Income Statement for the period 17 March to 30 June 2006**

	<b>Note</b>	<b>2006 \$'000</b>
<b>Income</b>		
Services provided free of charge		247
<b>Total income</b>		<b>247</b>
<b>Expenses</b>		
Personnel services	2	247
<b>Total expenses</b>		<b>247</b>
<b>Operating result</b>		<b>–</b>

The accompanying notes form part of these statements.

**Board of Studies Casual Staff Division**  
**Statement of Changes in Equity for the period 17 March to 30 June 2006**

	<b>Note</b>	<b>2006 \$'000</b>
TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY		–
Surplus / (Deficit) for the Year		–
<b>TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR</b>		<b>–</b>

The accompanying notes form part of these statements.

**Board of Studies Casual Staff Division  
Balance Sheet as at 30 June 2006**

	2006 \$'000
<b>Assets</b>	
Receivables	–
<b>Total assets</b>	–
<b>Liabilities</b>	
Payables	–
Provisions	–
<b>Total liabilities</b>	–
<b>Net assets</b>	–
<b>Equity</b>	
Accumulated funds	–
<b>Total equity</b>	–

The accompanying notes form part of these statements.

**Board of Studies Casual Staff Division  
Cash Flow Statement for the period 17 March to 30 June 2006**

	2006 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
<b>Payments</b>	
Personnel services	–
<b>Total Payments</b>	–
<b>Receipts</b>	
Other	–
<b>Total Receipts</b>	–
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>	–
<b>NET INCREASE/(DECREASE) IN CASH</b>	–
Opening cash and cash equivalents	–
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	–

The accompanying notes form part of these statements.

**NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES****(a) Reporting entity**

The Board of Studies Casual Staff Division is a Division of the Government Service, established pursuant to Part 3 of Schedule 1 to the *Public Sector Employment and Management Act 2002*. It is a not-for-profit entity as profit is not its principal objective. It is domiciled in Australia and its principal office is at 117 Clarence Street, Sydney.

Pursuant to *Treasury Circular 06/13* the Board of Studies Casual Staff Division objective is to provide personnel services to the Board of Studies. The personnel services relate to the provision of examination staff.

The Board of Studies Casual Staff Division commenced operations on 17 March 2006 when it assumed responsibility for the employees and employee-related liabilities of the Board of Studies casual examination staff. No employee liabilities existed at the time of transfer.

The Office of the Board of Studies' General Manager as Division Head of the Board of Studies Casual Staff Division, pursuant to Schedule 1 Part 3 of the *Public Sector Employment and Management Act 2002* (the Act), has delegated the employment power for these staff, pursuant to section 4F of the Act, to the Office of the Board of Studies.

The financial report was authorised for issue by the General Manager, Office of the Board of Studies on 25 October 2006. The report will not be amended and reissued as it has been audited.

**(b) Basis of preparation**

This is a general purpose financial report prepared in accordance with the requirements of Australian Accounting Standards, the *Public Finance and Audit Act 1983*, the *Public Finance and Audit Regulation 2005*, and specific directions issued by the Treasurer.

This is the first financial report prepared on the basis of Australian equivalents to International Financial Reporting Standards.

Generally, the historical cost basis of accounting has been adopted and the financial report does not take into account changing money values or current valuations.

The accrual basis of accounting has been adopted in the preparation of the financial report except for cash flow information.

Management's judgements, key assumptions and estimates are disclosed in the relevant notes to the financial report.

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

**(c) Comparative information**

As this is the Board of Studies Casual Staff Division's first financial report, comparative information for the previous year is not provided.

**(d) Income**

Income is measured at the fair value of the consideration received or receivable. Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

**(e) Employee benefit provisions and expenses**

Liabilities associated with, but that are not, employee benefits (such as payroll tax) are recognised separately.

Defined contribution plan superannuation liabilities are recognised as expenses when the obligations arise, which is usually through the rendering of service by employees.

No employee liabilities exist at 30 June 2006 for casual examination staff.

**NOTE 2: EXPENSES**

	<b>2006</b>
	<b>\$'000</b>
(a) Personnel services comprise:	
Salaries and wages	214
Payroll tax	14
Superannuation – defined contribution plans	19
	<hr/>
	<b>247</b>

**NOTE 3: AFTER BALANCE DATE EVENTS**

There are no events occurring after reporting date which provide new information that relates to conditions existing at reporting date.

**End of Audited Financial Statements**

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