

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT

2016–17

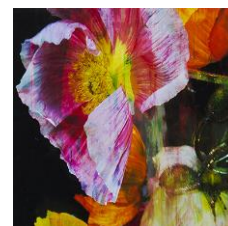


NSW
EDUCATION
STANDARDS
AUTHORITY

HSC Exhibitions and Events

ARTEXPRESS

ARTEXPRESS is the annual exhibition of exemplary bodies of work by Higher School Certificate Visual Arts students. In 2016, bodies of work of 228 students from both government and non-government schools were selected for exhibition from more than 8 990 submissions for the artmaking component of the 2016 HSC examination. ARTEXPRESS 2017 was held from February to June 2017 at the Art Gallery of NSW, Hazelhurst Regional Gallery and Arts Centre, the Armory Gallery, Sydney Olympic Park, Campbelltown Arts Centre, Moree Plains Gallery and the Western Plains Cultural Centre. Further exhibitions are scheduled for Grafton Regional Gallery, Goulburn Regional Art Gallery and Tamworth Regional Gallery in the second half of 2017. S&S Creativity Unlimited was the associate sponsor of ARTEXPRESS in 2017.



ENCORE

The annual ENCORE concert of exemplary performances and compositions from Higher School Certificate Music students was presented to full houses at both matinee and evening performances in the Concert Hall, Sydney Opera House on 20 March 2017. The concerts featured a diverse program representing all the HSC Music courses and comprising 14 performances and six compositions.



Shape2016

Shape2016, the annual exhibition showcasing exemplary projects for the three Higher School Certificate Technology courses with a practical component, opened at the Powerhouse Museum on 25 February 2017 and continued to 7 May 2017.

The exhibition provided a valuable resource for teachers and students, and gave the community an opportunity to view the talent, creativity and innovation emerging from Design and Technology, Industrial Technology, Textiles and Design curriculum in NSW. Seminars focused on each of the three courses were held in conjunction with the exhibition in March. The seminars attracted over 2 000 students and teachers. Its sponsors in 2017 were the Powerhouse Museum, Museum of Applied Arts and Sciences, Shelston IP, the Alan Broady Memorial Trust, and the Built Environment, University of NSW.



OnSTAGE

The 2017 OnSTAGE season at the Seymour Centre, Sydney, ran from 4 to 10 February 2017 and featured 52 performers and an exhibition of 25 exemplary projects that represented the different syllabus categories for study in the Higher School Certificate Drama course.

Also on show was Writers OnSTAGE/OnSCREEN in the Everest Theatre, Seymour Centre, from 8 to 10 February 2017. The event featured four video drama screenings and two rehearsed readings of exemplary scripts.



WordeXpress

In collaboration with the State Library of NSW, WordeXpress launched Young Writers Showcase 16 in August 2017.

The anthology published short stories, poems, critical responses and scripts by 19 English Extension 2 students from the 2016 Higher School Certificate. The library will also host study days for students and teachers in October 2017.



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The Hon Rob Stokes MP
Minister for Education Parliament House
Macquarie Street
Sydney NSW 2000

Dear Minister

We are pleased to present the annual report of the NSW Education Standards Authority for the year ending 30 June 2017, for your presentation to the NSW Parliament.

The report highlights the activities and achievements of the NSW Education Standards Authority over the reporting year and has been prepared in accordance with the *Annual Reports (Statutory Bodies) Act 1984* and the *Public Finance and Audit Act 1983*.



David de Carvalho
Chief Executive Officer
NSW Education Standards Authority
30 October 2017



Tom Alegounarias
Chairperson
Governing Board of the NSW Education Standards Authority
30 October 2017

Chairperson's message

I am pleased to present to you the first Annual Report of the new NSW Education Standards Authority (NESA).

Established on 1 January 2017, following the Review of the Board of Studies, Teaching and Educational Standards (BOSTES) in 2016, NESA develops and implements evidence-based policy to drive higher-quality teaching and lead the improvement of educational standards in NSW schools. Our mission is to support teachers, schools and sectors to offer all children and young people a high-quality education that enables them to fulfil their potential.

NESA provides a forum for collaboration on key educational matters in NSW and works in partnership with students, parents, teachers, principals, school sectors and other stakeholders to identify issues and produce policy that supports teaching practice and student learning, and the attainment of high education standards in NSW.

The new governing Board of NESA has a strategic and outward-looking focus. Our members are highly-skilled, with experience across the school sectors and systems, in teaching and school leadership, from universities and the business community.

The first priority of the Board has been to deliver on the recommendations of the BOSTES Review, and I am confident that we are near completion of that goal.

The Minister for Education's Statement of Expectations for 2017 sets out the rest of NESA's work – 'a relentless mission focus on quality teaching and learning to improve student outcomes'. This includes priorities set by the Premier and NSW Government and investigations into areas of high import in education.

Our work this year has seen the endorsement of new syllabuses, changes to Teacher Accreditation policy to improve the efficiency of the process and the commencement of a Thematic Review on Writing.

I thank my colleagues on the NESA Board and its committees for their policy oversight, and their careful and considered advice. The highly-skilled members of the new governing Board of NESA have interrogated and challenged the work of the Office to help make it stronger.

I would also like to thank David de Carvalho for his leadership, and the staff of NESA, who have shown great commitment to their work in this period of transition.

NESA is a significant body in Australian education, with an important mandate to seek improvements in educational outcomes through the key domains of curriculum, assessment, teaching and school registration. To achieve such improvements NESA focuses on evidence and consults broadly, in the interests of all students. While only just completing its establishment phase, NESA is now well placed to impact positively and significantly on student learning in NSW, and indeed nationally.



Tom Alegounarias
Chairperson
Governing Board of the NSW Education Standards Authority

Chief Executive Officer's message

As the newly-appointed Chief Executive Officer to the newly-formed NSW Education Standards Authority (NESA), I am enormously proud of the achievements that we have made in our first year.

The staff of NESA have worked incredibly hard throughout a very challenging and busy year. The challenges would have been significant enough had we only been required to implement the recommendations of the 2016 Review of the former Board of Studies, Teaching and Educational Standards, with its substantial changes to governance and internal structure and operations, and the implementation of a new risk-based approach to school registration, focusing on the determinants of student learning.

However, at the same time we have also implemented several significant pieces of work associated with the Stronger HSC Standards reforms, including completion of new HSC syllabuses, the introduction of the HSC minimum standard for literacy and numeracy, and the release of new Stage 6 syllabuses in English, mathematics, history and science.

In addition, with all teachers in NSW required to be accredited by 1 January 2018, there has been a great deal of work to implement a streamlined approach to teacher accreditation, maintenance of accreditation, and approval of registered professional development.

These ambitious reforms have been carried out alongside the not insubstantial work of our everyday business – the Higher School Certificate examinations, the school inspection program, accreditation of teachers from provisional through to the higher levels of accreditation, and the regular review and renewal of curriculum.

This year has also seen significant changes within NESA, through recruitment, retirement and restructuring. We have made these changes to create a strong cross-divisional focus that brings together the pillars of curriculum, assessment, teaching and school regulation to improve schooling and education for all members of the community.

Next year will bring new opportunities and challenges for us across all NESA divisions. We will be introducing a streamlined syllabus development process that includes strong engagement with the Australian curriculum and collaboration with our key stakeholders.

Looking forward, we will have a much stronger focus on Aboriginal education, beginning this year with the NESA Commitment to Aboriginal Education. Working in close partnership with Aboriginal communities throughout NSW, we will strive to improve educational outcomes for Aboriginal children and young people.

Our achievements this year would not have been possible without the partnership and support of the wider education community. Our collaboration and consultation with teachers, students, parents, school systems and sectors, universities, business groups, and many other stakeholder bodies has enabled NESA to accomplish these achievements.

Finally, I would like to thank the governing Board of NESA, especially our Chairperson, Mr Tom Alegounarias, and the members of the NESA Committees, for their expert guidance.



David de Carvalho
Chief Executive Officer
NSW Education Standards Authority



SECTION 1

Our organisation
and governance

1.1 About NESAs

The NSW Education Standards Authority (NESA) was established on 1 January 2017 as an independent statutory authority under the *Education Standards Authority Act 2013* (NESA Act).

The establishment of NESA was a key recommendation of a NSW Government commissioned independent review of the role, functions, structure and membership of the previous Board of Studies, Teaching and Educational Standards (BOSTES). The report of the independent review panel was released on 19 August 2016 and identified 13 recommendations all of which were accepted by the NSW Government.

NESA assumes the functions of the previous BOSTES and is a portfolio responsibility of the NSW Minister for Education.

Charter

Under the NESA Act, NESA is required to have a Charter, prepared by the Board and approved by the Minister, which outlines its mission and purpose, objectives and functions, values and operating principles, and the role and functions of the Board.

A NESA Charter was endorsed by the Board and approved by the Minister in May 2017. The complete NESA Charter is provided at Appendix A.

The Charter states that NESA's purpose is to bring about change to improve student learning and wellbeing through:

- supporting the teaching profession to be the best it can be through the Australian Professional Standards for Teaching and quality assurance of professional learning and development
- developing world class curriculum
- deepening the understanding and practice of assessing student knowledge and capabilities and
- driving improvement in the quality assurance systems for schools.

NESA's role is unique by national and international standards in that NESA brings together all four educational pillars – teacher quality, curriculum, assessment and school standards – under the umbrella of a single education authority.

This allows NESA to cultivate and leverage within and across these pillars to bring about improved educational standards for NSW students.

NESA provides a forum for collaboration on key educational matters in NSW and works in partnership with students, parents, teachers, principals, school sectors and other stakeholders to identify issues and produce policy that supports teaching practice and student learning, and the attainment of high education standards in NSW.

Focus on standards

The foundations of NESA's work are standards that are developed through the analysis of data, research and the practical experience, wisdom and professional judgement of teachers and schools across the four domains of teaching quality, curriculum, assessment, and school regulation.

As an independent authority acting across school sectors, NESA identifies common and agreed standards and benchmarks for the jurisdiction as a whole.

NESA draws on evidence nationally and internationally to implement policy that generates improvements in the quality of teaching and student learning.

NESA draws together expertise from within the school sectors, universities and other professional groups and promotes evidence-based analysis, teacher judgement and policy within and on behalf of the teaching profession.

NESA's structure

NESA includes a 12–14 member governing Board (the NESA Board) and a NSW Public Service Staff Agency which supports NESA in achieving its goals. Read about the role and membership of the NESA Board at page 11.

The NESA Board sets the strategic direction for NESA. The Board provides guidance about the nature of the activities NESA is expected to undertake in fulfilling its functions and executing the policy directions set by the Board and the Minister.

The NESA Board has established, with the approval of the Minister, several Committees to perform delegated functions on behalf of the Board and to give advice or assistance to the Board in relation to its functions. Read the terms of reference and membership criteria of the Committees of the Board of NESA at Appendix B.

Functions

NESA has the following functions and responsibilities under the education and teaching legislation in relation to curriculum, teaching, assessment and educational regulation:

Curriculum and Assessment

- Develop curriculum and curriculum support materials that articulate NSW educational standards at each stage of learning from Kindergarten to Year 12.
- Develop high-quality resources and provide expert guidance and support for teachers undertaking assessment of the educational standards of NSW students from Kindergarten to Year 12.

Examinations and Credentials

- Develop and deliver HSC examinations and award the Higher School Certificate to eligible students.
- Award the Record of School Achievement (RoSA) to eligible students who leave school prior to completing the Higher School Certificate.
- Implement and administer the National Assessment Program - Literacy and Numeracy (NAPLAN) tests in NSW.
- Administer the Australian Music Examinations Board (NSW) (AMEB).

Teaching Quality

- Implement and oversee teacher accreditation processes against whole-of-career Australian Professional Standards for Teachers and accredit NSW teachers against those standards.
- Ensure the quality of Initial Teacher Education programs offered by providers against the Australian Professional Standards for Teachers.
- Support professional learning for beginning, returning and continuing teachers based on rigorous professional standards.
- Coordinate implementation of the NSW Government's *Great Teaching, Inspired Learning: a blueprint for action* (GTIL) across all NSW schools.

School Registration and Accreditation

- Develop and implement school registration standards.
- Register non-government schools seeking to operate in NSW and accredit non-government schools to present candidates for the Record of School Achievement (RoSA) and Higher School Certificate (HSC).
- Provide advice to the Minister on the compliance by NSW government schools with requirements similar to those required for the registration of non-government schools.
- Approve schools to deliver courses to overseas students.
- Administer the home schooling program under delegation from the Minister.

Aboriginal Education Consultative Group (AECG)

- Provide corporate services support to the NSW Aboriginal Education Consultative Group Inc.

The Board and its committees

Membership of the Board

The NESAs Act prescribes the membership of the Board (Part 2(6)(2)), as outlined below in Table 1.1.

The appointed members are to be persons who, in the opinion of the Minister, together have skills and experience that will assist the Authority in exercising its functions (Part 2(6)(3)).

The appointed members are required to exercise their functions in a manner that promotes the objectives of NESAs and in the interests of students.

The appointed members are typically appointed to serve 3-year terms and they are eligible (if otherwise qualified) for re-appointment. Appointed members may not be appointed to consecutive terms totalling more than 6 years unless the Minister determines otherwise.

The reporting period for this annual report spans the final 6 months of the term of the former BOSTES Board and the first 6 months of the term of the NESAs Board.

The membership of the NESAs Board is outlined at Table 1.1 below. Biographical information on NESAs Board members is provided in Section 1.3.

Appendix C gives details of Board meetings and members' attendance for 2016–17, including for NESAs Board members and the former BOSTES Board members.

Membership details of the former BOSTES Board is provided at Appendix E.

Table 1.1: Membership of the Board of the NSW Education Standards Authority

Membership (outlined in NESAs Act)	Appointed member
An independent person appointed by the Minister as the Chairperson of the Board	Mr Tom Alegounarias , Chairperson, NSW Education Standards Authority
6 persons appointed by the Minister: - 1 from the government school sector - 1 from the Catholic school sector - 1 from the independent school sector	Mr Mark Scott AO , Secretary, NSW Department of Education Dr Brian Croke , Executive Director, Catholic Education Commission NSW Dr Geoff Newcombe AM , Chief Executive, The Association of Independent Schools of NSW

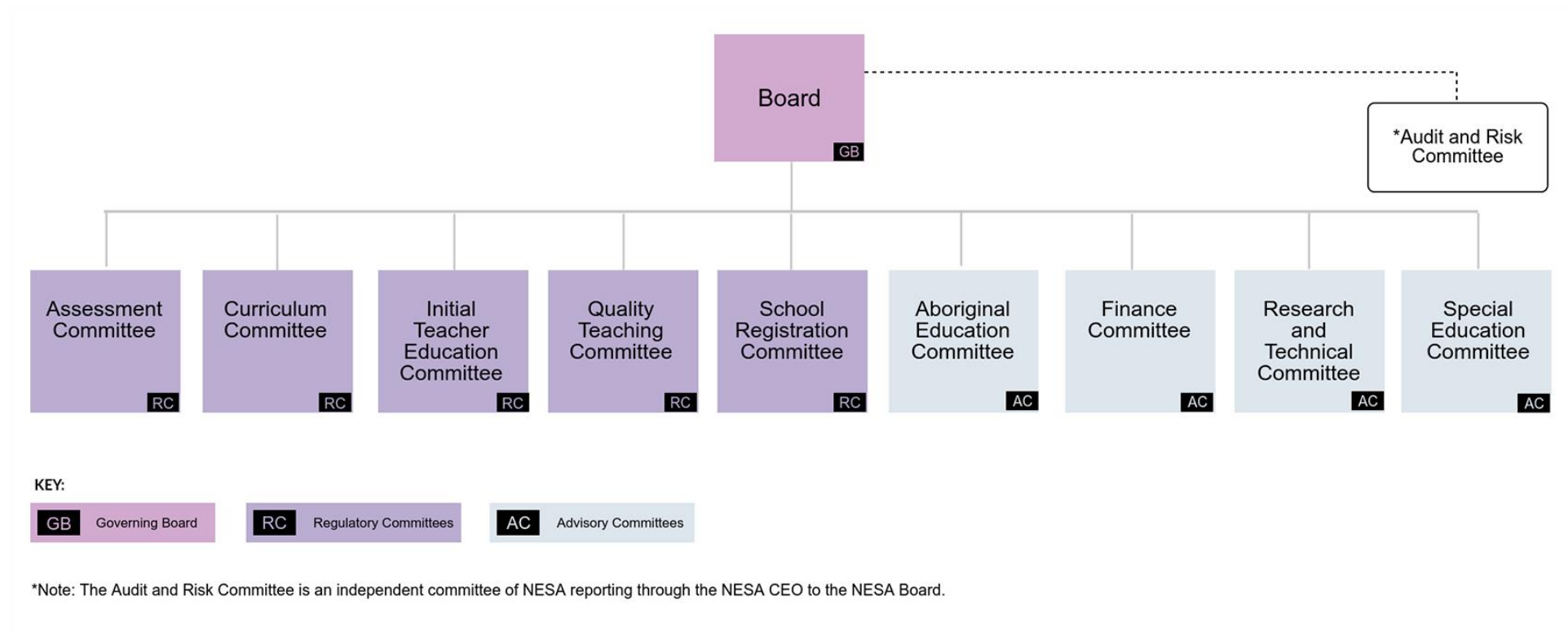
Membership (outlined in NESAs Act)	Appointed member
<ul style="list-style-type: none"> - 2 from teacher unions - 1 from Aboriginal education 	<p>Mr Denis Fitzgerald, Vice President, NSW Teachers Federation</p> <p>Mr Mark Northam, Assistant Secretary, Independent Education Union</p> <p>Professor Paul Chandler, Pro Vice-Chancellor, University of Wollongong</p>
<p>No less than 4 (but not more than 6) other persons appointed by the Minister with regard to teachers and school leaders, universities, vocational education and training, parents of school children, early childhood education, special education, business acumen and strategic advisory skills</p>	<p>Professor Susan Dockett, Professor of Early Childhood Education, Charles Sturt University</p> <p>Ms Katherine Grace, General Counsel, Company Secretary, Stockland Group</p> <p>Ms Robyn McKerihan PSM, Former Executive Director, NSW Department of Education</p> <p>Ms Iris Nastasi, Principal, Clancy Catholic College</p> <p>Mr Craig Petersen, College Principal, Denison College of Secondary Education</p> <p>Ms Carol Taylor, Former Chief Executive, BOSTES</p>
<p>The Chief Executive Officer</p>	<p>Mr David de Carvalho, Chief Executive Officer, NSW Education Standards Authority</p>

Governing Board of the NSW Education Standards Authority and its Committees

Figure 1.1 shows the committees of the governing Board of the NSW Education Standards Authority.

Appendix B provides an overview of the terms of reference and membership compositions of the committees of the NESA Board.

Figure 1.1: Governing Board of the NSW Education Standards Authority and its Committees



1.2 Members of the NESA Board



Mr Tom Alegounarias

BEd, DipEd

Mr Tom Alegounarias was appointed Chair of the NSW Education Standards Authority in January 2017. He was previously the President of the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and the Board of Studies NSW, and founding Chief Executive Officer of the NSW Institute of Teachers.

Tom is an Adjunct Professor in the Faculty of Education and Social Work at the University of Sydney and was co-author of the *Great Teaching, Inspired Learning* reforms. Between May 2009 and May 2015, he was the NSW nominee and a foundation Board member of the Australian Curriculum, Assessment and Reporting Authority Board. Previously he has been Director of Equity and General Manager of Strategic Policy for the NSW Department of Education and Training where he was responsible for national, cross-sectoral and cross-agency policy and liaison. He has been Chair and Executive Officer to a number of national policy committees, including the Schools Resourcing Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). He was co-founder and inaugural chair of the Australian Centre for Equity through Education.



Professor Paul Chandler

BSc(Hons), MScPsych, PhD

Paul Chandler is the Pro Vice-Chancellor (Inclusion and Outreach) at the University of Wollongong. Professor Chandler is a highly respected Aboriginal leader with extensive experience in the delivery of education. He is regarded as an international expert in cognition and learning, an innovative and popular teacher and a strong advocate for education and Aboriginal peoples. He is highly active in his field of research, and is the most heavily cited educational researcher currently appointed at any Australian University.



Dr Brian Croke

BA(Hons), DPhil

Brian Croke is Executive Director of the Catholic Education Commission NSW. He is also a director of the Australian Council for Educational Research and Education Services Australia, a member and chair of the NSW Schools Advisory Council, and a member of the National Catholic Education Commission. Dr Croke is Adjunct Professor of History at Macquarie University, Honorary Associate at the University of Sydney and Visiting Fellow, Institute of Education, University of London.



Mr David de Carvalho

BA(Hons), DipEd, BTheol, MPublaw, EMPA

David de Carvalho is the Chief Executive Officer of the NSW Education Standards Authority (NESA). He has extensive experience in leading and contributing to major public sector reforms at both national and state level. David started his career as a secondary school teacher. He has been CEO of the National Catholic Education Commission, and a board member of the Australian Council of Educational Research and the Curriculum Corporation (now Education Services Australia). He was Head of the Higher Education Division in the Federal Education Department. Immediately prior to NESA, he was Deputy Secretary at the NSW Department of Family and Community Services.



Professor Susan Dockett

BEd(Hons), MEd(Hons), PhD

Sue Dockett is Professor of Early Childhood Education at Charles Sturt University. She has been actively involved in early childhood education as a teacher, academic and researcher for more than 30 years. Much of her current research agenda is focused on educational transitions, particularly to school and the expectations, experiences and perceptions of all involved. Other educational transitions, including from primary to secondary school, and from school to work, are components of her ongoing research. Professor Dockett's research is widely published nationally and internationally.



Mr Denis Fitzgerald

BA(Hons), DipEd

Denis Fitzgerald is Vice-President of the NSW Teachers Federation. He has taught in a range of public schools across NSW as a classroom teacher and in a variety of promotion positions. He was a founding member of the NSW Board of Secondary Education and of the Board of Studies NSW and a member of the Curriculum Corporation. Mr Fitzgerald has also been President of the NSW Teachers Federation, the Federal President of the Australian Education Union, and a writer and speaker on educational and social issues.



Ms Katherine Grace

BA(Hons), LLB(Hons), MPP

Katherine Grace is the General Counsel, Company Secretary and a member of the Executive Committee for Stockland Group, a top 30 ASX listed entity. In addition to her business role at Stockland, Ms Grace is also involved in inclusive leadership, education and gender equity programs. Ms Grace is the lead sponsor of the employee advocacy group for gender equity, a director of the organisation's charitable trust, and a member of the Stockland Innovation Committee.



Ms Robyn McKerihan PSM

DipTeach, BEd, MBA

Robyn McKerihan has had more than 40 years' experience in the NSW education system, beginning as a teacher, executive staff member and school principal. Since 1995, Robyn has worked in senior roles as a Director and Executive Director in the NSW Department of Education at a regional and state level.



Ms Iris Nastasi

BA, HDIP Ed, MEd, GCRE

Iris Nastasi is the Principal of Clancy Catholic College, a coeducational secondary school in Western Sydney. Prior to this she was the Assistant Principal of All Saints Catholic Girls College, Liverpool. Ms Nastasi's leadership has a strong focus on lifelong learning, innovation and critical thinking. Ms Nastasi has worked as a teacher, executive leader and principal in NSW for 30 years.



Dr Geoff Newcombe AM

BSc, DipEd, MEdAdmin, PhD, GAICD

Geoff Newcombe is Chief Executive of the Association of Independent Schools NSW. Dr Newcombe has extensive school governance and management experience having held the positions of Head and Business Manager in a number of independent schools. Dr Newcombe is a Director on the Board of the Australian Institute of Teaching and School Leadership (AITSL). In 2015, Dr Newcombe established the AISNSW Institute to conduct research on enhancing school outcomes in the independent sector.



Mr Mark Northam

BA, DipEd, MEdStud

Mark Northam is the Assistant Secretary of the NSW/ACT Independent Education Union (IEU). As Assistant Secretary, Mr Northam coordinates the IEU Education Issues Committee. He began his career in education as an English and History teacher at Coolah Central School. Between 1982 and 2000, he taught at Campbelltown High School, St Anne's High School Adamstown, and held the position of Assistant Principal at St Clare's High School Taree and Acting Assistant Principal at St Francis Xavier's Hamilton.



Mr Craig Petersen

BEd, VGC, MEd

Craig Petersen is the Principal of Denison College of Secondary Education. Mr Petersen has extensive experience in secondary education leadership. Prior to his appointment to Denison College, Mr Petersen was principal of Forbes High School and Deputy Principal of Coonabarabran High School. He is the Deputy President of the NSW Secondary Principals' Council. Mr Petersen has been a member of NSW Fire Brigades since 1994, and currently serves as a captain in the NSW Rural Fire Service.



Mr Mark Scott AO

BA, DipEd, MA(Syd), MPubAdmin (Harv)

Mark Scott is Secretary of the NSW Department of Education after a decade as Managing Director of the ABC. Mr Scott was formerly a teacher at St Andrew's Cathedral School before moving to senior roles working for two education ministers. Following completion of a Masters in Public Administration at Harvard University, Mr Scott joined Fairfax Media as a journalist, rising to senior editorial and executive roles before moving to the ABC.



Ms Carol Taylor

BA, DipEd, MEd

Carol Taylor was Chief Executive of the Board of Studies NSW from 2010 to 2013. Ms Taylor began her career as an English and History teacher at Chester Hill High School. In 1988, Ms Taylor began working at the Board of Studies, then known as the Statutory Board Directorate of the Department of Education. Prior to becoming Chief Executive, Ms Taylor held roles in the areas of curriculum, assessment and measurement. Ms Taylor is an expert in assessment and standard setting, and has continued consultation work in these areas following her retirement in 2013.

Details of membership of the former BOSTES Board are provided at Appendix E.

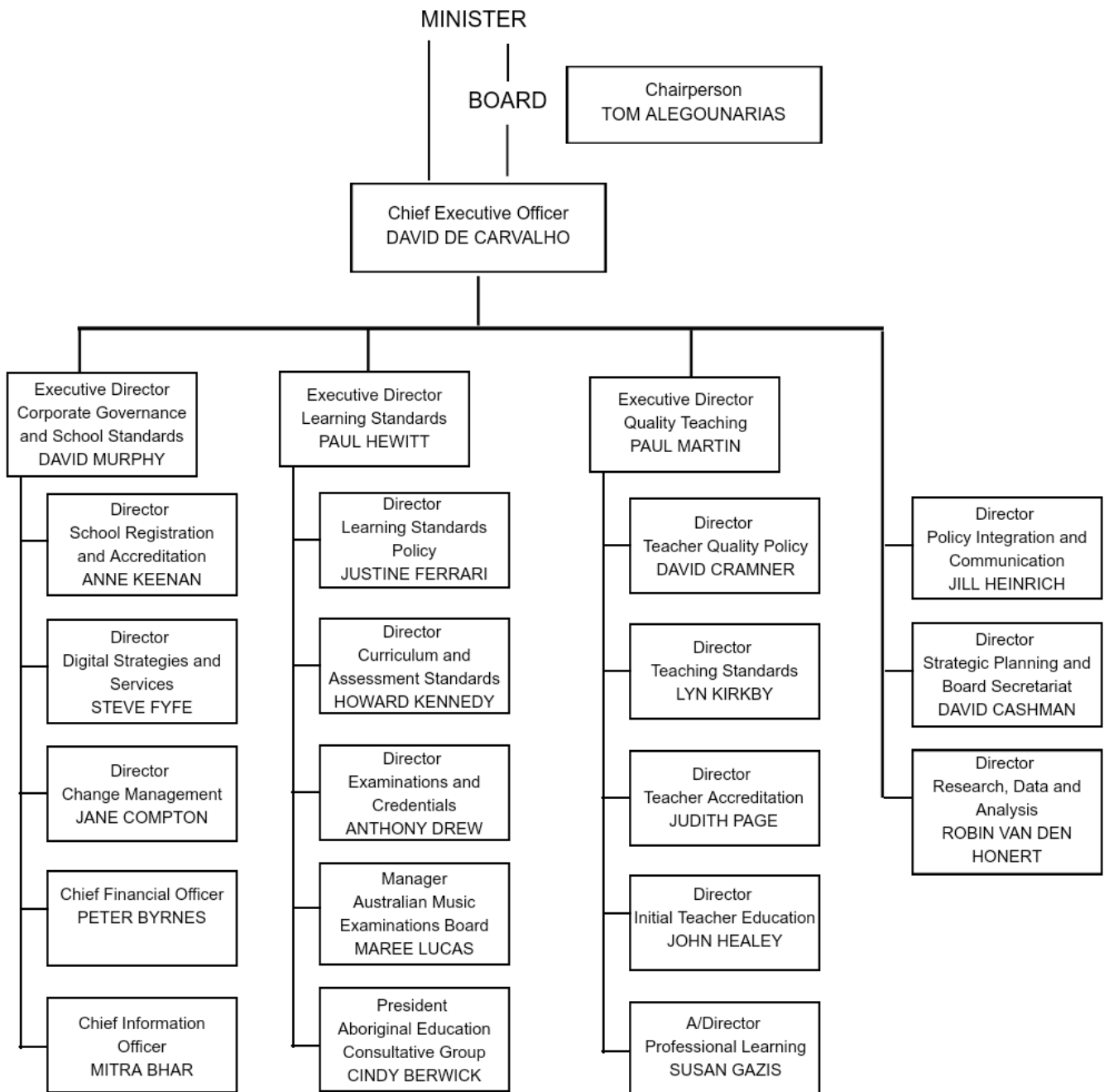
1.3 Organisational structure of NESAs

NESA is supported by the NESA Staff Agency which is established under Schedule 1 Part 3 of the *Government Sector Employment Act 2013*.

The organisational structure of NESA during the reporting period is outlined at Figure 1.2.

The detailed functions of NESA divisions, directorates and branches are described at Appendix F.

Figure 1.2: NSW Education Standards Authority organisational structure at 30 June 2017



1.4 Strategic priorities and planning

The NESA Strategic Plan and the annual Minister's Statement of Expectations are two critical instruments that provide the required strategic and operational expression to the NESA Charter within a dynamic and ever-changing educational environment.

Together, these instruments identify the strategic priorities and activities for how NESA plans to utilise its unique mandate to support teachers, schools and systems to effect improved educational standards for NSW students.

The NESA Strategy (2017–21) and NESA Strategic Plan (2017–21) will be reviewed by the Board on a rolling annual basis to incorporate new annual Ministerial Statements of Expectations and to address any new or emerging strategic issues and variables as they arise. It is anticipated that the next review will occur in early 2018 when the Board is issued with the 2018 Ministerial Statement of Expectations.

Implementation of the NESA Strategic Plan (2017–21) is led by the Chief Executive Officer and supported by a detailed NESA Operational Planning, Implementation Monitoring and Reporting Framework.

NESA Strategy (2017–21)

The NESA Strategy (2017–21) is designed to communicate a clear, high-level vision of NESA's strategy for generating greater public value for the people of NSW through its support for teachers, schools and sectors with a primary focus on improved educational standards.

The NESA Strategy (2017–21) provides a clear conceptual alignment of NESA's Charter, Legislative Mandate, 'Focus on Standards' (within and across the educational pillars) and the intended improved educational outcomes of NESA's support for teachers, schools and the sectors.

The document identifies NESA's high-level strategies and key 'enabling' organisational capabilities for delivering on its mandate and the Key Performance Indicators against which its success will be judged and reported. The document also informs the high-level organising structure of the detailed NESA strategic plan.

The NESA Strategy (2017–21) is provided at Figure 1.3 below:

Figure 1.3: NESA Strategy (2017–21)



NESA Strategy (2017–2021)

Charter

NESA serves the people of NSW by supporting teachers, schools and sectors to offer all children and young people a high quality education that enables them to fulfil their potential

Legislative mandate

NESA is an independent authority acting across school sectors with a mandate under the *Education Standards Authority Act 2013* to:

- provide strategic leadership and promote an evidence-based approach in improving standards of school education
- ensure that the quality of teaching, school curriculum, forms of assessment and regulatory standards under the NSW education and teaching legislation are developed, applied and monitored in a way that improves student learning while maintaining flexibility across the entire school education and teaching sector.

Focus on standards

NESA utilises its unique mandate to cultivate and leverage within and across the four educational pillars of teacher quality, curriculum, assessment and school standards to effect improved educational standards for NSW students. NESA works to ensure that teachers, schools, sectors and the community recognise and highly value quality standards within the four educational pillars and the impact these standards have on enabling quality learning for all NSW children and young people.



2017 Minister's Statement of Expectations

Under Division 2 Section 10 of the NES Act, there is a provision that the "Minister may, in a Statement of Expectations issued annually to the Authority, determine priorities in relation to the exercise by the Authority of its functions."

There are six key objectives for the Board in 2017:

Objective 1: Address all 13 Recommendations made in the 2016 Review of the Board of Studies, Teaching and Educational Standards.

The Review Panel considered that the initial work of NES should focus on implementing the recommendations of the Review.

The recommendations should be implemented as quickly as possible, but no later than mid-2018, with updates provided quarterly. The BOSTES Review Recommendations are at Appendix G.

Objective 2: Develop a NSW Education Strategy out to 2025.

The strategy should set out a high level visionary plan for education in NSW that shows how NSW will equip its children and young people to thrive as successful learners, confident and creative individuals, and active and informed citizens. The strategy should be grounded in school education, but recommend approaches to support lifelong learning through early childhood education, schooling, vocational education and training and higher education.

Objective 3: Focus on the Premier's and State Priorities.

NESA is to work with the school sectors to provide advice, propose actions, and support the sectors and schools in meeting:

- (a) the premier's priority to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019; and
- (b) the State priority to increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

In addition, the NSW Government is focused on improving STEM and languages education, and increasing the numbers of students enrolled in these subjects. NES is to work with the school sectors on developing proposals to address this priority area.

Objective 4: Undertake a review into secondary education (Stages 4 & 5).

NESA should conduct an investigation into student engagement, curriculum, subject choice, school organisation and staffing practices, and other issues affecting NSW secondary education.

This review should commence in June 2017, be complete in the first half of 2018 and complement the NSW Education Strategy.

Objective 5: Undertake an assessment of NSW performance in NAPLAN, PISA and TIMSS and provide recommendations to Government for improvement.

As the peak authority for education leadership in NSW, NES should examine why NSW students' results in national and international examination and assessment programs are stable or declining. Recommendations should be provided to Government on how to improve student performance.

Objective 6: Complete the first Thematic Review.

As recommended in the BOSTES review, NESA is now responsible for conducting Thematic Reviews on priority areas. The Thematic Reviews should provide strategic leadership to improve the standard of education in NSW and foster an evidence-based approach in teaching to improve student learning.

The first thematic review should be on writing. The review should contribute to the Government's Literacy and Numeracy Strategy 2017–20 by researching, developing and implementing strategies to support the teaching of writing from K–10. The review should be substantially complete, with an interim report provided, by the end of 2017.

NESA Strategic Plan (2017–21)

The NESA Strategic Plan (2017–21), incorporating the priorities identified within the 2017 Minister's Statement of Expectations, gives expression to the NESA Strategy (2017–21).

The strategic plan is organised into the following policy domains:

- NSW Premier's and State Priorities
- Ministerial Statement of Expectations (including BOSTES Review Recommendations)
- Teacher Standards
- Assessment Standards
- Curriculum Standards
- School Standards
- Integration of the Standards
- Focussing on Aboriginal Learners
- Development of NESA's Organisational Capabilities.

For each policy domain, several 'Strategies' (commencing with implementation of all 13 BOSTES Review Recommendations), 'Initiatives' and 'Timeframes' have been identified to provide scope for NESA's work plan over the forward period.

High-level 'Key Performance Indicators' are also included and aligned to each policy domain. The strategies and initiatives are drawn from a range of sources, including NESA's implementation plans for addressing the BOSTES Review recommendations, existing planning for strategic initiatives in response to Government policy priorities and the special strategic planning workshops attended by the NESA Senior Leadership Group.

Read the NESA Strategic Plan (2017–21) at Appendix H.

NESA operational planning

A NESA Operational Plan (2017–18) provides the detailed framework for implementing the initial phases of the NESA Strategic Plan (2017–21).

The operational plan promotes a direct alignment between the priorities in the NESA Strategic Plan (2017–21), the ongoing strategic focus of NESA's staff and the responsibilities and priorities of each officer. For each strategy identified in the strategic plan, detailed strategic activities, key milestones and timeframes and senior executive accountabilities have been identified and incorporated into the operational plan. Implementation progress is reviewed regularly by the NESA senior executive and Implementation Progress Reports are reviewed by the NESA Board at each meeting of the Board.

The operational plan also provides the basis for the individual performance agreements for NESA Senior Executive Service officers, corporate development plans, the management plans for each division, directorate and branch, the coordination of the NESA Board and Committees program, the NESA Annual Report to parliament and a range of other reporting requirements.

Sections 2 and 3 report on the activities and achievements of NESA in each of the policy domains during the reporting period.



SECTION 2

Our achievements

2.1 Implementing the Minister's Statement of Expectations

BOSTES review recommendations

The final report of the independent review of the former Board of Studies, Teaching and Educational Standards released in August 2016 identified 13 recommendations all of which were accepted by the NSW Government. The first of six Objectives within the 2017 Minister's Statement of Expectations stipulates that all thirteen BOSTES Review Recommendations be implemented by NESA as quickly as possible, but no later than mid-2018.

The recommendations can be viewed as belonging to one of two categories:

- recommendations which are 'enabling' actions designed to ensure the establishment of NESA, its governing Board, regulatory and advisory committee framework and associated NESA organisational arrangements and
- recommendations which relate to the development of policies and initiatives designed to strengthen NESA's support for teaching practice, student learning and the attainment of high education standards in NSW schools through curriculum, teaching, assessment and school regulation.

In September 2016, planning commenced to ensure NESA's functionality on and from 1 January 2017. Key 'enabling' recommendations relating to the establishment of NESA, its governing Board, regulatory and advisory committee framework and associated NESA organisational arrangements were subsequently implemented.

The recommendations had called for the establishment of the separate roles of Chairperson and Chief Executive Officer. Consistent with the recommendations, the previous BOSTES President, Tom Alegounarias, was appointed the inaugural NESA Board Chairperson and David de Carvalho was appointed the inaugural NESA Chief Executive Officer. NESA and its governing Board were established on 1 January 2017 under the *Education Standards Authority Act 2013* (NESA Act).

The NESA Board convened for its inaugural meeting on 8 March 2017 and subsequently established regulatory and advisory committees which commenced meetings to fulfil their delegated functions and/or as appropriate provide advice to the Board in relation to the Board's statutory functions. At subsequent meetings, the Board endorsed a NESA Charter and NESA Strategic Plan (2017–21) in order to provide NESA with high level strategic directions for achieving its remit. An extensive NESA Board and Committees program was established during the first half of 2017. Consistent with the recommendations, the organisational structure of the NESA Staff Agency has since been re-aligned to closely reflect the NESA Board and Committees structures and to more effectively support the four educational pillars of teacher quality, curriculum, assessment and school registration.

Key transitional policies required to be in place from 1 January 2017 were developed until the new NESA Board could meet and commence development of the final policies. Transitional school registration manuals were developed in late 2016 in consultation with key stakeholders and approved for implementation from 1 January 2017. The revised Manuals and Official Notices were published in December 2016. Transitional policies relating to suspension or revocation of teacher accreditation and the approval of professional development providers were also developed in late 2016 in consultation with key stakeholders and approved for implementation from 1 January 2017. The transitional policies were published in January 2017.

Implementation of recommendations relating to the development of policies and initiatives designed to strengthen NESA's support for teaching practice, school standards and student learning also commenced in late 2016 and work has continued throughout 2017.

In relation to school standards, NESA is working to implement a more rigorous and risk-based approach to school registration, focusing on the determinants of student learning. The registration manuals for non-government schools have been amended in relation to the new regulatory focus on the quality of student learning, a new registration requirement for financial viability, the replacement of the 'good character' requirement for responsible persons with a 'fit and proper person' requirement, and provisions for NESA to place conditions on school registration. NESA has introduced a risk-based approach to online applications from individual non-government schools for renewal of registration and accreditation.

NESA has also increased the number of random and risk-based audits in non-government schools, and extended this to government schools. Twenty-six schools were selected to be randomly inspected as part of the 2017 school inspection program.

In relation to teacher standards, NESA has progressed preparations for the mandatory accreditation from 1 January 2018 of all NSW teachers who were employed prior to 1 October 2004. Currently, only teachers employed after 2004 have been required to be accredited. During 2017, NESA also accredited early childhood teachers for the first time. NESA also now has sole responsibility for the revocation and suspension of teacher accreditation in NSW. Following development of a transitional policy from 1 January 2017, NESA has progressed work to give full effect to the recommendations of the BOSTES Review for the establishment of cross-sectoral panels to determine revocation and suspension decisions. A final policy governing NESA's revocation or suspension of teacher accreditation is expected to be implemented from the commencement of the 2018 school year. Additional new policies relating to NESA's approval of Initial Teacher Education programs, the maintenance of teacher accreditation, the accreditation of teachers at Highly Accomplished and Lead Teacher levels, and the approval of Professional Development Providers are also scheduled to be implemented from the commencement of the 2018 school year.

Implementation of the recommendations is expected to be completed by June 2018.

NSW Education Strategy out to 2025

In 2017, the Minister for Education sought initial advice from the NESA Board about the development of a NSW Education Strategy out to 2025. NESA conducted research and coordinated interviews with key leaders in education in NSW to assist in the preparation of an internal working paper that scoped the issues to be addressed in the development of the strategy. The scope and process for the development of the Education Strategy are under consideration by the Minister.

Thematic review of writing

NESA has the statutory authority to conduct reviews on any matter arising under the education and teaching legislation as directed by the Minister.

The final report of the BOSTES Review proposed that 'Thematic Reviews' into priority areas should be undertaken in a sample of schools across the three sectors and that the reviews would inform policy and practice, enabling lessons to be shared across schools to improve education standards. Priority areas might be identified in the Minister's Statement of Expectations or by NESA and sectors based on performance outcomes and other data. The intent of the Thematic Reviews is to provide strategic leadership to improve the standard of education in NSW and foster an evidence-based approach in teaching to improve student learning. The process of a review may vary according to the nature of the review being conducted and the intended purpose.

The 2017 Minister's Statement of Expectations requires NESA to conduct the first Thematic Review into the teaching of writing. NESA commenced this Thematic Review in March 2017 and key elements of the Review include:

- extensive teacher survey jointly undertaken by NESA and the Australian Catholic University (ACU) to gather data on current teacher practice in the teaching and assessment of student writing
- literature review undertaken by the ACU to inform both the writing project and the thematic review

- analysis of comparison of ‘current’ and ‘best’ practice
- analysis of NSW NAPLAN data pertaining to writing task specifications and students’ writing standards
- survey of NAPLAN Writing Markers
- examination of current NESA registered professional development in Writing K–10
- analysis of a sample of Proficient Teacher accreditation reports
- school Case Studies and analysis of schools where significant improvement in the teaching and assessment of writing has occurred or is being targeted
- pilot of a Writing Tool in NSW government schools to trial usability learning progressions in writing
- establishment of expert advisory groups to convene as necessary to review the information in its entirety, to make recommendations and form the conclusion of the report.

The Thematic Review into the teaching of writing is scheduled to be finalised in the first half of 2018.

NSW performance in NAPLAN, PISA and TIMSS

NESA has commissioned the Australian Council for Education Research (ACER) to assist with analysis and information gathering for this assessment project. Dr John Ainley will lead the ACER team, with oversight from Dr Geoff Masters.

ACER and NESA have agreed on a broad set of topics to explore in the assessment, covering:

- understanding the differences in focus between the NAPLAN and PISA /TIMSS tests
- reviewing existing literature and reporting on the national performance in PISA and TIMSS (and anything about NSW performance), and jurisdictional performance in NAPLAN (highlighting NSW performance)
- analysing NAPLAN and PISA /TIMSS results (nationally and NSW) since 2008, and asking what can we glean about the relationship between NAPLAN and PISA results?
- exploring reasons for Australia’s and NSW’s recent performance in these international tests compared to NAPLAN; with reference to other countries (and jurisdictions within Australia)
- developing practical recommendations for Government for improvement.

It is envisaged that this work will be completed by the end of 2017.

NSW Premier’s and State priorities

Stronger HSC Standards reforms

NESA is responsible for implementing the NSW Government’s *Stronger HSC Standards* reforms announced in 2016. The reforms are intended to strengthen the HSC by focusing on updating the senior secondary school curriculum, streamlining school-based assessment and HSC examinations and introducing a new minimum literacy and numeracy standard required for students to be eligible to receive the Higher School Certificate.

New syllabuses will be required to place more emphasis on depth of learning and analytical skills, providing students with a foundation of knowledge and skills to be applied after school in further studies and the workplace. In February 2017, NESA released nineteen new syllabuses for English, Mathematics Standard, Science and History courses for familiarisation and planning, in preparation for implementation with Year 11 students in 2018 and initial HSC examination in 2019. The new syllabuses include Australian curriculum content and address the Stronger HSC Standards reforms. The new calculus-based Mathematics syllabuses – Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 are scheduled for release later in 2017. They will be implemented with Year 11 from 2019 and first examined for the HSC in 2020.

Development of a new Science Extension syllabus commenced in 2016. Science Extension is a one-unit HSC course designed for high achieving science students. The syllabus has been finalised and it is anticipated that it will be released in Term 4 2017.

The syllabuses are accompanied by new assessment requirements. The school-based assessment guidelines have been strengthened to prevent plagiarism and cheating and help reduce student stress caused by over-assessment. To reduce excessive stress and allow more time for teaching and learning, school-based assessment tasks will be capped at three per course in Year 11 and four per course in Year 12 (including the HSC trial examination). New examination specifications have also been developed and are being finalised for release in 2017. Redesigned HSC examination questions will help reduce formulaic, pre-prepared responses. Stricter guidelines will assure the authorship of take-home assessments and projects.

Students will need to meet a minimum standard of literacy and numeracy to receive the HSC from 2020. This change will not affect students sitting for the 2017, 2018 or 2019 HSC. The minimum standard is set at a functional level of literacy and numeracy aligned to Australian Core Skills Framework Level 3, a nationally agreed standard. This will give assurance to parents, further education providers, business and employers about the literacy and numeracy skills of students with an HSC. Through a comprehensive communications strategy which began in October 2016, all school education sectors, secondary schools, and professional principal and teaching associations have been advised that students presenting for the 2020 Higher School Certificate will sit short, online NESA reading, writing and numeracy tests to demonstrate that they meet the minimum standard. These tests will be available for Year 10 students to sit at school in 2018. Year 9 students who demonstrate Band 8 results or higher in the NAPLAN reading, writing and numeracy tests from 2017 will have demonstrated that they exceed the HSC minimum standard and will not be required to sit the NESA online tests from Year 10.

STEM education

NSW is a recognised leader in STEM disciplines with a broad range of curriculum in Science, Technology, Engineering and Mathematics that provides opportunities beyond those provided by many other jurisdictions.

NESA supports primary school teachers to engage students in their science and technology lessons by providing a range of STEM materials, including hands on activities. These materials include coding activities.

New Mathematics 'consolidation' pathway materials have been developed and published for Years 9 and 10 to enable students to 'catch up' and be confident in attempting an advanced calculus-based Mathematics course in the senior years. Content includes opportunities for STEM applications. Further new Mathematics pathway materials have been developed and published for Years 9 and 10 to give students the mathematics and numeracy skills needed to excel in Vocational Education and Training and other pathways. This pathway focuses on practical real-world applications of mathematics.

NESA has provided further opportunities for students to engage in STEM by developing cross-curriculum teaching and learning programs that enable students to integrate their knowledge, understanding and skills from the underpinning Science, Mathematics and Technologies learning areas in various practical contexts. These programs have been designed to encourage innovative thinking and the integration of digital technologies.

To improve educational outcomes in STEM subject areas in all NSW primary schools, NESA is working with universities to develop initial teacher training programs. The focus is development of primary mathematics and primary science and technology teacher specialists by including an enhanced science or mathematics strand within initial teacher education degrees for primary school teachers.

NESA has developed new science curriculum in the senior years that provide further opportunities for STEM learning and is also developing new K–10 syllabuses in Science and Technology for Kindergarten to Year 6 and Technology Mandatory for Years 7 and 8, in consultation with stakeholders. The new syllabuses will also incorporate Australian curriculum content and will explicate and add features familiar to NSW teachers. Implementation will commence in NSW schools at a time determined by the NSW Government after consultation with school principals and schooling sectors.

During 2017–18 further development of Technologies curriculum will continue with review of Stage 6 courses in Software Design and Development and Information Processes and Technology syllabuses. This initiative will ensure that the NSW Technologies curriculum will continue to be of a high quality and will meet the current and future needs of students and employers. A contemporary and relevant curriculum will prepare students for tertiary study and active and successful participation in the workforce.

Languages education

NSW has one of the most comprehensive languages programs anywhere in the world, with 83 courses in 36 languages, including an Aboriginal Languages Content Endorsed Course. A total of 66 of these courses are available for study in Years 11–12, in up to five differentiated levels. The 17 Kindergarten to Year 10 courses are credentialed for the Record of School Achievement (RoSA) in Year 10. The K–10 Aboriginal Languages syllabus provides a framework for potentially all NSW Aboriginal Languages to be taught from Kindergarten to Year 10.

A new NSW K–10 Languages Framework was developed and published in 2016. The framework was used to develop the new Chinese and Japanese K–10 syllabuses incorporating Australian curriculum content. NESA released these syllabuses in Term 2, 2017 for implementation in NSW schools from 2019. During 2017–19, a further 15 new Language-specific K–10 syllabuses will be developed using the framework to incorporate Australian curriculum content. This will include the development of a new NSW Aboriginal Languages K–10 syllabus to incorporate content from the framework for Aboriginal Languages and Torres Strait Islander Languages. During 2017–19, NESA will undertake a review of frameworks for all NSW Stage 6 Languages courses.

NESA also has a key responsibility in collaboration with the school sectors to support the NSW Government's commitment to increase the number of students studying languages at school.

Key actions completed to date include:

- a new K–10 Languages Curriculum Framework which is being used to develop 15 new K–10 language-specific syllabuses
- cross-sectoral primary and secondary school languages education surveys to provide a fuller picture of current languages provision in NSW schools. A forum for key stakeholders in Chinese language education to review the accessibility and suitability of current HSC Chinese language courses.
- the establishment of requirements for a primary languages teaching specialisation in Initial Teacher Education courses.

2.2 Teacher standards

Great Teaching, Inspired Learning

The NSW Government's [*Great Teaching, Inspired Learning: A Blueprint for Action*](#) (GTIL) was released by the Minister for Education in March 2013.

The GTIL blueprint is designed to promote and foster world-class teacher quality as the central driver of maintaining and improving the educational standards of NSW students.

The GTIL blueprint comprises a total of 16 key outcomes relating to reforms in the following areas of whole-of-career accreditation and related professional support:

- pre-entry to the teaching profession
- beginning and returning teachers
- accredited teacher performance
- Highly Accomplished and Lead teachers
- professional collaboration and evidence-based learning.

Key aspects of the blueprint for action that relate to the business of NESA are:

- strengthened entry requirements for initial teacher education (ITE) programs
- the introduction of a literacy and numeracy assessments within ITE programs
- strengthened partnerships between ITE providers and schools relating to professional experience
- alignment of teachers' professional development requirements with annual performance reviews
- legislation to be introduced to require the accreditation of all suitably qualified teachers in NSW schools and early childhood centres
- coordination of higher-level accreditation with career pathways.

The national accreditation system for ITE programs underwent significant reform following the Education Council's endorsement in December 2015 of the revised Accreditation of initial teacher education programs in Australia: Standards and Procedures (Standards and Procedures). Several new Program Standards directly relate to NSW's GTIL initiatives.

NESA is working constructively with the Australian Institute for Teaching and School Leadership and through the Australasian Teacher Regulatory Authorities on shared policy directions to ensure that NSW perspectives are represented with respect to the GTIL reform agenda.

Initial teacher education

Initial teacher education program approval process

Since 1 January 2017, NESA has the regulatory function to approve ITE programs under the *Education Standards Authority Act 2013*. ITE program approval is delegated to NESA's regulatory committee, the Initial Teacher Education Committee (ITEC). Prior to the establishment of NESA, the NSW Minister for Education approved programs based on ITEC's advice.

The Accreditation of Initial Teacher Education Programs in NSW: Policy and Procedures, describe the basis on which ITE programs are assessed and approved. Program approval confirms that graduates are eligible for provisional accreditation to teach in NSW and that the program is nationally accredited.

The policy and procedures ensure that program accreditation is consistent with the national Standards and Procedures (December 2015) and other NSW policy requirements including:

- subject content knowledge linked to NSW syllabuses
- professional experience, including the professional experience framework
- NSW elaborations in priority areas.

The NSW elaborations in priority areas include NSW-specific requirements for teaching students who have English as an additional language or dialect in addition to the nationally agreed set of priority areas of Aboriginal Education, classroom management, information and communications technologies, literacy and numeracy and Special Education.

ITE program approval is normally for a maximum of five years.

From July to December 2016, the Minister approved eight new ITE programs by three providers. During this period, remaining undergraduate programs confirmed to BOSTES they complied with the minimum HSC achievement for selecting entrants (as measured by three HSC Band 5 results including English).

Due to national reforms to the Standards and Procedures in December 2015, all existing accredited NSW programs are to transition to the revised Program Standards by the end of 2017 to maintain their accreditation. During the period, a major focus was consultation with stakeholders on the new Program Standards and providers submitting their Transition Plans to NESAs.

Teacher accreditation

Provisional and conditional accreditation of teachers in NSW

NESA makes provisional and conditional accreditation decisions based on:

- a teacher's academic qualifications
- a Working with Children Check (WWCC) clearance from the Office of the NSW Children's Guardian
- an appropriate level of English language proficiency.

Currently, teachers who return to teaching after a break of five years or more, or who enter the NSW teaching profession from overseas for the first time, are required to be accredited. The assessment of applications involves the following steps:

- assessing a prospective teacher's qualifications
- identifying the need for an English language proficiency test or confirming that the results supplied by a prospective teacher meet the requirements for accreditation
- ensuring that a prospective teacher has a current Working with Children Check clearance.

Advice is also provided to the teacher and the NSW Department of Education about the subjects the teacher meets for appointment to a permanent position in a NSW public school. This information is used by other employers to guide their staffing decisions.

NESA provides successful applicants with a statement of accreditation confirming the level of accreditation. The statement also includes the subjects the teacher is approved for employment in NSW public schools.

In 2016–17, 8 238 teachers were provisionally or conditionally accredited by NESA. Of this number:

- 99 teachers successfully completed an English language proficiency test prior to accreditation
- 1 098 teachers were required to complete 10 hours of refresher courses in the first 12 months of their accreditation
- 670 teachers were accredited at the Proficient teacher level through recognition of their interstate teacher registration.

Mandatory accreditation of NSW teaching profession (pre-2004 teachers)

From 1 January 2018, all teachers require accreditation to teach in NSW.

For the first time, this will include any teacher who:

- was employed in a NSW school prior to 1 October 2004 and has not had a break from teaching of five years or more and
- holds a current Working with Children Check clearance.

To support the accreditation of pre-2004 teachers from 1 January 2018, a substantial rebuild of the teacher accreditation database is nearing completion.

The system has been developed after extensive consultation with users over a three year period. Once completed, NESAs will have a more effective platform to support teachers in their accreditation. The upgrade provides for a more efficient and intuitive portal for teachers to achieve and maintain their accreditation, and for employers and Teacher Accreditation Authorities (TAAs) to comply with the requirements of the *Teacher Accreditation Act 2004*. Streamlined upload options for teachers and TAAs will reduce the administrative burden for internal and external users.

All accreditation functions will be more accessible to stakeholders via the new online platform, including reporting functions that will better support compliance as well as the quality and consistency accreditation decisions.

Efficiencies of the project include automated processes to reduce internal workloads and increase the accuracy and currency of teacher data.

NESA has worked closely with TAAs and employers for more than 18 months in preparation for the accreditation of all eligible pre-2004 teachers. This includes ensuring the details of all pre-2004 teachers will be included on the teacher accreditation database before December 2017.

NESA anticipates that more than 75 000 pre-2004 teachers will be accredited on 1 January 2018. This will bring the total of accredited teachers in NSW to approximately 165 000.

A Working with Children Check clearance is a condition of accreditation. Employers and teachers have worked collaboratively with NESA to ensure that all teachers have a current clearance to continue teaching. Both employers and NESA are required to verify all clearances with the NSW Office of the Children's Guardian.

A comprehensive five-stage communications campaign is underway to provide information, advice and support to pre-2004 teachers. The strategy responds to anticipated lines of enquiry and provides a rationale for accreditation. The strategy builds momentum and ensures teachers are kept informed of relevant deadlines.

The campaign includes direct email and online engagement as well as sector based communications. A series of online and face-to-face workshops will take place throughout October and November.

Accreditation of early childhood teachers

On 18 July 2016, 7 731 eligible early childhood teachers were accredited by NESA. An eligible early childhood teacher has:

- been employed as an early childhood teacher in an approved centre-based early childhood education and care service
- an Australian Children's Education and Care Quality Authority (ACECQA) approved early childhood teaching qualification and
- a current Working with Children Check clearance.

Early childhood teachers who worked as teachers at any time during the five years prior to 18 July 2016 and who met the criteria outlined above were eligible for accreditation at the level of Proficient Teacher.

From 1 October 2016, early childhood teachers who intended to teach for the first time in NSW were required to apply for provisional accreditation. 2 522 early childhood teachers have been provisionally accredited.

Revocation, suspension and voluntary cancellation of accreditation

Teachers can have their accreditation removed for misconduct and/or failing to meet the Australian Professional Standards for Teachers under the *Teacher Accreditation Act 2004*. A teacher may also choose to cancel their accreditation.

The BOSTES Review recommended changes to the *Teacher Accreditation Act 2004* to assign sole responsibility for the revocation and suspension of teacher accreditation to NESA. The *Teacher Accreditation Act* was amended in 2016 and an interim policy to enact the changes to the Act was approved by the Minister in January 2017.

Work commenced in 2017 to give full effect to the recommendations of the BOSTES Review. Specifically, the Review recommended the establishment of cross-sectoral panels to determine revocation and suspension decisions.

Electronic Teachers Accreditation Management System

The electronic Teachers Accreditation Management System (eTAMS) is a repository for all teacher accreditation information. The existing system is semi-automated and has been heavily modified. To meet mandatory requirements, improve the efficiency of teacher accreditation, incorporate new business requirements and provide end users with a more intuitive system, a project to develop a new eTAMS is underway.

The project is scheduled for delivery in the second half of 2017.

Teaching standards

Transition to the Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers were approved for use in NSW teacher accreditation by the NSW Minister for Education in July 2011, replacing the NSW Professional Teaching Standards. The Australian Professional Standards for Teachers now apply to all NSW teachers working towards accreditation at Proficient Teacher.

Graduate teachers

In 2016–17, 7 410, teachers were provisionally or conditionally accredited in NSW at the graduate teacher level of the Australian Professional Standards for Teachers.

As at 31 December 2016, there were a total of 33 286 provisionally or conditionally accredited teachers in NSW.

Mandatory accreditation at Proficient Teacher

Provisionally and conditionally accredited teachers are required to develop their practice against the Standards for Proficient Teacher and demonstrate that they meet the requirements for accreditation at Proficient Teacher to their Teacher Accreditation Authority.

Working towards accreditation at Proficient Teacher is designed to be a formative, developmental process. It is expected that beginning and returning teachers' supervisors or mentors will provide support during this process by observing and providing feedback on their practice and meeting with the supervisor or mentor.

The maximum time that teachers have to achieve accreditation at Proficient Teacher depends on the nature of their employment and whether they are provisionally or conditionally accredited. The number of years for achieving Proficient Teacher is summarised in Table 2.1.

Table 2.1: Maximum time to achieve Proficient Teacher accreditation for full-time, part-time and casual teachers

	Provisional accreditation	Conditional accreditation
Full-time employment	3 years	4 years
Part-time or casual employment ^(a)	5 years	6 years

(a) NESAs may extend the maximum period for part-time and casual teachers in cases of genuine hardship.

Once a teacher's practice meets the Standards for Proficient Teacher, they are accredited by the relevant Teacher Accreditation Authority. The teacher's supervisor writes a report about the teacher's practice which is submitted to the Teacher Accreditation Authority, together with documentary evidence of the teacher's work, before being forwarded to NESAs.

NESAs issue a letter of acknowledgement to the teacher and send a certificate, signed by the Chief Executive Officer, to the relevant Teacher Accreditation Authority to be countersigned and presented to the teacher.

In 2016–17, a total of 12 693 teachers were accredited at Proficient Teacher. A further 722 teachers were granted accreditation at Proficient Teacher through recognition of their full registration gained in other Australian states and territories. At 30 June 2017, there were 49 078 teachers in NSW with Proficient Teacher accreditation.

In March 2015, the then Quality Teaching Council endorsed a policy that enables teachers whose time to achieve Proficient Teacher accreditation has expired to apply for a limited period of provisional reaccreditation. As at 30 June 2017, 31 teachers have successfully applied for re-accreditation.

Quality assurance of Proficient Teacher accreditation decisions

NESAs' quality assurance processes were reviewed as part of an internal investigation by Dr Bruce Mowbray into the quality of submissions at Proficient Teacher. Recommendations from the 2016 BOSTES Review further informed the revision of teacher accreditation policies and related quality assurance processes. These will be implemented from 2018.

Voluntary accreditation at Highly Accomplished and Lead Teacher levels

All NSW teachers who meet eligibility requirements for voluntary accreditation at Highly Accomplished or Lead Teacher may apply for accreditation at the higher levels.

The process for accreditation at the higher levels is more rigorous and requires the teacher to take more responsibility than for accreditation at the Proficient Teacher level. Application fees for teachers are derived from costs arising from the process.

The key features of the process include:

- a preliminary assessment that helps potential applicants reflect on, or self-evaluate, whether they are likely to meet the requirements for accreditation at the relevant career stage
- the use of multiple sources of evidence by the teacher, including an external observation of teaching to support an accreditation application
- criteria to establish appropriate Teacher Accreditation Authorities
- training for Teacher Accreditation Authorities and the external observer making the observation
- a committee with the role of advising teacher accreditation authorities to support moderation of accreditation judgments made across all authorities.

NESA has developed evidence guides to assist teachers to select evidence for their submission. The sources of evidence required for an accreditation decision are:

- documentary evidence – evidence of practice that the teacher has had a significant role in developing or substantially refining
- referee reports – confirmation of the teacher’s achievement of the professional standards by a range of professional colleagues
- external observation of teaching practice – undertaken by external observers who are appointed and trained by NESA.

Each teacher’s submission is hosted in the portal of the [NESA website](#). The teacher completes online supporting documentation, including annotations, and attaches associated evidence. Referees and external observers complete online reports against specific standard descriptors to support the accreditation submission.

In 2016–17, 185 preliminary assessments for accreditation at Highly Accomplished Teacher and 84 preliminary assessments for Lead Teacher accreditation were completed and feedback reported to each teacher. A total of 125 teachers started a submission for accreditation at Highly Accomplished Teacher and 78 teachers started a submission for Lead Teacher. External observations were completed for 45 candidates. There were 442 teachers working towards Highly Accomplished Teacher and 440 teachers working towards Lead Teacher.

Once a teacher completes their submission, it is considered by the relevant Teacher Accreditation Authority, which then makes a recommendation on accreditation. Each application is then assessed by NESA’s Moderating and Consistency Committee (MCC) – a cross-sectoral committee comprising representatives of key stakeholders of the accreditation process. The MCC provides advice to the Teacher Accreditation Authority about the accreditation decision, based on the evidence provided against the Australian Professional Standards for Teachers. Although the Teacher Accreditation Authority makes the final judgment, should they choose not to follow the MCC’s advice, a written response giving the reasons for this decision must be provided to NESA.

Membership of the MCC comprises a chair, seven teachers, three principals and three representatives of Teacher Accreditation Authorities from the three education sectors. Members of the MCC in 2016–17 are listed at Appendix E.

The MCC considered 45 submissions for Highly Accomplished and Lead Teacher accreditation. The MCC consequently provided formal advice to the relevant Teacher Accreditation Authorities on the quality of the candidates’ evidence and the consistency of each decision compared to the other teaching accreditation decisions.

In 2016–17, 14 teachers were accredited at Highly Accomplished Teacher and five teachers at Lead Teacher. In the same period, seven candidates were not accredited at Highly Accomplished Teacher level and eight were not accredited at Lead Teacher level.

Publications

During 2016–17, NESA’s Teaching Standards Directorate conducted a full review of the Teacher Standards web content and published the following material on the NESA website:

- [The *BEST They Can Be*](#), Dr Bruce Mowbray
- [Proficient Teacher Evidence Guide for Early Childhood Teachers](#).

Continuing professional development

Once accredited at Proficient Teacher level, full-time teachers must undertake a minimum of 100 hours of professional development over a five-year period (or a seven-year period for casual and part-time teachers). A minimum of 50 hours must be courses offered by providers that have been endorsed by NESA. The remainder of the hours can be NESA registered or can be identified by individual teachers, but must relate to the Standards.

Teachers undertaking postgraduate study can apply to have their study recognised professional development for the purposes of maintaining accreditation. During 2016–17, NESA reviewed 364 applications to recognise further postgraduate study towards professional development requirements for maintenance of accreditation. Of those, 361 applications were successful.

At the end of the maintenance period, teachers complete a maintenance of accreditation report. The teacher's report is signed by the relevant Teacher Accreditation Authority and submitted to NESA.

In 2016–17, 2 847 teachers completed their first maintenance of Proficient Teacher accreditation period and started their second maintenance period. As at 30 June 2017, there were 10 900 Proficient Teachers in their second maintenance period.

Teachers accredited at the Highly Accomplished and Lead Teacher levels must also maintain their accreditation through participation in continuing professional development. A minimum of 50 hours must be courses offered by providers that have been endorsed by NESA. A minimum of 20 hours must be categorised as professional commitment activities. These are activities that support the professional development and practice of colleagues in the teacher's school and in the wider education community. The remainder of the hours can be NESA registered or can be identified by individual teachers, but must relate to the Standards.

Professional development

NESA's interim policy on the Endorsement of Professional Development Providers and Courses (January 2017) replaced the BOSTES Professional Learning Policy (December 2013). Endorsement of professional development providers ensures that high quality Professional Development is readily available to NSW teachers maintaining their accreditation at Proficient Teacher, Highly Accomplished Teacher and Lead Teacher levels. The interim policy details how a Professional Development provider gains and maintains endorsement to offer courses as NESA Registered Professional Development.

More information on [providing high quality professional development for teachers](#) is available on the NESA site.

Professional Learning Endorsement and Interim policy

Reflecting the changes recommended by the BOSTES review, NESA is now responsible for the process of assessing applications from Professional Development providers.

Streamlined Process

The interim policy Endorsement of Professional Development Providers and Courses (January 2017) has a significantly streamlined process for potential providers and for those seeking to expand their scope of endorsement. Each application from a Professional Development provider now goes through a simplified internal approval process using a risk-based assessment which has a simplified provider agreement and provider declaration, as well as a clearer more accessible format for providers.

The total number of successful providers, including those who broadened their endorsement, during 2016–17 was 130. Table 2.2 shows the total number of providers, including those who broadened their endorsement, during 2016–17.

Table 2.2: Total number of providers, including those who broadened their endorsement, during 2016–17

Career Stage	No of applications received	No of applications endorsed
Proficient	174	113
Highly Accomplished	12	6
Lead	18	11
Total	204	130

Evaluation Tool

In 2016–17, NESA released an evaluation tool as a component of the Teacher Accreditation (eTAMS) and the Provider Portal (eTAMS). In the financial year there were a total of 114 039 Professional Development evaluations completed by teachers. These evaluations offer valuable feedback to providers and teachers on the success of NESA registered courses in a succinct and accessible form.

Auditing

Initial stages of planning took place for further monitoring and auditing of providers. These audits – both desk and field based – will be carried out when providers come up for renewal, not meeting endorsement criteria and through teacher evaluations.

In the future NESA officers plan to carry out more rigorous and extensive audits for ongoing quality assurance in Professional Development that will improve the educational standards of NSW teachers.

Support for professional development providers

In order to support providers of professional development who have successfully become endorsed with NESA. The team developed a new user manual to support providers accessing and using the provider portal.

The Professional Learning team is releasing a news publication Professional Development Update on a quarterly basis. This platform is another form of communication for NESA to regularly update providers about the education environment and endorsement criteria. The publication has had very positive feedback from providers, including the opportunity for endorsed providers to tweet about courses they are running.

Presentations for professional development providers seeking endorsement

Potential Providers

During 2016–17, the Professional Learning team conducted 12 presentations with 297 attendees who were seeking endorsement to offer NESA registered courses. The sessions covered the professional development requirements for maintaining accreditation, the application process and how to map relevant courses against the Australian Professional Standards for Teachers (APST). Table 2.3 below provides details of potential provider presentations delivered in 2016–17.

Table 2.3: Potential provider presentations 2016–17

Potential Provider Sessions	Number of Attendees
Thursday, 11 August 2016	19
Tuesday, 30 August 2016	31
Friday, 13 January 2017	38
Friday, 3 February 2017	26
Friday, 17 February 2017	26
Friday, 3 March 2017	27
Friday, 17 March 2017	18
Tuesday, 4 April 2017	21
Tuesday, 28 April 2017	28
Monday, 15 May 2017	16
Friday, 9 June 2017	23
Friday, 16 June 2017	24
Total	297

Established Providers

The Professional Learning team delivered five presentations with 274 attendees to already endorsed providers. These sessions contained updates and information about changes to the Professional Development environment. The sessions focused specifically on current teacher accreditation requirements, the implications of the BOSTES Review, the revised interim policy and changes to the criteria for endorsed providers. Table 2.4 below provides details of established provider presentations delivered in 2016–17.

Table 2.4: Established provider presentations 2016–17

Established Provider Sessions	Number of Attendees
Friday, 20 January 2017	36
Tuesday, 24 January 2017	32
Friday, 27 January 2017	24
Friday, 10 February 2017	37
Tuesday, 21 February 2017	145
Total	274

School-based Providers

NESA's Professional Learning team are now offering a range of school-based Professional Development workshops that are intended for Independent Schools seeking to become endorsed providers at a school level. There have been two sessions so far and they attracted a total of 27 participants. The team is looking forward to running more school-based Professional Development workshops that are intended for Independent schools looking to become endorsed providers. Table 2.5 below provides details of school-based provider workshops delivered in 2016–17.

Table 2.5: School-based provider workshops 2016–17

School-based Sessions	Number of Attendees
Friday, 5 May 2017	17
Friday, 23 June 2017	10
Total	27

Newly endorsed Providers

NESA also ran five sessions for providers who submitted successful applications during 2016–17 with a total of 93 attendees. These sessions highlighted the purpose of endorsement for providers, the registration of courses and the role the provider plays. Providers are also trained in using the Provider Portal to help list courses, access evaluations and add teacher participation. Table 2.6 below provides details of newly-endorsed provider sessions delivered in 2016–17.

Table 2.6: Newly-endorsed provider sessions 2016–17

Newly Endorsed Sessions	Number of Attendees
Thursday, 14 July 2016	13
Thursday, 22 September 2016	21
Thursday, 8 December 2016	33
Friday, 24 March 2017	16
Friday, 12 May 2017	10
Total	93

Teacher Professional Development Research

The recent release of the reports [Supporting Teachers, Supporting Children \(2016\)](#) and the [Teacher Professional Development Survey \(2015\)](#) demonstrated an ongoing commitment to supporting the professional learning needs and preferences of NSW teachers.

There were 11 919 teachers who completed the Teacher Professional Development Survey, and 1 777 who completed the Supporting Teachers, Supporting Children survey. Teacher feedback is central to our work as we move towards 2018, when all NSW teachers will be accredited.

NESA is currently working with providers to make professional development available that assists teachers in areas identified within the survey.

Supporting teachers, supporting students

NESA commissioned the Centre for Community Child Health (CCCH) to identify professional learning needs of early childhood and primary teachers of students with additional learning needs arising from issues of health and wellbeing. The resulting research has been used to identify priority professional development for early childhood and primary teachers relating to child health and wellbeing.

Teacher Professional Development Survey

The key findings from this report indicated that teachers have an overwhelming preference for professional learning that is delivered in a face-to-face environment, is collaborative and can be readily applied, has quality content and provides practical take-home resources. The main challenges to teachers participating in professional development are conflicts with work schedules, cost, and geographical accessibility of professional learning. The provision of quality professional learning to rural and remote teachers was noted as a key challenge.

Read [more on the reports and findings](#) on the NESA site.

Key Priority areas – Strategic activities

NESA identified five priority education areas for 2017. The Professional Learning team assisted Professional Development in these priority areas by highlighting and developing quality courses with endorsed providers. The data demonstrates substantial growth in the priority areas. Table 2.7 below provides details of Professional Development courses in identified priority education in 2016–17.

Table 2.7: Professional development courses in identified priority areas in 2016–17

Priority areas	New courses registered 2015–16	New courses registered 2016–17	Percentage growth	Total number of courses in priority areas
STEM	936	1 135	21%	3 910
Literacy and Numeracy	570	725	27%	2 583
Writing	348	423	22%	1 399
Aboriginal and Torres Strait Islanders	91	150	65%	418
Languages	83	94	15%	317
Total	2 028	2 527	25%	

STEM

It is essential that providers of Professional Development develop STEM courses so that future generations of teachers remain digitally adaptive and develop the critical and creative thinking skills for the challenges of the future. Endorsed providers of Professional Development have been encouraged to address courses in STEM that focus on areas such as 3D Printing, environmental sustainability, digital classroom practice, online/blended and eLearning environments, implementing new syllabuses, and creating visible and tangible learning opportunities.

Literacy and Numeracy

Success in all learning areas depends on students having literacy skills appropriate for the level of learning required. Endorsed providers of Professional Development were encouraged to provide Literacy courses that focused on areas of Professional Development that included comprehension, reading across KLA's, grammar, writing, spelling, vocabulary, speaking and listening.

Professional Development in Numeracy is an essential skill for students to become successful learners at school and in life beyond school in the community and their future working lives. Some Professional Development for teachers that has been provided in this area includes problem solving, how to differentiate Mathematics in the classroom, Mathematics in movement, making Mathematics meaningful and Mathematics syllabus implementation.

Writing

The importance of students being successful writers is essential for their schooling and beyond. Building Professional Development courses to support teachers in this priority area has seen providers develop courses in teaching grammar and vocabulary in writing, language and learning, structure and context, and digital writing.

Aboriginal and Torres Strait Islanders

To support education about the significant place of Aboriginal and Torres Strait Islander peoples in Australia's history, society and economy, endorsed providers developed Professional Development that engaged with Aboriginal perspectives, Aboriginal and Torres Strait Islanders cultural competence, and leading Aboriginal education at your school.

Languages

Australia's multicultural educational context has created the need for a diverse range of teaching and learning opportunities. Endorsed providers who offer Professional Development in Languages are being encouraged to release more courses which enable teachers and students to develop intercultural understanding.

2.3 Curriculum standards

Curriculum overview

NESA 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 (K–12) are taught according to a detailed common curriculum, which clearly describes what students should learn and be taught. The NSW syllabuses contain explicit descriptions of the subject content to be taught and the knowledge and skills that students should develop.

The syllabuses and related support materials also describe clear standards of achievement expected of students at each of the stages of learning, allowing for student achievement to be assessed and reported against these standards. The stages of learning are shown in Table 2.8.

Table 2.8: Stages of learning in NSW schools – Kindergarten to Year 12

Stage	Year level
Early Stage 1	Kindergarten
Stage 1	Years 1–2
Stage 2	Years 3–4
Stage 3	Years 5–6
Stage 4	Years 7–8
Stage 5	Years 9–10
Stage 6	Years 11–12

The NSW syllabuses have been developed after 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. Table 2.9 shows the organisation of the NSW curriculum by school-year level, learning area and credential.

Table 2.9: Organisation of the NSW curriculum – Kindergarten to Year 12

Year level	Learning areas	Credential
K–6	<ul style="list-style-type: none"> ▪ English ▪ Mathematics ▪ Science and Technology ▪ Human Society and Its Environment ▪ Personal Development, Health and Physical Education ▪ Creative Arts 	
7–10	<ul style="list-style-type: none"> ▪ English ▪ Mathematics ▪ Science ▪ Human Society and Its Environment Languages ▪ Technological and Applied Studies ▪ Personal Development, Health and Physical Education ▪ Creative Arts 	Record of School Achievement (available from the end of Year 10, accumulating to the point of leaving school prior to completion of the Higher School Certificate)

Year level	Learning areas	Credential
11–12	<ul style="list-style-type: none"> ▪ English (compulsory) ▪ plus a choice from more than 150 Board developed courses, Board endorsed courses, vocational education and training courses, and Life Skills courses 	<p>Record of School Achievement (available from the end of Year 10, accumulating to the point of leaving school prior to completion of the Higher School Certificate)</p> <p>Higher School Certificate</p>

Framework and processes for curriculum development

The *Syllabus Development Handbook (2014)* guides an inclusive approach to curriculum development in NSW and details the policies that NESA syllabuses and support materials are required to meet.

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

The ongoing strategic review and updating of the NSW curriculum provides syllabuses and support materials that meet the needs of the full range of students and operates within the context of national and international developments in curriculum, assessment, teaching and learning.

More details about the [NSW curriculum and syllabuses](#) are available on the NESA website.

Implementing the Australian curriculum for NSW students

During 2016–17, NESA continued to work with the Australian Curriculum, Assessment and Reporting Authority (ACARA), all states and territories and the NSW education sectors to support the implementation and monitoring of Australian curriculum.

In NSW, NESA continues to work with the NSW Department of Education, the Catholic Education Commission NSW and the Association of Independent Schools of NSW, principals, teachers and other stakeholders to ensure that syllabus development builds on the current high standard of curriculum in NSW and that its implementation is well supported.

Kindergarten to Year 10 syllabuses

In 2017, the new Geography K–10 syllabus was implemented in K–6 and in Years 7 and 9. Implementation in Years 8 and 10 will commence in 2018.

During 2016–17, development of new syllabuses for Personal Development, Health and Physical Education (PDHPE) K–10, Technology Mandatory Years 7–8 and Science and Technology K–6 to incorporate Australian curriculum content continued. Consultation on the draft syllabuses was conducted in March–May 2017.

During 2016–17, the new Languages K–10 Framework was published. The new framework guided the development of new Chinese and Japanese K–10 syllabuses which were released in June 2017. The new syllabuses which incorporate Australian curriculum content will be implemented from 2019, with optional implementation for K–6 from 2018.

Development of new K–10 French, German, Indonesian, Italian, Korean and Spanish syllabuses to incorporate Australian curriculum content commenced in 2017. Consultation on the draft syllabuses was conducted during June–August 2017.

A review of the Creative Arts K–6 syllabus to incorporate Australian curriculum content commenced in 2017. Consultation on the draft directions for syllabus development was conducted from June–August 2017.

Stage 6 syllabuses

In February 2017, nineteen new syllabuses for English, Mathematics Standard, Science and History courses were released for familiarisation and planning, in preparation for implementation with Year 11 from 2018.

The new syllabuses include Australian curriculum content and address the NSW Government's Stronger HSC Standards reforms.

The syllabuses focus on the acquisition of deep knowledge and the development of analytical skills, and provide increased opportunities for students to engage with new technologies and contemporary approaches to content.

The syllabuses, including five Life Skills syllabuses, were developed using NESA's established syllabus development process including broad consultation and face-to-face meetings held during 2014, 2015 and 2016.

To support implementation, a range of support materials have been developed and released on the NESA website. These materials include course guides, new assessment advice, sample scope and sequences, sample units, and advice for teaching and assessing students with special education needs.

The syllabuses are accompanied by new assessment requirements. New examination specifications have also been developed and were released at the beginning of Term 4, 2017. The syllabuses will be first examined for the HSC in 2019.

The new calculus-based Mathematics syllabuses – Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 are scheduled for release later in 2017. They will be implemented with Year 11 from 2019 and first examined for the HSC in 2020.

The development of the Science Extension Stage 6 syllabus commenced in 2016. Science Extension is a one-unit HSC course designed for capable science students. The syllabus has been finalised and it is anticipated that it will be released in Term 4, 2017.

Supporting the primary curriculum

NESA has continued to develop materials to support primary teachers in delivering Science, Technology, Engineering and Mathematics (STEM) learning. Cross-curricular STEM activities and units provide a range of approaches to teaching and learning. The activities and units focus on scientific investigation, coding, computational thinking, food and fibre and the integration of design and production skills in the development of solutions to real-world problems.

Materials to support the implementation of new syllabuses for Chinese, Japanese, Science and Technology and PDHPE will be released during the next reporting period. These materials include school and parent guides, sample units, scope and sequences and assessment activities.

WriteOn is an annual writing competition for students from Year 1 to Year 6. It provides an opportunity for students to demonstrate their creative writing skills in response to a stimulus image. The best entries from 2016 have been published in an anthology. This is an excellent resource for schools as they work to improve the quality of students' writing. In 2016, the WriteOn competition was conducted in association with the State Library of NSW.

Special education

The online resource Mathematics K–6 Support Document for students with special education needs is being redesigned to provide greater accessibility online for teachers. The resource provides advice and strategies to assist students who are experiencing difficulties with aspects of numeracy.

Supporting the Years 7–10 curriculum

Mathematics Consolidation Pathways Years 9 and 10

New Mathematics STEM consolidation pathways have been developed and published for Years 9 and 10. The Mathematics STEM pathway is designed for students wishing to concentrate on the mathematics and numeracy skills required for a range of vocational education and training and other pathways at and beyond school. The Mathematics STEM Advanced pathway is designed to assist students to consolidate key concepts required for study of the Mathematics calculus-based courses in Stage 6, and for engagement in STEM based fields and higher education.

STEM

Additional materials to support an integrated approach to teaching Science, Technology, Engineering and Mathematics in Years 7–10 have been developed. These materials focus on the application of engineering principles to the design and production of solutions.

Languages

Support materials including sample scope and sequences, sample teaching units and sample assessment activities for the new Chinese and Japanese K–10 syllabuses are under development and will be published later in 2017.

Special Education

Work samples have been developed to illustrate how teachers can include adjustments and extensions to assessment activities. These samples are currently being published on the NESAs website.

In 2016, the information and advice published on the NESAs website in relation to supporting students with special education needs was reviewed. A [new special education section](#) on the NESAs website was established, with updated advice including:

- the definition of students with disability
- curriculum options
- making adjustments
- assessment and reporting
- Life Skills
- supporting students in VET courses.

Supporting the Years 11–12 curriculum

New school-based assessment requirements

During 2016–17, NESAs developed new Stage 6 school-based assessment requirements for all Stage 6 courses excluding VET, Content Endorsed and Life Skills Courses, in response to the Stronger HSC Standards reforms. New Stage 6 assessment advice and course-specific assessment materials including sample assessment schedules were published to support schools. Implementation will begin with Year 11 from 2018.

English Stage 6 Prescriptions 2019–23

The new [Stage 6 Prescriptions: Modules Electives and Texts for the Higher School Certificate 2019–2023](#) was published in April 2017 to support the implementation of the new English syllabuses. Texts on the revised list will be examined for the first time in the 2019 HSC.

This list is reviewed on a five-to-six-year cycle by NESA. The review of the current HSC text list was conducted between July 2016 and February 2017. In developing the new HSC English Prescriptions for 2019–23, NESA applied its established process of text selection in line with general community values and expectations. Schools determine which texts from the list students will study, and no text is compulsory. Teachers are advised that the ethos of the school and its local community should be considered when selecting texts.

Support materials in the form of annotations were developed for texts prescribed for the first time. Sample units have also been developed to demonstrate how prescribed texts may be studied within the context of new syllabus modules.

Supporting students with special education needs

Case studies have been developed across a range of Stage 6 subjects to illustrate how teachers can make adjustments to support students with special education needs in teaching, learning and assessment. The case studies describe the process used to decide on relevant adjustments for an individual student and how these adjustments can be applied to a sample teaching unit and assessment activity in the nominated subject. These case studies are currently being published on the NESA website.

Science

In June 2017, requirements for pattern and pathways of study requirements for Stage 6 Science courses were amended.

From 2018, students will continue to be able to study up to six units of Science in Year 11. For the 2019 HSC examination, students can study up to seven units of Science in Year 12. This change allows for the study of Science Extension – a new one-unit Year 12 course examined for the first time as part of the 2019 HSC.

Languages

A total of 65 HSC languages courses are currently examined for the NSW Higher School Certificate.

Since the early 1990s, a national framework of interagency collaboration between state and territory senior secondary curriculum and assessment authorities has supported small candidature community languages. This national program is known as the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The CCAFL program allows states to collaborate in developing syllabuses and conducting examinations for senior secondary students in languages where there are small numbers of students. Under the program, NSW offers 23 courses at a number of levels: 2 courses at Background Speakers level, 17 at Continuers level and 4 at [Language] in Context (formerly Heritage) level.

States host the CCAFL program on a rotational basis. NSW completed its two-year hosting of the program in December 2016.

The Punjabi Continuers course, published in 2014 was examined for the first time in the 2016 HSC. A Korean Beginners syllabus was developed and implemented with Year 11 in 2016. It will be examined for the first time in the 2017 HSC.

New nomenclature for Background Speakers and Heritage Languages courses

In 2016, new nomenclature for Background Speakers and Heritage Languages courses was approved. [Language] and Literature replaces Background Speakers and [Language] in Context replaces Heritage for these courses in Chinese, Indonesian, Japanese and Korean. The new names better reflect the study of the Language within these courses.

HSC Course prescriptions for [Language] and Literature and Languages Extension courses

In 2016 new prescriptions, to be examined from the 2019 HSC, were developed for [Language] and Literature courses in Chinese, Indonesian, Japanese and Korean. These have been published on the [NESA website](#). Work is underway for development of new prescriptions for Extension courses in Arabic, Chinese, French, German, Indonesian, Japanese, Modern Greek and Spanish, to be examined from the 2020 HSC.

Creative Arts Course Prescriptions

A review of the HSC Course Prescriptions for Dance and Drama was undertaken and changes to texts and topics were made for the HSC 2019–21. The introduction of new topics and texts reflects current trends and developments in Dance and Drama. The revised prescriptions will be released in Term 4 2017.

Technologies

During 2016–17, NESA developed two additional Stage 6 cross-curricular STEM units to support integrated approaches to teaching Science, Technology, Engineering and Mathematics. The units focus on the application of coding and computational thinking and engineering principles to solve real-world problems.

Personal Development, Health and Physical Education

A review of the mandatory Category A groups in the HSC Core: Groups in Context was undertaken in 2016 in the Community and Family Studies course and changes made for the 2018 HSC examination. Youth will now replace Homelessness as one of the two mandatory Category A groups to be studied. Suggested resources for Youth were provided on the NESA website to assist teachers in planning for this change.

Flexible curriculum pathways

In addition to the extensive suite of Board developed courses, there are four categories of Board endorsed courses to support the full range of student interests and needs:

- Content endorsed courses
- School developed Board endorsed courses
- Board endorsed alternative education programs
- University developed Board endorsed courses.

Content endorsed courses

NESA develops content endorsed courses to cater for a wide candidature in areas of specific need not served by Board developed courses. There are currently 10 content endorsed courses.

A [list of content endorsed](#) courses is available on the NESA website.

School developed Board endorsed courses

School developed Board endorsed courses are designed by an individual school or group of schools to meet the local needs of a group of students.

Schools may submit school developed Board endorsed courses to NESA for endorsement in Stage 5 (for the Record of School Achievement) or in Stage 6 (as Preliminary or HSC units). In Stage 6, completed courses are included in a student's HSC pattern of study but do not contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). School developed Board endorsed courses may be endorsed for a maximum of four years.

In 2016, the former BOSTES considered 154 course proposals and endorsed 116 for implementation in 2017. In Stage 5, 118 proposals were considered and 94 courses were approved. In Stage 6, 36 proposals were considered and 32 courses approved.

Board endorsed alternative education programs

Board endorsed alternative education programs are provided for a very small number of at-risk young people who are unable to participate in formal education for social, cultural or other reasons. The programs aim to support young people to return to school, other education or training, or to enter into employment.

Since 2011, NESAs has delegated responsibility for the endorsement of alternative education programs. It established a board endorsement panel to approve alternative education programs based on criteria in the Guidelines for Equivalent and Alternative Courses of Study. The panel consists of representatives from the office of the Advocate for Children and Young People, the NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW, TAFE NSW and a registered training organisation with expertise in supporting at-risk young people.

In 2016, six Board endorsed alternative education programs were delivered across NSW.

University developed Board endorsed courses

University developed Board endorsed courses supplement and extend the HSC curriculum for high-achieving students in Stage 6, and are developed by universities in conjunction with a school, a group of schools or a school system. The courses may be included in a student's HSC pattern of study but, as with all other Board endorsed courses, the results in these courses are not eligible for inclusion in the calculation of the ATAR. These courses often include university credit.

The criteria for endorsement of university developed Board endorsed courses are consistent with those used for any new courses developed or endorsed by the Board. Requirements are set out in the [University Developed Board Endorsed Courses in the Higher School Certificate: Guidelines for Course Proposals](#), which is available on the NESAs website.

In 2016, 18 university developed Board endorsed courses were delivered across NSW, enrolling a total of 443 students in Years 11 and 12.

Vocational education and training courses

Vocational education and training (VET) courses allow students to study and achieve vocational qualifications that are recognised nationally by employers and industry, and to receive credit as part of the Record of School Achievement and HSC.

The majority of VET courses studied in the HSC are available through industry curriculum frameworks developed by NESAs. In addition to the nationally recognised Australian Qualifications Framework (AQF) VET qualifications available through these frameworks, students can also count the result from the HSC VET examination available in each framework towards their ATAR.

There are currently [13 industry curriculum frameworks](#) covering the major areas of work and employment in NSW:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality

- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism, Travel and Events.

Mandatory work placement requirements are a significant feature of framework courses. The work placement that students undertake as part of their HSC underpins the quality of the outcomes they achieve in these courses, providing positive outcomes for students, their host employers and industry.

As the national industry training packages on which the frameworks are based are revised, the corresponding HSC courses are also revised. This provides students with access to the latest qualifications and industry competency standards.

An industry advisory group was convened to oversee the revision of the Retail Services Curriculum Framework and facilitate consultation on the draft syllabus. Amendments were also made to the Automotive, Hospitality, Primary Industries and Tourism, Travel and Events Curriculum Frameworks. All revised/updated syllabuses were for implementation from 2017.

Board endorsed VET courses

VET Board endorsed courses allow schools the opportunity to offer vocational courses in industry areas not available through the frameworks. Curriculum pathways provided through these courses cater for a range of student needs and interests within the Record of School Achievement and HSC, including those undertaking school-based apprenticeships or traineeships.

The suite of Stage 6 (HSC) and Stage 5 (Years 9 and 10) VET Board endorsed courses were updated to align with the most recent version of their associated training package.

In 2016, 116 VET courses were endorsed by the previous BOSTES Board for 2017, comprising 104 Stage 6 VET courses and 12 Stage 5 VET courses. Qualification pathways new to the suite of courses included Automotive Manufacturing – Bus, Truck and Trailer, Aviation (Cabin Crew), Engineering Composites Trade, Furniture Making Pathways, Salon Assistant and Timber Composites Machining.

Provisions to enable pathways for Years 11 and 12 students to higher-level VET qualifications

NESA curriculum provisions enable schools and school systems to offer VET pathways leading to Certificate III and Certificate IV qualifications for students in Years 11 and 12.

Students undertaking a course from one of the 13 frameworks have the opportunity to work towards, or obtain, a Certificate III qualification.

Approximately 56 VET Board endorsed courses allow students to work towards, or obtain, a Certificate III qualification. These include Automotive Body Repair Technology, Business Administration (Medical), Community Services, Laboratory Skills, Landscape Construction, Meat Processing (Retail Butcher), Music Industry and Shopfitting.

There are also two VET Board endorsed courses that enable students to work towards Certificate IV qualifications in Beauty Therapy and School Age Education and Care.

Table 2.10 shows the number of VET Certificate II or higher qualifications and statements of attainment achieved as part of the HSC program over the past two years. The number of students that study a VET course is cyclical and can vary from year to year.

Table 2.10: VET Certificate II or higher qualifications and statements of attainment achieved as part of the HSC program, 2015–16 to 2016–17

2015–16	2016–17
60 935	57 152

Note: The above figures reflect the number of qualifications issued to students who undertook a VET course as part of their HSC program at any time during Stage 6 as a result of having a Preliminary and/or HSC enrolment with NESAs and enrolled in an Industry Curriculum Framework or other VET course endorsed by NESAs. The data includes VET delivered to students as part of the HSC program by all RTOs (including the school sector RTOs, TAFE and Private Providers).

VET pathways for Years 9 and 10 students

Undertaking a VET course in Years 9 and 10 (Stage 5) is an option available to all students in NSW schools as part of a broad general education leading to recognised schooling and VET qualifications.

Access to VET courses for students in Years 9 and 10 can be a valuable strategy for schools seeking to improve student engagement, retention and participation in education and training. It provides options for developing training pathways from Stage 5 to Stage 6 and post-school. This is of particular benefit in planning pathways for students who stay on at school as a result of the school leaving age in NSW, which requires students to participate in education, training or employment until the age of 17.

Students in Years 9 and 10 can access VET courses through two curriculum pathways:

- Stage 5 VET Board endorsed courses
- early commencement of Stage 6 VET courses.

Table 2.11 shows the number of Years 9 and 10 students entering Stage 5 VET Board endorsed courses between 2012 and 2016.

Table 2.11: Number of entries in Stage 5 (Record of School Achievement) VET courses by training package industry area 2012–16

Training package industry area	2012	2013	2014	2015	2016
Hospitality	0	0	50	284	402
Primary Industries	184	175	181	217	205
Information and Communications Technology	327	230	162	216	173
Business Services	109	147	96	274	162
Manufacturing	259	354	221	254	155
Construction	48	103	106	134	120
Retail Services	0	1	25	89	81
Automotive	0	0	7	35	44
Community Services	0	0	0	3	16
Animal Care	0	6	9	9	5

Training package industry area	2012	2013	2014	2015	2016
Screen and Media	0	5	31	46	0
Accredited course (Access to Work and Training)	0	0	0	4	0
Total	927	1 021	888	1 565	1 363

In 2016, there were:

- 1 554 students across Years 9 and 10 who undertook early commencement of one or more HSC VET courses, totaling 1 583 course enrolments
- 42 students across Years 9 and 10 who sat for an HSC VET examination
- 10 students across Years 9 and 10 who undertook the Industry-based Learning course.

Table 2.12 shows the number of Years 9 and 10 students undertaking early commencement of Stage 6 VET courses, by industry area, between 2012 and 2016.

Table 2.12: Number of Years 9 and 10 students undertaking early commencement of Stage 6 VET courses by industry area 2012–16

HSC course industry area	2012	2013	2014	2015	2016
Hospitality	593	674	582	404	361
Construction	303	257	234	184	165
Retail Services	197	132	161	105	152
Automotive	160	208	195	194	124
Metal and Engineering	320	217	225	145	121
Information and Communications Technology	146	111	174	133	93
Skills for Work and Training	0	28	34	36	81
Primary Industries	123	60	69	118	78
Beauty	56	88	107	87	68
Hairdressing	106	84	92	63	68
Community Services and Health	109	84	67	62	63
Business Services	89	83	124	50	51
Sport, Fitness and Recreation	164	149	193	113	47
Animal Care	51	49	48	28	21
Aviation	1	19	10	17	21
Electrotechnology	30	22	8	14	15

HSC course industry area	2012	2013	2014	2015	2016
Live Performance and Entertainment	34	1	1	3	10
Transport and Distribution/Logistics	1	3	1	3	9
Plumbing	15	23	23	17	8
Retail Baking	3	5	3	10	8
Other	89	82	89	52	19
Total	2 590	2 379	2 440	1 838	1 583

Supporting Aboriginal education

NESA has an ongoing commitment to Aboriginal education.

In May 2017, the focus of the second NESA all-staff Forum was improved outcomes for Aboriginal and Torres Strait Islander students, parents/carers and communities. Several initiatives and improvements were proposed for further development and inclusion in the NESA operational plan.

NESA released its [Commitment to Aboriginal Education](#) during NAIDOC Week 2017 at NSW Parliament House. The Commitment to Aboriginal Education document was completed in partnership with the AECG. The document was signed by the AECG President Ms Cindy Berwick and the NESA Chairperson Mr Tom Alegounarias. The event was attended by NESA Board Members and staff, NSW AECG representatives, and representatives from the offices of the Minister for Education and Minister for Aboriginal Affairs.

During the reporting period, NESA has advanced a range of related projects as outlined below. For information about the NSW Aboriginal Education Consultative Group see Appendix M.

NESA develops syllabuses and curriculum support materials related to:

- Aboriginal Studies
- Aboriginal Languages
- Aboriginal and Torres Strait Islander histories and cultures learning across the curriculum content
- literacy and numeracy initiatives; and
- capacity building in the Aboriginal community.

Visit [NESA's Aboriginal Education website](#).

Aboriginal Studies

In 2016–17, NESA continued its work to support the development of resources to assist teachers to implement the Years 7–10 and Stage 6 Aboriginal Studies syllabuses.

NESA also continued to collaborate with the State Library of NSW (SLNSW) and schools to collect and digitise a range of exemplary major projects by students completing Aboriginal Studies for their HSC. The selected projects will be placed in the SLNSW's digital collection.

NESA collaborated with the Aboriginal Studies Association to recognise, at the annual Aboriginal Studies Association Conference in 2016, those students whose major projects were included in the SLNSW digital exhibition.

Aboriginal Languages Syllabus – Kindergarten to Year 10

The [Aboriginal Languages K–10 syllabus](#) has been available for implementation since 2005. Since that time, NESA has provided support to several local communities and schools to develop Stage 4 and Stage 5 teaching units for NSW Aboriginal languages of Bundjalung, Gamilaraay/Yuwaalaraay/Yuwaalayaay, Gumbaynggirr, Paakantji, and Wiradjuri.

In response to the NSW Government's OCHRE plan for Aboriginal affairs, NESA, in partnership with the AECG and the NSW Department of Education (DoE), made significant progress in several initiatives to provide support for Aboriginal languages education in NSW schools. The initiatives involved the continued development of:

- one generic and five language-specific Aboriginal Languages Scope and Sequences K–10 for the languages of the five NSW Aboriginal language and culture nest sites: Bundjalung, Gamilaraay/Yuwaalaraay/Yuwaalayaay, Gumbaynggirr, Paakantji and Wiradjuri.

During the same period the following initiatives were progressed:

- an online compendium to support the teaching of Aboriginal Languages in, initially, the five NSW Aboriginal language and culture nests for Bundjalung, Gamilaraay/Yuwaalaraay/Yuwaalayaay, Gumbaynggirr, Paakantji and Wiradjuri
- in partnership with the AECG and the DoE the development of Aboriginal Language apps for the languages in the five Aboriginal language and culture nests. In 2016 agreements between NESA and several Aboriginal organisations were formalised prior to the development of the apps
- Gumbaynggirr and Paakantji have established language communities that have signed the NESA collective agreement for the language app development to be completed.

Aboriginal Language and Culture Nests (Nest/s) are intended to provide Aboriginal communities with opportunities to reclaim revitalise and maintain their traditional Aboriginal languages and involve linking with schools, TAFE NSW, universities and other community language programs or groups.

The NSW Department of Education's Aboriginal Education and Communities Directorate is leading the Nest initiative within schools; the AECG has been contracted to support and formalise community engagement with each of the Nests; and NESA was tasked with establishing, in collaboration with communities, the scope and sequence for Aboriginal language teaching and developing Aboriginal Language apps for each Nest.

Cross-curriculum representation of Aboriginal and Torres Strait Islander histories and cultures

In 2016, new processes were introduced to ensure that Aboriginal and Torres Strait Islander histories and cultures learning across the curriculum content in syllabuses was represented in accurate and engaging ways. The new processes were introduced in the development of new Stage 6 syllabuses for English, Mathematics, Science and History courses. The processes have been used with the development of new syllabuses for Languages K–10, Personal Development, Health and Physical Education (PDHPE) K–10, Science and Technology K–6 and Technology Mandatory Years 7–8. The new processes were used in the development of support materials for the Stage 6 syllabuses in response to consultation feedback on new Aboriginal and Torres Strait Islander histories and cultures learning across the curriculum content.

In 2016, NESA incorporated targeted consultation meetings with Aboriginal and/or Torres Strait Islander stakeholders into the consultation phases of syllabus development. In 2017, targeted student voice consultation meetings for Aboriginal and/or Torres Strait Islander students were introduced in Languages K–10, PDHPE K–10, Science and Technology K–6 and Technology Mandatory Years 7–8 syllabus development.

Aboriginal Languages Stage 6 Content Endorsed Course syllabus

The first Aboriginal languages to be taught in NSW in 2016 through the [Aboriginal Languages Stage 6 CEC](#) syllabus are the Gumbaynggirr language at Woolgoolga High School and the Paakantji language at Menindee Central School. NESA anticipates that the first graduates of the Aboriginal Languages Stage 6 Content Endorsed Course syllabus will complete the course in 2017.

Recommendations from the Royal Commission into Aboriginal Deaths in Custody

NESA has partial responsibility, in conjunction with the NSW Department of Education, for implementing recommendations 289, 290, 291, 292 and 298 of the 1991 report of the Royal Commission into Aboriginal Deaths in Custody ('the Royal Commission'). The implementation of each recommendation is an ongoing process as NESA develops and revises syllabuses, support materials and digital resources.

Through its work with local communities, teachers and other stakeholders, NESA seeks to develop and showcase exemplary and innovative curriculum opportunities that contribute to positive learning conditions and enhanced educational outcomes for Aboriginal and Torres Strait Islander students. All NSW students continue to benefit from the Aboriginal and Torres Strait Islander histories and cultures *Learning across the curriculum* content within existing NSW syllabuses. Opportunities to study these histories and cultures have been retained or enhanced in the development of the new NSW syllabuses that incorporate the Australian curriculum content.

During 2016–17, NESA continued to work on the following initiatives to improve the learning outcomes of Aboriginal students:

- supporting the implementation of the mandatory cross-curriculum content within Years 7–10 syllabuses
- supporting the implementation of Aboriginal Studies syllabuses for Years 7–10 and Stage 6
- supporting the implementation of Aboriginal Languages syllabuses for Years K–10 and Stage 6
- collaborating with other agencies on joint initiatives to further support Aboriginal Languages K–10 and Stage 6 programs
- facilitating school and Aboriginal community partnerships.

Recommendations 289 to 292

Recommendations 289 to 292 of the Royal Commission broadly relate to the activities of NESA. In response, NESA syllabuses and support documents acknowledge the importance of prior learning and promote recognition of diverse learner groups, as well as the importance of equity and inclusiveness. Curriculum writing is informed by NESA's equity principles. These principles recognise the importance of consultation with, and the direct involvement of, Aboriginal Peoples in the process of curriculum development, along with the proper and appropriate inclusion of Aboriginal and Torres Strait Islander histories and cultures *Learning across the curriculum* content. This content provides all students with the opportunity to develop knowledge and understanding about Aboriginal and Torres Strait Islander histories and cultures.

NESA works closely with key stakeholder bodies such as the AECG and other regional and local bodies. NESA attends, participates in and facilitates meetings and workshops in support of its own projects as well as joint initiatives with other government and regional agencies. NESA provides opportunities for Aboriginal teachers, Aboriginal education officers and community members to take up roles in NESA's Aboriginal Curriculum Unit projects.

The BOSTES Aboriginal Education Advisory Committee met on two occasions during 2016 and the newly formed NESA Aboriginal Education Committee met once in 2017 during the reporting period. Each committee has informed the Board on Aboriginal Education, including issues and content related to curriculum and assessment.

During 2016, the Aboriginal Education Advisory Committee provided advice to the Board in relation to:

- the implementation of new syllabuses including representation of Aboriginal and Torres Strait Islander histories and cultures such as the new Stage 6 English, Mathematics, Science and History syllabuses and continued with curriculum development for Languages K–10, PDHPE K–10, Science and Technology K–6 and Technology Mandatory Years 7–8
- the process for selection of HSC Aboriginal Studies major projects for digital exhibition
- initial teacher education initiatives relating to the GTIL blueprint for action.

In 2017, the newly formed Aboriginal Education Committee was established and was able to provide advice to NESA on:

- the NESA Commitment to Aboriginal Education
- the representation of Aboriginal and Torres Strait Islander histories and cultures in Languages K–10, PDHPE K–10, Science and Technology K–6 and Technology Mandatory Years 7–8.

Membership and Terms of Reference of the NESA Aboriginal Education Committee is at Appendix B.

Recommendation 298

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

NESA promotes the participation of Aboriginal Peoples in its core functions through:

- inclusion, as a member of the Board, of an Aboriginal person with knowledge and expertise in the education of Aboriginal Peoples
- ongoing consultation with the AECG and other Aboriginal organisations
- inclusion of positions within the NESA Aboriginal Curriculum Unit for which Aboriginality is an essential criterion
- employment of other Aboriginal Peoples as project officers, curriculum writers, consultants and administrative staff
- representation of Aboriginal Peoples on advisory, planning and writing groups
- engagement with parents, students and Aboriginal community members in Aboriginal curriculum projects.

2.4 Assessment standards

Promoting best practice assessment and reporting K–12

During 2016–17, NESA continued to provide a range of resources to promote and support best practice assessment and reporting of student achievement from Kindergarten to Year 12 in NSW schools.

Online Assessment research projects

NESA is undertaking research into online assessment at both the early primary and senior secondary level.

The 2017 early primary research project is collaboration between NESA, NSW teachers and a US-based education group called High Road. The aim of the research is to develop an online instructional assessment that uses artificial intelligence to lead students through a task, assessing their responses and providing adaptive scaffolding to help them learn. Teachers gain insights from the activity log data that can be translated into meaningful teaching strategies. This is a long-term trial, with teachers contributing to the content of the assessment tool and its reporting functions at each stage of development. The trial will conclude at the end of 2017.

The senior secondary research project is the second phase of the Year 11 online Critical Thinking test. The Critical Thinking test is an online, multiple choice test that measures a student's capability in logical and analytical reasoning. A major part of the test is the provision of a detailed report that gives students information to empower them to improve their critical thinking skills. The 2016 trial of the Critical Thinking test was very successful: NESA invited 2 580 Year 11 students to participate in the trial and the results demonstrated that the test is valid and reliable. In post-test feedback sessions the students appeared to value critical thinking and understand its importance for both study and everyday life. The trial has been extended in 2017 to include all Year 11 students. The support has been extremely positive, with 11 357 students from 165 schools participating in the test. Analysis of the research will be undertaken before the end of 2017.

NESA is also undertaking a small trial into using augmented reality to test critical thinking. Students will use an iPad to demonstrate their investigative and analytical skills. This research, although in its infancy, puts NESA at the forefront of research into online assessment.

Supporting Consistent Teacher Judgement

To strengthen consistency in awarding A–E grades, NESA Liaison Officers conducted 22 Consistent Teacher Judgement workshops across the state during the reporting period (46 offered in the previous reporting period) to consolidate best practice in the allocation of grades for Kindergarten to Year 11 students. Approximately 608 teachers, representing all systems and sectors, attended these workshops.

The workshops, conducted in metropolitan and regional venues in NSW, provided opportunities for teachers to re-familiarise themselves with best practice in school-based assessment and the awarding of grades.

Assessment Resource Centre

The [Assessment Resource Centre \(ARC\) website](#) supports teachers in the assessment and reporting of students from Kindergarten to Year 12. While primarily developed for teachers, the ARC is also used by parents, students and other stakeholders.

The ARC contains resources to support quality assessment and reporting practices in Kindergarten to Year 6, Years 7 to 10, and Years 11 and 12.

The ARC provides support for teachers in using assessment to enhance learning. Student work samples in response to assessment activities demonstrate student achievement (graded A–E) against the NESA common grade scale. Grade commentaries and annotations provide descriptions of how the work samples represent a particular standard or grade.

The Year 11 and Year 12 section of the ARC hosts HSC standards materials for use by schools, teachers and students. Syllabus web pages are designed to accommodate new materials including updated syllabuses and changes to examination specifications. NESA continues to produce materials to illustrate the performance standards in HSC courses. These materials include sample responses and student work samples across a range of courses. Samples of responses from previous HSC examinations continue to be available on the ARC website.

All revised assessment resources and advice will be migrated from the current ARC website to the NESA website, which will provide enhanced access to assessment information and resources.

To support the allocation of grades, NESA will continue to work with schools during 2017–18 to collect and publish work samples for Kindergarten to Year 6, Years 7 to 10, and Years 11 and 12.

Higher School Certificate

NESA is responsible for issuing the Higher School Certificate (HSC) at the completion of Year 12 and the Record of School Achievement (RoSA) for eligible students who leave school prior to completion of the HSC. The eligibility criteria for these certificates are specified in the *Education Act 1990*. The criteria require that students be assessed via internal school-based assessment and, for the HSC, via statewide public examinations.

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

The Higher School Certificate credentials package

Students who meet all of the requirements for the Higher School Certificate receive an electronic credentials package consisting of:

- a testamur
- a Record of Achievement listing all Stage 6 (Preliminary and HSC) and Stage 5 (Year 10) courses completed and, where appropriate, the results achieved
- a course report.

Vocational Education and Training (VET)

Students entitled to a VET qualification or Statement of Attainment for school-based VET study under the Australian Qualifications Framework are issued credentials by NESA (separately to the HSC credentials) on behalf of the school sector Registered Training Organisations (RTOs), or by TAFE NSW.

2016 HSC candidature

In 2016, the HSC candidature was 76 203, with 67 983 students receiving their HSC award. A total of 1 961 students completed one or more Board developed HSC Life Skills courses and were issued a Profile of Student Achievement. There were 1 632 students receiving the HSC who identified as having an Aboriginal or Torres Strait Islander background; this represented 2.4 per cent of all students receiving their HSC.

In 2016, 87 192 students successfully completed Preliminary courses (typically studied during Year 11).

Courses available for Study

Students were able to select from 117 externally examined courses, as well as:

- one non-examined English course
- 17 VET industry curriculum frameworks
- 27 Life Skills courses
- 66 languages courses (including six Classical languages).

An additional 111 Board endorsed courses that do not include an external examination were also available for selection.

In 42 courses, the examination consisted only of a written paper or papers, while in 9 courses the examination also included a major project or performance. In 52 of the 66 languages courses, the examination included a speaking examination. In two courses – English Extension 2 and Music Extension – the examination consisted solely of a major project or performance.

2016 HSC examinations

Examination setting

Examination papers and marking guidelines were produced by committees of practising secondary teachers and tertiary educators working under the leadership of a chief examiner, with the support of examination development project officers, in accordance with NESA principles.

NESA inspectors and supervisors of marking also had a role in ensuring the quality of the examinations and marking guidelines. Each examination was assessed by at least one independent practising teacher with recent experience of teaching the HSC course.

The preparation of the 2016 HSC examinations involved:

- 96 examination committees developing 125 examination papers in 103 courses
- 304 examination committee members and 133 assessors
- 973 committee meetings
- printing approximately 14 million pages of examination papers.

HSC administration and conduct

The administration and conduct of the 2016 HSC examinations involved:

- 17 days of written examinations
- oral examinations in more than 50 languages courses
- practical examinations and projects in Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Music, Society and Culture, Textiles and Design and Visual Arts
- more than 5 000 examinations supervisors
- 41 NSW students who sat their examinations under special arrangements outside of NSW.

2016 HSC marking

In 2016, 5 708 marking positions were filled from 8 321 applications to mark the HSC examinations.

Marking and/or briefing of markers took place in 10 corporate venues across Sydney and regional NSW: Alexandria, Homebush, North Rocks, Rosehill, Bathurst, Coffs Harbour, Gosford, Newcastle, Wagga Wagga and Wollongong. HSC marking is carried out using either a pen-and-paper process, or via onscreen marking.

HSC modes of marking

The onscreen marking and metropolitan/regional day marking programs continue to provide opportunities for teachers across the state to gain insight and experience into the standards being achieved by students presenting for the HSC.

In 2016, 61 courses were marked totally or partially onscreen, either in a corporate marking centre or externally. More than 60% of marks awarded for all HSC examinations were captured by markers working externally.

In 2016, day marking made up approximately nine per cent of the total marking hours and was conducted in four marking centres in both metropolitan and regional areas: Sydney Showground, Bathurst, Wagga Wagga and Coffs Harbour.

NESA meets the cost of employing casual teachers to replace teachers appointed to attend briefing or marking sessions during school hours.

Rural and remote marking program

The HSC Rural and Remote Marking Program (RRMP) is a joint program run by the NSW Department of Education (DoE), the Catholic Education Commission NSW (CECNSW) and the NSW Education Standards Authority (NESA), designed to give country teachers the opportunity to participate in marking the HSC.

Marking of subjects offered under the RRMP is carried out onscreen. Successful applicants participate in briefing and practice marking sessions in designated corporate centres before they commence marking. In 2016, 26 teachers were appointed.

Use of technology in the HSC conduct and marking

The 2016 HSC examination program saw an increase in the use of technology. All practical/performance examination markers were provided with iPads to record marks, and to view benchmarks, marking guidelines and other essential information. Language examinations were recorded and marked online, and senior markers in most pen-and-paper marking operations had access to iPads to capture marks and analyse statistics.

In 2016, 61 HSC courses were marked totally or partially using secure onscreen marking technology developed by NESA, representing over 70% per cent of the total number of HSC marks awarded. Of these marks, almost 86% per cent (60% per cent of the total) were captured by markers working externally.

Standards-setting operation

NESA reports student achievement in the HSC using a standards-referenced approach. This means that, in addition to reporting student achievement in terms of marks, achievement is reported in relation to performance bands that describe different levels of achievement.

The procedure used by NESA 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 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 HSC Consultative Committee is a group of educational measurement experts who have the responsibility to approve the final cut-off marks.

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

Briefings for supervisors of marking

Briefings for 79 supervisors of marking, who manage the marking operation for an allocated subject or part subject, were held across the Sydney metropolitan area in 2016. These briefing sessions covered a range of topics encompassed in the administration, organisation and quality assurance of marking.

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

Student support for the HSC

Disability provisions

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

- access the questions in the HSC examinations
- communicate their responses.

The program's aim is to offer practical help to students by providing support, including (but not limited to) a writer, a reader, extra time to write, breaks, and examination papers in large print and braille. NESAs policy on disability provisions complies with the *Disability Discrimination Act 1992* (Cth) and its prescribed disability standards, and requires that a student is neither advantaged nor disadvantaged through the allocation of provisions.

Comprehensive statistics on [disability provisions application and approval rates](#) for the period 2012 to 2016 are available on the NESAs website. A breakdown of data for each school in the same period is also available. Tables 2.13 and 2.14 provide a snapshot of HSC disability provisions over the past four years.

The guidelines used to determine disability provisions are reviewed and updated annually. The disability provisions program is reviewed regularly by education experts and independent auditors to ensure that decisions are fair, appropriate and consistent. Reports of past reviews are available on the [NESAs website](#).

Table 2.13: Number of applications for HSC disability provisions 2013–16

2013	2014	2015	2016
6 267	6 672	6 985	7 125

Table 2.14: Number of modified HSC examination papers due to approved disability provisions 2013–16

2013	2014	2015	2016
1 483	761	899	743

HSC illness/misadventure applications

Students who are prevented from attending an examination (including speaking/listening or practical examinations), or who consider that their performance has been affected by illness and/or misadventure immediately before or during an examination, may submit an illness or misadventure application. Table 2.15 shows the number of applications over the past four years.

Table 2.15: HSC illness/misadventure applications, 2013–16

Individual student applications		Whole-group school applications		
2013	Total applications	4 831	Total applications	89
	% of courses fully/partially upheld	93%	% of courses fully/partially upheld	49%
2014	Total applications	4 431	Total applications	76
	% of courses fully/partially upheld	87%	% of courses fully/partially upheld	88%
2015	Total applications	4 533	Total applications	69
	% of courses fully/partially upheld	87%	% of courses fully/partially upheld	83%
2016	Total applications	4 465	Total applications	104
	% of courses fully/partially upheld	77%	% of courses fully/partially upheld	80%

2016 HSC results

Release of HSC results

The 2016 HSC students were issued their HSC results via email and SMS. Students' results were also available via the [Students Online website](#).

73 442 emails were sent to students on the morning of 15 December 2016. SMS results were also sent to 55 517 registered mobile numbers.

HSC Results Inquiry Centre

The 2016 HSC Results Inquiry Centre opened to coincide with the release of the HSC results and continued until 6 January 2017. The centre enables students to ask questions regarding aspects of their results. The centre received 1,005 inquiries from students across the state during this period.

HSC post-results services

The 2016 HSC post-results service allows students to purchase access to results, examination responses services, and a printed copy of their HSC credentials package. The 2016 services were available from 15 December 2016 and closed 3 June 2017.

Altogether, 1 661 students ordered one or more of the results check, raw marks or examination responses services with 3 577 items requested in total.

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 NESA staff and, where appropriate, the supervisor of marking also reviews the case and provides feedback. Following the release of results for the 2016 HSC, 45 Anomalous Result Inquiries were received from 24 schools.

2017 HSC entries

At the end of Term 1, 2017, 80 958 students were enrolled in an HSC course. Of these students, 2 287 identified as having an Aboriginal and/or Torres Strait Islander background, representing 2.8 per cent of all HSC enrolments. Of these students, 71 536 are eligible for the award of the HSC in 2017.

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

Twenty-nine per cent of students eligible for a Higher School Certificate are enrolled in, or have completed, at least one VET course as part of their total pattern of study.

Annual HSC showcases and exhibitions

NESA organises annual exhibitions and events to showcase the exemplary works of HSC students, including ARTEXPRESS, Shape, ENCORE, OnSTAGE, WordeXpress, Callback, Textstyle and InTech.

During the first part of 2017, NESA presented and supported the following suite of showcases and exhibitions that displayed outstanding student performances, bodies of work and projects from the 2016 Higher School Certificate:

- ARTEXPRESS (Visual Arts)
- Callback (Dance)
- ENCORE (Music)
- OnSTAGE (Drama)
- SHAPE 2015 (Design and Technology, Industrial Technology and Textiles and Design)
- WordeXpress, including the Young Writers Showcase (English Extension 2).

Each of these exhibitions and showcases provided a rich educational experience and resource for the many students and teachers across NSW who have attended from metropolitan and regional centres. Several exhibitions were held at regional venues, providing easier access for teachers and students in those areas.

Further information about these exhibitions and events is available on the inside front cover of this report.

Acknowledging outstanding student achievements

HSC First in Course awards

The HSC First in Course awards were presented to 2016 HSC students by the then Minister for Education, the Hon Adrian Piccoli MP, at a ceremony held at the Australian Technology Park, Sydney, on 14 December 2016.

To be eligible for this award, students achieved first place in their course and received a result in the highest band possible for that course.

From the HSC cohort of 2016:

- 124 students from 74 schools received a First in Course award across 113 HSC courses
- Equal first place was awarded in nine courses, including six students sharing equal first in the 2-unit Mathematics course; and
- Five students received a First in Course award for two courses.

Premier's Award for Excellence in the HSC

The Premier's Award for Excellence in the Higher School Certificate is made to students who receive results in the highest band possible for at least 10 or more units. 1 379 students received this award in 2016. These students received a certificate signed by the Premier of NSW.

Brother John Taylor Memorial Prize

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

Nominations for the prize are made by schools, and recipients are selected by the Brother John Taylor Memorial Prize trustees. The prize was established in memory of Brother John Taylor, a teacher, principal and Executive Director of Catholic Education, and a longstanding and highly respected member of the former Board of Studies.

Three recipients were awarded the prize from the 2016 HSC:

- Jacqueline Lieschke, Mulwaree High School
- Angus Mingare, Gorokan High School
- Victoria Pistevos, Bethlehem College

The Minister for Education, the Hon Rob Stokes MP, awarded the Prize at a ceremony at Parliament House in March 2016.

Aboriginal Studies awards

Each year, NESAs and the NSW Aboriginal Education Consultative Group (AECG) acknowledge the achievements of the highest achieving Aboriginal and non-Aboriginal students who have completed the Aboriginal Studies HSC course.

On 4 March 2017, NESAs and the NSW Aboriginal Education Consultative Group (AECG) acknowledged the achievements of the highest performing Aboriginal student and non-Aboriginal student in HSC Aboriginal Studies in 2016. The awards were presented at the NSW AECG Inc. 40th Anniversary Dinner coinciding with the NSW AECG annual general meeting held at the Pullman Sydney Airport Hotel.

In 2016, the highest achieving Aboriginal student in the course was Alanna Reneman from Pittwater High School. The first in course and highest achieving non-Aboriginal student was Darcy Dunlop from Gosford Selective High School.

Record of School Achievement

The Record of School Achievement (RoSA) is a credential provided to eligible students who leave school after Year 10 and before completing the HSC. The credential recognises student achievement in all courses completed in Years 10 and 11.

Students leaving school who do not meet the RoSA requirements are issued with a Transcript of Study, containing the same information as the RoSA for those courses that have been satisfactorily completed.

Record of School Achievement credentials issued for 2016–17

From 1 July 2016 to 30 June 2017, 10 856 Record of School Achievement credentials were issued, of which 10 770 were issued to NSW school leavers.

At the end of Term 1, 2017, 90 754 students were enrolled for at least one Stage 5 course eligible for inclusion towards the RoSA. Of these, 2 663 have identified as having an Aboriginal or Torres Strait Islander background, representing 2.9 per cent of the total candidature.

Assessment for the Record of School Achievement

School-based assessment

Monitoring of Stage 6 (Preliminary) and Stage 5 grades

Stage 6 (Preliminary) and Stage 5 grades are awarded to students by schools based on common state-wide standards. To further support the consistent implementation of the standards across the state, each year NESAs officers monitor the awarding of Stage 5 and Stage 6 (Preliminary) grades, prior to the finalisation of grades.

NESA procedures compare grade patterns awarded in each course at a school with patterns of grades awarded by schools with historically similar cohorts, based on HSC performance in previous years.

Where grade patterns are identified as potentially anomalous, schools are asked to review the grades awarded in the course(s) identified, and to either confirm the grades awarded or submit changes.

In 2016, 74 schools were contacted by email regarding their Stage 6 (Preliminary) grades in 78 courses, and 41 of these schools (55%) made changes in one or more courses. The courses most commonly identified as potentially anomalous were English (Advanced), Mathematics, English (Standard), Mathematics General, Business Studies, Biology and Studies of Religion II.

A total of 113 schools were contacted by email regarding their Stage 5 grades in 132 courses, and 68 (60%) made changes. Of the courses most commonly identified as potentially anomalous, 81% were mandatory courses, the most common being English, Australian Geography, History, PDHPE, Science and Mathematics. The most common elective course was Food Technology.

Further follow-up with schools regarding their grade patterns

In Term 1 2017, 30 schools were asked to provide work samples to confirm their understanding of state-wide standards in A–E grading. Approximately 200 work samples for 10 Stage 5 and 8 Preliminary courses were reviewed by panels of experienced teachers during Term 2 and feedback has been provided to the relevant schools.

Literacy and numeracy tests

NESA offers online tests in literacy and numeracy using computer-adaptive technology. Students receive questions aimed at their level of ability based on their responses. The tests are available on-demand, and can be taken between 9 am and 4 pm on any school day throughout the year. For the financial year 1 July 2016 until 30 June 2017, 883 school leavers completed these tests. Schools enrol students in the test via Schools Online. The tests are delivered through an internet browser, and accommodate a range of student disability needs, including the use of screen-reading software for vision impairment.

The results are displayed to students and teachers immediately on completion of the test. A test report is provided indicating the scale score obtained and the Australian Core Skills Framework level corresponding to their test performance.

Enhancements to Results Analysis Package (RAP)

The Results Analysis Package (RAP) helps Principals, Heads of Departments and teachers to analyse their HSC results and Preliminary and Stage 5 grades effectively.

Several new features were introduced in 2016, including the Examination Analysis function and the interactive Course Band Report.

The Examination Analysis function displays a course comparison of each section of an examination between the state mean and the school cohort. This enables a school to quickly identify strengths and weaknesses across an examination.

The Course Band Report was requested by principals to assist in the development of their annual reports. This interactive function enables users to view in a single report all the bands achieved in all courses across a particular school.

Additional training programs designed to help users in using RAP have been uploaded to [Schools Online](#). NESA officers also presented the features of RAP at a number of conferences throughout the year.

RAP data is updated with the HSC results on Wednesday 15 December 2016, when results were released. On the day of results release there were 11 785 visits to the RAP home page from 2 909 unique users from 628 unique schools.

Schools with HSC candidates are automatically invoiced for RAP early in Term 4 each year. RAP subscription annually attracts approximately 750 schools.

National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests identify whether students have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community. Students are assessed using common national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

NSW test administration, delivery and governance

NESA is the test administration authority for all schools in NSW and for international schools registered with NESA. Students who registered for home schooling may also elect to participate in the tests. By arrangement with the ACT Education Directorate, NESA also provides the testing and reporting services to the ACT.

All states and territories administer the tests in accordance with nationally agreed protocols, which specify security requirements and uniform processes. The protocols ensure students complete the tests under similar conditions, which in turn ensures the test results are comparable across Australia.

Pearson Australia was awarded the contract for print, distribution, data capture, marking of the writing component and reporting of results for the 2017 NAPLAN cycle for NSW.

2017 NAPLAN tests

The 2017 NAPLAN tests were held from 9 to 11 May, with 12 May designated as a catch-up test day.

2017 test participation

Schools register to participate in NAPLAN testing, and also register their eligible students. A total of 3 380 NSW and ACT schools registered for the NAPLAN tests in 2017 (see Table 2.16).

Table 2.16: Number of NSW and ACT schools registered for 2017 NAPLAN tests by sector

NSW		ACT	
Government	2 123	Government	76
Catholic systemic	537	Catholic systemic	29
Independent	410	Independent	21
Home school	163	Home school	1
International	16	International	4
Total	3 249	Total	131

All students in Years 3, 5, 7 and 9 are expected to participate in the NAPLAN tests. In 2017, NESA was responsible for the administration of one or more tests to more than 400 000 students. Table 2.17 shows the number of NSW and ACT students registered for 2017 NAPLAN tests, while Table 2.18 shows the actual number of students who participated in the tests.

Table 2.17: Number of NSW and ACT students registered for 2017 NAPLAN tests, by sector

NSW		ACT	
Government	243 212	Government	11 977
Catholic systemic	68 449	Catholic systemic	4 546
Independent	65 032	Independent	4 521
Home school	211	Home school	9
International	2 151	International	150
Total	379 055	Total	21 203

Table 2.18: Number of NSW and ACT students participating in one or more 2017 NAPLAN tests by sector

NSW		ACT	
Government	230 888	Government	10 849
Catholic systemic	67 150	Catholic systemic	4 344
Independent	62 601	Independent	4 389
Home school	209	Home school	9
International	2 082	International	146
Total	362 930	Total	19 737

For each test, students are placed in one of five categories:

- **Absent** – students who were unable to sit for the tests because they were not present when the test was administered and did not complete a catch-up test
- **Exempt** – students may be exempt because they have:
 - a language background other than English and have been in Australia for less than a year before the tests
 - significant intellectual disability and/or significant coexisting conditions
- **Sanctioned abandonment** – students who attempt one or more questions in a test but who abandon the test due to illness or injury
- **Withdrawn** – students withdrawn from the testing program by their parent or carer
- **Present** – students who are assessed because they were present for the test and not otherwise considered as abandonment.

Table 2.19 shows the number of NSW students in each of these categories for each NAPLAN test in 2017.

Table 2.19: Categorisation of NSW students for 2017 NAPLAN tests

	Absent	Exempt	Sanctioned Abandonment	Withdrawn	Present
Language conventions	8 350	6 241	48	3 785	360 631
Numeracy	10 680	6 102	55	3 721	358 497
Reading	9 162	6 233	43	3 820	359 797
Writing	8 692	6 285	115	3 858	360 105

Disability adjustments

In accordance with the National Protocols for Test Administration, many disability adjustments for the NAPLAN tests can be organised at school level and do not need prior approval from the test administration authority. These include the provision of rest breaks, extra time, oral or sign support and the use of black and white or coloured papers.

For adjustments where prior approval for scribe use in the writing test or computer use was required, schools had to complete an online application. In 2017, NESA approved 81 students to use a scribe and 646 students to use a computer. There were 344 applications to use a scribe that were not approved. 28 students with severe disabilities were provided with the NAPLAN tests electronically, 13 students were provided with braille test materials and 203 students were provided with large print.

2017 Results

Schools in NSW received their NAPLAN results report package in the week commencing 14 August 2017. The 2017 data shows that NSW students are continuing to achieve strong results.

- The NSW mean score is above the national average for all five testing domains for all year levels.
- NSW ranks highest in the domain of Spelling, achieving top ranking at all Year levels.
- The NSW Premier's Priority for Improving Education Results is to 'increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019'. This will be measured by the overall percentage of NSW student results in the top two NAPLAN bands for Reading and Numeracy in Years 3, 5, 7 and 9. This target was met in 2017, two years ahead of schedule.

Transition to NAPLAN Online

The Education Council agreed to the transition of NAPLAN to an online format by 2019, with states and territories determining when their schools commence NAPLAN Online. NESA is working closely with all school sectors in NSW to prepare for the move to NAPLAN Online.

As part of the transition, NSW schools are participating in a school readiness test between 14 August and 22 September 2017. The readiness test allows schools to check whether they have the technical capacity to administer NAPLAN Online. The information generated from the readiness test will assist with determining the most suitable time for NSW schools to move to NAPLAN Online.

Australian Music Examinations Board

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 the Australian Music Examinations Board (AMEB) requirements. These examinations range from preliminary grades through to the Fellowship in Music Australia and Fellowship in Speech and Drama Australia. These credentials are awarded by the federal Australian Music Examinations Board, which is a company with representatives from each state.

The AMEB (NSW) processes over 36 000 examinations throughout NSW and the ACT each year in almost 80 categories, and services nearly 8 000 teachers and 200 examiners and assessors.

Membership of the AMEB (NSW)

Membership of the Australian Music Examinations Board (NSW), as at 30 June 2017, was as follows:

- Professor Anna Reid (Chairperson and NSW representative on the federal Australian Music Examinations Board) – Dean, Sydney Conservatorium of Music
- Dr Rita Crews OAM (Deputy Chairperson) – private music teacher representative
- Ms Victoria Clancy – private speech and drama teacher representative
- Dr Bernadette Harvey – private music teacher representative
- Mr Paul Hewitt – NESA representative
- Ms Janina Longman – nominee of the Secretary of the NSW Department of Education
- Professor Matthew Marshall – nominee of the NSW Vice-Chancellors' Committee
- Ms Lyn Morgan – examiner representative
- Mr Richard Morpew – examiner representative
- Ms Roslynne Moxham – nominee of the Secretary of the NSW Department of Education
- Mr Anthony van den Broek – private music teacher representative.

Key achievements in 2016–17

The principal activities of the AMEB (NSW) during 2016–17 are outlined below. Further information about the AMEB is available from the AMEB (NSW) directly (see contact details at the end of this section).

Examinations

The AMEB (NSW) conducted over 36 000 examinations throughout NSW and the ACT during 2016–17. These examinations involved almost 60 practical music syllabuses, three practical speech and drama syllabuses and four written syllabuses, each containing many grades.

A new trial Recital examination format option was introduced in 2017 for Violin, Trumpet and Flute. New orchestral Trumpet, Trombone and Euphonium syllabuses were also launched this year.

An online enrolment system – developed in 2013 – now provides a portal for both enrollers and examiners. Development of this system now includes a portal for online sales of AMEB publications.

There was a significant increase in the number of students sitting online written examinations. However, face-to-face written examinations are still held nationally in August each year.

Annual diploma presentation ceremony

The annual diploma presentation ceremony was held on 12 March 2017. At the ceremony:

- 202 associate diplomas and 51 licentiate diplomas were awarded to musicians
- 9 diplomas were awarded to Speech and Drama students.

Spectacular performances were given by a variety of outstanding musicians who received their fellowships and diplomas on the day, along with a clarinet quartet from Sydney Grammar School, who provided pre-ceremony entertainment for guests.

Keyboard examiner Michele Gore was presented with a shield to commemorate 25 years as an AMEB examiner and keyboard examiners Meriel Owen and Frank Taranto received a shield to commemorate 50 years as an AMEB examiner.

An inaugural Lifetime Achievement Award was presented to Marjorie Erskine-Farkas, who successfully achieved her Associate and Licentiate Diploma in 1944 and then successfully sat for her Associate Diploma for Piano again in 2016. In between these achievements, she has continued to enrol her own students for examinations every single year and her past students now include many AMEB teachers and some of our examiners.

During the ceremony, AMEB teaching awards were presented in the following categories:

Most outstanding private teacher Preliminary to Grade 6 Keyboard	Sarah Chen
Most outstanding private teacher Preliminary to Grade 6 Woodwind	Jocelyn Fazzone
Most outstanding private teacher Preliminary to Grade 6 Strings	Yan Zhuang
Most outstanding private teacher Preliminary to Grade 6 Brass	Catherine Walmsley
Most outstanding private teacher Preliminary to Grade 6 Singing	Elizabeth Willis
Most outstanding private teacher Grade 7 to Licentiate Keyboard	Catriona Stafford
Most outstanding private teacher Grade 7 to Licentiate Instrumental/Vocal	Alex Todicescu
Most outstanding private teacher Preliminary to Licentiate	Victoria Clancy
Most outstanding private teacher CPM or Percussion	Jamie Martens
Most outstanding private teacher Preliminary to Licentiate	Mi-Hyung Sung
Most outstanding studio or music school Preliminary to Grade 6	Con Brio School of Music
Most outstanding studio or music school Grade 7 to Licentiate	Con Brio School of Music

Workshops

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

The keynote address at the 2017 Examiners' Meeting was given by Belinda Thurlow, Head of Clinic Operations at Nordoff-Robbins Music Therapy Australia. Belinda discussed various challenges faced by candidates with physical or intellectual disabilities. She provided strategies that examiners could employ to make these candidates less anxious and to better communicate with candidates who may have autism or language delay issues. Other presentations were given by Advisors to examiners from each of the instrumental groups, with a focus on how to examine the new Trial Recital Format for woodwind, string and brass examiners.

AMEB commenced delivery of the UK Rockscool examinations for voice, guitar, bass, drums and keyboard in 2016 and a launch promoting these contemporary syllabuses was held in July 2016.

A successful Speech and Drama workshop was held in February 2017 with director, writer and actor Terence Clarke AM as keynote speaker. In attendance were 20 Speech and Drama teachers, some of whom were first time attendees.

A total of 200 music teachers and diploma music students attended two workshops targeting Diploma Preparation at events held in Canberra and Sydney in June 2017. These well-attended events provided teachers and students with information about examiner expectations and advice regarding technique and preparation to achieve greater success in these elite level examinations.

AMEB (NSW) shop

The AMEB (NSW) Shop sells AMEB grade books, CDs and handbooks, technical workbooks, sight reading and aural test resources from its Clarence Street studios and by mail order. An online store was launched in October 2016, which has boosted shop sales and contributed to a 38.5% increase in the past financial year.

AMEB (NSW) contact details:

Level 6, 117 Clarence Street

SYDNEY NSW 2000

Telephone: (02) 9367 8456

Fax: (02) 9367 8091

Email: office@ameb.nsw.edu.au

Website: www.ameb.nsw.edu.au

2.5 School standards

Responsibilities

The *Education Act 1990*, *Education Standards Authority Act 2013* and *Teacher Accreditation Act 2004* provide for NESA to be responsible for:

- providing advice and making recommendations to the Minister for Education about the registration of non-government schools – that is, granting permission for non-government schools to operate
- accrediting registered non-government schools – that is, granting permission for non-government schools to present candidates for the Record of School Achievement and/or Higher School Certificate
- providing advice to the Minister about proposals from groups of non-government schools to form registration systems – that is, granting permission for the formation of a system of non-government schools under the Act
- monitoring the compliance of registration systems with the requirements of the Act and providing advice to the Minister regarding the monitoring procedures of registration systems
- monitoring the compliance of the government schooling system with requirements that are similar to those required for non-government school registration and providing advice to the Minister
- regulating teacher accreditation authorities (TAAs)
- approving school providers of courses to overseas students
- granting recognition to schools from outside of NSW to present candidates for the awards of the Record of School Achievement and/or Higher School Certificate
- administering the provisions of the Act for the registration of children for home schooling.

Major functions

The NESA School Registration Committee, under delegation from the NESA Board, makes recommendations to the Minister regarding the registration of schools and makes decisions regarding the accreditation of schools, the approval of TAAs and school providers and the recognition of schools from outside of NSW.

Recommendations and decisions of the Committee are based on the findings of NESA Inspectors or the advice of registration systems.

The administration of these functions is based on the requirements and evidence of compliance described in the following NESA documents:

- Individual non-government schools – *Registered and Accredited Individual Non-government Schools (NSW) Manual*
- Systemic non-government schools – *Registration Systems and Member Non-government Schools (NSW) Manual*
- Government schooling system – *Registration Process for the NSW Government Schooling System Manual*
- TAAs – *Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres*
- School providers – *Guidelines for Approved NSW School Providers Delivering Courses to Overseas Students*
- Schools from outside NSW – *Manual for the recognition of schools outside NSW to present candidates for the NSW Record of School Achievement and/or Higher School Certificate.*

NESA Inspectors implement the annual inspection program for schools and schooling systems by:

- inspecting schools, TAAs and school providers seeking registration, accreditation and/or approval
- assessing applications for proposed new schools, new Year levels and/or approval as a new TAA or school provider

- monitoring schools, TAAs and school providers where concerns about compliance have been identified
- monitoring the internal assurance procedures implemented by the government and non-government schooling systems to monitor the compliance of their member schools
- assessing applications for recognition to enter candidates for the award of the Record of School Achievement and/or Higher School Certificate
- investigating compliance concerns raised by complainants and other sources.

Enhanced regulation

In 2016, the BOSTES Review recommended that NESAs take a more rigorous and risk-based approach to school registration, focusing on the determinants of student learning.

As a result of recommendations from the BOSTES Review and subsequent legislative changes, the 2017 inspection program was amended to:

- introduce an emphasis on the quality of student learning in determining school compliance
- reduce the administrative burden of compliance on schools by placing greater emphasis on the requirement for principals to certify the existence of evidence for school registration renewal requirements based on a risk assessment
- integrate the requirements for TAA approval into the school registration process taking a risk-based approach
- increase the number of random and risk-based inspections and extend this to government schools
- make provisions for placing enforceable conditions on registration with further guidance to be published during 2017–18
- introduce a financial viability requirement and replace the ‘good character’ requirement for responsible persons with a ‘fit and proper person’ requirement.

2016–17 inspection program

Inspection program

In 2016–17, the inspection program included:

- 107 inspections of individual non-government schools
- monitoring all 12 non-government school registration systems in relation to the efficacy of their internal assurance mechanisms
- monitoring the government schooling system to provide advice to the Minister and the Secretary on the compliance by government schools with requirements that are similar to those that apply to non-government schools
- eight inspections of non-government schools selected randomly
- 28 inspections of school providers
- 91 inspections of TAAs
- completing the assessment of five applications for recognition from schools outside of NSW
- completing nine investigations arising from complaints relating to the compliance of non-government schools.

Statistics relating to the 2016–17 inspection program and the Committee’s recommendations and decisions are provided in Tables 2.20 to 2.24.

Documentation to support applications

In 2017, NESAs introduced a risk-based approach to online applications from individual non-government schools for renewal of registration and accreditation. The breadth and depth of the particular supporting materials required to be uploaded by each school varied based on an assessment of risk.

Schools assessed as low risk provided supporting materials demonstrating a basic level of assurance while schools with higher risk indicators were required to submit materials providing a higher level of assurance about compliance.

Manuals and Guidelines

During 2016–17, the registration manuals for non-government schools were amended in relation to:

- the new regulatory focus on the quality of student learning
- the new registration requirement for financial viability
- the replacement of the ‘good character’ requirement for responsible persons with a ‘fit and proper person’ requirement
- provisions for NESA to place conditions on school registration.

The manual for the government schooling system was amended in relation to the new regulatory focus on the quality of student learning.

The TAA Guidelines were amended in relation to NESA’s authority as the sole body authorised to suspend or revoke the accreditation of a teacher.

Stakeholder briefings

In 2016, Inspectors, in collaboration with the Association of independent Schools, delivered information sessions for individual non-government schools with registration expiring in 2017. The sessions, held in metropolitan and regional areas, focused on the registration and accreditation requirements, the online application form, the documentation required to support an application and the risk-based inspection process. These sessions also provided advice about the application process for TAA approval.

In February 2017, NESA conducted a briefing for proposed new schools seeking initial registration to commence in 2018. The session provided an overview of the requirements for initial registration, evidence of compliance, and the process undertaken by NESA in assessing an application. The session also included advice about seeking initial approval as a TAA.

Briefings for non-government school registration systems were held in November 2016 and March 2017. The sessions provided an opportunity for NESA to advise systems on updated information, changes to legislation, emerging issues and plans for monitoring systems.

In 2016, NESA provided a joint briefing with the Commonwealth Department of Education and Training for school providers.

Annual reports

Under the *Education Act 1990*, all non-government schools are required to disclose publicly and submit to NESA an annual report that includes information about the school’s educational and financial performance measures. Reports referencing the preceding calendar year are to be submitted annually by the end of June.

By the end of July 2016, the annual reports from all non-government schools had been submitted. A review of a sample of those reports found that the vast majority of schools satisfactorily addressed the mandatory reporting measures.

NSW Civil and Administrative Tribunal

The NSW Civil and Administrative Tribunal hears applications for review of recommendations by NESA to the Minister that a non-government school not be registered, and decisions by NESA that a non-government school not be accredited.

There were no applications to the NSW Civil and Administrative Tribunal for a review of a NESA recommendation relating to registration or accreditation during 2016–17.

Similar and Equivalent Requirements Committee

The Similar and Equivalent Requirements Committee (SERC) was established in 2015 to consider reports relating to monitoring of the government schooling system and the advice to be provided to the Minister with regard to the compliance of government schools with requirements that are similar to those required by non-government schools.

In September and November 2016, the SERC met in relation to the report on the 2016 monitoring process and findings. This report was subsequently considered by the Board prior to advice being provided to the Minister in December 2016.

From 2017, reports relating to the government schooling system will be considered by the Committee along with reports for non-government schools and systems. The 2016 membership of the SERC is provided at Appendix E.

2016–17 inspection program statistics

At the end of the 2016–17 reporting period, there were 933 non-government schools comprising 372 individual schools and 561 systemic schools.

Tables 2.20 to 2.24 provide information on NESA's registration and accreditation activities during 2016–17, including comparisons to the preceding three years where applicable.

Table 2.20: Registration and Accreditation Committee recommendations on school registrations, 2013–14 to 2016–17

	2013–14		2014–15		2015–16		2016–17	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Renewal of registration (5 years)^(a)								
Primary education	28	181	25	69	15	1	16	186
Secondary education	20	46	12	19	21	2	12	51
Primary and secondary education	49	17	86	27	46	2	70	15
Education of a kind, or for children of a kind	1	1	1	0	7	1	7	1
Exemption from registration	1	0	3	0	0	0	1	0
Total	99	245	127	115	89	6	106	253
Initial registration for new year levels of schooling (1 year)								

Renewal of registration (5 years) ^(a)	2013–14		2014–15		2015–16		2016–17	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Primary education	5	1	4	1	3	1	4	3
Secondary education	3	4	3	2	6	2	4	3
Primary and secondary education	14	8	15	5	8	1	13	3
Exemption from registration	2	0	0	0	0	0	0	0
Provisional initial registration	1	0	0	0	0	0	0	0
Total	25	13	22	8	17	4	21	9
Extension of registration (1 year)								
Primary education	1	0	2	0	2	0	1	0
Secondary education	1	0	6	0	0	0	2	0
Primary and secondary education	2	0	14	0	5	0	3	0
Total	4	0	22	0	7	0	6	0
Reduced period of registration (provisional)	0	0	0	0	0	0	0	0
Cancel registration	0	0	0	0	0	0	0	0
Initial registration of new schools	5	2	11	1	5	6	7	3
Registration of new campuses of existing schools	7	0	6	0	9	0	7	1

Ind. = individual non-government schools.

Sys. = systemic non-government schools belonging to a registration system.

(a) The variation in the number of recommendations for renewal of registration for each reporting year reflects the number of schools with registration expiring in each reporting year.

Table 2.21: Registration and Accreditation Committee recommendations on accreditation and other matters, 2013–14 to 2016–17

Renewal of accreditation (5 years) ^(a)	2013–14		2014–15		2015–16		2016–17	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Courses leading to the award of the Record of School Achievement	52	58	101	41	42	0	63	64
Courses leading to the award of the Higher School Certificate	53	39	87	39	37	1	60	59
Reduced period of accreditation (provisional)	0	0	0	0	0	0	0	0
Cancel accreditation	0	0	0	0	0	0	1	0
Recognition as a special school	4	1	8	1	8	1	7	1
Recognition as a special assistance school	5	0	9	0	12	0	5	0
School closed	3	0	4	1	5	1	4	1
Campus closed	8	0	6	4	8	0	10	0
Recognition for schools outside NSW								
Courses leading to the award of the Record of School Achievement		0		3		0		0
Courses leading to the award of the Higher School Certificate		0		2		0		0
Approval of school providers of courses for students from overseas		23 ^(b)		43 ^(b)		20 ^(b)		26 ^(b)
Approval of Teacher Accreditation Authorities		N/A		N/A		14 ^(c)		91

Ind. = individual non-government school.

Sys. = systemic non-government schools belonging to a registration system.

(a) The variation in the number of recommendations for renewal of accreditation for each reporting year reflects the number of schools with accreditation expiring in each reporting year.

(b) Includes recognition of school providers of English Language Intensive Courses for Overseas Students.

(c) The regulation of Teacher Accreditation Authorities under the new regulatory framework commenced on 1 January 2016. The data covers the 6-month period 1 January 2016 until 30 June 2016.

Table 2.22: New schools granted initial registration in 2016 to commence in the 2017 calendar year

School	Location	Year level
Coffs Coast Alesco School	Coffs Harbour	Years 9 and 10
Currawah Aboriginal Education Centre	Gongolgon	Years 7 and 8
Headland Montessori ELC	Manly	Kindergarten
Illawarra Christian School ^(a)	Cordeaux Heights	Kindergarten to Year 12
Nautilus Senior College	Port Macquarie	Years 9 and 10
New Madinah College	Young	Kindergarten to Year 6
Oran Park Anglican College ^(b)	Oran Park	Kindergarten to Year 10
St Anthony of Padua Catholic School	Austral	Kindergarten to Year 2
St Francis Catholic College	Oran Park	Kindergarten to Year 7
St Luke's Catholic College (Primary)	Marsden Park	Kindergarten to Year 6
St Patrick's Catholic Primary School	Mortlake	Kindergarten to Year 2
The Central Coast Montessori School	Bateau Bay	Kindergarten to Year 3
The Lakes College	Blue Haven	Years 9 and 10
Valley Hope School	Townsend	Years 3 to 12

(a) Illawarra Christian School, Cordeaux Heights was previously a campus of Illawarra Christian School, Albion Park.

(b) Oran Park Anglican College was previously a campus of Thomas Hassall Anglican College, Middleton Grange.

Table 2.23: Schools closed during 2016–17

School	Location	Year level
CA Montessori Children's Centre	North Ryde	Kindergarten
Loquat Valley Anglican School Pittwater	Bayview	Kindergarten to Year 6
Qibla College	Minto	Kindergarten to Year 6
Shoalhaven Anglican School	Milton	Kindergarten to Year 6
St Therese's Primary School	Yenda	Kindergarten to Year 6
Sylvanvale School	Kirrawee	Kindergarten to Year 2 Children of a kind

Table 2.24: Complaints about non-government schools investigated by NESAs officers, 2013–14 to 2016–17

	2013–14	2014–15	2015–16	2016–17
Number of complaints about individual schools	9	8	11	5
Number of complaints about systemic schools	1	0	0	0
Number of complaints about schools with overseas recognition	0	0	0	0
Investigations completed	13	10	5	9
Number of complaints substantiated	12	7	4	8
Investigations ongoing into the next reporting period	3	1	7	3
Number of complaints per requirement^(a)				
Governance	0	1	2	2
Teaching staff	1	3	0	1
Curriculum	6	2	1	2
Safe and supportive environment	8	7	7	7
Premises and buildings	0	1	1	0
Facilities	0	0	0	0
Discipline	4	4	3	3
Attendance	0	0	0	1
Management and operation of the school	0	0	0	0
Educational and financial reporting	3	1	0	0

(a) For some schools, the complaint related to more than one issue or requirement.

Home schooling registration

The *Education Act 1990* provides for parents to home school their children. Under the Act, NESAs is responsible for administering the program for home schooling registration – that is, granting approval for a child to be schooled at home and maintaining details of children who are registered for home schooling.

Authorised Persons assess applications for approval for home schooling registration and provide recommendations to the Minister for Education or the Minister’s delegate.

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

During 2016–17, the number of children registered for home schooling continued to grow (see Tables 2.25 and 2.26). NESAs collects, on an optional basis, the reason for choosing to seek home schooling registration. Since 2010, the most common reasons have been philosophical choice, religious reasons, and an individualised approach to addressing the special learning needs of the child.

Consultation and new guidelines for home schooling registration

In 2015, NESAs established a Home Schooling Consultative Group (HSCG) to oversee consultation with the home schooling community.

During 2016–17, the HSCG met on five occasions with the main focus relating to consultation on the development of new guidelines for home schooling registration. It is expected that the new Guidelines will be published later in 2017.

Professional learning forums

Each year, NESAs provides regular professional learning forums for authorised persons who assess applications for home schooling registration. In 2016–2017, topics included the diversity of home schooling families, different educational approaches, changes to the curriculum and input from parents in relation to planning for individual learning needs.

NSW Civil and Administrative Tribunal

The NSW Civil and Administrative Tribunal hears applications for review of recommendations to refuse home schooling registration. During 2016–17, two applicants for home schooling registration lodged appeals with the Tribunal. At the end of 2016–17, both matters were ongoing.

Table 2.25: Number of children with home schooling registration at the end of reporting period, 2013–14 to 2016–17

	2013–14	2014–15	2015–16	2016–17
Number of children with registration	2 927	3 343	3 703	4 479
Number of families	1 696	1 964	2 197	2 269

Table 2.26: Number of children with exemption from home schooling registration at the end of reporting period, 2013–14 to 2016–17

	2013–14	2014–15	2015–16	2016–17
Number of children with exemption from registration	147	174	184	182
Number of families	70	82	91	88

2.6 National and international engagement

Overseas visitors to NESA

During 2016–17, NESA welcomed visiting delegations from Japan, Indonesia, Latvia, Bangladesh and Ethiopia. Such visits assist in promoting the policies and initiatives undertaken by NESA as well as sharing ideas and experiences with international educators.

Japan

Fourteen delegates from the National Centre for Teachers' Development, Japan, visited NESA on 2 November 2016. The national centre provides core training for principals, vice principals, school officials and teachers in Japan. The group met senior NESA representatives to learn more about the role of NESA. They discussed how NESA engages stakeholders in curriculum development, the accreditation of teachers, professional development and the school registration process in NSW.

Latvia

Researchers from universities in Latvia visited NESA in early February 2017. The members of the delegation are involved in a national research project, INOSOCTEREHI, which is financed through the Ministry of Education and Science, Latvia. The project focuses on the inclusion of students with problems of balance, the use of tele-rehabilitation for these students and the introduction of competency-based education. The group met with senior curriculum officers to learn more about vocational education and training, life skills and special education in NSW.

Indonesia

In March 2017 Paul Hewitt, NESA Executive Director, Learning Standards, discussed best practice in curriculum development, assessment and evaluation with a delegation of 24 people from Indonesia participating in a Department of Foreign Affairs and Trade (DFAT) Australia Awards Short Course in Education Assessment. The group included Indonesian Ministry of Education officials, university lecturers, teacher trainers and researchers. Topics of great interest to the group included the recent changes to the NSW curriculum and the role of NESA in developing evidence-based policy to improve student achievement and support teachers.

Bangladesh

Senior officers from the Quality Teaching directorate at NESA met with a delegation from the Non-Government Teachers' Registration & Certification Authority (NTRCA), Ministry of Education, Government of Bangladesh in early April 2017. Discussions centred on the role of NESA in teacher accreditation in NSW against the Australian Professional Standards for Teachers.

Ethiopia

A delegation from City Government of Addis Ababa and the Ethiopian Occupational Competency Assessment and Certification Centre visited NESA in April 2017. Led by the Chief Director of Occupational Competency, Assessment and Certification, the purpose of the visit was to examine NSW's qualification certification regulations and programs and to discuss the administration of the HSC. Of particular interest was the assessment and certification processes relating to vocational education and the "dual-accredited" system.

NESA's international initiatives

NESA participation in international conferences

During 2016–17, NESA officers also continued to participate in international forums and events overseas.

Pacific Board for Educational Quality

In March 2017, Paul Hewitt, Executive Director, Learning Standards represented NESA at the Pacific Board for Educational Quality in Nadi, Fiji. NESA is a consultative member of the Pacific Board for Educational Quality, a sub-committee of the Representatives of Governments and Administrations (CRGA). The meeting focused on Monitoring of Literacy and Numeracy in the Pacific (PILNA); Pacific Registers of Qualifications and Standards (PRQS); Regional Qualification (SPFSC); Nationalisation of PSSC – progress in countries; and Early Grades Reading Assessment (EGRA).

Australian Principals and Educational Leaders Korean study tour

In April 2017, Darren Taylor, Inspector Human Society and Its Environment, travelled to the Republic of Korea to represent NESA at the Australian Principals and Educational Leaders Korean study tour. The study tour focused on school education and provided an opportunity to learn more about programs and strategies in place in Republic of Korea. Darren Taylor was also able to promote the work of NESA in delivering internationally respected curriculum, assessment and credentialing processes.

Overseas Marking – 2016 HSC

Senior markers employed by NESA travelled to Hong Kong, Malaysia, Singapore and Norfolk Island between September and November for the marking of 2016 HSC practical examinations. The Australian International Schools in Hong Kong, Malaysia and Singapore are recognised by NESA to offer the NSW HSC. Norfolk Island Central School is a NSW Government school. Practical HSC examinations marked included Design and Technology, Drama, Music, Industrial Technology and Visual Arts.

The HSC markers listed below attended the Australian International School, Singapore to mark Music performances, as well as Visual Arts bodies of work, and Design and Technology and Industrial Technology major projects. The school met the cost of these visits.

Mr Ian McKenzie
(Senior Marker, Industrial Technology)

Ms Fiona Ackerman
(Senior Marker, Visual Arts)

Mr Michael Stewart
(Senior Marker, Industrial Technology)
Singapore, 5–7 September 2016

Ms Gretel Collison
(Senior Marker, Visual Arts)
Singapore, 31 Oct–1 Nov 2016

Ms Karen Pennings
(Senior Marker, Music)

Mr Darren Rodd
(Senior Marker, Design and Technology)

Mr Owen Nelson
(Senior Marker, Music)
Singapore, 20–21 September 2016

Mr Scott McLeod
(Senior Marker, Design and Technology)
Singapore, 19–20 September 2016

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

Mr Darren Rodd
(Senior Marker, Design and Technology)

Ms Deborah McGowan
(Senior Marker, Music)

Mr Scott McLeod
(Senior Marker, Design and Technology)
Hong Kong, 21–23 September 2016

Mr Martin Macnamara
(Senior Marker, Music)
Hong Kong, 19–21 September 2016

Mr Philip Cunich
(Senior Marker, Drama)

Ms Christine Woods
(Senior Marker, Drama)
Hong Kong, 7–9 September 2016

The HSC markers listed below attended the Australian International School, Malaysia to mark HSC Drama and Music performances as well as Design and Technology major projects and Visual Arts bodies of work. The school met the cost of these visits.

Ms Karen Pennings
(Senior Marker, Music)

Mr Darren Rodd
(Senior Marker, Design and Technology)

Mr Owen Nelson
(Senior Marker, Music)
Malaysia, 22–23 September 2016

Mr Scott McLeod
(Senior Marker, Design and Technology)
Malaysia, 20–21 September 2016

Mr Philip Cunich
(Senior Marker, Drama)

Ms Christine Woods
(Senior Marker, Drama)
Malaysia, 6–7 September 2016

The HSC markers below attended Norfolk Island Central School to mark HSC Industrial Technology major projects as well as Music performances. NESAs met the cost of this visit.

Mr Matthew Smith
(Senior Marker, Industrial Technology)
Norfolk Island, 2–5 September 2016

Mr Mark Graham
(Supervisor of Marking, Music)
Norfolk Island, 19–20 September 2016

Promotion of HSC graduates to overseas universities

The NSW Higher School Certificate is an internationally regarded credential and our students are actively recruited by overseas universities.

During 2016–17, to support students applying for universities in the United Kingdom and the United States, NESAs promoted the HSC to delegations from the University of Arts, London and the following US institutions:

- University of Arizona
- Binghamton University
- University at Buffalo, State University of New York

- Colgate University
- Fairleigh Dickinson University
- Hamline University
- University of Hawaii
- Indiana University
- Purdue University
- Arizona State University
- Central Penn University
- Cornell University
- Embry Riddle Aeronautical University
- New York University
- University of Colorado, Boulder
- University of Michigan
- University of Nevada
- University of Pennsylvania
- University of South Carolina
- Whitworth University
- Georgetown University
- New York University
- University of Michigan
- University of Virginia
- Princeton University
- Yale University.

Over the year, students who successfully applied for leading UK and US universities were featured in the media, including students with academic and sports scholarships to US universities.

US Foreign Policy and Innovation Seminar

NESA also hosted a session for HSC History students on US foreign policy and a session on innovation with speakers provided by the US Consulate General.

The students attended:

- Al-Faisal College
- St Luke's Grammar
- Monte St Angelo College
- International Grammar School Sydney.

NESA's MarkManager™ goes international

MarkManager™ has seen significant growth internally within NESA and commercially over the past few years.

MarkManager™ was developed by the former Board of Studies NSW as an online solution for transitioning the marking of Higher School Certificate examinations from pen-and-paper to online marking when it became clear that there was no product in the marketplace that would meet the Board's stringent marking requirements.

MarkManager™ has resulted in significant value internally and externally as it simplifies marking logistics, cuts costs and reduces turnaround times. Most importantly, it improves the quality of marking. With *MarkManager*™, NESA can provide an exemplary level of equitable, accurate and consistent marking in a manner that provides real value to HSC students and the people of NSW, who have ongoing faith in the integrity of what is portrayed on the HSC credential.

MarkManager™ automates the workflow and processes surrounding marking by providing an end-to-end assessment solution. The program:

- Receives marking applications
- Registers the markers
- Scans the student's response as a PDF
- Randomly distributes the response to a marker via a secure website
- Provides senior markers and supervisors of marking with quality assurance statistics in real time
- Captures the marks and processes them; and, finally
- Generates the results.

Benefits include:

- Enhances Enhancement of the already high integrity of the HSC by its in-built features to protect the reliability and fairness of marking
- Streamlines the entire marking process
- Markers can mark at home, saving on travel expenses and venue hire
- Progress can be monitored by senior markers in real time, allowing for the immediate rectification of any shortfalls before they become delays
- A range of responses including long-form (essays), projects and audio submissions can be marked online
- Students can review their scripts if requested, after release of results
- Can support examinations involving millions of scripts. Each subject's examination has its own peculiarities and can change over time. MarkManager™'s flexible approach allows it to adapt to changes in NESA's examination requirements, and to meet the marking needs of other testing bodies.

NESA continues to adapt and enhance MarkManager™ to place the program commercially ahead of its competitors in the market place and to also present the opportunity to enhance the marking experience and process for NESA markers.

Recent developments include:

- On the commercial front NESA, in association with its partners, is working on completion of APTIS roll out of MarkManager™ for British Council in the UK. MarkManager™ will be used for marking APTIS tests. APTIS is a modern and flexible English language proficiency test designed to meet the diverse needs of organisations and individuals around the world.
- Education is one of Austrade's four 'pillars'. As MarkManager™ is an online marking software and service solution designed for examinations and tests, it is one of the commercially available online assessment products covered by Austrade in the field of Australian Education Technology on their website.
- The Western Australian School Curriculum and Standards Department of Education continues to expand its use of NESA's MarkManager™ for marking the Western Australian Certificate of Education. This year will be the sixth year for MarkManager™ being used for Western Australia's marking operations.
- NESA successfully completed External Assessment marking trials with the Queensland Curriculum and Assessment Authority (QCAA). QCAA was able to benefit from using all the features of the MarkManager™ system for their trial.

NESA's stakeholder engagement

Key stakeholders and the community

NESA works collaboratively with the school sectors, key education stakeholders and the broader community to ensure that future educational reforms build on the high quality of primary and secondary education in NSW.

In addition to regular collaboration with the school sectors and key education leaders, NESAs hosts bi-annual formal information-sharing and consultation meetings with key stakeholders to gain stakeholder perspectives and feedback to inform decision-making. During 2016–17, consultation meetings were held with the:

- Association of Heads of Independent Schools of Australia
- NSW Secondary Principals' Council
- Association of Catholic School Principals NSW
- Catholic Secondary Schools Association NSW/ACT
- NSW Primary Principals' Association
- Professional Teachers' Council NSW
- Christian Schools Australia
- Christian Education National
- Council of Catholic School Parents
- NSW Parents' Council
- Isolated Children's Parents' Association
- English, Mathematics, Science and History teachers' associations
- Aboriginal Education Consultative Group
- Federation of Parents and Citizens Associations of NSW.

Supporting rural and remote education

The NSW Government is committed to improving educational outcomes for students in rural and remote areas. NESAs has developed several initiatives targeted at improving outcomes for all students, including those in rural and remote areas of NSW.

NESA has conducted extensive analysis of the relative performance of rural and regional students in NAPLAN and the HSC. In addition, the patterns of Teacher Accreditation data and course offerings in rural and regional schools have been examined. These findings are regularly reported to the Board.

NESA senior officers met with the Isolated Children's Parents' Association in September 2016. This annual delegation provides an opportunity for NESAs to hear and consider the views and concerns of parents of rurally and remotely located students.

HSC marking opportunities

HSC marking is carried out using either a pen-and-paper process, or via onscreen marking. The onscreen marking and metropolitan/regional day marking programs for the 2016 Higher School Certificate continued to provide experience for teachers from rural and regional schools in NSW.

In 2016, day marking was conducted in four marking centres in both metropolitan and regional areas: Sydney Showground, Bathurst, Wagga Wagga and Coffs Harbour. NESAs met the cost of employing casual teachers to replace teachers appointed to attend briefing or marking sessions during school hours.

The HSC Rural and Remote Marking Program (RRMP) is a joint program run by NESAs, the Department of Education and the Catholic Education Commission NSW. The program is designed to give country teachers the opportunity to participate in marking the HSC. Marking of subjects offered under the program is carried out onscreen. Successful applicants participate in briefing and practice marking sessions in designated corporate centres before they commence marking. In 2016, 26 teachers were appointed to participate in the program.

Teacher professional learning

The main challenges to teachers participating in professional development were a conflict with work schedules, cost, and the geographical accessibility of professional learning. Accessing high-quality professional development in rural and remote teachers was noted as a key challenge due to a lack of geographical accessibility.

The Professional Learning directorate has continued to monitor and regulate endorsement of NESA Registered providers. In this area, the directorate has targeted courses that support rural and remote areas and online courses that assist NSW teachers for equitable professional development opportunities. The directorate also provides strategic advice about professional learning for accrediting teachers, giving particular attention to the unique challenges rural and remote teachers experience in maintaining their accreditation.

During 2016–17, NESA officers developed and conducted information sessions for professional development providers seeking to become newly endorsed or to broaden their endorsement. Policy Officers made providers aware of the unique needs of rural and remote teachers in the information sessions. Applications for NESA Registered providers who run sessions outside of the Sydney Metropolitan district and/or those who deliver online course to rural and remote areas were fast-tracked.

The provision of online courses has continued to grow with several new professional development providers hosting highly flexible and sophisticated courses via purpose-built Learning Management Systems. The growth of online providers means the needs of rural and remote teachers are better catered for than in the past.

Rural independent and Catholic schools received targeted and systematic support in becoming endorsed with School-based Registered Professional Development. In particular, designing and offering context rich professional development which utilises data from the school environment.

School-based Professional Development allows rural schools to develop and run a range of contextually relevant programs at a fraction of the cost of using external providers of professional development.

NESA officers also developed and delivered several online information sessions during 2016–17 using Adobe Connect to specifically reach out and communicate with schools in rural and regional areas.

NESA representation on external committees

During 2016–17, the NESA Board Chairperson and senior NESA officers sat on several external committees, as outlined below.

Mr Tom Alegounarias, Chairperson, NESA Board

- AISNSW Institute
- Australian Institute for Teaching and School Leadership – Teacher Education Expert Standing Committee
- Chairs of Australasian Teacher Regulatory Authorities
- Chairs of the Australasian Curriculum, Assessment and Certification Authorities
- Dean’s Advisory Board, Faculty of Education and Social Work, University of Sydney
- Educational Measurement Interest Group, University of Sydney
- Faculty of Arts and Social Sciences Industry Advisory Board, University of Technology, Sydney

Mr David de Carvalho, Chief Executive Officer

- Chief Executive Officers of Australasian Teacher Regulatory Authorities*
- Chief Executive Officers of the Australasian Curriculum, Assessment and Certification Authorities*
- Global Access Partners (GAP) Early Childhood Education Subgroup
- Institute of Public Administration Australia (IPAA) Program Advisory Committee

- Non-government Schools Advisory Council*
- NSW Schools Advisory Council (Observer status)*
- NSW Vice-Chancellors' Committee meetings (open invitation to attend and speak)*
- Pacific Board for Educational Quality*
 (* denotes external committees where responsibilities transferred from role of then BOSTES President to role of Chief Executive Officer from 1 January 2017)

Mr Peter Byrnes, Chief Financial Officer

- NSW Department of Education Procurement Governance Committee

Mr David Cranmer, Director, Teacher Quality Policy

- Great Teaching, Inspired Learning – Evaluation Reference Group

Mr Neal Crocker, Manager, Student Records and Support

- Australasian Curriculum, Assessment and Certification Authorities – Special Provisions National Workshop
- NAPLAN Online - Students With Disability Working Group (chair)

Dr Christine Evans, Chief Education Officer, Aboriginal Education

- Member, 32nd Kaldor Public Art Project, barrangal dyara, Aboriginal Advisory Board
- Member, Museum of Contemporary Art (MCA), Indigenous Advisory Group
- Member, National Aboriginal and Islander Skills Development Association
- Member, State Library of NSW, Indigenous Advisory Board
- Member, University of Sydney, Preparing More Indigenous Teachers, Working Group

Mr Kevin Ford, Manager, Student Records and Support

- Australasian Curriculum, Assessment and Certification Authorities – Special Provisions National Workshop

Ms Susan Gazis

- Premier's English Teachers Association English Scholarship
- Premier's Primary English Scholarship

Mr John Healey, Director, Initial Teacher Education

- Australasian Teacher Regulatory Authorities – Initial Teacher Education Network

Ms Bronwyn Hession

- Premier's First State Super Financial Literacy Scholarship
- Premier's Reserve Bank of Australia Economics Scholarship

Mr Paul Hewitt, Executive Director, Learning Standards

- Australian Curriculum, Assessment and Reporting Authority – Aboriginal and Torres Strait Islander Advisory Group
- Australian Curriculum, Assessment and Reporting Authority Board

Ms Corlina Ho, Head, evaluation and Development

- Collaborative Curriculum and Assessment Framework for Languages (CCAFL) reference group

Mr Howard Jacobs, Board Inspector, Languages

- Collaborative Curriculum and Assessment Framework for Languages – Reference Group
- NSW Community Languages Schools Board

Ms Maureen Jones, Senior Project Officer, Vocational Education

- NSW Health – VET Pathways Implementation Committee

Mr Howard Kennedy, Director, Curriculum and Assessment Standards

- Australian Curriculum, Assessment and Reporting Authority – Directors Curriculum Group

Ms Lyn Kirkby, Director, Teaching Standards

- Australasian Teacher Regulatory Authorities – Teaching Standards Subcommittee
- Australian Institute for Teaching and School Leadership – Certifying Authorities Network
- Premier's First State Super Financial Literacy Scholarship
- Premier's Reserve Bank of Australia Economics Scholarship

Dr Andrew Kyngdon, Chief Psychometrician, Measurement and Research Unit

- Universities Admissions Centre – Technical Committee on Scaling
- Australasian Curriculum, Assessment and Certification Authorities – Technical Issues Committee

Mr Paul Martin

- Australian Institute for Teaching and School Leadership – Teacher Performance Assessment Steering Committee
- Australasian Teacher Regulatory Authorities – Educational Measurement Committee
- Australasian Teacher Regulatory Authorities – Literacy and Numeracy Steering Committee

Ms Tracey McIntosh, Manager, Examining and Testing

- Australasian Curriculum, Assessment and Certification Authorities – Special Provisions National Workshop

Mr David Murphy, Executive Director, Corporate Governance and School Standards

- Non-Government Schools Not-for-profit Advisory Committee

Ms Debbie Nilsson, Senior Project Officer, Vocational Education

- 2017 Premier's TAFE NSW Scholarships

Ms Judith Page, Director, Teacher Accreditation

- Australasian Teacher Regulatory Authorities – Professional Conduct and Legal Officers
- Australasian Teacher Regulatory Authorities – Registration and Assessment Officers

Mr Kerry Sheehan, Board Inspector, Science

- NSW Department of Education Schools Animal Care and Ethics Committee

Mr Darren Tayler, Board Inspector, Human Society and Its Environment

- 2016 Premier's History Teachers' Association of NSW History Scholarships
- Content Advisory Committee, Anzac Memorial Centenary Project, Veteran's Affairs, Department of Premier and Cabinet

Ms Catherine Tucker, Board Inspector, Vocational Education

- Australasian Curriculum, Assessment and Certification Authorities – Vocational Education and Training (VET) Sub-group
- NSW Health – VET Pathways Implementation Committee
- NSW Schools Consortium (VET delivered to secondary students)
- 2017 Premier’s Vocational Education Scholarship
- NSW Department of Industry – VET Consultative Forum

Ms Anna Wethereld, Board Inspector, Mathematics and Numeracy

- 2016 Premier’s University of Sydney Mathematics Scholarship
- 2016 Premier’s Mathematical Association of NSW Education Scholarship

Student voice

NESA has an ongoing working relationship with the office of the NSW Advocate for Children and Young People. The advice of the Advocate is routinely sought when the work of NESA requires access to the diversity of student views relating to education for example in curriculum development processes.

HSC student feedback survey

HSC students were given the opportunity to comment on their HSC experience through the HSC feedback survey conducted at the end of 2016. Over 2 300 students responded to the survey. Responses were similar to survey findings in previous years, with the majority of respondents indicating that their HSC courses met their expectations and were challenging, interesting and would be useful for further education and work. Respondents generally felt that there were sufficient assessment tasks in almost all courses, and that the assessment tasks were helpful for learning.

The survey results were made available to the teaching community through an article in NESA News.

Sydney Writers’ Festival

Sydney Writers' Festival and NESA continued their partnership in 2017 to present two full days of events for school students delivered by some of the biggest stars of the 2017 Festival. The program, titled ‘Student Sessions’ was designed to introduce students to the world of ideas beyond the classroom.

Acclaimed writers and thinkers discussed a wide range of subjects, linked to the school curriculum, ranging from Shakespeare to modern Australia to climate change.

Two streams of specialist events were held from 10am to 2pm on Monday, 22 May 2017 in the heart of the festival precinct in Walsh Bay and at the Riverside Theatre, Parramatta, on Thursday, 25 May 2017.

Speakers included:

- Shakespeare expert James Shapiro
- Economics journalist Ross Gittins
- Climate change advocate Tim Flannery
- British author, Natalie Haynes
- Authors Anita Heiss and Witi Ihimaera
- Authors Randa Abdel-Fattah and Yassmin Abdel-Magied.

The program featured some of the world's most engaging minds speaking on topics linked to the NSW school curriculum and were tailored to Years 9–12 students.

For example:

- Ross Gittins, one of Australia's most respected economics journalists, explored the inner workings and radical changes of the Australian economy
- Tim Flannery and Bruce Pascoe discussed the ways the indigenous peoples of Australia managed the harsh climate and considered what can be learnt from these practices today
- James Shapiro took an informal look at the great man of letters in Shakespeare in His World and Ours
- New Zealand novelist Witi Ihimaera and Anita Heiss discussed writing Indigenous stories.

The sessions were well received and valuable for all students and teachers who attended.

Teachers' preview

In 2017, a special event was held for the highly accredited teacher community on the eve of the Festival opening. Renowned Shakespeare expert James Shapiro appeared in conversation with highly respected theatre writer Tom Wright to discuss the appeal of Shakespeare, with a focus on a period of political and social upheaval that led to some of his most important plays. The free event was held in recognition of the professionalism of the teacher accreditation community, and to provide a forum for teachers to build professional networks, exchange ideas and contribute to the broader teacher accreditation community.

Digital engagement

January 2017 saw the launch of a new, fully responsive site for NESA on the educationstandards.nsw.edu.au domain.

The site launch concluded the first stage in realising our digital strategy: to streamline our online presence to a single unified experience for our customers.

Stage 1 Project Web (Phase 1)

Content was reviewed and revitalised from across nine BOSTES sites to create the new central NESA digital destination.

Four separate sites were retired as a result reducing our digital sprawl and simplifying access to information for the community.

A further six were prepared for migration including the 15 year old boardofstudies.nsw.edu.au site, holding over 12 000 pages alone.

Sites retired in 2017 included:

- Teacher Accreditation
- K–6 Resources
- HSC All My Work
- WriteOn

Sites prepared for migration (and retirement in 2017–18) included:

- BOSTES site (boardofstudies.nsw.edu.au)
- News
- NSW Syllabuses
- Assessment Resource Centre

Digital delivery of new syllabuses

February also saw the launch of nineteen new 'eSyllabuses' on the NSW Syllabuses site.

These are the first Stage 6 syllabuses delivered in this format, which:

- present content on web pages (instead of only in Word or PDF)
- produce content elements dynamically
- feed content to Program Builder for easy inclusion in programs and units.

The design and build of these syllabuses is in line with our digital strategy and commitment to ensuring online content is accessible and WCAG compliant.

NESA communications

NESA News

Each week during school term, NESA sends the NESA News electronic newsletter to over 29 000 email subscribers. The NESA News includes official notices, news items, key dates and staff vacancies. All official notices and news items also appear on the [news section](#) of the NESA website.

In addition to principals, teachers and parents across all sectors, NESA invites all members of the community to subscribe to the newsletter.

Social media

Increasingly, NESA engages with its stakeholders via its [Twitter account](#). The volume and frequency of Twitter use increased over 2015–16, and NESA now has over 8 300 Twitter followers.

Sydney Morning Herald HSC Study Guide

Each year, NESA contributes to majority of the content of the Sydney Morning Herald HSC Study Guide. The guide was published in the Sydney Morning Herald on 19 June 2017 and in digital format on the Fairfax Media website.

The guide featured articles by NESA curriculum inspectors and experienced NSW teachers. The digital edition included a comprehensive set of 13 videos on a range of popular subjects delivered by teachers and high-achieving 2015 HSC students. The guide contained over 50 articles, including subject specific advice covering over 100 courses, study advice from a 2016 HSC high achieving student, expert advice on dealing with stress, and parent to parent advice on supporting HSC students.

Student communication

NESA uses online and printed channels to communicate important HSC updates and information to senior secondary students. Year 12 students receive a series of email newsletters relevant to the progress of the HSC year. NESA also emails Years 10 and 11 students. Each cohort also receives a series of guides with information and advice about different stages of senior study. NESA also produces several videos for students which are posted on social media and shared via schools, social media, the NESA website and promoted in the student newsletters on exams, curriculum, the new Stronger HSC reforms and other issues.

Students Online website

[Students Online](#) provides Years 10, 11 and 12 students with information and advice about grades for the Record of School Achievement and the Higher School Certificate, and provides access to a student's personal study details.

Communication with parents

To extend the reach of its messages beyond the education community, the NESA Media Directorate contributes articles to stakeholder publications, including parent organisation newsletters.



SECTION 3

Managing our organisation

3.1 Corporate governance

Strategic and operational planning

The NESA Strategic Plan (2017–21), incorporating the 2017 Minister’s Statement of Expectations, sets the strategic priorities and activities for how NESA plans to utilise its unique mandate to support teachers, schools and systems to effect improved educational standards for NSW students.

A NESA Operational Plan (2017–18) provides the detailed framework for implementing the initial phases of the NESA Strategic Plan (2017–21). The operational plan promotes a direct alignment between the priorities in the NESA Strategic Plan (2017–21), the ongoing strategic focus of NESA’s staff and the responsibilities and priorities of each officer. The operational plan also provides the basis for the individual performance agreements for NESA Senior Executive Service officers, corporate development plans, the management plans for each division, directorate and branch, the coordination of the NESA Board and Committees program, the NESA Annual Report to Parliament and a range of other reporting requirements. For more information on strategic priorities and planning see page 20.

Implementing the operational plan

The NESA Chief Executive Officer provides leadership and oversight of the implementation of the NESA Strategic and Operational Plans through several corporate governance structures, processes and committees.

Executive Leadership Team

The Executive Leadership Team (ELT) is the peak decision-making forum of the NESA Staff Agency where key issues are considered before they are implemented or taken to the Board for final consideration. The ELT meets fortnightly and comprises the Chief Executive Officer and the Executive Directors.

Senior Leadership Group

The Senior Leadership Group brings together the NESA Executive Directors and Directors approximately every three weeks to enhance NESA’s leadership capabilities and to identify opportunities for innovation. The Senior Leadership Group is a key forum for the Chief Executive Officer and Executive Directors to identify and discuss strategic issues and directions.

NESA Staff Forums

From 2017, NESA began holding half-day forums for all staff four times per year. These forums provide a regular opportunity for staff to come together as a group of professionals to focus on key themes that relate to their work and the work of NESA as a whole.

The inaugural staff forum held in January 2017 focused on the establishment of NESA and the development of its Charter. Discussions focused on the nature of key aspects of a NESA Charter, including seeking staff input on NESA’s key statement of purpose, for NESA Board consideration.

The staff forum held in May 2017 focused on developing cultural competency for NESA staff and greater awareness of the purpose and value of developing a NESA Reconciliation Action Plan. The forum also focused on exploring staff insights for improving educational experiences and outcomes for Aboriginal students. Guest speakers at the forum included:

- Ms Cindy Berwick, President, NSW Aboriginal Education Consultative Group Inc.
- Dr Chris Sarra, Stronger Smarter Institute
- Professor Shane Houston, Deputy Vice-Chancellor (Indigenous Strategy and Services), University of Sydney.

Further NESA staff forums are planned for August and December 2017, with topics to include NESA's People and Culture Strategy and the promotion of respectful workplace relationships.

Audit and risk management

The approach of NESA to audit and risk management complies with the requirements of Treasury Policy Paper 15–03 Internal Audit and Risk Management Policy for the NSW Public Sector (TPP 15–03).

During the reporting period, NESA's Audit and Risk Committee comprised Mr Brian Suttor (independent chair), Dr Gul Izmir (independent member), and Joan Wilcox (independent member).

The Audit and Risk Committee met five times during the reporting period. A special meeting was held with the Audit Office of NSW in September for the committee to discuss the outcomes of the audit of the NESA 2015–16 financial statements and to review the final set of accounts.

Items on the committee's agenda include emerging issues, governance, financial matters, the management of risk, updates on the internal audit program, updates from the Audit Office of NSW, the review of relevant Treasury circulars, and work health and safety issues.

The committee reviewed all internal audit reports issued during the period. These included those relating to the security and handling of examination papers and scripts, and the registration process of the Government schooling system.

Internal Audit and Risk Management Attestation Statement for the 2016–17

I, David de Carvalho, am of the opinion that the NSW Education Standards Authority has internal audit and risk management processes in operation that are compliant with the eight (8) core requirements set out in the *Internal Audit and Risk Management Policy for the NSW Public Sector*, specifically:

Core Requirements

Risk Management Framework

- | | | |
|-----|--|-----------|
| 1.1 | The agency head is ultimately responsible and accountable for risk management in the agency | compliant |
| 1.2 | A risk management framework that is appropriate to the agency has been established and maintained and the framework is consistent with AS/NZS ISO 31000:2009 | compliant |

Internal Audit Function

- | | | |
|-----|--|-----------|
| 2.1 | An internal audit function has been established and maintained | compliant |
| 2.2 | The operation of the internal audit function is consistent with the International Standards for the Professional Practice of Internal Auditing | compliant |
| 2.3 | The agency has an Internal Audit Charter that is consistent with the content of the 'model charter' | compliant |

Audit and Risk Committee

- | | | |
|-----|---|-----------|
| 3.1 | An independent Audit and Risk Committee with appropriate expertise has been established | compliant |
| 3.2 | The Audit and Risk Committee is an advisory committee providing assistance to the agency head on the agency's governance processes, risk management and control frameworks, and its external accountability obligations | compliant |
| 3.1 | The Audit and Risk Committee has a Charter that is consistent with the content of the 'model charter' | compliant |

Membership

The chair and members of the Audit and Risk Committee are:

- Independent Chair, **Mr Brian Suttor** (appointed 1 March 2014 to 28 February 2017)
- Independent member, **Dr Gul Izmir** (appointed 1 March 2014 to 28 February 2017)
- Independent member, **Ms Joan Wilcox** (appointed 17 September 2015 to 28 February 2017).

These processes demonstrate that the NSW Education Standards Authority has established and maintained frameworks, including systems, processes and procedures for appropriately managing audit and risk within the NSW Education Standards Authority.



David de Carvalho
Chief Executive Officer
15 August 2017

Legislative requirements

During 2016–17, NESA continued to meet its legislative obligations under various Acts and regulations. NESA reporting under the *Government Information (Public Access) Act 2009* is at Appendix I. A range of statutory disclosures are provided at Appendix J.

Public interest disclosures

No public officials made a public interest disclosure to NESA during 2016–17, and no public interest disclosures were finalised by NESA during 2016–17.

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

Commitment to service

The NSW Education Standards Authority (NESA) is committed to providing a high level of service to its diverse clients and managing complaints in a professional manner.

Our clients

The types and quality of service that clients can expect from NESA are outlined below.

The Minister for Education

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

The NESA Board and its committees

The Board and its committees can expect the NESA staff agency to provide high-quality and appropriate resources to support the activities of the Board and its committees.

Schools and systems

Schools and systems can expect that NESA will have a full appreciation and understanding of school and system needs, and that officers will meet these needs equitably and continue to consult with schools and systems in the development of NESA policies, procedures, resources and programs.

The teaching profession

NESA is responsible for promoting and supporting the continuing development of a high-quality NSW teaching profession through assuring the quality of initial teacher education programs and continuing professional learning, and accrediting NSW teachers (including Early Childhood Teachers) against the Australian Professional Standards for Teachers.

Teachers themselves are entitled to expect that policies, procedures and support materials published by NESA are of the highest quality; and that those policies, procedures and materials will be effective in the classroom and able to be applied within 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, and that teacher accreditation policies, procedures and programs lead to the improved quality of teaching and teachers.

Students

Students are entitled to expect that the curriculum will be relevant to their needs and to receive credentials that adequately and accurately reflect their achievement. Students are also entitled to attend schools that have access to high-quality teaching and teachers.

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

The tertiary education sector can expect curriculums 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. Tertiary providers of teacher education can expect fair, equitable and expeditious dealings with NESAs staff in ensuring programs satisfy accreditation requirements.

Community

The centrality and strength of the NSW economy and the capabilities of its workforce make it pivotal to Australia's cultural and economic wellbeing and future development. NESAs work to promote high-quality teaching and improved educational standards in NSW is therefore vitally important for the development and productivity of the broader community.

Standards of service

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

Implementing standards of service

NESA meets community expectations for high standards of client service by:

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

Complaints management

Central to the management of complaints by NESAs is its policy of devolving accountability for complaint resolution to line managers and staff at the point of delivery of services. As a result, NESAs is able to directly remedy or resolve problems at the source as they arise. The service standards act as a reference point for both clients and staff in this process.

Most direct involvement with the public occurs in relation to matters of a personal nature, such as teacher accreditation issues, disability provisions for examinations, the illness and misadventure applications program, the home schooling program, and responding to correspondence, including email. Complaints arising from these matters are addressed in accordance with service standards or via structured appeal mechanisms. [NESA's Complaints handling policy and process](#) can be viewed on the NESA website.

3.2 Management of human resources

Staffing and recruitment

During 2016–17, the full-time equivalent staffing of NESAs was 348.9. Over the course of the preceding year the FTE of a further 407 casual staff were engaged principally to assist with the peak periods associated with the Higher School Certificate programs.

Table 3.1: NESAs full-time equivalent staff at 30 June 2016 and 30 June 2017

	30 June 2016			30 June 2017		
	PSSE	Other	Total	PSSE	Other	Total
Senior Executive	4		4	4		4
NSW Aboriginal Education Consultative Group		5	5		5	5
Australian Music Examinations Board (NSW)		10.5	10.5		10.5	10.5
Change Management	1	1	2	1	1	2
Curriculum and Assessment	1	29.6	30.6	1	47	48
Digital Strategies and Services	1	18	19	1	22	23
Examinations, Reporting and Credentials	1	1	2	1		1
Examination Operations	1	27	28		25	25
Examining and Testing		14	14		16	16
Finance and Administration	1	17	18	1	17	18
Information Technology and Business Systems	1	29	30	1	29	30
Initial Teacher Education and Professional Learning (Two separate Directorates formed from 1 January 2017)	1	9	10			
Initial Teacher Education (New Directorate formed from 1 January 2017)				1	3	4
Learning Standards Policy (New Directorate formed from 1 January 2017)				1	2	3
Marking and Quality (New Branch formed from 1 January 2017)					13	13
Media (Directorate merged with Policy Integration and Communication from 1 January 2017)		3	3			
National Assessment Program – Literacy and Numeracy (Staff numbers are included in the Examination Operations Directorate from 1 January 2017)		7.6	7.6			

	30 June 2016			30 June 2017		
	PSSE	Other	Total	PSSE	Other	Total
Policy Analysis, Evaluation and Development (Staff were redistributed across various Directorates from 1 January 2017)	1	6	7			
Policy Integration and Communications (New Directorate formed from 1 January 2017)				1	12	13
Professional Learning (New Directorate formed from 1 January 2017)					9	9
Psychometrics and Analytics (New Branch formed from 1 January 2017)					8	8
Quality Processing and Reporting (Staff were redistributed across various Directorates from 1 January 2017)		13	13			
School Registration and Accreditation Standards	1	34	35	1	41.4	42.4
Research Data and Analysis		3	3	1	4	5
Strategic and External Relations (Staff were redistributed across various Directorates from 1 January 2017)	1	5	6			
Strategic Planning and Board Secretariat (Directorate assumed additional executive support functions from 1 January 2017)		5	5		9	9
Student Records and Support		7.6	7.6		14.6	14.6
Teacher Accreditation	1	14	15	1	16	17
Teacher Quality Policy	1	2.4	3.4	1	2.4	3.4
Teaching Standards	1	10	11	1	24	25
Totals	18	273.1	291.1	18	330.9	348.9

PSSE = Public Service senior executive

Public Service Senior Executive (PSSE) staff

At 30 June 2017, NESAs employed 18 Public Service senior executives.

Table 3.2 shows the number of Public Service senior executives employed at NESAs at 30 June 2017, by gender and band level. Table 3.3 shows the salary ranges and average remuneration for Public Service senior executives at 30 June 2017. Comparisons with the previous year are also provided in each table.

In 2016–17, 4.3 per cent of NESAs's employee-related expenditure was for senior executives, compared with 4.0 per cent in 2015–16.

Table 3.2: Number of NESAs Public Service senior executives, by gender and band level, at 30 June 2016 and 30 June 2017

Band	30 June 2016		30 June 2017	
	Female	Male	Female	Male
Band 4	0	0	0	0
Band 3	0	1	0	1
Band 2	0	3	0	3
Band 1	7	7	7	7
Total	7	11	7	11
Overall total	18		18	

Table 3.3: Salary ranges and average total remuneration for NESAs Public Service senior executives at 30 June 2016 and 30 June 2017

Band	30 June 2016		30 June 2017	
	Salary range (\$)	Average total remuneration (\$)	Salary range (\$)	Average total remuneration (\$)
Band 4	441 201–509 750	n.a.	452 251–509 750	n.a.
Band 3	313 051–441 200	357 231	320 901–452 250	420 000
Band 2	248 851–313 050	271 573	255 051–320 900	299 008
Band 1	174 500–248 850	196 005	178 850–255 050	216 162

n.a. = not applicable

The academic qualifications of the NESAs Executive Leadership Team are as follows:

- **Mr David de Carvalho**, Chief Executive Officer – BA(Hons), DipEd, BTheol, MPublaw, EMPA
- **Mr David Murphy**, Executive Director, Corporate Governance and School Standards – BBus(Acc/Econ), MALP, FCPA, FGIA
- **Mr Paul Hewitt**, Executive Director, Learning Standards – MA, GradDipEdStudies, DipTeach
- **Mr Paul Martin**, Executive Director, Quality Teaching – BA(Hons), DipEd.

Building and Managing Performance program

During 2016–17, NESAs continued the implementation of its on-going organisation-wide Building and Managing Performance program.

The performance development process is managed via the NESAs Human Resource Information System, enabling a more streamlined process and providing better reporting information. Regular review of the performance development plans is conducted as part of the program.

Workforce diversity

This section outlines trends in the representation and distribution of workforce diversity groups in NESAs over the past three years (Tables 3.4 and 3.5), as well as NESAs's workforce diversity achievements in 2016–17 and strategies for 2017–18.

Table 3.4: Trends in representation of workforce diversity groups in NESAs, 2014–15 to 2016–17

Workforce diversity group	Benchmark or target (%)	30 June 2015 (%)	30 June 2016 (%)	30 June 2017 (%)
Women	50	66	68.1	66
Aboriginal people and Torres Strait Islanders	2.6	1.9	2	2.2
People whose first language as a child was not English	19	21.5	19.8	21.8
People with a disability	n.a.	2.3	2.4	2.2
People with a disability requiring work-related adjustment	1.5	1.5	1.4	2.2

Table 3.5: Trends in distribution of workforce diversity groups in NESAs, 2014–15 to 2016–17

Workforce diversity group	Benchmark or target (%)	30 June 2015 (%)	30 June 2016 (%)	30 June 2017 (%)
Women	100	88	92	92
Aboriginal people and Torres Strait Islanders	100	n.a.	n.a.	n.a.
People whose first language as a child was not English	100	95	94	94
People with a disability	100	n.a.	n.a.	n.a.
People with a disability requiring work-related adjustment	100	n.a.	n.a.	n.a.

Notes: A distribution index of 100 indicates that the centre of the distribution of the workforce diversity group across salary levels is equivalent to that of other staff. Values less than 100 mean that the workforce diversity 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 workforce diversity group is less concentrated at lower salary levels.

The distribution index is not calculated where workforce diversity group or non-workforce diversity group numbers are less than 20.

Workforce diversity achievements for 2016–17

NESA's main workforce diversity achievements in 2016–17 included:

- ongoing delivery of a training program for managers and supervisors that reflects merit selection using the capability framework and revised selection tools
- the ongoing use and refinement of a performance management model that provides for positive feedback and recognition of the contribution each member of staff makes to the achievement of organisational goals and which identifies opportunities for individuals to train and develop
- ongoing consultation with Directors and Managers on the renewed NESAs Disability Inclusion Plan.

Further information about NESAs's multicultural policies and services is at Appendix K, while details of the NESAs Disability Inclusion Action Plan are at Appendix L.

Workforce diversity strategies for 2017–18

NESA's key workforce diversity strategies for 2017–18 include:

- ongoing training for managers and supervisors that reflects merit selection using the capability framework and revised selection tools
- review of the performance management model
- continuation of a review of all human resource management policies and practices in line with changes under the *Government Sector Employment Act 2013* and associated regulations and rules, to ensure they meet both the diverse needs of employees and NESA's business and service goals.
- revision and refinement of the Disability Inclusion Action Plan
- the development of an overarching Human Resources Strategy.

Work health and safety

NESA complies with the consultative requirements of the *Work Health and Safety Act 2011*. The NESA Health and Safety Committee acts as the cornerstone of these consultative requirements. Table 3.6 sets out details of staff injuries during 2016–17.

Table 3.6: Staff injuries during 2016–17

Permanent staff		Casual staff	
Fall	0	Fall	5
Lifting	1	Lifting	1
Strain	2	Strain	0
Other	1	Other	4
Total	4	Total	10

Personnel policies and practices

NESA staff are employed under the *Government Sector Employment Act 2013*.

The salaries and conditions of employment of these staff are determined by the Crown:

- Employees (Board of Studies, Teaching and Educational Standards – Education Officers)
- Salaries and Conditions Award or the Crown Employees (Public Sector – Salaries 2008) Award.

Industrial relations policies and practices

Industrial relations policies and practices at NESA accord with the direction and guidance provided by the Industrial Relations Branch of the Department of Finance and Services, the Public Service Commission, the Department of Premier and Cabinet and relevant government policies.

Code of Ethics and Conduct

NESA is committed to ethical conduct. This commitment is reflected in its [Code of Ethics and Conduct for NESA Employees](#) which sets the standards of behaviour expected of employees and provides guidance to all staff in being responsive to the needs of customers and key groups. The code has been distributed to all staff and is provided to new staff as part of the induction process.

Exceptional movements in employee wages, salaries or allowances

Administrative and clerical staff employed under the Crown Employees (Public Sector – Salaries 2008) Award received a salary increase of 2.5 per cent, effective from 3 July 2016.

Education Officers employed under the Crown Employees (Board of Studies, Teaching and Educational Standards – Education Officers) Salaries and Conditions Award received a salary increase of 2.5 per cent, effective from 1 January 2017.

Recreation leave and extended leave liability

The monetary value of extended (long service) leave and recreation leave as at 30 June 2017 for NESA was as follows:

- extended leave – \$10 688 000
- recreation leave – \$3 788 799.

3.3 Financial management

The 2016–17 audited financial statements for the NSW Education Standards Authority and the NESAs Staff Agency are provided in Section 4 of this report.

Additional information on financial management, including payment of accounts, contracting, consultancies and major works, is provided below.

Payment of accounts

The accounts payable procedures of NESAs are carried out in accordance with the NSW Government's payment of accounts policy as required by the Treasurer's Directions and the Public Finance and Audit Regulation 2010. The time taken for payment of accounts in 2016–17 is shown in Table 3.7. Details of accounts paid within each quarter are shown in Table 3.8.

Table 3.7: Time for payment of accounts, 2016–17

Quarter (2016–17)	Current, i.e. within due date (\$'000)	Less than 30 days overdue (\$'000)	Between 30 and 60 days overdue (\$'000)	Between 60 and 90 days overdue (\$'000)	More than 90 days overdue (\$'000)
All suppliers					
September	16 575	293	132	101	37
December	25 412	639	198	93	48
March	13 835	288	212	67	27
June	10 643	258	123	72	54
Small business suppliers					
September	51				
December	58				
March	35				
June	45				

Table 3.8: Details of accounts due or paid within each quarter, 2016–17

Measure	Sep 2016	Dec 2016	Mar 2017	Jun 2017
All suppliers				
Number of accounts due for payment	1 746	2 708	1 571	1 366
Number of accounts paid on time	1 654	2 481	1 442	1 240
Actual percentage of accounts paid on time (based on number of accounts)	95%	92%	92%	91%
Dollar amount of accounts due for payment	\$17 138 172	\$26 390 145	\$14 428 721	\$11 149 816
Dollar amount of accounts paid on time	\$16 575 225	\$25 412 066	\$13 834 869	\$10 642 896

Measure	Sep 2016	Dec 2016	Mar 2017	Jun 2017
Actual percentage of accounts paid on time (based on \$)	97%	96%	96%	95%
Number of payments for interest on overdue accounts	0	0	0	0
Interest paid on overdue accounts	0	0	0	0
Small business suppliers^(a)				
Number of accounts due for payment to small business	51	58	35	45
Number of accounts due to small business paid on time	51	58	35	45
Actual percentage of small business accounts paid on time (based on number of accounts)	100%	100%	100%	100%
Dollar amount of accounts due for payment to small business	\$275 061	\$241 876	\$210 511	\$233 449
Dollar amount of accounts due to small business paid on time	\$275 061	\$241 876	\$210 511	\$233 449
Actual percentage of small business accounts paid on time (based on \$)	100%	100%	100%	100%
Number of payments to small business for interest on overdue accounts	0	0	0	0
Interest paid to small business on overdue accounts	0	0	0	0

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

Contracting and market testing

NESA market-tests and contracts out a wide range of services and activities.

NESA initiated and concluded several strategic contracts following a process of market testing. These included:

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

Consultancies

NESA did not engage any consultancies equal to or more than \$50 000 during 2016–17.

NESA did not engage any consultancies worth less than \$50 000 during 2016–17.

Major works in progress

During 2016–17, NESA had five major works in progress related to the asset acquisition program:

- information and communications technology replacement program – expenditure in 2016–17 was \$69 000
- examination system application development – expenditure in 2016–17 was \$203 000
- Customer Relationship Management system applications development – expenditure in 2016–17 was \$953 000
- Mark Manager development – expenditure in 2016–17 was \$187 000
- Office consolidation – expenditure in 2016–17 was \$1 559 000.

Tables 3.9 and 3.10 show the major assets acquired by NESA in 2016–17 and their cost. All projects associated with the acquisitions were ongoing at 30 June 2017.

Table 3.9: Property, plant and equipment acquisitions, 2016–17

Property, plant and equipment	Cost (\$'000)
IT network computer equipment	69
Office furniture	0
Security system upgrade	0
Office fit-out	1 559
Total	1 627

Table 3.10: Intangible asset acquisitions, 2016–17

Intangibles	Cost (\$'000)
Examination system applications	203
Customer Relationship Management system development	953
Mark Manager development	187
Total	1 343

Corporate card usage

The Chief Executive Officer of the NSW Education Standards Authority certifies that corporate card usage in NESA has met best practice guidelines in accordance with the Premier's Memoranda and Treasurer's Directions 205.1 to 205.8.

3.4 Knowledge management and information security

Protection of personal information

NESA maintains a Privacy Management Plan that explains how personal and health information is managed in compliance with the requirements of the *Privacy and Personal Information Protection Act 1998* (PIIP Act) and the *Health Records and Information Privacy Act 2002*.

The purpose of the plan is to:

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

NESA collects only the personal information needed to carry out its core activities, including data relating to students, teachers and NESA employees.

A copy of the [Privacy Management Plan](#) is available on the NESA website.

NSW Data Centre Reform Strategy

The NSW Data Centre Reform Strategy aims to consolidate all NSW Government agencies' data centres and computer rooms into two reliable, energy-efficient and secure fit-for-purpose data centres in Sydney and Illawarra. NESA relocated to Government Digital Communities in 2015 and moved to implement Platform as a Service (PaaS) and a number managed services.

Cloud Computing

Latest technological advancements such as cloud computing, smart mobile devices and big data analytics has underpinned NESA direction to take a cloud first approach to consume and deliver ICT Services.

To be at the forefront of technology NESA has embraced the shift from Technology Management to Service Management to provide cost effective and highly innovative solutions that are consumed 'as a service'.

Stage one of this program is delivering Microsoft's Office365 Suite to NESA that will provide a consistent and Integrated Platform to deliver enterprise collaboration, social, unified communications and mobility services to the department.

Electronic Teacher Accreditation Management System

The Electronic Teachers Accreditation Management System (ETAMS) is a repository for all teacher accreditation information. The current system is semi-automated and has been heavily modified. To meet mandatory requirements, improve the efficiency of teacher accreditation, incorporate new business requirements and provide end users with a more intuitive system, a significant project to develop a new ETAMS is underway.

The development phase has concluded and the system is currently in the testing phase. The project is scheduled for delivery early October 2017.

Information security management

An ISO 27001 based Information Security Management System (ISMS) is a set of integrated processes that enables organisations to align with global standards of best practice management of information security programs, policies and procedures. ISO 27001 is globally recognised as the standard against which organisations can be certified.

It offers organisations a practical framework and functional guidelines to establish, maintain and improve the security of assets such as financial information, intellectual property, employee details or information entrusted to organisations by third parties.

The then Board of Studies NSW applied for and obtained whole-of-organisation certification in 2011 and has successfully maintained its certification through regular audits. In March 2015, Board of Studies, Teaching and Educational Standards (BOSTES) applied for certification to the new standard ISO27001:13 and was successful in being certified to the new standard. Given its longstanding success in maintaining certification the re-certification audit period was extended from six months to one year. NESA again achieved re-certification to the new standard in March 2017. The next audit to maintain certification is scheduled for March 2018.

Digital Information Security Annual Attestation Statement for the 2016-17 Financial Year for the NSW Education Standards Authority

I, David Murphy, Acting Chief Executive Officer, am of the opinion that the NSW Education Standards Authority had an Information Security Management System in place during the 2016-17 financial year that is consistent with the Core Requirements set out in the *NSW Government Digital Information Security Policy*.

The controls in place to mitigate identified risks to the digital information and digital information systems of the NSW Education Standards Authority NSW are adequate.

Risks to the digital information and digital information system of the NSW Education Standards Authority have been assessed with an independent ISMS certified in accordance with *the NSW Government Digital Information Security Policy*.

The NSW Education Standards Authority has maintained certified compliance with *ISO 27001 Information technology - Security techniques - Information security management systems - Requirements* by an Accredited Third Party during the 2016-17 financial year.



David Murphy
Acting Chief Executive Officer
18 August 2017



SECTION 4

Appendixes

Appendix A – NESAs Charter

NSW Education Standards Authority Charter

1. Mission and purpose

Consistent with the National Declaration on the Educational Goals for Young Australians, NESAs mission is to support teachers, schools and sectors to offer all children and young people a high-quality education that enables them to fulfil their potential, through schooling that:

- is characterised by equity and excellence
- equips young Australians to become successful learners, confident and creative individuals, and active and informed citizens and
- nurtures the development of the whole person, preparing students not only for undertaking meaningful work, but for living the lives they have reason to value.

NESA provides a forum for collaboration on key educational matters in NSW and works in partnership with students, parents, teachers, principals, school sectors and other stakeholders to identify issues and produce policy that supports teaching practice and student learning, and the attainment of high education standards in NSW.

2. Objectives and functions

The NESAs Act sets out NESAs principal objectives. These are to:

- provide strategic leadership in improving standards of school education
- promote an evidence-based approach in improving standards of school education
- ensure that the quality of teaching, school curriculum, forms of assessment and regulatory standards under the NSW education and teaching legislation are developed, applied and monitored in a way that improves student learning while maintaining flexibility across the entire school education and teaching sector.

NESA has functions under the education and teaching legislation in relation to:

- the accreditation of teachers and the monitoring of the accreditation process across all schools and early childhood education centres
- the approval of initial and continuing teacher education courses that are relevant to the accreditation of teachers
- the development, content and application of professional teaching standards
- the school curriculum for primary and secondary school students
- basic skills testing
- the granting of Records of School Achievement and Higher School Certificates
- the registration and accreditation of schools
- the approval of providers of courses at schools to overseas students, and reporting and advising on matters relating to NESAs functions.

3. Standards, informed by evidence

The foundations of NESAs work are standards that are developed through the analysis of data, research and the practical experience, wisdom and professional judgement of teachers and schools across the four domains of teaching quality, curriculum, assessment, and school regulation.

As an independent authority acting across school sectors, NESA identifies common and agreed standards and benchmarks for the jurisdiction as a whole.

NESA draws on evidence nationally and internationally to implement policy that generates improvements in the quality of teaching and student learning.

NESA draws together expertise from within the school sectors, universities and other professional groups and promotes evidence-based analysis, teacher judgement and policy within and on behalf of the teaching profession.

4. Values and operating principles

NESA's work is underpinned by the following values and operating principles:

- Supporting the profession: Help to maintain and build the status of the NSW teaching profession.
- Educational expertise and leadership: Exercise a leading role in ongoing monitoring, research and development in teaching quality, school curriculum, assessment, and school regulation.
- Quality and effectiveness: Implement best practice to provide high-quality, efficient services that are effective, relevant to the interests of and respond to the needs of the New South Wales community.
- Accountability and transparency: Actively promote community confidence in NSW education through activities in the public interest that are ethical, sustainable and transparent.
- Focus on stakeholders: Provide exemplary representation and service with professionalism and commitment to our stakeholders.
- Productive relationships and partnerships: Foster collaborative, constructive and valuable relationships and partnerships with the school sectors and the community.
- Equity and inclusiveness: Policies and programs are underpinned by the principles of equity and inclusiveness and will be designed and delivered with fairness, transparency and consistency.
- Research, evaluation and innovation: Encourage and promote innovation and creativity to encourage new strategies, ideas, products and processes.
- Continuous improvement: Secure continuous improvement through active self-evaluation and independent external evaluation of our work and services.

5. The Board

The Board of the NSW Education Standards Authority (the Board) is established by the NESA Act. The Board:

- provides strategic leadership in improving standards of school education
- promotes an evidence-based approach to improving standards of education, and
- ensures that each of the following matters is developed, applied and monitored in a way that improves student learning while maintaining flexibility across the entire school education and teaching sector:
 - i. teaching quality and professional standards
 - ii. school curriculum
 - iii. forms of assessment, and
 - iv. regulatory standards for schools.

The Board has oversight over:

- high-level strategic governance of NESA
- regulatory functions set out in legislation
- financial governance to provide direction on the alignment between resource allocation and functions for NESA, and
- meeting priorities set out in the Minister's Statement of Expectations.

Board members exercise their functions in a manner that promotes the objectives of NESA.

Appendix B – Committees of the NESAs Board

NESA and its governing Board were established on 1 January 2017 under the *Education Standards Authority Act 2013* (the NESAs Act). The Board sets the strategic direction for NESAs and provides guidance about the nature of the activities NESAs is expected to undertake in fulfilling its functions and executing the policy directions set by the Board and the Minister.

The NESAs Act provides, among other things, that:

- the NESAs Board can establish committees subject to the Ministers approval
- once approved, the NESAs Board can appoint members to those committees
- the committees, once established, can in turn establish and appoint members of sub-committees.

The NESAs Act specifies that the establishment of Board committees requires the approval of the Board and the Minister before members can be appointed by the Board to these committees. The NESAs Act also specifies that in order for the Board to appoint a person to a Board committee, the Board must be of the opinion that the person has appropriate expertise to make a valuable contribution to the committee. In appointing persons as members of a committee, the Board is to have regard to an appropriate mix of skills, knowledge and experience.

The amended *Teacher Accreditation Act 2004* (TA Act) had already established one of the new Board committees, the Quality Teaching Committee (QTC), as a committee of the new Board and, therefore, its establishment did not require Board or Ministerial approval.

At its inaugural meeting on 8 March 2017 the NESAs Board endorsed the establishment, terms of reference and membership composition of new regulatory and advisory committees. Ministerial approval was granted on 28 March 2017. NESAs wrote to relevant stakeholder organisations seeking nominees for appointment to the new committees. Nominations were received and the proposed memberships for each committee (with the exception of the QTC) were endorsed by the NESAs Board out of session in April 2017. The committees commenced meetings in May 2017. An additional new Advisory Committee, the Communications Committee, was established in July 2017.

Table B1 lists the committees of the NESAs Board:

Table B1: Committees of the NESAs Board

Regulatory Committees	Advisory Committees
<ul style="list-style-type: none"> • Quality Teaching Committee • Curriculum Committee • Assessment Committee • School Registration Committee • Initial Teacher Education Committee 	<ul style="list-style-type: none"> • Research and Technical Committee • Finance Committee* • Special Education Committee • Aboriginal Education Committee

*Note: Finance functions and the Audit and Risk functions must be administered by separate committees. The composition and functions of an Audit and Risk Committee are prescribed by NSW Treasury Guidelines and are of a nature that the merging of its functions with the Finance functions under the auspices of a single committee would inherently introduce systemic conflicts of interest for committee members. There is an existing NESAs Audit and Risk Committee established under Treasury Guidelines, chaired by an independent member.

The regulatory committees exercise powers delegated by the Board as well as providing advice to the Board on policy related to their delegated functions, while the advisory committees are limited to providing advice only.

During the next reporting period, the NESAs Board Committees will establish relevant sub-committees, time-limited working groups or other consultative mechanisms necessary to support the committees to fulfil their delegated functions and appoint members to these sub-committees.

Regulatory Committees

There are five regulatory committees with delegated responsibility from the Board to carry out critical functions.

Assessment Committee

In carrying out its functions the Assessment Committee has regard to the complementary work of the Curriculum Committee.

Terms of reference

The following NESA functions under education and teaching legislation relate to the Assessment Committee:

- the school curriculum for primary and secondary school students
- basic skills testing
- the granting of Records of School Achievement (RoSA) and Higher School Certificates (HSC), and
- reporting and advising on matters relating to the functions of NESA.

The Board has delegated the following regulatory functions and operational matters to the Assessment Committee:

- provides advice to the Board in connection with the exercise of the functions of NESA under the education and teaching legislation
- places conditions on the HSC examinations, and approves the final band cut-off marks for Higher School Certificate courses
- develops assessment policy pertaining to the RoSA and NESA testing programs
- uses expertise in statistics and educational measurement to analyse and report on statistical and measurement issues associated with HSC assessment procedures, NAPLAN, and other K–12 assessments
- considers all alleged breaches of HSC rules and determines penalties in accordance with the requirements of NESA for the award of the Higher School Certificate
- researches and provides advice to the Minister on evidence-based, best-practice assessment methods across all subject areas, and work within the NESA Charter and the annual Statement of Expectations.

Membership

Membership of the Assessment Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the Assessment Committee is an appointed member of the Board.

Table B2 lists the membership of the Assessment Committee

Table B2: Membership of the Assessment Committee

Membership composition	Appointed member
a member of the NESA Board	Ms Carol Taylor (Chair)
a nominee of the NSW Department of Education	Dr Jenny Donovan , Executive Director Centre for Education Statistics and Evaluation, NSW Department of Education
a nominee of the Catholic Education Commission NSW	Mr Paul Cahill , Head of Curriculum, Secondary Catholic Education Office, Sydney

Membership composition	Appointed member
a nominee of the Association of Independent Schools of New South Wales	Ms Holly Gyton , Deputy Head of School SCEGGS Darlinghurst
two Government school principals	Ms Roslynne Moxham , Principal, Fort Street High School Mr Bob Willetts , Principal, Berry Public School
a Catholic school principal	Ms Denise Gersbach , Principal, Holy Family Primary School, PARKES
an Independent school principal	Mr Peter Moulds , Principal, Bishop Tyrrell Anglican College
a person with data science expertise	Dr Rami Mukhtar , Chief Executive Officer, Ambiaata
a person with educational assessment expertise	Emeritus Professor Patrick Griffin
a person with psychometrics, online and adaptive testing expertise	Dr Goran Lazendic , Senior Manager, Research and Development, Australian Curriculum, Assessment, and Reporting Authority
a person with expertise in assessment adjustments for students with special education needs	Dr Cathy Little , Lecturer, Special Education, University of Sydney
a NSW academic with educational measurement expertise	Professor Jim Tognolini , Director, Educational Measurement and Assessment Hub, University of Sydney Director , JT Education Consulting
a parent representative	Ms Jacqui Van de Velde

Curriculum Committee

In carrying out its functions the Committee has regard to the complementary work of the Assessment Committee.

Terms of reference

The following NESA functions under education and teaching legislation relate to the Curriculum Committee:

- the school curriculum for primary and secondary school students,
- basic skills testing,
- the granting of Records of School Achievement (RoSA) and Higher School Certificates (HSC), and
- reporting and advising on matters relating to the functions of NESA.

The Board has delegated the following regulatory functions and operational matters to the Curriculum Committee:

- provides advice to the Board in connection with the exercise of the functions of NESA under the education and teaching legislation,
- endorses K–12 syllabuses to be taught in NSW schools, and their associated assessment requirements,
- provides advice to the Minister on the endorsement of K–12 syllabuses for NSW schools,

- ensures that the syllabus development process provides opportunities for consultation and ensures quality syllabuses in a timely and efficient manner,
- researches and provides advice to the Minister on evidence-based, best-practice curriculum content across all subject areas, and
- works within the NESAs Charter and the annual Statement of Expectations.

Membership

Membership of the Curriculum Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the Curriculum Committee is an appointed member of the Board.

Table B3 lists the membership of the Curriculum Committee.

Table B3: Membership of the Curriculum Committee

Membership composition	Appointed member
a member of the NESAs Board	Mr Denis Fitzgerald (Chair)
a nominee of the NSW Department of Education	Ms Janet Davy , Deputy Secretary, Strategy and Evaluation, NSW Department of Education
a nominee of the Catholic Education Commission NSW	Ms Suzanne Walsh , Deputy Executive Director of Schools, Diocese of Parramatta
a nominee of the Association of Independent Schools of New South Wales	Mr Darryl Buchanan , Head of Service: Teaching Learning and Program Implementation, The Association of Independent Schools of New South Wales
a nominee of the NSW Teachers' Federation	Ms Kylie Dawson , Assistant Principal, Lavington Public School
a nominee of the Independent Education Union NSW/ACT	Mr Larry Grumley , English Coordinator, Catherine McAuley High School
a Government primary school principal	Ms Sally Hogan , Principal, Middle Harbour Public School
a Government secondary school principal	Mr Gary Johnson , Principal, Cherrybrook Technology High School
a Catholic school principal	Ms Fran Bonanno , Principal, St Francis Xavier's Catholic Primary School, LURNEA
an Independent school principal	Ms Jennifer Allum , Head of School, SCEGGS Darlinghurst
a person with expertise in early childhood education and care	Ms Rose Todd , Executive Director of Programs, Gowrie NSW
a person with expertise in special education	Dr Sally Howell , Principal, Macquarie University Special Education Centre
a person with expertise in Aboriginal education	Ms Cindy Berwick , President, NSW Aboriginal Education Consultative Group Inc
a parent representative	Mr Timothy Spencer

Initial Teacher Education Committee

Terms or reference

The following NESAs functions under education and teaching legislation relate to the ITEC:

- the approval of initial teacher education courses that are relevant to the accreditation of teachers, and
- reporting and advising on matters relating to NESAs functions.

The Board has delegated the following regulatory functions to the ITEC:

- advise the Board on the approval of policies governing the accreditation of initial teacher education programs in NSW
- approve, or not, the accreditation of initial teacher education programs delivered in NSW consistent with the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures 2015
- approve, or not, the certification of interstate initial teacher education programs delivered by interstate providers to NSW residents
- revoke or suspend the accreditation of initial teacher education programs under certain circumstances
- convene and oversee Accreditation Panels to review applications for the accreditation of initial teacher education programs
- collect data and promote research with a local, national and international focus in relation to best practice in the development of graduate teachers and their demonstration of the Graduate Teacher Standards.

In addition to the delegated regulatory functions the ITEC will also:

- develop policy to improve initial teacher education
- provide advice to the Board regarding the exercise of NESAs functions under the education and teaching legislation
- monitor, evaluate and report on the quality of initial teacher education programs approved by NESAs under the professional teaching standards
- monitor approval processes for initial teacher education programs to ensure
- monitor and moderate the process for revocation or suspension of initial teacher education program accreditation
- investigate and resolve identified areas of concern in relation to initial teacher education program approval
- promote effective liaison and partnerships between initial teacher education providers and schools
- work to enhance communication regarding the development of the teaching profession with stakeholders
- liaise with AITSL on policy issues, as appropriate
- work with teacher employers to improve the transition for initial teacher education graduates from student to teacher
- support initial teacher education providers in relation to the Graduate Teacher Standards and/or their applications for accreditation of initial teacher education programs and
- work within the NESAs Charter and the annual Statement of Expectations.

Membership

Membership of the Initial Teacher Education Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the ITEC is an appointed member of the Board.

Table B4 lists the membership of the Initial Teacher Education Committee.

Table B4: Membership of the Initial Teacher Education Committee

Membership composition	Appointed member
A member of the NESAs Board	Professor Sue Dockett (Chair) Professor Paul Chandler (Alternate Chair)
a nominee of the NSW Vice Chancellors' Committee	Professor Greg Craven , Vice-Chancellor Australian Catholic University
four nominees of the NSW Council of Deans of Education	Professor John Fischetti , Vice President, NSW Council of Deans of Education, University of Newcastle Professor Diane Mayer , Head of School & Dean of Education and Social Work, University of Sydney Professor Mary Ryan , Head of Department, Educational Studies, Macquarie University Professor Michele Simons , President, NSW Council of Deans of Education, Western Sydney University
a government teacher employer representative	Ms Trina Schmidt , Executive Director, Human Resources, NSW Department of Education
a non-government teacher employer representative	Ms Robyn Yates , Chief Policy and Compliance Officer, The Association of Independent Schools of NSW
four practising teachers with an understanding of initial teacher education including professional experience, ensuring a breadth of representation	Ms Leanne Clarke , Assistant Principal St Mary's Catholic School Ms Berlinda Cook , Principal Canterbury Public School Ms Kuldip Khehra , Head Teacher Mathematics Quakers Hill High School Mr Benjamin Oxley , Leader of Learning – Stage 3 Coordinator, Our Lady of the Rosary, St Marys

Quality Teaching Committee

Terms of reference

The following NESAs functions under education and teaching legislation relate to the QTC:

- the accreditation of teachers and the monitoring of the accreditation process across all schools and approved centre-based early childhood education services
- the development, content and application of professional teaching standards and
- reporting and advising on matters relating to NESAs functions.

The Board has delegated the following regulatory functions to the QTC:

- monitor the quality and consistency of teacher accreditation decisions across all schools and approved centre-based early childhood education and care services
- oversight of the application of the guidelines and procedures for the suspension and revocation of teachers' accreditation
- ensure that the professional teaching standards are applied fairly and consistently

- approve, or not, professional development providers and courses in accordance with the requirements of the professional teaching standards and
- monitor, evaluate and report on the quality of professional learning courses approved under the professional teaching standards.

In addition to the delegated regulatory functions the QTC will also:

- provide advice to the Board:
 - a. in connection with the exercise of the NESAs functions under the education and teaching legislation
 - b. on policies and strategic direction in relation to teacher accreditation
 - c. on the development, content and application of the professional teaching standards
 - d. on the appropriate use of teacher accreditation funds
 - e. on any of the Minister's functions under the education and teaching legislation
- advise and assist Teacher Accreditation Authorities in accrediting persons under the education and teaching legislation and
- work within the NESAs Charter and the annual Statement of Expectations.

Membership

The amended *Teacher Accreditation Act 2004* (the TA Act) outlines the QTC membership as follows:

- five members (the elected members) who are persons accredited under the TA Act and who are elected, in accordance with the regulations, by those persons who are enrolled on the electoral list defined in the TA Act
- six members (including the Chairperson) appointed by the Minister who have skills and experience that will assist the QTC in exercising its functions (the appointed members)
- an appointed member of the Board is appointed as the Chairperson of the QTC.

QTC members are appointed or elected for a term of three years and may hold office for terms totaling not more than six years. The term of office of an elected member may be extended in accordance with the regulations.

Members of the QTC have a high level of professional and educational expertise. There is an appropriate mix of skills, knowledge and experience. Members must have significant expertise in dealing with complex policy matters relating to teacher quality and accreditation.

As at 30 June 2017, the appointment of members to the QTC was being finalised.

School Registration Committee

Terms of reference

The following NESAs functions under education and teaching legislation relate to the School Registration Committee:

- the registration and accreditation of schools
- the recognition of non-NSW schools to present candidates for the Record of School Achievement (RoSA) and the Higher School Certificate (HSC)
- the regulation of teacher accreditation authorities
- the approval of providers of courses at schools to overseas students and
- reporting and advising on matters relating to NESAs functions.

The Minister has delegated the power to approve, impose conditions on such approval or to suspend or revoke the approval of a person or body to be a teacher accreditation authority in relation to a non-government school or an early childhood education centre in accordance with the policies and rules of the NESAs Board.

The Board has delegated the following regulatory functions and operational matters to the School Registration Committee:

- provides advice to the Board in connection with the exercise of NESAs functions under the education and teaching legislation
- provides recommendations to the Minister on the registration of non-government schools (or the ‘licence’ to operate a school)
- makes determinations on applications made by non-government schools and non-NSW schools for accreditation and recognition, respectively, to present courses of study leading to the award of the HSC and the RoSA
- provides advice to the Minister for Education on the compliance by the NSW government schooling system with similar requirements to those that apply to non-government schools and systems and
- works within the NESAs Charter and the annual Statement of Expectations.

Membership

Membership of the School Registration Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the School Registration Committee is an appointed member of the Board.

Table B5 lists the membership of the School Registration Committee.

Table B5: Membership of the School Registration Committee

Membership composition	Appointed member
a member of the NESAs Board	Ms Robyn McKerihan PSM (Chair)
a nominee of the NSW Department of Education	Mr Mark Grant , Executive Director, Leadership and High Performance, NSW Department of Education
a nominee of the Catholic Education Commission NSW	Ms Rosemary Vellar , Leader, School Review and Development, Catholic Education Office, Diocese of Broken Bay
a nominee of the Association of Independent Schools of New South Wales	Ms Robyn Yates , Chief Policy and Compliance Officer, The Association of Independent Schools of New South Wales
a nominee of the NSW Teachers Federation	Ms Gemma Ackroyd , Principal, Lane Cove Public School
a nominee of the Independent Education Union NSW/ACT	Mr Liam Griffiths , Assistant Secretary, NSW/ACT Independent Education Union
a secondary Government school principal	Ms Christine Del Gallo , Principal, Northern Beaches Secondary College, Mackellar Girls Campus
a primary Government school principal	Ms Karen Maraga , Principal, Regentville Public School
a Catholic systemic school principal	Mr Robert Unsworth , Principal, St Patrick’s Primary School, Holbrook
an Independent non-government school principal	Ms Raquel Charet , Principal, Sydney Montessori School

Membership composition	Appointed member
a Government school parent representative	Mr Terry Timms , Councillor, Federation of Parents and Citizens Associations of New South Wales
a non-government school parent representative	Ms Linda McNeil , Executive Director, Council of Catholic School Parents

Advisory Committees

There are five advisory committees that provide advice directly to the Board.

Aboriginal Education Committee

Terms of reference

The Aboriginal Education Committee will provide advice to the Board in connection with the exercise of NESAs functions under the education and teaching legislation. The Aboriginal Education Committee will:

- provide advice to the Board in connection with the exercise of the NESAs functions under the education and teaching legislation
- provide advice on broad policy issues relating to Aboriginal education
- provide advice on Aboriginal education issues relating to curriculum, assessment, teaching and school regulation and
- work within the NESAs Charter and the annual Statement of Expectations.

Membership

Membership of the Aboriginal Education Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the Aboriginal Education Committee is an appointed member of the Board.

The Aboriginal Education Committee will be convened bi-annually.

Table B6 lists the membership of the Aboriginal Education Committee.

Table B6: Membership of the Aboriginal Education Committee

Membership composition	Appointed member
a member of the NESAs Board	Professor Paul Chandler (Chair)
a nominee of the NSW Department of Education	Ms Michele Hall , Executive Director, Aboriginal Education and Communities, NSW Department of Education
a nominee of the Catholic Education Commission NSW	Ms Jayde Mills , State Coordinator, Aboriginal Education, Catholic Education Commission NSW
a nominee of the Association of Independent Schools of New South Wales	Ms Rosalyn Thomas , Aboriginal Education Consultant, The Association of Independent Schools of New South Wales
a nominee of the NSW Teachers Federation	Ms Charline Emzin-Boyd , Aboriginal Education Coordinator, NSW Teachers Federation
a nominee of the Independent Education Union NSW/ACT	Ms Debbie Long , Instructional Leader Catholic Education Diocese of Parramatta
a nominee of the NSW Aboriginal	Ms Cindy Berwick , President, NSW Aboriginal Education Consultative

Membership composition	Appointed member
Education Consultative Group Inc	Group Inc
a nominee of the Commonwealth Department of Prime Minister and Cabinet	Mr Leon Donovan , Assistant Secretary Regional Manager - Eastern NSW, Prime Minister and Cabinet Regional Network, Department of the Prime Minister and Cabinet

Finance Committee

Terms of reference

The Finance Committee will provide advice to the Board regarding the exercise of NESA functions under the education and teaching legislation. The Finance Committee will:

- provide advice in relation to the Board's financial responsibilities under relevant legislation, including, but not limited to, the *Public Finance and Audit Act 1983* and the *Annual Reports (Statutory Bodies) Act 1984*
- have regard to the advice of the Chief Executive Officer of NESA, provide advice to the Board in relation to the determination and monitoring of the annual budget and forward estimates of NESA
- have regard to any advice from the Audit and Risk Committee of NESA in relation to the Board's financial responsibilities and
- work within any directions by the Minister, the Minister's annual Statement of Expectations and the NESA Charter.

Membership

Membership by appointed members of the Board is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the Finance Committee is a non-executive member of the Board.

Table B7 lists the membership of the Finance Committee.

Table B7: Membership of the Finance Committee

Membership composition	Appointed member
Appointed members of the NESA Board	Ms Katherine Grace (Chair) Professor Paul Chandler Mr Denis Fitzgerald Dr Geoff Newcombe
the Chief Executive Officer of the NSW Education Standards Authority	Mr David de Carvalho

Research and Technical Committee

Terms of reference

The Research and Technical Committee will provide advice to the Board in connection with the exercise of NESA functions under the education and teaching legislation. The Research and Technical Committee will:

- advise the Board on research and development related to the statutory functions of NESA in curriculum, assessment, credentialing, and teaching and regulatory standards
- oversee strategic use of data held by NESA

- provide guidance to NESAs to build capacity to better analyse and use its data to inform the development of learning, teaching and regulatory policy and standards
- build stronger research partnerships with other organisations
- develop and monitor protocols for sharing data with state and national education authorities and providers
- identify and consider research opportunities and recommend the commissioning of research to the Board and
- work within the NESAs Charter and the Minister's annual Statement of Expectations.

Membership

Membership of the Research and Technical Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the Research and Technical Committee is an appointed member of the Board.

Table B8 lists the membership of the Research and Technical Committee.

Table B8: Membership of the Research and Technical Committee

Membership composition	Appointed member
NESA Board member	Mr Craig Petersen (Chair)
a nominee of the Department of Education	Mr Ben Barnes , Director, Evaluation and Major Projects, Centre for Education Statistics and Evaluation, NSW Department of Education
a nominee of the Catholic Education Commission	Ms Anne-Maree Creenaune , Senior Professional Officer: Education Policy, Catholic Education Diocese of Wollongong
a nominee of the Association of Independent Schools of NSW	Ms Tiffany Roos , Manager, Research and Data Unit, The Association of Independent Schools of NSW
two academics with relevant research expertise	Ms Marilyn Chilvers , Executive Director, Analysis & Research, Department of Family and Community Services Dr Ian Oppermann , CEO and Chief Data Scientist, NSW Data Analytics Centre, ICT and Digital Government Division, Department of Finance, Services and Innovation

Special Education Committee

Terms of reference

The Special Education Committee will provide advice to the Board regarding the exercise of NESAs functions under the education and teaching legislation. The Special Education Committee will:

- provide advice to the Board regarding the exercise of the NESAs functions under the education and teaching legislation
- provide advice on broad policy issues relating to special education
- provide advice on special education issues relating to curriculum, assessment, teaching and school regulation and
- work within the NESAs Charter and the annual Statement of Expectations.

Membership

Membership of the Special Education Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the Special Education Committee is an appointed member of the Board.

The Special Education Committee will be convened bi-annually.

Table B9 lists the membership of the Special Education Committee.

Table B9: Membership of the Special Education Committee

Membership composition	Appointed member
NESA Board member	Mr Mark Northam (Chair)
a nominee of the Department of Education	Mr Brian Smyth-King , Executive Director, Learning and Engagement, NSW Department of Education
a nominee of the Catholic Education Commission NSW	Ms Mary Creenaune , Head Student Services Catholic Education Office, Diocese of Parramatta
a nominee of the Association of Independent Schools of NSW	Ms Margaret McKay , Director of Student Services, The Association of Independent Schools NSW
a nominee of the Australian Association of Special Education	Ms Heather Martin
a nominee of the Federation of Parents and Citizens Associations of New South Wales	Ms Natalie Walker , Councillor, Federation of Parents and Citizens Associations of New South Wales
a nominee of the NSW Teachers Federation	Ms Jennifer Mace , Deputy Principal, Bega High School
a nominee of the Independent Education Union NSW/ACT	Ms Kathleen Lane , Education Outreach Consultant, Aspect (Autism Spectrum Australia)
a representative of non-government school parents	Ms Neisha Licitra , Chair, Council of Catholic School Parents NSW
a person with expertise in the special education sector in NSW	Associate Professor Iva Strnadová , School of Education, University of New South Wales
a person with expertise in Aboriginal education	Ms Cindy Berwick , President, NSW Aboriginal Education Consultative Group

Independent Audit and Risk Committee

There is an existing NESA Audit and Risk Committee whose establishment, composition and functions are prescribed under Treasury Guidelines. The Audit and Risk Committee is chaired by an independent member.

Objective

The objective of the Audit and Risk Committee is to provide independent assistance to the Chief Executive Officer by overseeing and monitoring, reviewing and providing advice about NESA's governance processes, risk management and control frameworks, and its external accountability obligations.

The Committee has no executive powers.

The Committee is directly responsible and accountable to the Chief Executive Officer for the exercise of its responsibilities. In carrying out its responsibilities, the Committee must always recognise that primary responsibility for management of the NESA rests with the Chief Executive Officer.

The responsibilities of the Committee may be revised or expanded in consultation with, or as requested by, the Chief Executive Officer from time to time.

Membership

The Committee consists of at least three and no more than five members appointed by the Chief Executive Officer. The Chief Executive Officer appoints the chair and members of the Committee. The Chair is counted as one member of the Committee.

The Chair must be appointed for one term only for a period of at least three years, with a maximum period of five years. The term of appointment for the chair can be extended but any extension must not cause the total term to exceed five years as a chair of the Audit and Risk Committee.

Table B10 lists the membership of the Audit and Risk Committee.

Table B10: Membership of the Audit and Risk Committee

Membership composition	Appointed member
Chief Executive of NESAs	Mr David de Carvalho
Independent members	Mr Brian Suttor (Chair) Dr Gul Izmir Ms Joan Wilcox

Appendix C – Board meetings and attendance of members of the BOSTES Board and the NESAs Board in 2016–17

The former Board of Studies, Teaching and Educational Standards NSW met on 5 occasions between July and December 2016. Details of Board members' attendance at meetings during 2016 are shown in Table C1. The new governing Board of the NSW Education Standards Authority met on three occasions between January and June 2017. Details of Board members' attendance at meetings during 2017 are shown in Table C2.

Table C1: Board members' attendance at BOSTES Board meetings from 1 July – 31 December 2016

Member	2016				
	2 Aug	13 Sep	25 Oct	15 Nov	6 Dec
Mr Tom Alegounarias (Chair)	✓	✓	✓	✓	✓
Ms Cindy Berwick	✓	Apology	Apology	Apology	Apology
Dr Michael Bezzina	✓	✓	✓	✓	✓
Mr Philip Cooke	✓	✓	✓	✓	✓
Dr Brian Croke	✓	✓	Leave of Absence	Leave of Absence	Leave of Absence
Ms Janet Davy	✓	✓	✓	✓	✓
Prof Sue Dockett	✓	✓	✓	✓	Leave of Absence
Mr Denis Fitzgerald	✓	✓	✓	✓	✓
Hon Patricia Forsythe	✓	✓	✓	✓	✓
Mr Larry Grumley	✓	✓	✓	✓	✓
Mr Gary Johnson	✓	Apology	✓	✓	✓
Ms Leslie Loble	✓	✓	✓	Apology	✓
Dr Meredith Martin	✓	✓	✓	Apology	Apology
Mr John Mularczyk	✓	✓	✓	✓	✓
Ms Jennifer Neary	✓	✓	Apology	Apology	✓
Prof John Pegg	Leave of Absence	✓	✓	✓	✓
Mr Gregory Prior	Apology	✓	✓	✓	Resigned
Dr Angela Schulz	✓	✓	✓	✓	Apology
Dr Michael Spence	Apology	✓	Apology	Apology	✓
Mr Timothy Spencer	✓	✓	✓	✓	✓
Ms Natalie Walker	✓	✓	Apology	✓	✓
Dr Timothy Wright	✓	✓	✓	✓	✓
Ms Christine Del Gallo (on behalf of Gary Johnson)	n/a	✓	n/a	n/a	n/a
Mr Ian Baker (on behalf of Brian Croke)	n/a	n/a	✓	✓	✓

Table C2: Board members' attendance at NESA Board meetings from 1 January – 30 June 2017

Member	2017		
	8 Mar	28 Mar	16 May
Mr Tom Alegounarias (Chairperson)	✓	✓	✓
Professor Paul Chandler	✓	✓	✓
Dr Brian Croke	✓	✓	Apology
Professor Susan Dockett	✓	✓	✓
Mr David de Carvalho	✓	✓	✓
Mr Denis Fitzgerald	✓	✓	✓
Ms Katherine Grace	✓	✓	✓
Ms Robyn McKerihan PSM	✓	✓	✓
Ms Iris Nastasi	✓	✓	✓
Dr Geoff Newcombe	✓	✓	✓
Mr Mark Northam	✓	✓	✓
Mr Craig Petersen	✓	✓	✓
Mr Mark Scott AO	✓	✓	✓
Ms Carol Taylor	✓	✓	✓

Appendix D – Meetings and attendance of regulatory committees of the NESAs Board

Tables D1 to D4 show the attendance of committee members at regulatory committee meetings of the NESAs Board from 1 January to 30 June 2017.

Assessment Committee

Table D1: Assessment Committee meetings and attendance of members from 1 January to 30 June 2017

Member	2017
	16 June
Ms Carol Taylor (Chair)	✓
Mr Paul Cahill	✓
Dr Jenny Donovan	✓
Ms Denise Gersbach	✓
Emeritus Professor Patrick Griffin	Apology
Ms Holly Gyton	✓
Dr Goran Lazendic	✓
Dr Cathy Little	✓
Mr Peter Moulds	✓
Ms Roslynne Moxham	✓
Dr Rami Mukhtar	✓
Professor James Tognolini	✓
Ms Jacqui Van de Velde	✓
Mr Bob Willetts	✓

Curriculum Committee

Table D2: Curriculum Committee meetings and attendance of members from 1 January to 30 June 2017

Member	2017
	20 June
Mr Denis Fitzgerald (Chair)	✓
Ms Jennifer Allum	✓
Ms Cindy Berwick	Apology
Ms Fran Bonanno	✓
Mr Darryl Buchanan	✓
Ms Janet Davy	✓
Ms Kylie Dawson	✓
Mr Larry Grumley	✓

2017	
Member	20 June
Ms Sally Hogan	✓
Dr Sally Howell	✓
Mr Gary Johnson	✓
Mr Tim Spencer	✓
Ms Rose Todd	Apology
Ms Suzanne Walsh	✓

Initial Teacher Education Committee

Table D3: Initial Teacher Education Committee meetings and attendance of members from 1 January to 30 June 2017

2017	
Member	28 June
Prof Sue Dockett (Chair)	✓
Prof Paul Chandler (Alternate Chair)	NA
Ms Leanne Clarke	✓
Ms Berlinda Cook	✓
Prof Greg Craven	Apology
Prof John Fischetti	✓
Ms Kuldip Khehra	✓
Prof Diane Mayer	✓
Mr Ben Oxley	✓
Prof Mary Ryan	✓
Ms Trina Schmidt	✓
Prof Michelle Simons	✓
Ms Robyn Yates	✓
Prof Sue Dockett	✓

School Registration Committee

Table D4: School Registration Committee meetings and attendance of members from 1 January to 30 June 2017

2017	
Member	21 June
Mr Robyn McKerihan PSM (Chair)	✓
Ms Gemma Ackroyd	✓
Ms Raquel Charet	✓
Ms Christine Del Gallo	✓
Mr Mark Grant	✓

Member	2017
	21 June
Mr Liam Griffiths	✓
Ms Karen Maraga	✓
Ms Linda McNeil	Apology
Mr Terry Timms	✓
Mr Robert Unsworth	✓
Ms Rosemary Vellar	Apology
Ms Robyn Yates	✓

The NESAs Quality Teaching Committee will hold its inaugural meeting in the next reporting period.

Appendix E – Membership of the BOSTES Board, Quality Teaching Council and Other Committees

BOSTES Board

Under the BOSTES Act, the Board of Studies, Teaching and Educational Standards NSW (BOSTES Board) comprised a president, three ex officio members and 19 members appointed by the Minister for Education.

The 19 appointed members comprised 11 nominees of prescribed stakeholder organisations, two ministerial nominees representing Aboriginal education and early childhood education respectively, together with six other ministerial nominees having, in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in NSW.

Nominees proposed to the Minister and those selected directly by the Minister were submitted for Cabinet approval. These Board members were appointed for terms not exceeding three years and were eligible for reappointment. Ex officio members were nominees of the Secretary of the NSW Department of Education.

Membership of the BOSTES Board from 1 July to 31 December 2016 is outlined below. Details of BOSTES Board meetings and members' attendance during this period are located at Appendix C.

Appointed members

Mr Tom Alegounarias - BEc, DipEd
President, BOSTES

Dr Brian Croke - BA(Hons), DipEd, DPhil, Hon DLitt
Deputy President, Catholic Education Commission NSW
Nominee of the Catholic Education Commission NSW

Ms Cindy Berwick - BEd
President of the NSW Aboriginal Education Consultative Group
Aboriginal person with knowledge and expertise in the education of Aboriginal people
Nominee of the NSW Minister of Education

Dr Michael Bezzina - BA(Hons), DipEd, MEdStuds(Religious Education), PhD, FACEL, FACE
Director, Teaching and Learning, Catholic Education Office, Sydney
Nominee of the NSW Minister of Education

Mr Philip Cooke - BEd(Primary)
Cessnock Public School
Nominee of the NSW Teachers Federation, representing government primary school teachers

Professor Sue Dockett - BEd(Hons), MEd(Hons), PhD
Professor of Early Childhood Education, Charles Sturt University
Nominee of the NSW Minister of Education

Mr Denis Fitzgerald - BA, DipEd
Nominee of the NSW Teachers Federation, representing government secondary school teachers

The Hon Patricia Forsythe - BA, DipEd, GAIC
Executive Director, Sydney Business Chamber
Nominee of the NSW Minister of Education

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

Head Teacher of English, Catherine McAuley High School, Westmead

Nominee of the Independent Education Union NSW/ACT (representing non-government school teachers)

Mr Gary Johnson - BA, DipEd

Principal, Cherrybrook Technology High School

Nominee of the NSW Secondary Principals' Council

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

Consultant in special education

Nominee of the NSW Minister of Education

Mr John Mularczyk - BEd, DipEd

Principal, Northmead Public School

Nominee of the NSW Primary Principals' Association

Ms Jennifer Neary AM - BA, DipEd

Business consultant and chair of the Public Education Foundation

Nominee of the NSW Minister of Education

Professor John Pegg - BSc, DipEd, MMath, PhD

Founder and director of the Science, ICT and Mathematics Education for Rural and Regional Australia (SiMERR)

National Research Centre at the University of New England

Nominee of the NSW Minister of Education

Dr Angela Schulz - BSc(Hons), PhD

Nominee of the Council of Catholic School Parents and the NSW Parents' Council, representing parents of children attending non-government schools

Dr Michael Spence - BA, LLB, DPhil, PGDipTheol

Vice-Chancellor and Principal, University of Sydney

Nominee of the NSW Vice-Chancellors' Committee

Mr Timothy Spencer - BE (Elec)

Nominee of the Council of the Federation of Parents and Citizens Associations of NSW (representing parents of secondary school children)

Ms Natalie Walker - BEd (ECE)

Nominee of the Council of the Federation of Parents and Citizens Associations of NSW (representing parents of primary school children)

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

Headmaster, Sydney Church of England Grammar School (SHORE)

Nominee of the Association of Independent Schools of NSW, the Headmasters' Conference of Independent Schools of Australia, and the Association of Heads of Independent Girls' Schools

Ex officio members

Ms Janet Davy - BEd, MEd

Deputy Secretary, Strategy and Evaluation, NSW Department of Education

Ms Leslie Loble - BSc, MPubAdmin

Deputy Secretary, External Affairs and Regulation, NSW Department of Education

Mr Gregory Prior - DipTeach, BEd, MEd, FACE, MACEL

Deputy Secretary, School Operations and Performance, NSW Department of Education (until 30 November 2016)

The BOSTES Board was reconstituted as the governing Board of the New South Wales Education Standards Authority Board (NESA) on 1 January 2017 with a different membership composition.

Standing Committees and Panels of the BOSTES Board

Over the period 1 July to 31 December 2016, the following committees assisted the BOSTES Board in exercising its functions:

Quality Teaching Council

The Quality Teaching Council was established under the *Teacher Accreditation Act 2004* to provide advice on accreditation and education issues to the former NSW Institute of Teachers and then its successor, the Board of Studies, Teaching and Educational Standards NSW (BOSTES). The Quality Teaching Council reported to the BOSTES Board and other standing committees reported to the Board either directly or via the Council. The Quality Teaching Council was supported by its three committees – the Initial Teacher Education Committee, the Professional Learning Endorsement and Advisory Committee, and the Moderating and Consistency Committee.

The Quality Teaching Council provided advice to the BOSTES Board on the following:

- the development, content and application of the professional teaching standards
- any of the Minister's functions under the *Teacher Accreditation Act 2004* (including the function of approving persons or bodies as teacher accreditation authorities in relation to non- government schools or the suspension or revocation of any such approval)
- teacher accreditation authorities and accrediting persons under the *Teacher Accreditation Act 2004*
- the accreditation process across all schools
- ensuring that the professional teaching standards are applied fairly and consistently
- the approval by the Minister of initial and continuing teacher education courses or programs that are relevant for the purposes of accreditation under the *Teacher Accreditation Act 2004*
- the approval by the Minister of persons or bodies that may provide professional development in accordance with the requirements of the professional teaching standards.

The council was composed of the President of BOSTES (chair), 11 members elected by teachers and 11 members appointed by the Minister. The elected teachers were required to be accredited at least at the Proficient teacher level, and were broadly representative of sector statistics. A person could hold office as a member of the Council for terms totalling not more than six years.

Appointed members

Mr Tom Alegounarias (Chair)

President, BOSTES

Professor Chris Davison

Nominee of the NSW Council of Deans of Education

Professor Sue Dockett

A nominee of the Minister who has knowledge and expertise in early childhood education

Ms Kathryn Fox

Nominee of the Catholic Education Commission NSW

Ms Dail McGilchrist

Nominee of the Director- General of Education and Communities

Mr Maurie Mulheron

Nominee of the NSW Teachers Federation

Mr Denis Murphy

One of two nominees of the Minister representing the interests of teachers (at least one a member of the Professional Teachers' Council NSW)

Mr Mark Northam

Nominee of the Independent Education Union NSW/ACT

Ms Nerina Pretlove

One of two nominees of the Minister representing the interests of teachers (at least one a member of the Professional Teachers' Council NSW)

Mr Matthew Scott

A nominee of the Minister who has such qualifications or experience as to enable the person to make a valuable contribution to maintaining and improving teacher quality

Ms Jacqui Van de Velde-Gilbert

A person who, in the opinion of the Minister, represents the interests of parents of school-age children

Dr Frances Whalan (Observer)

Nominee of the Association of Independent Schools of NSW

Elected members**Ms Gabrielle Connell**

Representing Early Childhood Centres

Mr Andrew Finlay

Representing Government school teachers

Ms Donna Loughran

Representing Government school teachers

Ms Bianca Low

Representing Government school teachers

Ms Karen Maraga

Representing Government primary school principals

Mr Brian Miller

Representing Government primary school principals

Mr David Roach

Representing Government school teachers

Mr Timothy Roberts

Representing Government school teachers

Mr Alexander Snoek

Representing Independent school teachers

Ms Brigid Taylor

Representing Catholic systemic school teachers

Dr Peter Webster

Catholic systemic school principals

Table E1 shows members' attendance at the two council meetings that took place during this period.

Table E1: Quality Teaching Council meetings and attendance of members from July to December 2016

Member	24 Aug 2016	16 Nov 2016
Mr Tom Alegounarias (Chair)	✓	✓
Ms Gabrielle Connell	✓	Apology
Professor Chris Davison	✓	✓
Professor Sue Dockett	Apology	✓
Mr Andrew Finlay	✓	✓
Ms Kathryn Fox	Apology	Apology
Ms Donna Loughran	✓	✓
Ms Bianca Low	✓	Apology
Ms Karen Maraga	Apology	✓
Ms Dail McGilchrist	✓	✓
Mr Brian Miller	✓	Apology
Mr Maurie Mulheron	✓	✓
Mr Denis Murphy	✓	Apology
Mr Mark Northam	✓	✓
Ms Nerina Pretlove	✓	✓
Mr David Roach	✓	✓
Mr Timothy Roberts	✓	✓
Mr Matthew Scott	✓	✓
Mr Alexander Snoek	✓	✓
Ms Brigid Taylor	✓	✓
Ms Jacqui Van de Velde- Gilbert	✓	✓
Dr Peter Webster	✓	Apology
Dr Frances Whalan	✓	✓

Committees of the Quality Teaching Council

The Quality Teaching Council was supported by the work of three committees: the Initial Teacher Education Committee, the Moderating and Consistency Committee, and the Professional Learning Endorsement and Advisory Committee.

Initial Teacher Education Committee

The Initial Teacher Education Committee had responsibility on behalf of the Quality Teaching Council to:

- oversee the process of approval of initial teacher education programs delivered in NSW consistent with the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures
- oversee accreditation panels to review applications for the approval of programs
- make recommendations through the President of BOSTES to the Minister for the approval of programs
- monitor and moderate the process of the approval of programs to support consistency of processes and outcomes
- investigate and resolve identified areas of concern in relation to the approval of programs
- advise and support teacher education providers in relation to the graduate teacher standards and/or application for approval and accreditation of an initial teacher education program
- collect data and promote research with a local, national and international focus in relation to demonstration of the graduate teacher standards
- advise the Quality Teaching Council on its work in approving programs and broad matters related to initial teacher education.

The Initial Teacher Education Committee was appointed by the Quality Teaching Council. To ensure informed advice was provided to the council, the committee was composed of members covering a range of expertise and a balance of interests.

The chair of the Initial Teacher Education Committee was appointed by the Quality Teaching Council from the membership of the committee.

Membership

Mr Vern Barling

Assistant Principal, Normanhurst Public School
Representing practising teachers

Professor Ian Brown

Head of School of Education, University of Wollongong
Representing the NSW Council of Deans of Education

Professor Chris Davison (Chair)

Head of School of Education, University of NSW
Representing the NSW Council of Deans of Education

Ms Kelly Edmunds

Director, Recruitment and Employment, NSW Department of Education
A representative of an employing authority

Professor John Fischetti

Head of School of Education, University of Newcastle
Representing the NSW Council of Deans of Education

Dr Kerin Gorton

St Phillips Christian College, Cessnock
Representing practising teachers

Mr Jim Green

Trinity Catholic College, Lismore
Representing practising teachers

Professor Margie Maher

Dean of Education, University of Notre Dame
Nominee of the NSW Council of Deans of Education

Ms Karen Maraga

Principal, Regentville Public School
Nominee of the Quality Teaching Council

Professor Diane Mayer

Dean of Education, University of Sydney
Nominee of the NSW Council of Deans of Education

Mr Brian Miller

Principal, Leadership and Teacher Quality, NSW Department of Education
Nominee of the Quality Teaching Council

Professor Andrew Parfitt

University of Newcastle
Nominee of the NSW Vice-Chancellors' Committee

Mr Matthew Scott

Head Teacher STEM, The Canobolas Rural Technology High School
Nominee of the Quality Teaching Council

Professor Michele Simons

Dean of the School of Education, Western Sydney University
Nominee of the NSW Council of Deans of Education

Professor Stephen Tobias

Head of School of Education, University of New England
Nominee of the NSW Council of Deans of Education

Moderating and Consistency Committee

The role of the Moderating and Consistency Committee was to support consistent accreditation decisions by considering submissions along with their recommendations from teacher accreditation authorities in a state-wide context. All submissions were considered by a cross- sectoral committee comprising representatives of various stakeholder groups.

The Moderating and Consistency Committee provided accreditation advice regarding each submission. This advice was based on the appropriateness and adequacy of the evidence in the submission in relation to the professional standards and the evidence guides and a comparative analysis of a range of reports.

Briefing sessions and guidelines were provided to all committee members. The guidelines were designed to support an understanding of the professional teaching standards and evidence guides as the common objective criteria that were applied regarding accreditation submissions.

Strict protocols governed the conduct of the meeting. Each member adhered to objective criteria and agreed benchmarks regarding their analysis of each submission.

All submissions were accompanied by a detailed description of the teacher's current and past school contexts. While achievement of all the professional teaching standards was required, the committee took the teaching context into account in its deliberations.

Where the committee's advice was not to accredit a teacher, feedback and constructive advice were provided to the relevant teacher accreditation authority and the teacher.

In 2011, the Quality Teaching Council determined the membership to be four teachers, three principals and three representatives of teacher accreditation authorities, plus the non-voting Director, Teaching Standards (or delegate), BOSTES. The President of BOSTES appointed the chair of the Moderating and Consistency Committee.

Guiding principles included that membership of the committee:

- required current or recent successful teaching or school leadership experience
- required knowledge of the Australian Professional Standards for Teachers in relation to accreditation
- provided for appropriate representation of employing authorities.

Appointment to the committee occurred as follows:

- Individuals applied to be on the committee. Each applicant needed to meet common selection criteria, which were designed to select those with expertise relevant to accreditation applications.
- The selection process was advertised through stakeholders as well as in relevant publications and on the former BOSTES website.
- Three Quality Teaching Council members joined a selection panel to consider each application.

Membership

Ms Leanne Clarke

Teacher – Catholic (accredited at Lead teacher level)

Ms Patricia Coelho

Teacher – Catholic (accredited at Lead teacher level)

Ms Angela Cottier

Teacher – independent (accredited at Lead teacher level)

Ms Aphrodite Cox

Teacher – government (accredited at Lead teacher level)

Mr Paul Dolan

Teacher accreditation authorities representative – Catholic

Ms Suzanne Fern

Principal – non-government

Ms Betty Harper

Principal – government

Ms Belinda Judd

Teacher – government (accredited at Highly Accomplished teacher level)

Ms Jo McLean

Teacher accreditation authorities representative – independent

Mr Brian Miller

Principal, Chester Hill High School

Ms Lucie Norman

Teacher – government (accredited at Lead teacher level)

Ms Sandra Robinson

Teacher accreditation authorities representative – government

Ms Jayne Schmarr

Principal – government

Mr Richard Wiseman

Teacher – government

Professional Learning Endorsement and Advisory Committee

The purpose of the Professional Learning Endorsement and Advisory Committee was to ensure that appropriate advice was available to the Board regarding registered professional development.

The committee had the following responsibilities:

- to maintain confidentiality and declare any conflict of interests in relation to all committee business
- to make endorsement recommendations after considering provider applications
- to monitor and evaluate Quality Teaching Council–registered continuing professional development, including participating in review or audit activities
- to provide strategic advice to the Board on quality continuing professional development to the benefit of teachers maintaining accreditation at Proficient, Highly Accomplished and Lead teacher levels.

The Professional Learning Endorsement and Advisory Committee monitored endorsed provision of professional development and provided advice to the Quality Teaching Council in the following areas:

- research and knowledge in the area of professional learning
- research regarding the evaluation of continuing professional development
- evaluation of the quality of registered continuing professional development provision for the purpose of improved student learning outcomes
- identification of gaps and overlap in the overall provision of continuing professional development
- brokering for access to courses that support teachers in addressing the professional teaching standards
- monitoring of teacher input and evaluation data regarding professional learning.

The Quality Teaching Council appointed the committee and ensured that the committee was made up of suitably qualified members with experience in the development and delivery of high-quality professional development drawn from key stakeholders. Committee members served a minimum term of three years.

The capacity was available to co-opt up to three people with relevant expertise and/or experience with the professional standards and professional development, should that be required.

Overall, there needed to be a balance of accredited teachers from government, Catholic and independent school sectors as well as members of the Professional Teachers' Council NSW, the NSW Teachers Federation, the Independent Education Union NSW/ACT and teacher educators. A BOSTES officer from the Teaching Standards Directorate was to be the executive officer to the committee.

Membership

Dr Frances Whalan

Chair – appointed by the President of BOSTES

Ms Kathryn Bellach

Granville East Public School

One teacher drawn from the government school sector with experience in the development and delivery of high-quality continuing professional development

Mr Daryl Buchanan

Association of Independent Schools of NSW

One person drawn from the independent school sector with experience in the development and delivery of high-quality continuing professional development

Dr Gregory Cunningham

Barker College

One teacher accredited at the higher levels drawn from the independent school sector with experience in the development and delivery of high-quality continuing professional development

Dr Karen Maras

University of NSW

One of three co-opted members with experience and expertise in the professional standards and continuing professional development

Ms Janine Marcus

Tuggerah Lakes Secondary College, Berkeley Vale College

One teacher accredited at the higher levels drawn from the government school, sector with experience in the development and delivery of high-quality continuing professional development

Mr Martin Pluss

Loreto, Normanhurst

One teacher drawn from the independent school sector with experience in the development and delivery of high-quality continuing professional development

Ms Nerina Pretlove

One of three members of the Quality Teaching Council with experience in the development and delivery of high-quality continuing professional development

Mr David Roach

One of three members of the Quality Teaching Council with experience in the development and delivery of high-quality continuing professional development

Ms Michelle Rolfe

Our Lady Help of Christians Primary School

One teacher drawn from the Catholic school sector with experience in the development and delivery of high-quality continuing professional development

Ms Lorraine Rowles

NSW Department of Education

One person drawn from the government school sector with experience in the development and delivery of high-quality continuing professional development

Ms Nicole Stojanovski

Corpus Christi Primary School

One of three co-opted members with experience and expertise in the professional standards and continuing professional development

Ms Frances Sullivan

Catholic Education Office, Sydney

One person drawn from the Catholic school sector with experience in the development and delivery of high-quality continuing professional development

Vacant

One teacher accredited at the higher levels drawn from the Catholic school sector with experience in the development and delivery of high-quality continuing professional development

Other Committees of the BOSTES Board

Teacher Education Policy Advisory Committee

The Teacher Education Policy Advisory Committee was established to develop policy advice to the Board on matters relating to teacher education policy.

Membership

Board members

Mr Tom Alegounarias (Chair)

Mr Denis Fitzgerald

Mr Gary Johnson

Dr Timothy Wright

Non-board members

Professor Peter Aubusson

Professor of Education and Head of the School of Education, University of Technology, Sydney
Representing the NSW Council of Deans

Dr Michael Bezzina

Director, Teaching and Learning, Catholic Education Office, Sydney.
Representing the Catholic school sector

Professor Greg Craven

Vice-Chancellor, Australian Catholic University
Representing the NSW Vice-Chancellors' Committee

Professor Chris Davison

Professor of Education and Head of the School of Education, University of NSW
Representing the NSW Council of Deans

Ms Kelly Edmunds (from May 2016)

Director, Recruitment and Employment, NSW Department of Education
Representing the government school sector

Professor Paul Wellings

Vice-Chancellor, University of Wollongong
Representing the NSW Vice-Chancellors' Committee

Ms Robyn Yates

Director, Government Education Policy, Association of Independent Schools of NSW
Representing the independent school sector

Aboriginal Education Advisory Committee

This Aboriginal Education Advisory Committee advised the Board on broad policy issues relating to Aboriginal education. It was chaired by the President of the NSW Aboriginal Education Consultative Group (who was also a member of the Board) and consisted of representatives from Aboriginal Affairs in the Office of Communities, the NSW Aboriginal Education Consultative Group, the NSW Department of Education, the Commonwealth Department of Education and Training, the Catholic Education Commission NSW, the Independent Education Union NSW/ACT, the NSW Teachers Federation and the NSW/ACT Higher Education Network Aboriginal Corporation. It also had representation from the Aboriginal Members Committee of the NSW Teachers Federation (one secondary teacher and one primary teacher).

Membership of the committee***Board members***

Mr Tom Alegounarias

Ms Cindy Berwick (Chair)

Non-board members

Ms Lisa Buxton

Adviser, Aboriginal Education Kindergarten to Year 12 Catholic Education Office, Sydney
Nominee of the Independent Education Union NSW/ACT

Ms Charline Emzin-Boyd

Aboriginal Education Coordinator NSW Teachers Federation
Nominee of the NSW Teachers Federation

Mr Anthony Galluzzo

Teacher, Stanmore Public School
Nominee of the NSW Teachers Federation – government primary school teacher

Mr Byron Matthews

Senior Adviser, Indigenous Affairs Group
Commonwealth Department of the Prime Minister and Cabinet
Nominee of the Commonwealth Department of the Prime Minister and Cabinet

Ms Jayde Mills

State Coordinator, Catholic Education Commission NSW
Nominee of the Catholic Education Commission NSW

Ms Belinda Ndegwa

Careers Adviser, Wollumbin High School
Nominee of the NSW Teachers Federation – government secondary school teacher

Ms Natalie Pierson

Aboriginal Education & Community Engagement Unit, NSW Department of Education

Ms Catherine Thomson

Leader, Primary Curriculum, Early Learning and Primary Education, Learning and Teaching Directorate,
NSW Department of Education

Vacant

Aboriginal Affairs, Office of Communities

Vacant

Catholic Education Commission NSW

Vacant

NSW Aboriginal Education Consultative Group

Vacant

NSW Department of Education

Vacant

NSW/ACT Higher Education Network Aboriginal Corporation

Primary Curriculum Advisory Committee

The Primary Curriculum Advisory Committee advised the Board on strategic issues relating to primary education in NSW. The committee consisted of three board members and representatives from education and parent bodies.

Membership of the committee***Board members***

Mr Tom Alegounarias (Chair)

Mr Philip Cooke (Acting Chair)

Professor Sue Dockett

Mr John Mularczyk

Ms Natalie Walker

Non-board members

Mr Garry Brown

Headmaster, Mosman Preparatory School
Representing the Association of Independent Schools of NSW

Dr Alison Casey

Member of Executive, NSW Parents' Council
Representing the NSW Parents' Council

Ms Donna Falzon

Deputy Chair, Council of Catholic School Parents
Representing the Council of Catholic School Parents

Ms Valerie Jones

Primary school teacher, Good Samaritan Primary School, Fairy Meadow
Representing the Independent Education Union NSW/ACT

Ms Virginia Outred

Education Officer, Curriculum Teaching and Learning, Catholic Education Office, Diocese of Broken Bay
Representing the Catholic Education Commission NSW

Mr Jason Miezis

Director, Early Learning and Primary Education, NSW Department of Education
Representing the NSW Department of Education

Ms Margaret McKay

Director, Student Services, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW (special education)

Associate Professor Alyson Simpson

Associate Professor in English literacy education, University of Sydney
Representing the NSW/Territories Committee of Chairs of Academic Boards and Senates

Vacant

Early Childhood Education Council of NSW Inc*.

Vacant

Aboriginal Education Consultative Group

Registration and Accreditation Committee

On delegation from the Board, the Registration and Accreditation Committee provided advice and made recommendations to the Minister on the registration of non-government schools and decided applications made by non-government schools for accreditation to present courses of study leading to the award of the Board's credentials. The committee also had delegated authority to approve, impose conditions on approval, suspend approval and revoke approval of a Teacher Accreditation Authority for a non-government school and/or early childhood education centre. Membership consisted of up to four board members and six other persons with appropriate expertise to make a valuable contribution to the committee.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)

Mr Larry Grumley

Non-board members

Ms Anne Addicoat (from October 2016)

Education Officer: Innovation and Development, Teaching and Learning
Catholic Education Office, Sydney
Representing the Catholic Education Commission NSW

Sally Blackadder (until August 2016)

A/Executive Director, External Relations Policy, NSW Department of Education
Representing the NSW Department of Education

Ms Melissa Brown

Principal, Orange Christian School
Representing NSW State Council of Christian Parent Controlled Schools Ltd

Ms Kathy Campbell (until October 2016)

Head, Policy and Corporate Services, Catholic Education Office, Sydney
Representing the Catholic Education Commission NSW

Mr Martin Graham (from August 2016)

Executive Director, External Relations Policy, NSW Department of Education
Representing the NSW Department of Education

Dr Geoff Newcombe

Executive Director, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW

Mr Mark Northam

Assistant Secretary, Independent Education Union NSW/ACT
Representing the Independent Education Union NSW/ACT

Research and Development Committee

The Research and Development Committee advised the Board on research and development related to the Board's statutory functions in curriculum, assessment, credentialing, and teaching and regulatory standards. The committee developed and monitored protocols for sharing data, advised on effective developments regarding learning measurement, and identified and considered research opportunities, including proposals from universities for use of data.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)

Ms Jennifer Neary

Professor John Pegg

Non-board members

Professor Ian Brown

Head of School of Education, Faculty of Social Sciences, University of Wollongong
Representing the NSW Council of Deans of Education

Professor Liz Burd

Pro Vice-Chancellor, Learning and Teaching, University of Newcastle
Representing the NSW Chancellors' Committee

Ms Anne-Maree Creenaune

Team Leader, Curriculum and Pedagogy
Representing the Catholic Education Commission NSW

Professor Annabelle Duncan

Vice-Chancellor, University of New England
Representing the NSW Vice-Chancellors' Committee

Professor Diane Mayer

Head of School & Dean of Education and Social Work, University of Sydney
Representing the NSW Council of Deans of Education

Dr Geoff Newcombe

Executive Director, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW

Ms Tiffany Roos

Manager, Research and Data Unit, Association of Independent Schools of NSW
Representing the Association of Independent Schools of NSW

Dr Kelly Stephens

Director, Strategic Analysis, Centre for Education, Statistics and Evaluation
Representing the NSW Department of Education

Similar and Equivalent Requirements Committee

The processes, policies and procedures of the Department of Education for monitoring the compliance of government schools were subject to an external quality assurance process by the BOSTES. The Similar and Equivalent Requirements Committee (SERC) had primary responsibility for overseeing the program and approving the report for submission to the Board. The SERC also provided advice and recommendations to the Board as required in relation to the program. The SERC was established in late 2015 and first convened in March 2016.

Membership of the committee

Board members

Mr Tom Alegounarias (Chair)

Non-board members

Ms Christine Del Gallo

Principal, Northern Beaches Secondary College, Mackellar Girls Campus
A secondary government school principal

Mr Denis Fitzgerald

A practicing government school teacher, with experience as a member of the BOSTES Registration Committee

Mr Martin Graham

Executive Director, External Relations Policy, NSW Department of Education
Nominee of the Secretary, NSW Department of Education

Ms Shannan Judge

Principal, Ermington West Public School
A primary government school principal

Ms Dail McGilchrist (until September 2016)

Executive Director, Learning, High Performance and Accountability, NSW Department of Education
Nominee of the Secretary, NSW Department of Education

Mr Geoff Pellizzer (from September 2016)

Executive Director, Learning, High Performance and Accountability, NSW Department of Education
A practising government school teacher, with experience as a member of the BOSTES Registration Committee

Mr Terry Timms

Federation of Parents and Citizens Associations NSW
A government school parent/community representative

Special Education Advisory Committee

The Special Education Advisory Committee advised 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 was chaired by a Board member, Dr Meredith Martin, and included representatives from the NSW Department of Education, the Association of Independent Schools of NSW, the Catholic Education Commission NSW, the Australian Association of Special Education, the NSW Teachers Federation, the Independent Education Union NSW/ACT and the NSW Parents' Council Inc.

Membership of the committee***Board members***

Dr Meredith Martin (Chair)

Non-board members**Ms Fiona Beasley**

Representing the NSW Teachers Federation

Ms Jayne Campbell

Representing the Independent Education Union NSW/ACT

Ms Melissa Clements

Representing the NSW Department of Education

Ms Geraldine Gray

Representing the Catholic Education Commission NSW

Ms Heather Martin

Australian Association of Special Education

Ms Margaret McKay

Representing the Association of Independent Schools of NSW

Ms Claudia Vera

Representing the NSW Teachers Federation

Ms Lindy Williams

Representing the NSW Parents' Council

Vocational Education and Training Advisory Committee

The Vocational Education and Training Advisory Committee advised the Board on matters relating to vocational education and training (VET), including the development of VET courses as part of the Higher School Certificate, and ensured a consistent approach across VET curriculum frameworks. Membership included board members and representatives of school system authorities, principals and teachers.

Membership of the committee***Board members***

Mr Larry Grumley (Chair)

Ms Natalie Walker

Non-board members

Mr Darryl Buchanan

Head of Services, Teaching, Learning and Program Implementation, Association of Independent Schools of NSW

Nominee of the Association of Independent Schools of NSW

Ms Terri Connellan

Special Advisor, Education Policy, TAFE NSW Strategic Policy Initiatives

Nominee of TAFE NSW

Mr Gerard Delany

State Coordinator, Vocational Education, Catholic Education Commission NSW

Nominee of the Catholic Education Commission NSW

Dr Mary Fogarty

Industrial/Research Officer, NSW Teachers Federation

Nominee of the NSW Teachers Federation

Mr Bob Fozzard

Member of State Executive NSW Parents' Council

Nominee of the NSW Parents' Council

Ms Joanne Jarvis

College Principal, Georges River College

Nominee of the NSW Secondary Principals' Council

Ms Debbie Joyce

Executive Officer, Automotive Training Board NSW
Nominee of the NSW Industry Training Advisory Bodies

Mrs Raelene Maxworthy

VET Coordinator, McCarthy Catholic College
Nominee of the Independent Education Union NSW/ACT

Ms Kate Minter

Research Officer, Unions NSW
Nominee of Unions NSW

Mr Patrick O'Reilly

Principal, Southern Cross Catholic Vocational College
Nominee of the Association of Catholic School Principals NSW

Ms Robyn Pemberton

Leader, VET Programs for Secondary Students, NSW Department of Education
Nominee of the NSW Department of Education

Mr Graeme Plato (from October 2016)

Director, NSW Skills Board Secretariat

Ms Maxine Sharkey

Deputy Secretary (Post-school Education), NSW Teachers Federation
Nominee of the NSW Teachers Federation

Mr Ian Wake

Principal, St Paul's Grammar School
Nominee of the Association of Heads of Independent Schools of Australia

Associate Professor Paul Wormell

Chair of Academic Senate, Western Sydney University
Nominee of the NSW/Territories Committee of Chairs of Academic Boards and Senates

Vacant: Nominee of the NSW Aboriginal Education Consultative Group

Vacant: Employer representative

Committees and panels to support the examinations and curriculum programs

A number of committees and panels were constituted to administer specific expert examination and curriculum functions of the Board. The roles and memberships of these bodies are outlined below.

HSC Consultative Committee

On delegation from the Board, the HSC Consultative Committee approved the final band cut-off marks for HSC courses, and any other adjustments required. The committee received documentation and advice from subject representatives – usually judges, the chief examiner and the supervisor of marking – regarding the standards setting for each course. Membership consisted of selected board members and/or non-board members, chosen for their expertise in educational measurement. Committee members were appointed annually. No board members were members of the HSC Consultative Committee for the 2016 HSC.

Membership of the committee for the 2016 Higher School Certificate

Non-board members

Professor John Bennett

Adjunct Professor, School of Education, University of NSW

Emeritus Professor George Cooney

Associate Professor Pamela Coutts

School of Education, Macquarie University

Associate Professor Peter Southwell-Keely

Dr David Tacon

Ms Carol Taylor

Professor Jim Tognolini

Director, Educational Measurement and Assessment Hub, University of Sydney Faculty of Education and Social Work, Director JT Education Consulting

Professor Neville Weber

School of Mathematics and Statistics, University of Sydney

Dr Rachael Wilson

Faculty of Education and Social Work, University of Sydney

Associate Professor Rodney Yager

Department of Mathematics, Macquarie University

Technical Advisory Group

The Technical Advisory Group was a small group of experts in statistics and educational measurement who met, when needed, to advise the Board on statistical and measurement issues associated with HSC assessment procedures.

Membership

Non-board members

Emeritus Professor George Cooney

Associate Professor Pamela Coutts

School of Education, Macquarie University

Professor Jim Tognolini

Director, Educational Measurement and Assessment Hub, University of Sydney Faculty of Education and Social Work,
Director, JT Education Consulting

Professor Neville Weber

School of Mathematics and Statistics, University of Sydney

Examination Rules Committee

On delegation from the Board, the Examination Rules Committee considered all allegations of malpractice and breaches of examination rules relating to HSC examinations. The committee determined penalties under delegation from the Board. The committee considered 16 cases relating to the 2016 HSC examinations.

The Examination Rules Committee also made determinations and applied penalties for examination projects that were unable to be certified by the principal, or for non-serious attempts at an examination. Forty-two students of the 2016 HSC received reduced or zero marks for submitting a project that was late or contained unacknowledged work of others. A further 286 students had one or more courses cancelled for not making a serious attempt at the examination.

Membership of the committee for the 2016 Higher School Certificate examinations

Board members

Mr Larry Grumley

Mr Gary Johnson

Dr Meredith Martin

Board Appeals Committee

On delegation from the Board, the Board Appeals Committee reconsidered decisions made under delegation (by the Examination Rules Committee or senior BOSTES officers) in relation to the award of the Higher School Certificate, and determined procedures for meetings and the recording of deliberations. Membership was convened from a pool of eligible members as required, having regard to the inclusion of highly experienced principals, drawn from across the government and non-government sectors, with a sound understanding of the rules of the Board. For the 2016 Higher School Certificate, two appeals were referred to the committee.

Membership of the committee for the 2016 Higher School Certificate examinations

Ms Anne Hastings

Principal, Emanuel School

Mr Tony Ibrahim

Principal, Cronulla High School

Ms Mia Kumar

Principal, Burwood Girls High School

HSC examination committees

HSC examination committees have no delegation and are responsible, through the chief examiner, to the Board for writing the examination brief with the chief examiner, setting examination papers, responding to all issues raised in the evaluation of the paper, preparing marking guidelines, preparing answers for objective questions and sample solutions/answers, mapping the examination to course outcomes and content, and providing English translations for languages papers of all foreign language passages included in the examination.

Membership of examination committees is open to experienced government and non-government secondary school teachers and academics, from both metropolitan and non-metropolitan areas. Members are appointed annually, and can serve a maximum of five years. Chief examiners are appointed for a two-year period, and can serve a maximum of six years.

There were 85 HSC examination committees for the 2016 Higher School Certificate.

Board endorsement panels

On delegation from the Board, Board endorsement panels endorse school proposals for Board endorsed courses for Years 7 to 12 in accordance with guidelines developed by the Board and approved by the Minister. The panels determine procedures for meetings and the recording of deliberations. Membership consists of Board officers (ex officio), who are appointed to the panels annually. Details of Board endorsed courses can be found on page 41.

Board curriculum committees

Membership of a board curriculum committee includes:

- one to two members of the Board of Studies, Teaching and Educational Standards NSW
- two tertiary sector nominees, nominated by the NSW/Territories Committee of Chairs of Academic Boards and Senates
- two NSW Department of Education nominees
- a TAFE NSW nominee
- two NSW Teachers Federation nominees
- an Independent Education Union NSW/ACT nominee
- a NSW Aboriginal Education Consultative Group nominee
- an Association of Independent Schools of NSW nominee
- a Catholic Education Commission NSW nominee
- a Federation of Parents and Citizens Associations of NSW nominee
- a representative with a background in special education
- nominees from the learning area professional association, nominated by the Professional Teachers' Council NSW, as required:
 - a nominee for K–6 (K–10 committees only)
 - a nominee for Years 7–12 (K–10 or senior years committees)
- a NSW Parents' Council nominee
- a Council of Catholic School Parents NSW nominee
- a NSW Secondary Principals' Council nominee
- a NSW Primary Principals' Association nominee (K–10 committees only)
- an Early Childhood Australia NSW nominee (K–10 committees only)
- other(s) deemed necessary by the Board – BOSTES executive officer(s) such as Board Inspector, project manager.

Board curriculum committee membership for K–10 Australian curriculum

Membership of each Kindergarten to Year 10 board curriculum committee for the development of the Australian curriculum in NSW is as follows:

- a member of the Board of Studies, Teaching and Educational Standards NSW (chair)
- a tertiary sector nominee, nominated by the NSW/Territories Committee of Chairs of Academic Boards and Senates
- two NSW Department of Education nominees
- a TAFE NSW nominee
- a NSW Teachers Federation nominee
- an Association of Independent Schools of NSW nominee
- a Catholic Education Commission NSW nominee
- two NSW Teachers Federation nominees (one K–6 nominee and one Years 7–10 nominee)
- an Independent Education Union NSW/ACT nominee
- a NSW Aboriginal Education Consultative Group nominee
- a Federation of Parents and Citizens Associations of NSW nominee

- a representative with a background in special education
- two nominees from the learning area professional association, nominated by the Professional Teachers' Council NSW
- a nominee for K–6
- a nominee for Years 7–10
- a NSW Parents' Council nominee
- a Council of Catholic School Parents NSW nominee
- a NSW Primary Principals' Association nominee
- a NSW Secondary Principals' nominated by the Board
- an Early Childhood Australia NSW nominee
- other(s) deemed necessary by the Board – BOSTES executive officer(s) such as Board Inspector and project manager.

Industry curriculum committees

Industry curriculum committees guide the development of each vocational education and training (VET) industry curriculum framework. They act as a reference point for the views and interests of the industry, training, university and school sectors. Each committee focuses on a specific industry area.

The membership of each committee is as follows:

- two industry nominees
 - a NSW Industry Training Advisory Body representative
 - an employer representative
- two NSW Department of Education Secondary Education nominees, including one from VET Teacher Training
- a Training Services NSW – Apprenticeships and Traineeships nominee
- a TAFE NSW nominee
- a Catholic Education Commission NSW nominee
- an Association of Independent Schools of NSW nominee
- a private provider, if appropriate to the industry
- a university representative from a related industry area
- three practising teachers
 - one from TAFE NSW, representing the NSW Teachers Federation
 - one from a school, representing the NSW Teachers Federation
 - one representing the Independent Education Union NSW/ACT
- other(s) deemed necessary by the Board.

Appendix F – NESAs divisions, directorates and branches

Corporate Governance and School Standards Division

Executive Director: David Murphy

The Corporate Governance and School Standards Division is responsible for a range of regulatory and corporate governance and services functions, including:

- the registration and accreditation of non-government schools
- the registration process for the government schooling sector
- the regulation of teacher accreditation authorities
- approving providers of courses for overseas students
- registration of children for home schooling
- digital services and publishing
- change management
- corporate governance, including internal audit
- financial management
- human resources and industrial relations
- administrative and other office services
- information and communications technology infrastructure development, maintenance and support.

The following directorates belong within the Corporate Governance and School Standards Division.

School Registration and Accreditation Standards Directorate

Director: Anne Keenan

This directorate is responsible for:

- the implementation of NESAs programs for government and non-government school registration and accreditation
- the approval of school providers delivering courses for overseas students
- the registration of children for home schooling to ensure the delivery of quality education standards, programs and outcomes
- compliance with teaching standards, in accordance with NESAs objectives and statutory functions.

Digital Strategies and Services Directorate

Director: Stephen Fyfe

This directorate is responsible for:

- the development and implementation of an integrated organisational digital strategy
- policies to identify, analyse and evaluate digital solutions that strengthen organisational service delivery
- product quality and customer value

Change Management Directorate

Director: Jane Compton

This directorate is responsible for:

- leading organisation-wide reviews to identify organisation efficiency improvement programs, achieve organisation savings goals and targets in line with NESA's objectives
- driving the implementation of Government mandated and other key management reforms.

Finance and Administration Directorate

Chief Financial Officer: Peter Byrnes

This directorate is responsible for:

- NESA's finance and administration functions, including budget management, staff, specific projects and corporate operations, in the most effective, efficient and economical manner to achieve organisation objectives in line with government and NESA requirements and provide expert financial advice to inform and influence decision-making.

Information Technology and Business Systems Directorate

Chief Information Officer: Mitra Bhar

This directorate is responsible for:

- the development and implementation of information and communication technology (ICT) systems and services required by NESA and its shared services clients
- future needs whilst ensuring best business value.

Learning Standards Division

Executive Director: Paul Hewitt

The Learning Standards Division encompasses a broad range of functions that affect the quality of education in NSW schools. These include:

- the development, evaluation and effective adoption of quality materials and reporting related to the NSW curriculum, assessments, learning standards, examinations, and credentialing for all NSW schools to promote quality education and drive improved student outcomes
- the Australian Music Examinations Board (NSW).

The following directorates belong within the Learning Standards Division.

Learning Standards Policy Directorate

Director: Justine Ferrari

The Learning Standards Policy Directorate encompasses a broad range of functions that affect the quality of education in NSW schools. These include:

- the development, implementation, and coordination of Learning Standards Division policy, strategies, and initiatives, including policy related to the Curriculum and Assessment, and Examinations and Credentials Directorates, to ensure that Learning Standards policy is consistent and cohesive both within the Division, and within NESA as a whole, whilst remaining compliant with the Minister's Statement of Expectations and government education policy and standards.

Curriculum and Assessment Standards Directorate

Director: Howard Kennedy

This directorate is responsible for:

- the development, review and effective implementation of quality curriculum material from Kindergarten to Year 12 (K–12) for all NSW schools
- alternative education programs for children of compulsory school age, to promote quality education, drive improved student outcomes, and ensure robust and comprehensive content that meets the needs of students, teachers, schools and the education industry.

Examinations, Reporting and Credentials Directorate

Director: Anthony Drew

This directorate is responsible for:

- leading the development, implementation and review of all NESA's examinations, credentials and reporting programs both current and future to inform and influence the decision-making of NESA's Executives
- ensuring accurate, timely delivery that drives improved teaching and student outcomes, provides meaningful information to key stakeholders, achieves organisational objectives in line with government and NESA's direction, and promotes continued community confidence in the integrity of NESA's processes and outcomes.

Australian Music Examinations Board (NSW)

Manager: Maree Lucas

- This branch is responsible for conducting Australian Music Examinations Board (AMEB) examinations in NSW.

Quality Teaching Division

Executive Director: Paul Martin

The Quality Teaching Division encompasses a broad range of functions that affect the quality of education in NSW schools. These include:

- leading and driving the development, implementation and ongoing assessment of new Quality Teaching Standards, and the administration of teacher accreditation, in all NSW schools
- providing expert advice to the Chief Executive, the Executive team, and the Board of NESA, on a broad range of issues contributing to the effective implementation of the organisations strategic direction and informing the development of strategies and actions that increase the quality of teaching practices and the development of teacher capability.

The following directorates belong within the Quality Teaching Standards Division.

Teacher Quality Policy Directorate

Director: David Cranmer

This directorate is responsible for:

- the development, implementation, and coordination of Quality Teaching Division policy, strategies, and initiatives, including policy related to the Teacher Accreditation, Teaching Standards, Initial Teacher Education and Professional Learning Directorates, to ensure that Teaching Standards policy is consistent and cohesive both within the Division, and within NESA as a whole, while remaining compliant with the Minister's Statement of Expectations and government policy and standards.

Teaching Standards Directorate

Director: Lyn Kirkby

This directorate is responsible for:

- the provision of expert and professional advice on the development, validation and implementation of professional teaching standards to drive quality teaching practices, career-long development of teachers and achievement of required standards for the teaching profession in NSW
- directing and monitoring the ongoing accreditation of school and early childhood teachers at the Proficient, Highly Accomplished, and Lead teacher levels
- directing and monitoring the development and implementation of processes to suspend and revoke teachers' accreditation where teachers fail to meet the Australian Professional Standards for Teachers.

Teacher Accreditation Directorate

Director: Judith Page

This directorate is responsible for:

- the application of professional teaching standards for teachers entering the profession in NSW schools and early childhood centres to drive quality teaching practices
- directing and monitoring the development and implementation of policy and processes to suspend and revoke teachers' accreditation
- maintaining accurate data on accredited teachers.

Initial Teacher Education Directorate

Director: John Healey

This directorate is responsible for:

- leading the review, assessment and approval process for NSW Initial Teacher Education (ITE) programs
- directing the development, implementation and monitoring of policies, processes and guidelines for the approval of ITE courses to ensure alignment of outcomes with professional teaching standards and ongoing compliance with relevant state and national standards
- the promotion of quality teaching in NSW schools.

Professional Learning Directorate

A/Director: Susan Gazis

This directorate is responsible for:

- the development, implementation and monitoring of policies, processes and guidelines for the approval of courses and providers of professional learning for teachers, including leading high-level scrutiny of identified priority areas and audits of providers, to ensure alignment of outcomes with professional teaching standards and the GTIL reforms.

NSW Aboriginal Education Consultative Group

President: Cindy Berwick

Other Directorates

The following three directorates report directly to the Chief Executive Officer:

Policy Integration and Communication Directorate

Director: Jill Heinrich

This directorate is responsible for:

- leading and directing the strategic integration and coordination of policy across NESA's divisions and directorates whilst identifying current and emerging issues to; ensure cohesive policies across the organisation; ensure alignment between organisation policy and government reforms; and provide expert advice to the Chief Executive Officer and Executive team on current and/or emerging policy development.

Strategic Planning and Board Secretariat Directorate

Director: David Cashman

This directorate is responsible for:

- the development, implementation monitoring and reporting of the Board of NESA's strategic plan and NESA's operational plan and the provision of expert planning advice and support to the Chief Executive Officer and senior executive
- the management of secretariat support services to the Board of NESA and its statutory committees and sub-committees, the Chairperson and Chief Executive Officer
- NESA's ministerial correspondence and briefings program
- NESA's Annual Report to Parliament.

Research, Data and Analysis Directorate

Director: Robin van den Honert

This directorate is responsible for:

- leading and directing strategic research and analysis, leveraging wide-ranging data and analytics to provide comprehensive information and advice to NESA's Executive, management and the Board that will support, provide evidence, and inform decision-making, for the organisation's policy reform needs, priorities, programs, and outcomes to facilitate the achievement of NESA's strategic objectives.

Information about the NSW Aboriginal Education Consultative Group Incorporated (AECG) is located at Appendix M.

Appendix G – BOSTES Review Recommendations

The establishment of NESAs was a key recommendation of a NSW Government commissioned independent review of the role, functions, structure and membership of the previous Board of Studies, Teaching and Educational Standards (BOSTES). The report of the independent review panel was released on 19 August 2016 and identified 13 recommendations all of which were accepted by the NSW Government.

Recommendation 1:

Retain the functions and responsibilities of BOSTES as an independent statutory authority

- 1.1 Institute an annual Letter of Expectation from the Minister for Education, with an annual report back to the Minister.
- 1.2 Change the name of the organisation to the NSW Education Standards Authority.

Recommendation 2:

Change governance arrangements to clarify roles and complete the amalgamation of the former Board of Studies and Institute of Teachers

- 2.1 Establish a governing board of the Education Standards Authority which has a strategic and outward-looking focus.
- 2.2 Separate the role of the Chair of the board from that of Chief Executive.
- 2.3 Appoint an independent, part-time Chair of the board, with the appointment to be made by the Minister.
- 2.4 Develop a charter that describes the responsibilities of the board in relation to strategy, regulatory matters, finance, governance and meeting the priorities set out in the Minister's Letter of Expectation.
- 2.5 Give teaching quality and professional standards matters equal status with curriculum, assessment and school regulation on the work plan of the board.
- 2.6 Appoint a board of 12 to 14 members, with:
 - a. members chosen and appointed by the Minister, in consultation with the Chair, and including the Chief Executive of the NSW Education Standards Authority
 - b. up to six of the members being drawn from the three school sectors, teachers' unions and Aboriginal education
 - c. a further four to six members being appointed with regard to the teaching and school leadership professions, universities, parents, early childhood education, special education, business acumen and strategic advisory skills
 - d. appointments having regard to ensuring expertise, knowledge and commitment to the objectives of the Authority
 - e. members to exercise their powers in the interests of the Authority and students.
- 2.7 Introduce fixed-term tenure for board members with:
 - a. two terms of three years (with the possibility of a third term where required for board continuity)

- b. terms to be staggered to support a short period of transition to the new arrangements and ongoing board stability.

Recommendation 3:

Focus the board's work on strategic policy issues by establishing five Regulatory Committees and two additional board committees

- 3.1 Establish a committee for each of the five regulatory functions:
 - a. a Quality Teaching Committee responsible for teacher accreditation and registered professional learning functions
 - b. a Curriculum Committee responsible for syllabus development functions
 - c. an Assessment Committee responsible for technical assessment issues
 - d. a School Registration Committee responsible for school registration and accreditation functions
 - e. an Initial Teacher Education Committee responsible for initial teacher education accreditation functions.
- 3.2 Base the Regulatory Committees at recommendation 3.1 on the following principles:
 - a. functions formally delegated from the board
 - b. operating on the basis of clearly defined charters
 - c. chaired by a non-executive member of the board
 - d. capacity to establish sub-committees, time-limited working groups or other consultative mechanisms as needed.
- 3.3 Establish the Quality Teaching Committee as a 10-member committee, with five members appointed by the board having regard for employers, parents and teacher industrial organisations, and five elected from practising teaching professionals (school and early childhood).
- 3.4 Establish two additional board committees to provide advice directly to the board:
 - a. a Finance, Audit and Risk Committee
 - b. a Research and Technical Committee, chaired by a non-executive member of the board.

Recommendation 4:

Take a more rigorous and risk-based approach to school registration, focusing on the determinants of student learning not minimum levels of compliance

- 4.1 Reduce the current administrative burden of compliance on schools by placing greater emphasis on the requirement for principals to certify the existence of evidence for school registration renewal requirements.
- 4.2 Better integrate requirements for the registration of Teacher Accreditation Authorities (TAAs) into the school registration process.
- 4.3 Increase the number of random and risk-based audits in non-government schools, and extend this to systemic non-government and government schools.
- 4.4 Increase the range of enforcement mechanisms for school registration, which should be risk-based and proportionate, for example:

- a. enforceable conditions on registration
 - b. public disclosure requirements for schools with conditions on registration.
- 4.5 Introduce a 'fit and proper person' test for responsible persons of registered schools and a financial viability criterion for initial school registration.
- 4.6 Introduce thematic reviews into priority areas based on a sample of schools across sectors, for example, to support a stronger focus on the teaching of writing and primary mathematics.

Recommendation 5:

Improve the effectiveness and efficiency of regulatory processes for teacher accreditation

- 5.1 Clarify the respective roles of the TAAs and the NSW Education Standards Authority, where the TAAs remain responsible for the accreditation decision of teachers at Proficient level and the Education Standards Authority's responsibility is limited to a risk-based auditing function for ongoing quality assurance.
- 5.2 Streamline processes for the maintenance of accreditation at Proficient level where TAAs have in place performance management and development systems aligned to the Professional Standards.
- 5.3 Assign sole responsibility for the suspension or revocation of teacher accreditation to the NSW Education Standards Authority, through the Quality Teaching Committee, with a requirement for:
- a. cross-sectoral panels to be established to determine decisions in relation to suspension or revocation
 - b. employers to notify the NSW Education Standards Authority of information that may result in a suspension or revocation.
- 5.4 Make maximum use of nationally developed resources and only diverge from these where New South Wales is setting a specific and higher standard.

Recommendation 6:

Strengthen teacher accreditation requirements and processes for pre-service teacher education

- 6.1 Develop the evidence base concerning achievement of the Graduate standard, with particular focus on evidence from the final school practicum, and independent assessment of that evidence.
- 6.2 Provide New South Wales with powers and processes included in comparable interstate legislation, including approving programs with conditions, explicit provisions for suspension or revocation of program approvals and specific provisions for appeals.

Recommendation 7:

Streamline the syllabus development process

- 7.1 Produce a plan, to be endorsed by the board, for early and more constructive engagement with the Australian Curriculum development and review processes.
- 7.2 Take a more streamlined 'adopt and adapt' approach to the implementation of the Australian Curriculum by:
- a. removing duplicative efforts particularly by early and constructive engagement in the Australian Curriculum processes
 - b. shortening NSW syllabus development timelines

- c. publishing a curriculum review and implementation schedule having regard to NSW needs, national priorities and pace of change.

Recommendation 8:

Reduce overcrowding of content in NSW syllabuses

- 8.1 Provide clear advice to schools about the level of flexibility available to teachers in implementation of current syllabuses, with the focus being on the achievement of syllabus outcomes rather than covering each content dot point.
- 8.2 Specify a smaller amount of essential content in future syllabuses to support increased flexibility for teachers and enable more in-depth treatment of priority areas.

Recommendation 9:

Target regulatory effort for the approval of professional development providers to areas of high priority, simplify existing processes and adopt a user-rating system to monitor quality

- 9.1 Apply high levels of scrutiny to the approval of providers of professional development in areas identified as state priorities, with specific endorsement from the NSW Education Standards Authority.
- 9.2 Simplify the approval process for all other providers of professional development with a streamlined check of organisational bona fides and financial viability.
- 9.3 Implement a transparent user-rating system that gives teachers a direct role in assessing course quality in real time, with:
 - a. teacher satisfaction ratings registered digitally, which should be close to the time of course completion
 - b. timely publication of aggregated teacher satisfaction ratings for each course on the Authority's website.
- 9.4 Undertake risk-based audits of providers based on teacher feedback, with approvals withdrawn in certain circumstances.

Recommendation 10:

Limit the professional learning activity of the NSW Education Standards Authority to the provision of expert advice and enhance its strategic use of data

- 10.1 Provide support to schools and sectors only in those areas where the Authority has unique and authoritative insight.
- 10.2 Build capacity within the Authority to analyse and use its data to better inform regulatory policy.
- 10.3 Establish clearer arrangements with the Centre for Education Statistics and Evaluation to support the Authority's strategic leadership of education standards.

Recommendation 11:

Redirect resources released by changes in regulatory processes to strengthen support for teaching and learning

- 11.1 Reinvest resources released from streamlining syllabus development into:
 - a. curriculum support materials

- b. an overall increase in the number of inspectors, particularly in primary education with a focus on literacy, numeracy and assessment
- c. appointing inspectors with subject expertise on a needs basis
- d. improved support for formative assessment in the classroom and other assessment support materials.

11.2 Reinvest resources released from changes to professional development provider approvals into processes and systems to cope with the expansion of the teacher accreditation regime to all teachers.

Recommendation 12:

Review the organisational structure of the NSW Education Standards Authority

- 12.1 Adopt a principle of alignment as much as possible between the governance structure and organisational structure, with the executive of the Authority encompassing each of the regulatory functions and relevant corporate functions.
- 12.2 Appoint an internal champion focused on reducing red tape and seek external advice to assist the board in achieving substantial cultural change.

Recommendation 13:

Refer issues raised outside the scope of this review to the board of the NSW Education Standards Authority for further consideration

- 13.1 Consider issues raised by stakeholders that were outside the review terms of reference, including HSC disability adjustments, early childhood teacher and course accreditation, senior secondary vocational education and training subject requirements, and home schooling registration.

Appendix H – NESAs Strategic Plan (2017–21)

About NESAs

Our Charter

NESA serves the people of NSW by supporting teachers, schools and sectors to offer all children and young people a high-quality education that enables them to fulfil their potential.

NESA brings about change to improve student learning and wellbeing through:

- supporting the teaching profession to be the best it can be through the Australian Professional Standards for Teaching and quality assurance of professional learning and development
- developing world class curriculum
- deepening the understanding and practice of assessing student knowledge and capabilities, and
- driving improvement in the quality assurance systems for schools.

NESA provides a forum for collaboration on key educational matters in NSW and works in partnership with students, parents, teachers, principals, school sectors and other stakeholders to identify issues and produce policy that supports teaching practice and student learning, and the attainment of high education standards in NSW.

Our Legislative Mandate

NESA is an independent authority acting across school sectors with a mandate under the *Education Standards Authority Act 2013* to:

- provide strategic leadership and promote an evidence-based approach in improving standards of school education
- ensure that the quality of teaching, school curriculum, forms of assessment and regulatory standards under the NSW education and teaching legislation are developed, applied and monitored in a way that improves student learning while maintaining flexibility across the entire school education and teaching sector.

Our Functions

NESA has functions under the education and teaching legislation in relation to:

- the accreditation of teachers and the monitoring of the accreditation process across all schools and early childhood education centres
- the approval of initial and continuing teacher education courses that are relevant to the accreditation of teachers
- the development, content and application of professional teaching standards
- the school curriculum for primary and secondary school students
- basic skills testing
- the granting of Records of School Achievement and Higher School Certificates
- the registration and accreditation of schools
- the approval of providers of courses at schools to overseas students, and
- reporting and advising on matters relating to NESAs functions.

Our Focus on Standards

The foundations of NESAs work are standards that are developed through the analysis of data, research and the practical experience, wisdom and professional judgement of teachers and schools across the four domains of teaching quality, curriculum, assessment, and school regulation.

As an independent authority acting across school sectors, NESA identifies common and agreed standards and benchmarks for the jurisdiction as a whole.

NESA draws on evidence nationally and internationally to implement policy that generates improvements in the quality of teaching and student learning.

NESA draws together expertise from within the school sectors, universities and other professional groups and promotes evidence-based analysis, teacher judgement and policy within and on behalf of the teaching profession.

NESA's Key Priorities for 2017–21

(To be reviewed annually by the NESA Board)

Policy Domain 1: NSW Premier's and State Priorities

Key Performance Indicators:

- Implementation of all BOSTES Review recommendations and submission of final implementation report of independent external review panel to the Minister
- Increasing proportions of NSW students attaining the minimum HSC literacy and numeracy standards
- Progressive provision to schools of best practice online, diagnostic literacy and numeracy teaching, learning and assessment tools linked to the literacy and numeracy progressions
- Implementation of new Mathematics consolidation Pathways in schools for Years 9 and 10 students
- Increased numbers of students enrolled in STEM subjects.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
1.1 Implement all 13 BOSTES Review Recommendations	2017 SoE Obj. 1 (BOSTES Review Recs 1-13)	<ul style="list-style-type: none"> ▪ Retain the functions and responsibilities of BOSTES as an independent statutory authority ▪ Change governance arrangements to clarify roles and complete the amalgamation of the former Board of Studies and Institute of Teachers ▪ Focus the Board's work on strategic policy issues by establishing five Regulatory Committees and two additional Board committees ▪ Take a more rigorous and risk-based approach to school registration, focusing on the determinants of student learning ▪ Improve the effectiveness and efficiency of regulatory processes for teacher accreditation ▪ Strengthen teacher accreditation requirements and processes for pre-service teacher education 	2017–18

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
		<ul style="list-style-type: none"> ▪ Streamline the syllabus development process ▪ Reduce overcrowding of content in NSW syllabuses ▪ Target regulatory effort for the approval of professional development providers to areas of high priority, simplify existing processes and adopt a user-rating system to monitor quality ▪ Limit the professional learning activity of the NSW Education Standards Authority to the provision of expert advice and enhance its strategic use of data ▪ Redirect resources released by changes in regulatory processes to strengthen support for teaching and learning ▪ Review the organisational structure of the NSW Education Standards Authority ▪ Refer issues raised outside the scope of this review to the Board of the NSW Education Standards Authority for further consideration. 	
<p>1.2 Modernise the NSW HSC: Stronger HSC Standards Initiative</p>	<p>2017 SoE Obj. 3</p>	<p>Phase 1 (Cabinet approved initiatives)</p> <ul style="list-style-type: none"> ▪ Establish a minimum standard of literacy and numeracy for the award of the HSC ▪ Ensure currency of HSC syllabuses through regular syllabus review ▪ Offer New BOSTES HSC Courses ▪ Introduce new, rigorous guidelines for effective school-based HSC assessment ▪ Redesign HSC examinations to assess depth of knowledge and application of skill ▪ Research and expand use of computer-based assessment ▪ Apply a common scale for Mathematics. <p>Phase 2 (Additional initiatives)</p> <ul style="list-style-type: none"> ▪ Develop new prioritised Stage 6 Languages, Technology and PDHPE syllabuses 	<p>2017-2019</p> <p>2018-20</p>

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
		<ul style="list-style-type: none"> ▪ Develop and implement HSC minimum standard Literacy and Numeracy test. 	
<p>1.3 Support teachers, schools and sectors to achieve the Premier's <i>Improving Education Results</i> targets</p>	<p>2017 SoE Obj. 3</p>	<ul style="list-style-type: none"> ▪ Research, develop, trial and progressively make available to schools online, diagnostic literacy and numeracy teaching, learning and assessment tools linked to the literacy and numeracy progressions ▪ Identify quality professional learning for assessing and teaching literacy and numeracy across K–6, and develop additional teacher PL to fill any gaps ▪ Develop evidence-based literacy and numeracy learning progressions in partnership with the Australian Curriculum, Assessment and Reporting Authority (ACARA) that will describe the key elements of students' literacy and numeracy development from Kindergarten to Year 10. These will replace the current NSW literacy and numeracy continua and will be available for teachers in all NSW schools ▪ Make professional learning available for teachers to support the use of the literacy and numeracy progressions, and the new online diagnostic assessments ▪ Work with sectors to develop intervention strategies in Years 7–12 to support students to meet the minimum HSC standard ▪ Ensure quality training for teacher education students in literacy and numeracy. 	<p>2017–20</p>
<p>1.4 Strengthen STEM and Languages Education</p>	<p>2017 SoE Obj. 3</p>	<ul style="list-style-type: none"> ▪ Develop a new Mathematics Consolidation Pathway enabling schools to offer a new program for Years 9 and 10 to allow students to 'catch up' and be confident in attempting an advanced senior calculus based Mathematics course ▪ Develop a new Mathematics Pathway enabling schools to offer a new program for Years 9 and 10 to give students the Mathematics skills needed to excel in further Vocational Education and Training (VET) ▪ Develop support materials for primary school teachers to encourage more enjoyable and engaging Science lessons, enabling more practical and hands-on experiments ▪ Develop new teaching and learning programs to allow students to undertake STEM 	<p>2017–18</p>

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
		<p>cross-curricular projects to encourage innovative thinking and modern technology integration</p> <ul style="list-style-type: none"> Work with the school sectors on developing proposals to improve languages education and increase the number of students enrolled in languages. 	2017–19

Policy Domain 2: Minister’s Statement of Expectations

Key Performance Indicators:

- Submission to the Minister of a NSW Education Strategy incorporating findings from the Review of Stages 4 and 5 Secondary Education
- Submission to the Minister of key recommendations of the Thematic Review of the Teaching of Writing (and subsequent thematic reviews)
- Submission to the Minister of a Report with recommendations on NESA’s assessment of NSW students’ performance in national and international examination and assessment programs.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
2.1 Develop a NSW Education Strategy out to 2025 that shows how NSW will equip its children and young people to thrive as successful learners, confident and creative individuals, and active and informed citizens	2017 SoE Obj. 2	<ul style="list-style-type: none"> Develop a NSW Education Strategy Discussion Paper and consult with stakeholders on key elements of the strategy Develop a NSW Education Strategy which sets out a high level visionary plan for NSW education that is grounded in school education but spanning early childhood, schooling, VET and higher education. 	2017–18
2.2 Undertake a Review into NSW Secondary Education (Stages 4 & 5)	2017 SoE Obj. 4	<ul style="list-style-type: none"> Investigate and report on student engagement, curriculum, subject choice, school organisation and staffing practices, and other issues affecting NSW Secondary Education. 	2017–18

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
2.3 Undertake an Assessment of NSW Performance in National and International Testing and provide recommendations to Government	2017 SoE Obj. 5	<ul style="list-style-type: none"> Examine why NSW students' results in national and international examination and assessment programs are stable or declining and provide recommendations to Government on how to improve student performance. 	2017–18
2.4 Undertake Thematic Reviews of key priority areas, commencing with the Teaching of Writing K–10	2017 SoE Obj. 6	<ul style="list-style-type: none"> Undertake the first Thematic Review of the Teaching of Writing K–10 	2017–18
		<ul style="list-style-type: none"> Undertake a Thematic Review of teacher capacity to assess student learning as a basis for driving higher student standards 	2018–19
		<ul style="list-style-type: none"> Identify Thematic Reviews in identified additional priority areas 	2018–21
		<ul style="list-style-type: none"> Undertake additional Thematic Reviews identified in new Ministerial Statements of Expectations or by the NESA Board. 	2019–21

Policy Domain 3: Integrating the Standards

Key Performance Indicators:

- Teachers, schools, sectors and the community recognise and highly value quality standards of curriculum, assessment, teacher accreditation and school regulation in NSW and the impact these standards have on enabling quality learning for all children and young people.
- Research undertaken to identify the determinants of student learning and how these determinants can be measured for the purpose of NESA's risk assessment processes.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
3.1 Integrate the Australian Professional Teacher Standards (APTS) with Curriculum, Assessment & School Regulation		<ul style="list-style-type: none"> Embed the Australian Professional Teacher Standards within syllabuses and assessment guidelines as part of NESA's forward program of modernising the curriculum. 	2017–21

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
3.2 Apply the Outcomes from NESAs Thematic & Other Reviews to Teacher Accreditation, Curriculum, Assessment & School Regulation		<ul style="list-style-type: none"> ▪ Apply the outcomes of the first Thematic Review of the Teaching of Writing K–10, as appropriate, to Teacher Accreditation, Curriculum, Assessment & School Regulation ▪ Apply the outcomes of the Thematic Review of Assessment, as appropriate, to Teacher Accreditation, Curriculum, Assessment & School Regulation ▪ Apply the outcomes of the investigation of NSW student performance in National and International testing, as appropriate, to Teacher Accreditation, Curriculum, Assessment & School Regulation. 	2017–21
3.3 Identify and embed the Determinants of Student Learning within Regulatory Programs		<ul style="list-style-type: none"> ▪ Quality of student learning determined in amendments to <i>Education Act 1990</i> as includes the standard of teaching of courses of study in schools and student engagement in learning in schools ▪ Amend NESAs registration manuals to include transitional evidentiary requirements for demonstrating standard of teaching of courses of study and student engagement in learning ▪ Quality of student learning to be focus of random school inspections in Terms 3 and 4 2017 ▪ Evaluation of quality of student learning evidentiary requirements completed by the end of Term 4 for review and revision of NESAs school registration manuals, as required. ▪ Quality of student learning evidentiary requirements to apply to all school inspections from 2018. 	2017–18

Policy Domain 4: Teacher Standards

Key Performance Indicators:

- Implementation of new or updated NESAs policies and streamlined processes governing regulation and professional learning and support for the 4 'whole of career' accreditation levels of the NSW teaching profession
- All NSW school and early childhood teachers accredited under the *Teacher Accreditation Act* (2004) and meeting mandatory annual professional learning requirements to improve their teaching practice
- Increased teacher capacity to assess student learning as a basis for driving higher student standards
- Increased annual numbers of teachers seeking and achieving accreditation at highly accomplished and lead teacher levels
- Increased proportions of teachers annually who appreciate the Australian Professional Teaching Standards as the basis for striving for and being assessed against high quality professional practice.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
4.1 Establish NESAs as a world-renowned Regulator of Teacher Quality	2017 SoE Obj. 1 (BOSTES Review Recs 5, 6, 9, 10 & 11)	<ul style="list-style-type: none"> ▪ Establish a NSW Centre for Teaching Expertise which partners NESAs experts with Highly Accomplished and Lead Teacher practitioners to promote best practice pedagogy and assessment practices responsive to individual student needs ▪ Develop and support a professional culture for teachers that is flexible, agile and responsive to future needs ▪ Increase the percentage of teachers that are accredited at the Highly Accomplished and Lead Teacher levels. 	2017–21
4.2 Develop Strengthened & Streamlined Accreditation of School and Early Childhood Teachers	2017 SoE Obj. 1 (BOSTES Review Rec 5)	<ul style="list-style-type: none"> ▪ Develop and implement a revised <i>Proficient Teacher Accreditation Policy</i> supported by streamlined processes and clear guidance ▪ Develop and implement a revised <i>Maintenance of Teacher Accreditation Policy</i> supported by streamlined processes and clear guidance ▪ Develop and implement a revised <i>Highly Accomplished and Lead Teacher Accreditation Policy</i> supported by streamlined processes and clear guidance ▪ Assume sole responsibility for the suspension or revocation of teacher accreditation through the development and implementation of a <i>Suspension or Revocation of Teacher Accreditation Policy</i> supported by appointed panels, streamlined processes 	2017–18

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
		<p>assessing course quality in real time</p> <ul style="list-style-type: none"> Undertake risk-based audits of professional development providers based on teacher feedback, with approvals withdrawn in certain circumstances. 	

Policy Domain 5: Assessment Standards

Key Performance Indicators:

- Implementation of a coherent NESAs Computer Based Assessments Strategy out to 2025
- Provision to schools of NESAs developed K–12 skills-based assessments, informed by national and international research and development, that complement the assessment of subject specific knowledge and skills to support more targeted teaching and higher quality student learning
- Implementation of Stronger HSC Standards reforms relating to school-based assessments and external written practical and online examinations to better assess students' achievement of the NSW HSC standards.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
5.1 Develop Computer-Based Assessment to Support Student Learning		<ul style="list-style-type: none"> Develop a coherent NESAs Computer Based Assessments Strategy out to 2025 to provide teachers with new online assessments and associated support materials to support improved student learning. 	2017–19
5.2 Build Teachers' Capacity to Assess Student Learning and Analyse Assessment Data to Drive Continuous Improvement		<ul style="list-style-type: none"> Develop support materials and guidance for teachers to design, deliver and analyse student assessments to enhance teaching practice and standards Develop skills based assessments from K–12, including critical thinking, literacy and numeracy, that complement the assessment of subject specific knowledge and skills to support student learning Research, trial and progressively make available teacher assessment tools that link NESAs syllabuses and standards. 	2017–21

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
5.3 Modernise HSC Assessment	2017 SoE Obj. 3	<ul style="list-style-type: none"> ▪ Redesign HSC examinations to assess depth of knowledge and application of skills ▪ Research and expand use of computer-based assessment. 	2017–21

Policy Domain 6: Curriculum Standards

Key Performance Indicators:

- Implementation of streamlined and cyclical curriculum renewal and syllabus development program
- Implementation of modernised NSW school curriculum to equip children and young people to thrive as successful learners, confident and creative individuals, and active and informed citizens
- High-level teacher confidence that NSW K–12 syllabuses and advisory materials better support streamlined classroom delivery and the attainment of improved educational standards for students
- Implementation of Stronger HSC Standards reforms relating to development of a modernised NSW curriculum.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
6.1 Modernise the Curriculum	2017 SoE Obj. 1 (BOSTES Review Recs 7 & 8)	<ul style="list-style-type: none"> ▪ Introduce a modern curriculum to be reviewed on a 5-year cycle ▪ Develop high-quality curriculum advisory and support materials that promote streamlined approaches to programming and delivery ▪ Develop high-quality resources and provide expert guidance and support for teachers to deliver curriculum and assessment from K–12 ▪ Develop online curriculum content linked to assessment and teaching resources to provide tools for personalised teaching/learning. 	2017–21

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
6.2 Reduce Curriculum Overcrowding	2017 SoE Obj. 1 (BOSTES Review Recs 7 & 8)	<ul style="list-style-type: none"> Review all K–10 syllabuses and provide clear advice to schools about the level of flexibility available to teachers in implementation of current syllabuses, with the focus being on the achievement of syllabus outcomes rather than covering each content dot point Develop new or revised syllabuses that specify a smaller amount of essential content to support increased flexibility for teachers and enable more in-depth treatment of priority areas. 	2017–18
6.3 Streamline Syllabus Development Processes	2017 SoE Obj. 1 (BOSTES Review Recs 7 & 8)	<ul style="list-style-type: none"> Develop and implement a more streamlined and cyclical curriculum renewal and syllabus development program that maximises efficiencies offered by technology. 	2017–18

Policy Domain 7: School Standards

Key Performance Indicators:

- Implementation of updated Non-government and Government school registration manuals that address all school registration related recommendations of the BOSTES Review
- Expanded NESAs Inspectorate and increased numbers of random and risk-based inspections of Non-government and Government schools included in annual school inspection programs
- Implementation of risk assessments that accurately identify schools at greatest/least risk of not providing quality student learning and non-compliance
- High-level stakeholder confidence that NESAs 'risk-based' inspection program focuses on the quality of student learning as a key risk factor and determinant of the inspection process.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
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Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
7.1 Establish NESAs as a world-renowned Regulator of Education Systems and Schools		<ul style="list-style-type: none"> ▪ Introduce a rigorous and risk-based approach to school registration, focusing on the determinants of student learning. 	2017–21
7.2 Expand the NESAs Inspectorate and Introduce risk-based school regulation focussed on high-quality student learning	2017 SoE Obj. 1 (BOSTES Review Rec 4)	<ul style="list-style-type: none"> ▪ Better integrate requirements for the regulation of Teacher Accreditation Authorities (TAAs) into the school registration process ▪ Increase the number of random and risk-based audits in non-government schools, and extend this to systemic non-government and government schools ▪ Reduce the current administrative burden of compliance on schools by placing greater emphasis on the requirement for principals to certify the existence of evidence for school registration renewal requirements ▪ Increase the range of enforcement mechanisms for school registration, which should be risk-based and proportionate, including for example enforceable conditions on registration and public disclosure requirements for schools with conditions on registration ▪ Introduce a ‘fit and proper person’ test for responsible persons of registered schools and a financial viability criterion for school registration. 	2017–19
7.3 Work with sectors to develop a flexible state-wide schools excellence framework		<ul style="list-style-type: none"> ▪ Provide advice and recommendations to the Minister in relation to the development of a flexible state-wide schools excellence framework in collaboration with the sectors. 	2017–21

Policy Domain 8: Focusing on Outcomes for Aboriginal Learners

Key Performance Indicators:

- Submission to the Minister of a new state-wide Aboriginal Education Policy with recommendations for improving the engagement, performance and well-being of Aboriginal children and young people submitted to the Minister.
- Implementation of a NESA Reconciliation Action Plan.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
8.1 Partner with the schooling sectors and their communities to develop a state-wide Aboriginal Education Policy	2017 SoE Obj. 3	<ul style="list-style-type: none"> ▪ Develop a state-wide Aboriginal Education Policy, in partnership with schooling sectors and their communities, to promote improved engagement, performance and well-being of Aboriginal children and young people ▪ Development of a <i>NESA Commitment to Aboriginal Education</i> and a <i>NESA Reconciliation Action Plan</i>. 	2017–19
8.2 Deepen NSW Students' understanding of Aboriginal cultures and histories	2017 SoE Obj. 3	<ul style="list-style-type: none"> ▪ Work closely with AECG to develop curriculum support materials to support Aboriginal perspectives ▪ Support schools and Early Childhood services to promote cultural competency training ▪ Recognise excellence in teaching and learning ▪ Enhance inspection program to have regard to quality of student learning to improve Aboriginal education outcomes ▪ Support Aboriginal owned organisations to become Endorsed Providers of Professional Development. 	2017–21
8.3 Promote the attainment of Higher Educational Standards for Aboriginal Students	2017 SoE Obj. 3	<ul style="list-style-type: none"> ▪ Support schools to engage with Aboriginal communities in registration and accreditation process ▪ Make cultural competence training a professional learning requirement for accreditation ▪ Promote a NESA scholarship for Aboriginal pre-service teachers. 	2017–21

Policy Domain 9: Enabling NESA’s Promotion of High Educational Standards in NSW

Key Performance Indicators:

- Development and implementation of new strategic NESA Research and Data Analysis Strategy and associated programs, capabilities and expertise
- Implementation of a NESA IM&T Strategic Plan aligned to the NSW ICT Strategy and the NESA Strategic Plan
- Implementation of NESA Customer and Stakeholder Engagement Strategy
- NESA staff participation rates in the annual Public Service Commission’s People Matters Survey in the top quartile
- NESA staff believe that NESA focusses on improving the work we do and making the necessary improvements to meet our future challenges.

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
9.1 Build NESA’s Research, Data and Analysis capabilities		<ul style="list-style-type: none"> ▪ Develop and implement a NESA Research and Data Analysis Strategy. The Strategy will identify relevant programs and the associated capabilities and expertise required to support NESA’s focus on supporting improved educational standards ▪ Implement a program of strategic research and data analysis projects in partnership with the Centre for Education Statistics and Evaluation, drawing on national and international evidence, which will best generate the development of NESA policies and programs that support improvements in the quality of teaching and student learning ▪ Establish a NESA Consortia of Research Partners, which will include universities, school sector experts and other professional groups, to support NESA’s promotion of evidence-based analysis, enhance teacher judgement and influence policy within and on behalf of the teaching profession. 	2017–19
9.2 Build NESA’s Information and Communications Technology capabilities		<ul style="list-style-type: none"> ▪ Develop and implement the IM&T Strategic Plan that is aligned to the NSW ICT Strategy and aligned to the NESA Strategic Plan ▪ Review manual business processes and identify those that would provide maximum benefit to the customer through digitisation ▪ Develop NESA’s Cloud Computing Policy and Roadmap to support NESA initiatives ▪ Develop and implement an ICT Governance Policy and Strategy that includes service management, program and project management to ensure ICT initiatives are prioritised 	2017–21

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
		<p>and monitored for successful delivery and represent value for money.</p> <ul style="list-style-type: none"> ▪ Develop an architecture framework, roadmap and integrated development schedule to effectively represent NESA's current and future ICT needs ▪ Address benefits realisation in all ICT endeavours by having appropriate measures to assess actual improvements. 	
9.3 Build NESA's Customer and Stakeholder Engagement capabilities		<ul style="list-style-type: none"> ▪ Develop and implement a new strategic NESA Customer and Stakeholder Engagement Strategy and associated programs, processes and advisory materials ▪ Provide cultural competency training to all NESA staff. 	2017–19
9.4 Build NESA's Human Resources Capabilities		<ul style="list-style-type: none"> ▪ Develop and implement a new strategic NESA Human Resources Strategy and associated programs, processes and advisory materials, including for staff training and development and staff performance and development plans. 	2017–19

Appendix I – Obligations under the Government Information (Public Access) Act

Agency Name:	NSW Education Standards Authority
Principal Department:	Not Applicable
Reporting Period:	2016–17

Section 125 of the *Government Information (Public Access) Act 2009* (GIPA Act) requires agencies to report annually on their obligations under the GIPA Act to the Minister responsible for the agency. A copy of the GIPA data must also be sent to the Information Commissioner.

NESA has reviewed and updated its Agency Information Guide for the reporting period, as required by section 21 of the GIPA Act. The Guide provides a mechanism to:

- make government information accessible
- promote currency of information and appropriate release and
- support the management of government information as a strategic asset.

[NESA's Agency Information Guide](#) has been approved as compliant with the Information Commissioner's Guideline 6: Agency Information Guides, and is available on our website.

Review of proactive release program – Clause 7(a)

Under section 7 of the GIPA Act, agencies must review their programs for the release of government information to identify the kinds of information that can be made publicly available. This review must be undertaken at least once every 12 months.

NESA's program for the proactive release of information involves the review and identification of information and data by key stakeholders.

During the reporting period, we reviewed this program by identifying and reviewing key activities and developments that occurred during the current reporting period.

As a result of this review, we released the following information proactively:

- 2017 HSC Fact and Figures
- 2016 Statistics: HSC data across a range of categories, including Disability Provisions statistics
- 2016 HSC Merit Lists: a list of students who achieved outstanding results in the HSC
- Consultation process for development of draft Guidelines for Home Schooling Registration in NSW
- A list of stakeholder consultations NESA is undertaking in the second half of 2017.

Number of access applications received – Clause 7(b)

During the reporting period, NESA received a total of 14 formal access applications (including withdrawn applications but excluding invalid applications).

Number of refused applications for Schedule 1 information – Clause 7(c)

During the reporting period, NESAs did not refuse any access applications, either wholly or in part, because the information requested was information referred to in Schedule 1 to the GIPA Act.

Statistical information about access applications – Clause 7(d) and Schedule 2

Tables I1 to I9 provide details of information access applications to NESAs during 2016–17.

Table I1: Number of information access applications by type of applicant and outcome, 2016–17

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Media	1	1	0	1	0	0	0	0
Members of Parliament	1	0	0	0	0	0	0	0
Private sector business	0	0	0	0	0	0	0	0
Not for profit organisations or community groups	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	0	1	0	0	0	0	0	0
Members of the public (other)	2	6	0	1	0	0	0	0

Note: More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table I2.

Table I2: Number of information access applications by type of application and outcome, 2016–17

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Personal information applications	2	3	0	0	0	0	0	0
Access applications (other than personal information applications)	2	3	0	2	0	0	0	0
Access applications that are partly personal information applications and partly other	0	2	0	0	0	0	0	0

Note: A **personal information application** is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

The total number of decisions in Table I2 should be the same as Table I1.

Table I3: Invalid information access applications, 2016–17

Reason for invalidity	Number of applications
Application does not comply with formal requirements (section 41 of the Act)	1
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	1
Invalid applications that subsequently became valid applications	0

Table I4: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2016–17

	Number of times consideration used
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	0
Excluded information	0
Documents affecting law enforcement and public safety	0

	Number of times consideration used
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

Note: More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table I5.

Table I5: Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2016–17

	Number of occasions when application not successful
Responsible and effective government	4
Law enforcement and security	0
Individual rights, judicial processes and natural justice	7
Business interests of agencies and other persons	0
Environment, culture, economy and general matters	0
Security provisions	0
Exempt documents under interstate Freedom of Information legislation	0

Table I6: Timeliness of decisions on information access applications, 2016–17

	Number of applications
Decided within the statutory timeframes (20 days plus any extensions)	12
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	12

Table I7: Number of applications reviewed under Part 5 of the GIPA Act, by type of review and outcome, 2016–17

	Decision varied	Decision upheld	Total
Internal review	0	0	0
Review by Information Commissioner	0	1	1
Internal review following recommendation under section 93 of Act	0	0	0
Review by Administrative Decisions Tribunal (ADT)	0	0	0

Note: The Information Commissioner does not have the authority to vary decisions, but can make recommendation to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision has been made.

Table I8: Applications for review under Part 5 of the GIPA Act, by type of applicant, 2016–17

Number of applications for review	
Applications by access applicants	1
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Table I9: Applications transferred to other agencies, 2016–17

Number of applications transferred	
Agency-initiated Transfers	1
Applicant-initiated Transfers	0

Appendix J – Statutory disclosure requirements

Funds granted to non-government community organisations

NESA did not grant funds to non-government community organisations during 2016–17.

Legal change

The three statutes that chiefly underpin the work of NESA are the *Education Standards Authority Act 2013*, the *Education Act 1990* and the *Teacher Accreditation Act 2004*, collectively referred to as the education and teaching legislation, and the associated regulations made under that legislation. During the reporting period, the education and teaching legislation was amended by the *Education and Teaching Legislation Amendment Act 2016* to reflect the NSW Government's acceptance of the recommendations of the Review of the Board of Studies, Teaching and Education Standards ('BOSTES'). These changes were to the governance and regulatory functions of the former BOSTES together with the renaming of BOSTES as NESA taking effect on and from 1 January 2017. Consequential changes were also made to the regulations made under the education and teaching legislation on and from 1 January 2017.

Economic/other factors affecting the achievement of operational objectives

There were no specific economic factors affecting the achievement of objectives during 2016–17. Other factors are covered in the body of this report.

Land disposal

NESA does not hold title to any land or buildings and was not involved in the disposal of land by other agencies in 2016–17.

Subsidiaries, partnerships, joint ventures and other associations

NESA's joint ventures with other organisations are described on the inside front cover and in Section 2 of this report.

Investment management performance

NESA is an authority listed in Schedule 2 to the *Public Finance and Audit Act 1983* (PFA Act) and, as such, has authority to invest as set out in Schedule 4, Part 2 of the PFA Act. Part 1 of Schedule 4 of the PFA Act authorises, among other investments, deposits with a bank or the NSW Treasury Corporation.

NESA invests money in term deposits of up to 12 months' duration, offered by major Australian banks and rated A1+ by Standard and Poor's.

Liability and management performance

NESA 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.

Additional matters

There were no additional matters arising after 30 June 2017 and prior to the submission of the annual report that were expected to have a significant effect on the operations or clientele of NESA.

Appendix K – Multicultural policies and services

NESA is committed to the principles of multiculturalism as contained in and required by the *Multicultural NSW Act 2000*.

During 2016–17 NESA promoted these multicultural principles through the initiatives and programs outlined below.

Key achievements in 2016–17

Languages education

NESA continues to provide an extensive range of languages courses. In 2017, NESA released new K–10 Chinese and Japanese language syllabuses incorporating the Australian Curriculum. During 2016–17 consultation was conducted on K–10 draft languages syllabuses for French, German, Indonesian, Italian, Korean and Spanish.

During the reporting year, NESA was represented on the Community Languages Schools Board and attended the Multicultural Education Advisory Group as an observer.

Through 2016–17, NESA has continued to support a number of universities to develop primary teaching specialisations in languages to satisfy the NESA policy requirements.

Teacher professional development

The delivery of courses from Endorsed Providers targeting the area of multiculturalism was expanded in 2016–17 and included 'Cosmopolitan Possibilities: Transforming multicultural and Indigenous education in Australia?', 'CPL – K–12 Multicultural Education and Social Inclusion Conference', 'Working with Muslim Students' and 'Working in multilingual, multicultural classrooms: Building on students' home language and cultural knowledge to support in school learning'.

Translated documents

A variety of informative documents for parents and carers were published on the NESA website in several community languages, including information regarding the HSC minimum standard.

Cultural competency modules

During May 2017, NESA provided staff with the opportunity to partake in four online cultural competency modules. A large number of staff attended a NESA Staff Forum on improving cultural competency as an organisation. Many staff responded positively to this approach.

2016–17 Reporting themes

NESA fosters workforce diversity by providing a supportive and inclusive environment for all employees, including women.

Through NESA's activities during the reporting year, as previously described, NESA has addressed the 2016–17 reporting themes.

Priorities for 2017–18

NESA replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. Planned activities relating to the development of new NESA policies and strategies in the 2017–18 reporting year will consider the *Multicultural NSW Act 2000*.

NESA supports the principles contained in the *Multicultural NSW Act 2000* and will continue to be cognisant of these as we undertake strategies and activities in the year ahead.

Appendix L – Disability Inclusion Action Plan

The continued commitment of NESA to the objectives of the NSW Government's Disability Policy Framework is demonstrated by the:

- development of additional course options in Years 7–10 and Stage 6 for students undertaking Life Skills outcomes and content
- review and update of support materials to assist teachers to implement courses based on Life Skills outcomes and content in schools
- review and update of advice in line with current disability legislation, in relation to meeting the needs of students with disabilities within the curriculum
- activities of the Board's Special Education Advisory Committee, which continues to provide advice on issues pertaining to students with special education needs
- continuing evaluation and response to the needs of students with a disability
- assessment of the impact of the *Disability Discrimination Act 1992* on school registration requirements and the inclusion of necessary amendments to school manuals.

NESA is also concerned to ensure that it complies with the NSW Department of Premier and Cabinet's circular, C2012-08 NSW Government Website Management, which requires all NSW government websites to comply with Web Content Accessibility Guidelines (WCAG) 2.0.

WCAG 2.0 compliance of the NESA website content is being achieved in a staged approach by prioritising areas according to the nature of material and its level of traffic.

During 2016–17 NESA continued to review and revise its Disability Action Plan in line with changes to legislation and any revised policy guidelines issued by the NSW Department of Ageing, Disability and Home Care.

Appendix M – NSW Aboriginal Education Consultative Group Incorporated

Mission and goals

The NSW Aboriginal Education Consultative Group (AECG) is recognised as the principal advisory body to the NSW Government on all matters relating to Aboriginal people from preschool to higher education.

The vision of the AECG is to:

- be the political voice of Aboriginal people in regards to quality education
- provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint
- promote respect, empowerment and self-determination – the AECG believes the process of collaborative consultation is integral to equal partnership and is fundamental to the achievement of equality
- advocate cultural affirmation, integrity and the pursuit of equality to ensure that the unique and diverse identity of Aboriginal people is recognised and valued.

The NSW AECG aims to provide opportunities for Aboriginal people to be actively involved in all decision-making that is relevant to education and training through a collaborative and consultative process. This is central to developing 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.

NESA Curriculum Committees

NSW AECG participation on NESA curriculum committees 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 continues its representation on board curriculum committees and provides advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabuses, curriculum and teaching.

The NSW AECG President is a member of the newly created NESA Curriculum Committee, Special Education Committee and Aboriginal Education Committee.

Healthy Culture Healthy Country

The NSW AECG offered accredited professional learning entitled *Healthy Culture Healthy Country* to all education sectors during 2016–17. The course was developed in 2014 by Dr Shayne Williams, Consultant in Language and Culture with the NSW AECG. The course advances the importance of maintaining local Aboriginal languages and cultures through education and offers participants the opportunity to build their knowledge and understanding of how to:

- develop a local Aboriginal cultural education
- deliver a local Aboriginal cultural education
- work effectively with local Aboriginal peoples and communities.

Additionally, the course brings participants' attention to the synthesis between the health of culture, the health of Country, and the health and wellbeing of Aboriginal Australians.

Connecting to Country

The *Connecting to Country* program continued to be rolled out across NSW during 2016–17. The NSW AECG's local and regional network plays a central role in delivering the program, which is an accredited course for teacher registration in NSW.

Connecting to Country provides a much needed conduit between the NSW teaching fraternity and Aboriginal peoples and communities. Teachers are offered a unique opportunity to engage directly with Aboriginal Australians at the local community level.

As a result, on completion, teachers have significantly bettered the depth of their insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities.

Aboriginal languages and culture

The NSW AECG continues to support the recovering, re-voicing and re-practicing of Aboriginal languages and culture throughout NSW. During 2016–17 the NSW AECG, through its contract with the NSW Department of Education, supported the progression of teaching and learning of Aboriginal languages across the five Aboriginal Language and Culture Nests in NSW. Each of the Aboriginal Language and Culture Nests now has a functioning Reference Group and locally employed Project Officers who are undertaking projects to, among other things:

- facilitate access to qualification based learning in Aboriginal Languages for Nest communities
- develop Aboriginal language teaching and learning programs and
- develop and publish materials that support the teaching of Aboriginal languages.

Professional learning

As a NESA-endorsed professional development provider, the NSW AECG has developed, and delivered throughout 2016–17, a series of professional learning workshops around NSW. These include:

- Effective English as an Additional Language/Dialect
- Living Things: An Aboriginal Perspective for Stage 2 Science
- Personalised Learning Plans for Aboriginal Students
- Water: Stage 4 Geography
- First Contacts: Stage 2 History
- Rights and Freedoms: Stage 5 History
- Earth's Environment: Stage 2 Geography
- Aboriginal Sites: A syllabus approach
- Stage 5 History: Rights and Freedoms.

STEM Camps

During 2016–17 the NSW AECG Inc. partnered with the Department of Education, Connected Communities and the Aboriginal and Torres Strait Islander Mathematics Alliance to coordinate Science, Technology, Engineering and Mathematics (STEM) camps for Aboriginal students in regional and remote NSW. During the 2016–17 financial year camps were delivered in Lennox Head, Sydney and Wagga Wagga. The camps were a huge success and have fostered students' interest in the STEM subjects and for students to engage with industries to see the practical applications of STEM subjects. NSW AECG will continue to coordinate STEM Camps for Aboriginal students across NSW during 2017–18.

Contact details

NSW Aboriginal Education Consultative Group Inc.
Secretariat 37 Cavendish Street
STANMORE NSW 2048

Telephone: (02) 9550 5666

Fax: (02) 9550 3361

Email: info@aecg.nsw.edu.au

Website: www.aecg.nsw.edu.au

Read more about [NESA's commitment to Aboriginal Education](#) on the NESA site.



NESA Commitment to Aboriginal Education

The NSW Education Standards Authority (NESA) is committed to working in partnership with Aboriginal communities and supporting teachers, schools and schooling sectors to improve educational outcomes for Aboriginal children and young people. Our vision is that collaboration across all sectors and government departments will deliver both continual growth in attainment levels of Aboriginal students and greater understanding of Aboriginal and Torres Strait Islander knowledges, histories and cultures for all students.

In articulating this goal, our starting point is our NESA Charter and the *National Aboriginal and Torres Strait Islander Strategy* vision that “all Aboriginal and Torres Strait Islander children and young people achieve their full learning potential, are empowered to shape their own futures, and are supported to embrace their culture and identity as Australia’s First Nations Peoples”.

In developing and implementing specific initiatives, NESA is guided by the following key principles:

Recognition: NESA recognises Australia’s First Peoples as the Traditional Custodians of the land and the centrality of the land for Aboriginal and Torres Strait Islander communities. NESA also recognises the importance of Aboriginal Peoples having a strong and clear role in determining and developing educational policies, including actions and strategies to support Aboriginal students’ engagement and achievement.

Respect: NESA respects Australia’s First Peoples as custodians of humanity’s oldest living cultures, which remain strong and vibrant sources of inspiration, identity and meaning for Aboriginal and Torres Strait Islander Peoples and which enrich Australian society.

Engagement and collaboration: NESA develops and maintains trusting relationships with local communities and stakeholders, working in partnership with the NSW Aboriginal Education Consultative Group (NSWAECG Inc.), the peak body for Aboriginal education and training, to ensure a genuine Aboriginal voice is heard and that policies, including actions and strategies to support Aboriginal Peoples are developed in a respectful and collaborative way.

Strength-based approach: NESA believes that with relationships involving high expectations and support, and high quality teaching and authentic learning experiences, every Aboriginal and Torres Strait Islander child and young person can develop their talents, fulfill their potential, achieve excellence and contribute with integrity to improving Australia’s future.

Accountability: NESA, schools, sectors, partnering agencies, communities, and other stakeholders need to be willing to be held accountable for their efforts and contribution to the achievement of improved outcomes.

Reciprocity: NESA will seek to ensure that engagements between agencies and communities are reciprocal in terms of demand, action and benefit.

Planning: NESA’s commitment to these principles will be reflected in a systematic and practical way through NESA’s Strategic Plan 2017 – 2021 and related initiatives.

The NSW AECG Inc. commits to supporting and working closely with NESA on this journey.

4 July 2017



Tom Alegounarias
Chairperson, NESA



Cindy Berwick
President, NSW AECG Inc.

APPENDIX N: FINANCIAL STATEMENTS

Chief Executive Officer's statement

NSW Education Standards Authority

Year ended 30 June 2017

Pursuant to section 41C(1B) of the *Public Finance and Audit Act 1983*, I state that:

- a) the accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the Public Finance and Audit Act 1983, the Public Finance and Audit Regulation 2015, the financial reporting directions mandated by the Treasurer, the Treasurer's Directions and other authoritative pronouncements of the Australian Accounting Standards Board (AASB).
- b) the Statement of comprehensive income presents a true and fair view of the results of the NSW Education Standards Authority for the year ended 30 June 2017;
- c) the Statement of financial position gives a true and fair view of the state of affairs of the NSW Education Standards Authority as at 30 June 2017; and
- d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



David de Carvalho

Chief Executive Officer

NSW Education Standards Authority

18 September 2017



INDEPENDENT AUDITOR'S REPORT

NSW Education Standards Authority

To Members of the New South Wales Parliament

Opinion

I have audited the accompanying financial statements of the NSW Education Standards Authority (the Authority), which comprise the statement of financial position as at 30 June 2017, the statement of comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information of the Authority and the consolidated entity. The consolidated entity comprises the Authority and the entities it controlled at the year's end or from time to time during the financial year.

In my opinion, the financial statements:

- give a true and fair view of the financial position of the Authority and the consolidated entity as at 30 June 2017, and of their financial performance and cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 41B of the *Public Finance and Audit Act 1983* (PF&A Act) and the Public Finance and Audit Regulation 2015.

My opinion should be read in conjunction with the rest of this report.

Basis for Opinion

I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under the standards are described in the 'Auditor's Responsibilities for the Audit of the Financial Statements' section of my report.

I am independent of the Authority and the consolidated entity in accordance with the requirements of the:

- Australian Auditing Standards
- Accounting Professional and Ethical Standards Board's APES 110 'Code of Ethics for Professional Accountants' (APES 110).

I have also fulfilled my other ethical responsibilities in accordance with APES 110.

Parliament further promotes independence by ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their roles by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General
- mandating the Auditor-General as auditor of public sector agencies
- precluding the Auditor-General from providing non-audit services.

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

The Chief Executive Officer's Responsibility for the Financial Statements

The Chief Executive Officer is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the Chief Executive Officer determines is necessary to enable the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Chief Executive Officer must assess the ability of the Authority and the consolidated entity to continue as a going concern except where operations will be dissolved by an Act of Parliament or otherwise cease. The assessment must, disclose, as applicable, matters related to going concern and the appropriateness of using the going concern basis of accounting.

Auditor's Responsibility for the Audit of the Financial Statements

My objectives are to:

- obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and
- issue an Independent Auditor's Report including my opinion.

Reasonable assurance is a high level of assurance, but does not guarantee an audit conducted in accordance with Australian Auditing Standards will always detect material misstatements. Misstatements can arise from fraud or error. Misstatements are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions users take based on the financial statements.

A description of my responsibilities for the audit of the financial statements is located at the Auditing and Assurance Standards Board website at: http://www.auasb.gov.au/auditors_responsibilities/ar3.pdf.

The description forms part of my auditor's report.

My opinion does *not* provide assurance:

- that the Authority or the consolidated entity carried out their activities effectively, efficiently and economically
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented
- about any other information which may have been hyperlinked to/from the financial statements.

S Bond .

Sally Bond
Director, Financial Audit Services

18 September 2017
SYDNEY

Statement of comprehensive income for the year ended 30 June 2017

	Notes	Actual Economic Entity 2017 \$'000	Actual Parent Entity 2017 \$'000	Budget Economic Entity 2017 \$'000	Actual Economic Entity 2016 \$'000	Actual Parent Entity 2016 \$'000
Expenses excluding losses						
Operating expenses						
Employee related	3(a)	100,938	-	98,940	95,128	-
Personnel Services	3(b)	-	100,938	-	-	95,128
Other operating expenses	3(c)	42,684	42,684	36,191	43,135	43,135
Depreciation and amortisation	3(d)	1,543	1,543	2,274	1,911	1,911
Total Expenses excluding losses		145,165	145,165	137,405	140,174	140,174
Revenue						
Sale of goods and services	4(a)	20,283	20,283	17,760	18,856	18,856
Investment revenue	4(b)	188	188	200	271	271
Grants and contributions	4(c)	115,749	115,749	114,368	109,085	109,085
Acceptance by the Crown Entity of employee benefits and other liabilities	4(d)	1,198	-	2,366	3,596	-
Other income	4(e)	2,072	3,270	498	2,022	5,618
Total Revenue		139,490	139,490	135,192	133,830	133,830
Gain / (loss) on disposal	5	11	11	10	(2)	(2)
Net result		(5,664)	(5,664)	(2,203)	(6,346)	(6,346)
Other comprehensive income		-	-	-	-	-
Total other comprehensive income		-	-	-	-	-
TOTAL COMPREHENSIVE INCOME		(5,664)	(5,664)	(2,203)	(6,346)	(6,346)

The accompanying notes form part of these financial statements.

Statement of financial position as at 30 June 2017

	Notes	Actual Economic Entity 2017 \$'000	Actual Parent Entity 2017 \$'000	Budget Economic Entity 2017 \$'000	Actual Economic Entity 2016 \$'000	Actual Parent Entity 2016 \$'000
ASSETS						
Current Assets						
Cash and cash equivalents	6	2,978	2,978	10,680	4,376	4,376
Receivables	7	6,991	6,991	4,243	7,197	7,197
Inventories	8	1,634	1,634	1,950	1,687	1,687
Other financial assets	9	7,332	7,332	-	6,907	6,907
Total Current Assets		18,935	18,935	16,873	20,167	20,167
Non-Current Assets						
Receivables	7	-	-	80	-	-
Property, plant and equipment						
– Leasehold Improvements	10	1,794	1,794	355	698	698
– Plant and equipment	10	494	494	1,425	856	856
Total property, plant and equipment	10	2,288	2,288	1,780	1,554	1,554
Intangible assets	11	4,586	4,586	2,695	3,892	3,892
Total Non-Current Assets		6,874	6,874	4,555	5,446	5,446
Total Assets		25,809	25,809	21,428	25,613	25,613
LIABILITIES						
Current Liabilities						
Payables	12	17,431	17,431	1,681	12,467	12,467
Payables – Employee Related	12	1,276	-	-	445	-
Payables – Personnel Services	12	-	1,276	-	-	445
Provisions – Employee Related	13	5,193	-	5,122	5,117	-
Provisions – Personnel Services	13	-	5,193	-	-	5,117
Other current liabilities		-	-	3,958	-	-
Total Current Liabilities		23,900	23,900	10,761	18,029	18,029
Non-Current Liabilities						
Provisions – Employee Related	13	122	-	70	133	-
Provisions – Personnel Services	13	-	122	-	-	133
Other non-current liabilities		-	-	103	-	-
Total Non-Current Liabilities		122	122	173	133	133
Total Liabilities		24,022	24,022	10,934	18,162	18,162
Net Assets		1,787	1,787	10,494	7,451	7,451
EQUITY						
Accumulated funds		1,787	1,787	10,494	7,451	7,451
Total Equity		1,787	1,787	10,494	7,451	7,451

The accompanying notes form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2017

	Notes	Economic Entity Accumulated Funds \$'000	Total \$'000	Parent Entity Accumulated Funds \$'000	Total \$'000
Balance at 1 July 2016		7,451	7,451	7,451	7,451
Net result for the year		(5,664)	(5,664)	(5,664)	(5,664)
Other comprehensive income		–	–	–	–
Total other comprehensive income		–	–	–	–
Total comprehensive income for the year		(5,664)	(5,664)	(5,664)	(5,664)
Balance at 30 June 2017		1,787	1,787	1,787	1,787

	Notes	Economic Entity Accumulated Funds \$'000	Total \$'000	Parent Entity Accumulated Funds \$'000	Total \$'000
Balance at 1 July 2015		13,797	13,797	13,797	13,797
Net result for the year		(6,346)	(6,346)	(6,346)	(6,346)
Other comprehensive income		–	–	–	–
Total other comprehensive income		–	–	–	–
Total comprehensive income for the year		(6,346)	(6,346)	(6,346)	(6,346)
Balance at 30 June 2016		7,451	7,451	7,451	7,451

The accompanying notes form part of these financial statements.

Statement of cash flows for the year ended 30 June 2017

	Notes	Actual Economic Entity 2017 \$'000	Actual Parent Entity 2017 \$'000	Budget Economic Entity 2017 \$'000	Actual Economic Entity 2016 \$'000	Actual Parent Entity 2016 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES						
Payments						
Employee related		(98,628)	–	(96,436)	(91,843)	–
Personnel Services		–	(98,628)	–	–	(91,843)
Other		(38,660)	(38,660)	(39,391)	(40,990)	(40,990)
Total Payments		(137,288)	(137,288)	(135,827)	(132,833)	(132,833)
Receipts						
Sale of goods and services		21,040	21,040	17,760	18,730	18,730
Interest received		161	161	200	442	442
Grants and contributions		113,644	113,644	114,368	106,481	106,481
Other		4,430	4,430	3,698	6,387	6,387
Total Receipts		139,275	139,275	136,026	132,040	132,040
NET CASH FLOWS FROM OPERATING ACTIVITIES	16	1,987	1,987	199	(793)	(793)
CASH FLOWS FROM INVESTING ACTIVITIES						
Proceeds from sales of property, plant and equipment		11	11	30	–	–
Purchases of plant and equipment, leasehold improvements and intangibles		(2,972)	(2,972)	(802)	(1,076)	(1,076)
Other		(424)	(424)	(1,135)	1,069	1,069
NET CASH FLOWS FROM INVESTING ACTIVITIES		(3,385)	(3,385)	(1,907)	(7)	(7)
NET INCREASE / (DECREASE) IN CASH		(1,398)	(1,398)	(1,708)	(800)	(800)
Opening cash and cash equivalents		4,376	4,376	12,388	5,176	5,176
Cash transferred in / (out) as a result of administrative restructuring		–	–	–	–	–
CLOSING CASH AND CASH EQUIVALENTS	6	2,978	2,978	10,680	4,376	4,376

The accompanying notes form part of these financial statements.

Supplementary Financial Statements

Service group statements for the year ended 30 June 2017

ENTITY'S EXPENSES & INCOME	Service Group 1*		Service Group 2*		Service Group 3*		Not Attributable		Total	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses excluding losses										
Operating expenses										
• Employee related	26,243	24,733	68,638	64,687	6,056	5,708	-	-	100,938	95,128
• Other operating expenses	11,098	11,215	27,745	28,038	3,842	3,882	-	-	42,684	43,135
Depreciation and amortisation	370	459	1,003	1,242	169	210	-	-	1,543	1,911
Total expenses excluding losses	37,712	36,407	97,386	93,967	10,068	9,800	-	-	145,165	140,174
Revenue*										
Sale of goods and services	636	769	12,014	11,530	7,633	6,475	-	82	20,283	18,856
Investment revenue	-	-	-	-	-	-	188	271	188	271
Grants and contributions	-	-	743	688	1,759	2,177	113,248	106,220	115,749	109,085
Acceptance by the Crown Entity of employee benefits and other liabilities	312	935	755	2,265	132	396	-	-	1,198	3,596
Other revenue	338	720	1,714	1,302	19	-	-	-	2,072	2,022
Total revenue	1,286	2,424	15,226	15,785	9,542	9,048	113,436	106,573	139,490	133,830
Gains / (losses) on disposal	-	-	-	-	-	-	11	(2)	11	(2)
Net result	(36,427)	(33,983)	(82,160)	(78,182)	(525)	(752)	113,447	106,571	(5,664)	(6,346)
Other Comprehensive Income										
Increase / (decrease) in revaluation surplus	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Other Comprehensive income	-	-	-	-	-	-	-	-	-	-
TOTAL COMPREHENSIVE INCOME	(36,427)	(33,983)	(82,160)	(78,182)	(525)	(752)	113,447	106,571	(5,664)	(6,346)

ENTITY'S ASSETS & LIABILITIES	Service Group 1*		Service Group 2*		Service Group 3*		Not Attributable		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Current Assets										
Cash and cash equivalents	-	-	-	-	-	-	2,978	4,376	2,978	4,376
Receivables	120	-	5,512	5,630	1,253	1,302	106	265	6,991	7,197
Inventories	817	843	817	844	-	-	-	-	1,634	1,687
Other financial assets	-	-	-	-	-	-	7,332	6,907	7,332	6,907
Total current assets	939	843	6,329	6,474	1,253	1,302	10,415	11,548	18,935	20,167
Non-current Assets										
Receivables	-	-	-	-	-	-	-	-	-	-
Property, plant and equipment	435	295	1,784	1,212	70	47	-	-	2,288	1,554
Intangible assets	321	272	4,219	3,581	46	39	-	-	4,586	3,892
Total non-current assets	756	567	6,003	4,793	115	86	-	-	6,874	5,446
TOTAL ASSETS	1,696	1,410	12,332	11,267	1,368	1,387	10,415	11,548	25,809	25,613
Current liabilities										
Payables	1,498	1,033	11,785	8,135	5,425	3,745	-	-	18,707	12,912
Provisions	1,402	1,382	3,012	2,968	779	768	-	-	5,193	5,117
Other current liabilities	-	-	-	-	-	-	-	-	-	-
Total current liabilities	2,900	2,415	14,796	11,102	6,204	4,512	-	-	23,900	18,029
Non-current liabilities										
Provisions	58	63	34	37	31	33	-	-	122	133
Other	-	-	-	-	-	-	-	-	-	-
Total non-current liabilities	58	63	34	37	31	33	-	-	122	133
TOTAL LIABILITIES	2,957	2,478	14,830	11,140	6,233	4,545	-	-	24,022	18,162
NET ASSETS	(1,262)	(1,066)	(2,499)	128	(4,866)	(3,158)	10,415	11,548	1,787	7,451

* The names and purposes of each service group are summarised in Note 20.

Expenses and income, except for investment revenue, have been allocated on an actual basis. Assets and liabilities have been allocated on an actual basis or by staffing numbers except for cash which is not attributable.

Notes to the financial statements for the year ended 30 June 2017

1 Summary of Significant Accounting Policies

(a) Reporting entity

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards (BOSTES) on 1 January 2017 as a result of the BOSTES Review held in late 2016.

The entity was originally created by the Board of Studies, Teaching and Educational Standards Act 2013, commencing operation on 1 January 2014. On the same date, the Board of Studies and its controlled entity (OBOS) and the NSW Institute of Teachers (NSWIT) and its controlled entity were dissolved. Their assets, rights and liabilities were transferred to the entity.

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

NESA as a reporting entity comprises all the entities under its control, namely the NSW Education Standards Authority Staff Agency (NESA Staff Agency).

All the operating activities of the entity are under the control of NESA which includes supporting the services required by the Australian Music Examinations Board and the Aboriginal Education Consultative Group.

The NESA Staff Agency provides personnel services to NESA.

In the process of preparing the consolidated financial statements for the economic entity, consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.

These consolidated financial statements for the year ended 30 June 2017 have been authorised for issue by the Chief Executive Officer on 18 September 2017.

(b) Basis of preparation

The entity's financial statements are general purpose financial statements which have been prepared on an accrual basis and in accordance with: applicable Australian Accounting Standards (AAS) (which include Australian Accounting Interpretations) - the requirements of the *Public Finance and Audit Act 1983* and *Public Finance and Audit Regulation 2015* and- Financial Reporting Directions mandated by the Treasurer.

Plant and equipment and leasehold improvements are measured at fair value through profit and loss. Other financial statement items are prepared in accordance with the historical cost convention. Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial statements.

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

(c) Going Concern

NESA's financial statements have been prepared on a going concern basis, which contemplates the continuity of normal operating activity and the realisation of assets and the settlement of liabilities in the normal course of operations. NESA held cash on hand and at bank as at 30 June 2017 of \$2,978,000.

NESA receives a grant from the Department of Education which is sufficient to fund its ongoing operations.

(d) Statement of compliance

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

(e) Insurance

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

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

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

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

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

(g) Income recognition

Income is measured at the fair value of the consideration or contribution received or receivable.

Comments regarding the accounting policies for the recognition of income are discussed below.

(i) Grants and Contributions

Grants and contributions are generally recognised as income when the entity obtains control over the assets comprising the grants / contributions. The entity is deemed to have assumed control when the grant or contribution is received or receivable.

The entity receives its funding via grants from the Department of Education.

(ii) Sale of goods and services

Revenue from the sale of goods is recognised as revenue when the entity transfers the significant risks and rewards of ownership of the goods, usually on delivery of the goods.

Only those fees that are attributable to the current financial year are recognised as income. Fees that relate to future periods are shown in the Statement of financial position as current liabilities.

(iii) Rendering of services

Revenue from rendering of services is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

(iv) Investment revenue

Interest revenue is recognised using the effective interest method. The effective interest rate is the rate that exactly discounts the estimated future cash receipts over the expected life of the financial instrument or a shorter period, where appropriate, to the net carrying amount of the financial asset.

(h) Property, plant and equipment

(i) Acquisitions of property, plant and equipment

Property, plant and equipment are initially measured at cost and subsequently revalued at fair value less accumulate depreciation and impairment. 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 AAS.

Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at measurement date. Where payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent; that is deferred payment amount is effectively discounted over the period of credit.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition (see also assets transferred as a result of an equity transfer - Note 1(o)).

(ii) Capitalisation thresholds

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

(iii) Restoration costs

Except for certain non-depreciable assets, 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.

(iv) Maintenance

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

(v) Depreciation of property, plant and equipment

Except for certain non-depreciable assets, 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 entity.

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

Plant and Equipment

Computer hardware	3–4 years
Office furniture	10–15 years
Office equipment	3–5 years
Plant and machinery	10 years
Motor vehicles	7 years
Leasehold Improvement	Unexpired period of the lease

(vi) Impairment of property, plant and equipment

As a not-for-profit entity with no cash generating units, impairment under AASB 136 Impairment of Assets is unlikely to arise. As property, plant and equipment is carried at fair value or an amount that approximates fair value, impairment can only arise in the rare circumstances such as where the costs of disposal are material. Specifically, impairment is unlikely for not-for-profit entities given that AASB 136 modifies the recoverable amount test for non-cash generating assets of not-for-profit entities to the higher of fair value less costs of disposal and depreciated replacement cost, where depreciated replacement cost is also fair value.

The entity assesses, at each reporting date, whether there is an indication that an asset may be impaired. If any indication exists, or when annual impairment testing for an asset is required, the entity estimates the asset's recoverable amount. When the carrying amount of an asset exceeds its recoverable amount, the asset is considered impaired and is written down to its recoverable amount.

As a not-for-profit entity, an impairment loss is recognised in the net result to the extent the impairment loss exceeds the amount in the revaluation surplus for the class of asset.

(i) Leases

A distinction is made between finance leases which effectively transfer from the lessor to the lessee substantially all the risks and rewards incidental to ownership of the leased assets, and operating leases under which the lessor does not transfer substantially all the risks and rewards.

Where a non-current asset is acquired by means of a finance lease, at the commencement of the lease term, the asset is recognised at its fair value or, if lower, the present value of the minimum lease payments, at the inception of the lease. The corresponding liability is established at the same amount. Lease payments are allocated between the principal component and the interest expense.

An operating lease is a lease other than a finance lease. Operating lease payments are recognised as an operating expense in the Statement of Comprehensive Income on a straight-line basis over the lease term. The entity has no finance leases.

(j) Intangible assets

The entity recognises intangible assets only if it is probable that future economic benefits will flow to the entity 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. Following initial recognition, intangible assets are subsequently measured at fair value only if there is an active market. If there is no active market for the entity's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment loss.

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.

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

The amortisation period and the amortisation method for an intangible asset with a finite life are reviewed at least at the end of each reporting period.

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

(k) Inventories

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

The cost of inventories acquired at no cost or for nominal consideration is the current replacement cost as at the date of acquisition. Current replacement cost is the cost the entity 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.

(l) Financial Instruments

A financial instrument is any contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity. Financial assets and financial liabilities are initially measured at fair value. Transaction costs that are directly attributable to the acquisition or issue of financial assets and financial liabilities (other than financial assets and financial liabilities at fair value through profit or loss) are added to or deducted from the fair value of the financial assets or liabilities, as appropriate, on initial recognition. Transaction costs directly attributable to the acquisition of financial assets or financial liabilities at fair value through profit or loss are recognised immediately in net result.

The entity determines the classification of its financial assets and liabilities after initial recognition and, when allowed and appropriate, re-evaluates this at each financial year end.

(i) Financial assets

Financial assets are classified, at initial recognition, as financial assets at fair value through profit or loss, loans and receivables, held-to-maturity investments, available-for-sale financial assets, or as derivatives designated as hedging instruments in an effective hedge, as appropriate. The classification depends on the nature and purpose of the financial assets and is determined at the time of initial recognition.

All 'regular way' purchases or sales of financial assets are recognised and derecognised on a trade date basis.

Regular way purchases or sales are purchases or sales of financial assets that require delivery of assets within the time frame established by regulation or convention in the marketplace.

Receivables

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

Receivables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest rate method less an allowance for any impairment of receivables. Any changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

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.

Impairment of financial assets

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

(ii) Financial liabilities

Financial liabilities are classified as either 'at fair value through profit or loss' or at 'amortised cost'.

Payables

These amounts represent liabilities for goods and services provided to the entity and other amounts. Payables are recognised initially at fair value. Subsequent measurement is at amortised cost using 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.

(iii) Derecognition of financial assets and financial liabilities

A financial asset is derecognised when the contractual rights to the cash flows from the financial assets expire or if the entity transfers the financial asset:

- where substantially all the risks and rewards have been transferred; or
- where the entity has not transferred substantially all the risks and rewards, if the entity has not retained control.

Where the entity has neither transferred nor retained substantially all the risks and rewards or transferred control, the asset is recognised to the extent of the entity's continuing involvement in the asset.

A financial liability is derecognised when the obligation specified in the contract is discharged or cancelled or expires.

(m) Employee benefits

(i) Salaries and wages, annual leave, sick leave and on-costs

Salaries and wages (including non-monetary benefits), and paid sick leave that are expected to be settled wholly within 12 months after the end of the period in which the employees render the service are recognised and measured at the undiscounted amounts of the benefit.

Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 Employee Benefits (although short-cut methods are permitted).

Actuarial advice obtained by Treasury has confirmed that using the nominal annual leave balance plus the annual leave entitlements accrued while taking annual leave (calculated using 7.9% of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability.

The entity has assessed the actuarial advice based on the entity's circumstances and has determined that the effect of discounting is immaterial to annual leave. All annual leave is classified as a current liability even where the entity does not expect to settle the liability within 12 months as the entity does not have an unconditional right to defer settlement.

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.

(ii) Long service leave and superannuation

The entity's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The entity accounts for the liability as having been extinguished, resulting in the amount assumed being shown as part of the non-monetary revenue item described as 'Acceptance by the Crown Entity of employee benefits and other liabilities'.

Long service leave is measured at the present value of expected future payments to be made in respect of services provided up to the reporting date. Consideration is given to certain factors based on actuarial review, including expected future wage and salary levels, experience of employee departures, and periods of service. Expected future payments are discounted using Commonwealth government rate at the reporting date.

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

(iii) Consequential on-costs

Consequential costs to employment are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised. This includes outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax.

(n) Provisions

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

If the effect of the time value of money is material, provisions are discounted at 3.25%, which is a pre-tax rate that reflects the current market assessments of the time value of money and the risks specific to the liability. When discounting is used, the increase in the provision due to the passage of time (ie unwinding of discount rate) is recognised as a finance cost.

(o) Equity and reserves

(i) Accumulated Funds

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

(ii) Equity Transfers

The transfer of net assets between entities as a result of an administrative restructure, transfers of programs / functions and parts thereof between NSW public sector entities and 'equity appropriations' are designated or required by AAS to be treated as contributions by owners and recognised as an adjustment to 'Accumulated Funds'. This treatment is consistent with AASB 1004 and Australian Interpretation 1038 Contributions by Owners Made to Wholly-Owned Public Sector Entities.

Other equity transfers are recognised at fair value, except for intangibles. Where an intangible has been recognised at (amortised) cost by the transferor because there is no active market, the entity recognises the asset at the transferor's carrying amount. Where the transferor is prohibited from recognising internally generated intangibles, the entity does not recognise that asset.

(p) Budgeted amounts

The budgeted amounts are drawn from the original budgeted financial statements presented to Parliament in respect of the reporting period. Subsequent amendments to the original budget (eg adjustment for transfer of functions between entities as a result of Administrative Arrangements Orders) are not reflected in the budgeted amounts. Major variances between the original budgeted amounts and the actual amounts disclosed in the financial statements are explained in Note 2.

(q) Comparative information

Except where an AAS permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements.

(r) Changes in accounting policies, including new or revised AAS

(i) Effective for the first time in 2016–17

The accounting policies applied in 2016–17 are consistent with those of the previous financial year except as a result of the following new or revised AAS that have been applied for the first time in 2016–17.

The impact of these Standards in the period of initial application is nil.

AASB 2014-4 Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation

AASB 2015-1 Amendments to Australian Accounting Standards – Annual Improvements to Australian Accounting Standards 2012-2014 Cycle

AASB 2015-2 Amendments to Australian Accounting Standards – Disclosure Initiative

Amendments to AASB 101

AASB 2015-6 Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities

The adoption of the new and revised standards and interpretations has not resulted in any material changes to NESA accounting policies.

(ii) Issued but not yet effective

NSW public sector entities are not permitted to early adopt new AAS, unless Treasury determines otherwise.

The following new AAS have not been applied and are not yet effective. Management cannot determine the actual impact of these Standards in the Entity's financial statements in the year of their initial application.

AASB 9 Financial Instruments

AASB 15, AASB 2014-5, AASB 2015-8 and 2016-3 regarding Revenue from Contracts with Customers

AASB 16 Leases

AASB 1058 Income for Not-for-profit Entities

AASB 2016–2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107

AASB 2016–4 Amendments to Australian Accounting Standards – Recoverable Amount of Non-Cash-Generating Specialised Assets of Not-for-Profit Entities

AASB 2016–6 Amendments to Australian Accounting Standards – Applying AASB 9 with AASB 4 Insurance Contracts

AASB 2016–7 Amendments to Australian Accounting Standards – Deferral of AASB 15 for Not-for-Profit-Entities.

AASB 2016–8 Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities

AASB 2017–2 Amendments to Australian Accounting Standards – Further Annual Improvements 2014-2016 Cycle

2 Budget Review

Net result

The net result for 2017 is lower than budget by \$3.461m.

This is the result of additional expenditure arising from the revised timing of approved projects and the implementation of the BOSTES Review recommendations. This expenditure was offset by strong revenue arising from additional grants and strong commercial sales.

Assets and liabilities

Current assets were higher than budget by \$2.062m largely as a result of increased receivables relating to teacher accreditation fees.

Non-current assets were higher than budget by \$2.320m predominantly due to work undertaken on the physical consolidation of NESAs at 117 Clarence Street. Capitalisation of work on the Exams System and the electronic Teacher Accreditation Management (e-TAMS) system.

Total liabilities were higher than budget by \$13.088m as a result of increased payables arising from the accrual of operating expenses, accrual of salaries and wages and on-costs and accreditations paid in advance.

Cash flows

Net Cash Flows used on Operating Activities were lower than budget by \$1.788m. This is attributable to increased funding and sales-related revenue.

Net Cash Flows from Investing Activities was lower than budget by \$1.478m as a result of increased capital expenditure relating to leasehold improvements and intangibles.

3 Expenses Excluding Losses

Expenses excluding losses	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
(a) Employee related expenses				
Salaries and wages (including annual leave)	88,043	-	80,477	-
Superannuation - defined benefit plans	579	-	624	-
Superannuation - defined contribution plans	6,597	-	5,983	-
Long service leave	507	-	3,094	-
Workers' compensation insurance	206	-	154	-
Payroll tax and fringe benefit tax	5,006	-	4,796	-
	100,938	-	95,128	-
(b) Personnel services				
Personnel services	-	100,938	-	95,128
	-	100,938	-	95,128
(c) Other operating expenses include the following:				
Auditor's remuneration - audit of the financial statements	65	65	63	63
Computing expenses	5,203	5,203	3,855	3,855
Couriers	357	357	280	280
Fees for services	3,108	3,108	2,278	2,278
Furniture and equipment	575	575	1,411	1,411
Insurance	50	50	69	69
Legal fees	172	172	307	307
Maintenance	652*	652*	1,021*	1,021*
Marking centre rental	3,662	3,662	3,718	3,718
Motor vehicles	495	495	610	610
Operating lease rental expense - minimum lease payments	4,127	4,127	3,786	3,786
Other contractors	12,209	12,209	15,387	15,387
Other expenses	3,811	3,811	1,386	1,386
Postage	810	810	1,045	1,045
Printing and publishing	2,363	2,363	2,992	2,992
Security	1,584	1,584	1,581	1,581
Staff development	402	402	354	354
Stationery and consumables	397	397	512	512
Telephones	625	625	429	429
Travel and accommodation	2,017	2,017	2,051	2,051
	42,684	42,684	43,135	43,135

* Refer to Reconciliation - Total maintenance

Reconciliation - Total maintenance	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
*Reconciliation – total maintenance				
Maintenance expense - contracted labour and other (non-employee related), as above	652	652	1,021	1,021
Employee related maintenance expense included in Note 3(a)	-	-	-	-
Total maintenance expenses included in Note 3(a) + 3(b)	-	-	-	-
* Reconciliation - Total maintenance	652	652	1,021	1,021
Depreciation and amortisation expense	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000

Reconciliation - Total maintenance	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
Depreciation and amortisation expense				
Depreciation				
Leasehold improvements	463	463	632	632
Plant and equipment	430	430	583	583
	893	893	1,215	1,215
Amortisation				
Software intangibles	650	650	696	696
	650	650	696	696
Total depreciation and amortisation expense	1,543	1,543	1,911	1,911

4 Revenue

Revenue	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
Sale of goods and services				
Publication and copyright fees	1,270	1,270	1,539	1,539
Rendering of services:				
Higher School Certificate user charges	1,068	1,068	1,086	1,086
NAPLAN user charges	5,686	5,686	5,521	5,521
Australian Music Examination Board fees	3,712	3,712	3,378	3,378
Information & Comm. Technology fees	-	-	82	82
Exhibition fees	624	624	502	502
Accreditation fees	7,633	7,633	6,474	6,474
Other	290	290	274	274
	20,283	20,283	18,856	18,856
Investment revenue				
Interest	188	188	271	271
Grants and contributions:				
Vocational education and training	381	381	416	416
Crown Entity Redundancy Grant	783	783	135	135
Department of Education *	112,437	112,437	106,356	106,356*
Eligibility of Accreditation Grant	1,700	1,700	1,803	1,803
Teacher Quality - Commonwealth Grant	-	-	316	316
Other	448	448	59	59
* Refer to Note 1(f)(i)	115,749	115,749	109,085	109,085
Acceptance by the Crown Entity of employee benefits and other liabilities				
Superannuation - defined benefit	579	-	624	-
Long service leave	590	-	2,938	-
Payroll tax	29	-	34	-
	1,198	-	3,596	-
Other revenue:				
Project Services	1,845	1,845	1,302	1,302
Insurance	145	145	-	-
Other	82	1,280	720	4,316
	2,072	3,270	2,022	5,618

5 Gain / (Loss) on Disposal

Gain / (loss) on disposal of plant and equipment:	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Proceeds from disposal	11	11	10	10
Written down value of assets disposed	-	-	(12)	(12)
Net gain / (loss) on disposal of plant and equipment	11	11	(2)	(2)

6 Current Assets – Cash and Cash Equivalents

Current assets – cash and cash equivalents:	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Cash at bank and on hand	2,978	2,978	4,376	4,376
	2,978	2,978	4,376	4,376

For the purposes of the statement of cash flows, cash and cash equivalents include cash at bank and cash on hand. Cash and cash equivalent assets recognised in the statement of financial position are reconciled at the end of the financial year to the statement of cash flows as follows:

Current assets – cash and cash equivalents (per statement of financial position)	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Cash and cash equivalents (per statement of cash flows)	2,978	2,978	4,376	4,376
	2,978	2,978	4,376	4,376

Refer to Note 18 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

\$1.071m of these balances form part of the NESAs Fund and restrictions apply. See Note 21 for detail.

7 Current / Non-Current Assets – Receivables

Current / Non-current assets – receivables	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Sale of goods and services	607	607	376	376
Accreditation Fees receivable	2,200	2,200	2,224	2,224
Less Allowance for impairment *	(971)	(971)	(922)	(922)
Sundry government debtors	361	361	743	743
Crown Entity Redundancy Grant	-	-	135	135
NSW Treasury LSL receivable	-	-	50	50
Accrued fees	4,549	4,549	4,339	4,339
Other debtors	106	106	-	-
Prepayments – Current	139	139	252	252
	6,991	6,991	7,197	7,197

*Movement in the allowance for impairment

*Movement in the allowance for impairment	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
Balance at 1 July	922	922	777	777
Amounts written off during the year	(316)	(316)	(205)	(205)
Amounts recovered during the year	-	-	-	-
Increase / (decrease) in allowance recognised in profit or loss	365	365	350	350
Balance at 30 June	971	971	922	922

Details regarding credit risk, liquidity risk and market risk, including financial assets that are either past due or impaired, are disclosed in Note 18.

8 Current Assets – Inventories

Current assets – inventories	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
Held-for-distribution	52	52	577	577
Publications stock - at cost				
Held-for-resale	1,582	1,582	1,110	1,110
Publications stock - at cost				
	1,634	1,634	1,687	1,687

A provision for obsolescence of \$0.172m is included in the above amounts.

9 Current Assets – Other Financial Assets

Current assets – other financial assets	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
Bank term deposit	7,332	7,332	6,907	6,907
	7,332	7,332	6,907	6,907

Refer to Note 18 for further information regarding fair value measurement, credit risk, liquidity risk and market risk arising from financial instruments.

Bank Term Deposits form part of the NESAs Fund and restrictions apply. See Note 21 for detail.

10 Non-Current Assets – Property, Plant and Equipment

Non-current Assets – Property, Plant and Equipment	Leasehold Improvements \$,000	Plant and Equipment \$,000	Total \$,000
At 1 July 2016 – fair value			
Gross carrying amount	6,998	11,652	18,650
Accumulated depreciation and impairment	(6,300)	(10,796)	(17,096)
Net carrying amount	698	856	1,554
At 30 June 2017 - fair value			
Gross carrying amount	8,557	11,194	19,751
Accumulated depreciation and impairment	(6,763)	(10,700)	(17,463)
Net carrying amount	1,794	494	2,288

Reconciliation: A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below:

Non-current Assets – Property, Plant and Equipment	Leasehold Improvements \$,000	Plant and Equipment \$,000	Total \$,000
Year ended 30 June 2017			
Net carrying amount at beginning of year	698	856	1,554
Additions	1,559	68	1,627
Work in progress	-	-	-
Disposals	-	-	-
Depreciation expense	(463)	(430)	(893)
Net carrying amount	1,794	494	2,288

Non-Current Assets – Property, Plant and Equipment	Leasehold Improvements \$,000	Plant and Equipment \$,000	Total \$,000
At 1 July 2015 – fair value			
Gross carrying amount	6,688	11,561	18,249
Accumulated depreciation and impairment	(5,668)	(10,213)	(15,881)
Net carrying amount	1,020	1,348	2,368
At 30 June 2016 - fair value			
Gross carrying amount	6,998	11,652	18,650
Accumulated depreciation and impairment	(6,300)	(10,796)	(17,096)
Net carrying amount	698	856	1,554

Reconciliation

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below:

Non-Current Assets – Property, Plant and Equipment	Leasehold Improvements \$,000	Plant and Equipment \$,000	Total \$,000
Year ended 30 June 2016			
Net carrying amount at beginning of year	1,020	1,348	2,368
Additions	99	103	202
Work in progress	211	-	211
Disposals	-	(12)	(12)
Depreciation expense	(632)	(583)	(1,215)
Net carrying amount	698	856	1,554

11 Intangible Assets

Intangible assets	Software \$,000	Total \$,000
At 1 July 2016		
Cost (gross carrying amount)	13,479	13,479
Accumulated depreciation and impairment	(9,587)	(9,587)
Net carrying amount	3,892	3,892
At 30 June 2017		
Cost (gross carrying amount)	14,823	14,823
Accumulated depreciation and impairment	(10,237)	(10,237)
Net carrying amount	4,586	4,586
Year ended 30 June 2017		
Net carrying amount at beginning of year	3,892	3,892
Additions	1,344	1,344
Amortisation (recognised in 'depreciation and amortisation')	(650)	(650)
Net carrying amount at end of year	4,586	4,586
At 1 July 2015		
Cost (gross carrying amount)	12,806	12,806
Accumulated depreciation and impairment	(8,891)	(8,891)
Net carrying amount	3,915	3,915
At 30 June 2016		
Cost (gross carrying amount)	13,479	13,479
Accumulated depreciation and impairment	(9,587)	(9,587)
Net carrying amount	3,892	3,892
Year ended 30 June 2016		
Net carrying amount at beginning of year	3,915	3,915
Additions	673	673
Amortisation (recognised in 'depreciation and amortisation')	(696)	(696)
Net carrying amount at end of year	3,892	3,892

12 Current Liabilities – Payables

Current liabilities – payables	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Accrued salaries, wages and on-costs	1,276	-	445	-
Creditors	11,880	11,880	7,589	7,589
Relief staff costs	37	37	50	50
Unearned revenue	5,480	5,480	4,792	4,792
Personnel Services	-	1,276	-	445
Other	34	34	36	36
	18,707	18,707	12,912	12,912

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 18.

13 Current / Non-Current Liabilities – Provisions

Current / Non-Current Liabilities – Provisions	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Employee benefits and related on-costs				
Annual leave	3,789	-	3,590	-
Long service leave on-costs	950	-	1,034	-
Payroll tax on LSL payable	576	-	626	-
	5,315	-	5,250	-
Other Provisions				
Personnel Services	-	5,315	-	5,250
Restoration costs	-	-	-	-
	-	5,315	-	5,250
Total Provisions	5,315	5,315	5,250	5,250

Aggregate employee benefits and related on-costs

Aggregate employee benefits and related on-costs	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Provisions – current	5,193	-	5,117	-
Provisions - non current	122	-	133	-
Accrued salaries, wages and on-costs (Note 12)	1,276	-	445	-
	6,591	-	5,695	-

The total for annual leave above includes \$1.601m expected to be settled after more than twelve months.

Movements in provisions (other than employee benefits)

Movements in each class of provisions during the financial year, other than employee benefits, are set out below:

Movements in provisions (other than employee benefits)	Restoration	Restoration
	Costs 2017 \$,000	Costs 2016 \$,000
Carrying amount at beginning of period	-	103
Increase/(decrease) in provision	-	(103)
Carrying amount at end of period	-	-

14 Commitments for Expenditure

(a) Capital Commitments

Aggregate capital expenditure for the acquisition of goods and services contracted for at balance date and not provided for:

Capital Commitments	Economic	Parent	Economic	Parent
	Entity 2017 \$,000	Entity 2017 \$,000	Entity 2016 \$,000	Entity 2016 \$,000
Within one year	122	122	498	498
Total (including GST)	122	122	498	498

The total 'Capital Commitments' above includes input tax credits of \$0.111m that are expected to be recoverable from the Australian Taxation Office.

(b) Operating Lease Commitments

Future minimum rentals payable under non-cancellable operating leases as at 30 June are, as follows:

Operating Lease Commitments	Economic	Parent	Economic	Parent
	Entity 2017 \$,000	Entity 2017 \$,000	Entity 2016 \$,000	Entity 2016 \$,000
Within one year	10,647	10,647	9,412	9,412
Later than one year and not later than five years	19,746	19,746	27,237	27,237
Later than five years.	-	-	-	-
Total (including GST)	30,393	30,393	36,649	36,649

Operating lease commitments relate to office accommodation, motor vehicles and ICT.

The total 'Operating Lease Commitments' above includes input tax credits of \$2.763m that are expected to be recoverable from the Australian Taxation Office.

15 Contingent Liabilities

The entity is unaware of any contingent liabilities existing as at 30 June 2017.

16 Reconciliation of Cash Flows from Operating Activities to Net Result

Reconciliation of cash flows from operating activities to the net result as reported in the Statement of comprehensive income as follows:

Reconciliation of Cash Flows from Operating Activities to Net Result	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Net cash (used) / from operating activities	1,987	1,987	(794)	(794)
Depreciation and amortisation expense	(1,543)	(1,543)	(1,911)	(1,911)
Decrease / (increase) in provisions	(65)	(65)	45	45
Increase / (decrease) in receivables	(206)	(206)	(1,928)	(1,928)
Decrease / (increase) in creditors	(5,795)	(5,795)	(1,493)	(1,493)
Increase / (decrease) in inventories	(53)	(53)	(263)	(263)
Net gain / (loss) on sale of plant & equipment	11	11	(2)	(2)
Net result	5,664	5,664	6,346	6,346

17 Non-cash Financing and Investing Activities

Non-cash Financing and Investing Activities	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2017	2017	2016	2016
	\$,000	\$,000	\$,000	\$,000
Liabilities and expenses by assumed by the Crown Entity	1,198	-	3,596	-
	1,198	-	3,596	-

18 Financial Instruments

The principal financial instruments of the economic and parent entity are outlined below. These financial instruments arise directly from the operations of the economic and parent entity or are required to finance the operations of the economic and parent entity. The economic and parent entity do not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The main risks of the economic and parent entity arising from financial instruments are outlined below, together with the objectives, policies and processes for measuring and managing risk of the economic and parent entity. Further quantitative and qualitative disclosures are included throughout these financial statements.

The Chief Executive Officer has overall responsibility for the establishment and oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the economic and parent entity, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Audit and Risk Committee and internal auditors on a continuous basis.

a. Financial instrument categories

Financial assets	Note	Category	Carrying Amount	Carrying Amount	Carrying Amount	Carrying Amount
Class			Economic Entity	Parent Entity	Economic Entity	Parent Entity
			2017	2017	2016	2016
			\$'000	\$'000	\$'000	\$'000
Cash and cash equivalents	6	N/A	2,978	2,978	4,376	4,376
Receivables *	7	Loans and receivable (at amortised cost)	6,385	6,385	6,068	6,068
Other financial assets	9		7,332	7,332	6,907	6,907

*Excludes statutory receivables and prepayments (ie not within the scope of AASB 7).

Financial liabilities	Note	Category	Carrying Amount	Carrying Amount	Carrying Amount	Carrying Amount
Class			Economic Entity	Parent Entity	Economic Entity	Parent Entity
			2017	2017	2016	2016
			\$'000	\$'000	\$'000	\$'000
Payables*	12	Financial liabilities measured at amortised cost	11,768	11,768	7,856	7,856

*Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7).

b. Credit risk

Credit risk arises when there is the possibility of the debtors of the economic and parent entity defaulting on their contractual obligations, resulting in a financial loss to the economic and parent entity. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the economic and parent entity, including cash, receivables, and authority deposits. No collateral is held by the economic and parent entities. The economic and parent entities have not granted any financial guarantees.

Credit risk associated with the financial assets, other than receivables of the economic and parent entities, is managed through the selection of counterparties and establishment of minimum credit rating standards. Authority deposits held with NSW TCorp are guaranteed by the State.

Cash and cash equivalents

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average TCorp 11am unofficial cash rate, adjusted for a management fee to NSW Treasury. The TCorp Hour Glass cash facility is discussed in paragraph (d) below.

Term deposits

The economic and parent entities have placed funds on a fixed term deposit basis with various major Australian banks, and these short-term deposits have been rated 'AAA' by Standard and Poor's. The interest rate payable by the banks is negotiated initially and is fixed for the term of the deposit. The deposits at balance date were earning an average weighted rate of 2.68%. None of these assets are past due or impaired.

Receivables - fees receivable

Accreditation fees receivable are recognised as amounts receivable at balance date. Collectability of fees receivable is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the economic and parent entities will not be able to collect amounts due. This evidence includes past experience and current expected changes to the accreditation process that generates the collection of fees. No interest is charged. Accreditation fees are usually billed on 30-day terms.

The economic and parent entities are exposed to a concentration of credit risk to a major group of debtors due to the legislative restrictions limiting the economic and parent entity to billing accreditation fees from New Scheme Teachers and voluntary accreditation fees from practising teachers in NSW. This exposure is deemed to be material (\$2.072m).

The debtors of the economic and parent entities represent a large number of individual teachers whose particular credit ratings will vary and are unknown to the economic and parent entities.

2017 Economic Entity	1,2	1,2	1,2
	Total	Past due but	Considered
	\$,000	not impaired	Impaired
		\$,000	\$,000
< 3 months overdue	75	70	5
3 months - 6 months overdue	174	155	19
> 6 months overdue	1,789	846	943
2017 Parent Entity	1,2	1,2	1,2
	Total	Past due but	Considered
	\$,000	not impaired	Impaired
		\$,000	\$,000
< 3 months overdue	75	70	5
3 months - 6 months overdue	174	155	19
> 6 months overdue	1,789	846	943
2016 Economic Entity	1,2	1,2	1,2
	Total	Past due but	Considered
	\$,000	not impaired	Impaired
		\$,000	\$,000
< 3 months overdue	7	4	3
3 months - 6 months overdue	260	227	33
> 6 months overdue	1,769	888	881
2016 Parent Entity	1,2	1,2	1,2
	Total	Past due but	Considered
	\$,000	not impaired	Impaired
		\$,000	\$,000
< 3 months overdue	7	4	3
3 months - 6 months overdue	260	227	33
> 6 months overdue	1,769	888	881

Notes:

1. Each column in the table reports 'gross receivables'.
2. The ageing analysis excludes statutory receivables, as these are not within the scope of AASB7 and excludes receivables that are not past due and not impaired. Therefore, the 'total' will not reconcile to the receivables total recognised in the statement of financial position.

Receivables – trade debtors

All trade debtors are recognised at the amounts receivable at balance date. Collectability of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the entity will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30-day terms.

The economic and parent entities are not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2017: \$468,003; 2016: \$317,892) and less than 6 months past due (2017: \$115,621; 2016: \$58,343) are not considered impaired. Together these represent 100% of the total trade debtors. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the statement of financial position.

2017 Economic Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	106	106	-
3 months - 6 months overdue	10	10	-
> 6 months overdue	22	22	-
2017 Parent Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	106	106	-
3 months - 6 months overdue	10	10	-
> 6 months overdue	22	22	-

Notes:

- Each column in the table reports 'gross receivables'.
- The ageing analysis excludes statutory receivables, as these are not within the scope of AASB7 and excludes receivables that are not past due and not impaired. Therefore, the 'total' will not reconcile to the receivables total recognised in the statement of financial position.

2016 Economic Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	-	-	-
3 months - 6 months overdue	51	51	-
> 6 months overdue	7	7	-
2016 Parent Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	-	-	-
3 months - 6 months overdue	51	51	-
> 6 months overdue	7	7	-

Notes:

- Each column in the table reports 'gross receivables'.
- The ageing analysis excludes statutory receivables, as these are not within the scope of AASB7 and excludes receivables that are not past due and not impaired. Therefore, the 'total' will not reconcile to the receivables total recognised in the statement of financial position.

(c) Liquidity risk

Liquidity risk is the risk that the economic and parent entities will be unable to meet their payment obligations when they fall due. The economic and parent entities continuously manage risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances. Liquidity risk is assessed as low.

During the current year and prior year there were no defaults on payment obligations. No loans have been made and no assets have been pledged as collateral. The economic and parent entities' exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW TC 11/12. For small business suppliers, where terms are not specified, payment is made no later than 30 days from the date of receipt of a correctly rendered invoice. For other suppliers, if trade terms are not specified, payment is made not later than the end of the month following the month in which an invoice or a statement is received. For small business suppliers, where payment is not made within the specified time period, simple interest must be paid automatically unless an existing contract specifies otherwise. For payments to other suppliers, the Chief Executive Officer may automatically pay the supplier simple interest. During the year no penalty interest payments were made.

(d) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The entity's exposures to market risk are primarily through interest rate risk on the entity's borrowings and other price risks associated with the movement in the unit price of the Hour Glass Investment Facilities. The economic and parent entities have no exposure to foreign currency risk and do not enter into commodity contracts.

Interest rate risk

The economic and parent entities have minimal exposure to interest rate risk from its holdings in interest bearing financial assets. The economic and parent entities do not account for any fixed rate financial instruments at fair value through profit or loss or as available-for-sale. Therefore, for these financial instruments, a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with current trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility. The exposure to interest rate risk of the economic and parent entities is set out below.

2017	Carrying Amount (\$000)	-1% Profit (\$000)	Equity (\$000)	1% Profit (\$000)	Equity (\$000)
Financial assets					
Cash and cash equivalents	2,978	(30)	(30)	30	30
Receivables	6,385	-	-	-	-
Other Financial Assets	7,332	(73)	(73)	73	73
Financial liabilities					
Payables	11,768	-	-	-	-

2016	Carrying Amount (\$000)	-1% Profit (\$000)	Equity (\$000)	1% Profit (\$000)	Equity (\$000)
Financial assets					
Cash and cash equivalents	4,376	(44)	(44)	44	44
Receivables	6,068	-	-	-	-
Other Financial Assets	6,907	(69)	(69)	69	69
Financial liabilities					
Payables	7,856	-	-	-	-

Other price risk – TCorp Hour Glass Facilities

Exposure to 'other price risk' primarily arises through the investment in the TCorp Hour Glass Investment Facilities, which are held for strategic rather than trading purposes. The economic and parent entities hold units in the following Hour-Glass investment trusts:

Facility	Investment Sectors	Investment Horizon	Economic Entity 2017 (\$000)	Parent Entity 2017 (\$000)	Economic Entity 2016 (\$000)	Parent Entity 2016 (\$000)
Cash Facility	Cash and money market instruments	Up to 1.5 years	0	0	0	0
Strategic cash facility	Cash, money market and other interest rate instruments	1.5 years to 3 years	0	0	0	0

The unit price of each facility is equal to the total fair value of the net assets held by the facility divided by the total number of units on issue for that facility. Unit prices are calculated and published daily.

TCorp as trustee for each of the above facilities is required to act in the best interest of the unit holders and to administer the trusts in accordance with the trust deeds. As trustee, TCorp has appointed external managers to manage the performance and risk of each facility in accordance with a mandate agreed by the parties. TCorp has also leveraged off internal expertise to manage certain fixed income assets for the Hour-Glass facilities. A significant portion of the administration of the facilities is outsourced to an external custodian.

Investment in the Hour Glass facilities limits the exposure to risk of the economic and parent entities, as it allows diversification across a pool of funds, with different investment horizons and a mix of investments.

TCorp provides sensitivity analysis information for each of the Investment facilities, using historically based volatility information collected over a ten-year period, quoted at two standard deviations (ie 95% probability).

The TCorp Hour Glass Investment facilities are designated at fair value through profit or loss and therefore any change in unit price impacts directly on profit (rather than equity). A reasonably possible change is based on the percentage change in unit price (as advised by TCorp) multiplied by the redemption value as at 30 June each year for each facility (balance from Hour Glass statement).

Impact on profit/loss

	Change in unit price	Year ended 30 June 2017 (\$'000)	Change in unit price	Year ended 30 June 2016 (\$'000)
Hour Glass Investment - Cash facility	+/- 1%	+/- 14	+/- 1%	+/- 14
Hour Glass Investment - Strategic Cash facility	+/- 1%	+/- 4	+/- 1%	+/- 4

(e) Fair value compared to carrying amount

Financial instruments are generally recognised at cost, with the exception of the TCorp Hour Glass facilities, which are measured at fair value. The value of the Hour Glass Investments is based on the economic and parent entities' share of the value of the underlying assets of the facility, based on the market value. All of the Hour Glass facilities are valued using 'redemption' pricing

The amortised cost of financial instruments recognised in the statement of financial position approximates the fair value, because of the short-term nature of many of the financial instruments.

(f) Fair value recognised in the statement of financial position

The economic and parent entities use the following hierarchy for disclosing the fair value of financial instruments by valuation technique:

Level 1 - Derived from quoted prices in active markets for identical assets / liabilities

Level 2 - Derived from inputs other than quoted prices that are observable directly or indirectly

Level 3 - Derived from valuation techniques that include inputs for the asset / liability not based on observable market data (unobservable inputs)

Financial assets at fair value	Level 1 \$000	Level 2 \$000	Level 3 \$000	2017 Total \$000
TCorp Hour-Glass Investment Facility	-	-	-	-

Financial assets at fair value	Level 1 \$000	Level 2 \$000	Level 3 \$000	2016 Total \$000
TCorp Hour-Glass Investment Facility	-	-	-	-

19 Related Party Disclosures

The entity's key management personnel have been identified as all PSSE staff and all NESAs Board members.

The entity's key management personnel compensation are as follows:

	Economic Entity 2017 \$'000	Parent Entity 2017 \$'000
Short-term employee benefits:		
Salaries	4,289	4,289
Other monetary allowances	56	56
Non-monetary benefits	-	-
Other long-term employee benefits	-	-
Post-employment benefits	-	-
Termination benefits	874	874
Total remuneration	5,219	5,219

During the year, the entity entered into no transactions with key management personnel, their close family members, their controlled entities, or their jointly controlled entities.

During the reporting period NESAs transacted with the following NSW government agencies:

- Department of Education
- Crown Entity
- Office of State Revenue
- SiCorp
- TCorp.

20 Service Groups Descriptions

Service Group 1: Curriculum and Teaching Standards Development and Support.

Objectives: This service group covers providing relevant high-quality syllabuses, courses and support materials that promote high standards of primary (K–6) and secondary (Years 7–12) education for a full range of students and initial teacher education and accreditation standards and professional learning for teachers.

Service Group 2: Examinations, Assessments and Credentials

Objectives: This service group covers conducting School Certificate (SC) tests to 2011, Higher School Certificate (HSC) examinations, Australia Music Examinations Board (AMEB) examinations, administering the new Record of School Achievement (RoSA) from 2012 and being the test administration authority for the National Assessment Program for Literacy and Numeracy (NAPLAN) from 2013.

Service Group 3: Registration and Accreditation

Objectives: This service group covers registering and accrediting non-government schools, registering home schooling, approving course providers for students from overseas, the regulation of teacher accreditation authorities, and assessing the qualifications of teachers to meet the requirements for provisional or conditional accreditation.

21 Restricted Assets

The NESAFund

The *Board of Studies, Teaching and Educational Standards Act 2013* (the BOSTES Act) at section 15 established the Board of Studies, Teaching and Educational Standards Fund (the BOSTES Fund) into which is to be paid teacher accreditation fees. Legislation arising from the BOSTES Review in late 2016 resulted in changing the name of the fund to the NESAFund. The value of this fund at 30 June 2017 is \$8.403m.

Section 15(3) of the BOSTES Act stipulates that only costs incurred by NESAFund for the accreditation of teachers and the oversight, maintenance and development of teacher quality are to be paid from the NESAFund. Such costs include employee related expenses, operating expenses and other expenditure incurred by the NESAFund in relation to those functions under that Act.

All teacher fees and charges are deposited into the NESAFund for which a separate operating bank account is held. Interest earned from the investment of money in the NESAFund is reinvested in the NESAFund.

Section 15 (4) provides that NESAFund may invest the money held in the Fund, as applicable, either as authorised by the *Public Authorities (Financial Arrangements) Act 1987* (PAFA Act) or in accordance with the *Trustee Act 1925* (Trustee Act), or as approved by the Minister in concurrence with the Treasurer.

NESAFund is an authority listed in Schedule 2 to the *Public Finance and Audit Act 1983* (PFA Act) and as such, has authority to invest as set out in Schedule 4 Part 2 of the PAFA Act. Part 1 of Schedule 4 of the PAFA Act authorises among other investments, deposits with a bank or the Treasury Corporation.

NESAFund invests money held in the Fund in the Treasury Corporation and in term deposits of up to 12 months' duration, offered by major Australian banks and rated 'AAA' by Standards and Poor.

Trust Monies

The entity holds monies donated for the Brother John Taylor Memorial Trust (\$33,148) and for the Mary Besley Biology Teachers award (\$649). 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.

22 Events after the Reporting Period

There are no events occurring after reporting date which provide new information that relates to conditions existing at reporting date.

End of audited financial statements

Chief Executive Officer's statement

NSW Education Standards Authority STAFF AGENCY

Year ended 30 June 2017

Pursuant to section 41C(1B) of the *Public Finance and Audit Act 1983*, I state that:

- a) the accompanying financial statements have been prepared in accordance with the applicable Australian Accounting Standards, the requirements of the Public Finance and Audit Act 1983, the Public Finance and Audit Regulation 2015, the financial reporting directions mandated by the Treasurer, the Treasurer's Directions and other authoritative pronouncements of the Australian Accounting Standards Board (AASB);
- b) the Statement of comprehensive income presents a true and fair view of the results of the NSW Education Standards Authority Staff Agency for the year ended 30 June 2017;
- c) the Statement of financial position gives a true and fair view of the state of affairs of the NSW Education Standards Authority Staff Agency as at 30 June 2017; and
- d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



David de Carvalho

Chief Executive Officer

NSW Education Standards Authority

18 September 2017



INDEPENDENT AUDITOR'S REPORT
NSW Education Standards Authority Staff Agency

To Members of the New South Wales Parliament

Opinion

I have audited the accompanying financial statements of the NSW Education Standards Authority Staff Agency (the Agency), which comprise the statement of financial position as at 30 June 2017, the statement of comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements:

- give a true and fair view of the financial position of the Agency as at 30 June 2017, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 41B of the *Public Finance and Audit Act 1983* (PF&A Act) and the Public Finance and Audit Regulation 2015.

My opinion should be read in conjunction with the rest of this report.

Basis for Opinion

I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under the standards are described in the 'Auditor's Responsibilities for the Audit of the Financial Statements' section of my report.

I am independent of the Agency in accordance with the requirements of the:

- Australian Auditing Standards
- Accounting Professional and Ethical Standards Board's APES 110 'Code of Ethics for Professional Accountants' (APES 110).

I have fulfilled my other ethical responsibilities in accordance with APES 110.

Parliament promotes independence by ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their roles by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General
- mandating the Auditor-General as auditor of public sector agencies
- precluding the Auditor-General from providing non-audit services.

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

The Chief Executive Officer's Responsibility for the Financial Statements

The Chief Executive Officer is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the Chief Executive Officer determines is necessary to enable the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Chief Executive Officer must assess the ability of the Agency to continue as a going concern except where operations will be dissolved by an Act of Parliament or otherwise cease. The assessment must, disclose, as applicable, matters related to going concern and the appropriateness of using the going concern basis of accounting.

Auditor's Responsibility for the Audit of the Financial Statements

My objectives are to:

- obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and
- issue an Independent Auditor's Report including my opinion.

Reasonable assurance is a high level of assurance, but does not guarantee an audit conducted in accordance with Australian Auditing Standards will always detect material misstatements. Misstatements can arise from fraud or error. Misstatements are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions users take based on the financial statements.

A description of my responsibilities for the audit of the financial statements is located at the Auditing and Assurance Standards Board website at: http://www.auasb.gov.au/auditors_responsibilities/ar3.pdf.

The description forms part of my auditor's report.

My opinion does *not* provide assurance:

- that the Agency carried out its activities effectively, efficiently and economically
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented
- about any other information which may have been hyperlinked to/from the financial statements.

S Bond .

Sally Bond
Director, Financial Audit Services

18 September 2017
SYDNEY

Statement of comprehensive income for the year ended 30 June 2017

	Notes	2017 \$,000	2016 \$,000
Expenses excluding losses			
Operating expenses			
Employee related	2	100,938	95,128
Total expenses excluding losses		100,938	95,128
Revenue			
Personnel Services	3	99,740	91,532
Acceptance by the Crown Entity of employee benefits and other liabilities	3	1,198	3,596
Total revenue		100,938	95,128
Net result		-	-
Other comprehensive income			
Total other comprehensive income		-	-
TOTAL COMPREHENSIVE INCOME		-	-

The accompanying notes form part of these financial statements.

Statement of financial position as at 30 June 2017

	Notes	2017 \$,000	2016 \$,000
Assets			
Current Assets			
Receivables	4	6,591	5,695
Total Current Assets		6,591	5,695
Non-Current Assets			
Receivables		-	-
Total Non-Current Assets		-	-
Total Assets		6,591	5,695
Liabilities			
Current Liabilities			
Payables	5	1,276	445
Provisions	6	5,193	5,117
Total Current Liabilities		6,469	5,562
Non-Current Liabilities			
Provisions	6	122	133
Total Non-Current Liabilities		122	133
Total Liabilities		6,591	5,695
Net Assets		-	-
Equity			
Accumulated funds		-	-
Total Equity		-	-

The accompanying notes form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2017

	Notes	Accumulated Funds \$,000	Total \$,000
Balance as at 1 July 2016		-	-
Net result for the period		-	-
Other comprehensive income		-	-
Total comprehensive income		-	-
Total comprehensive income for the year		-	-
Transactions with owners in their capacity as owners			-
Increase/decrease in net assets from equity transfers		-	-
Balance at 30 June 2017		-	-

	Notes	Accumulated Funds \$,000	Total \$,000
Balance as at 1 July 2015		-	-
Net result for the period		-	-
Other comprehensive income		-	-
Total comprehensive income		-	-
Total comprehensive income for the year		-	-
Transactions with owners in their capacity as owners			-
Increase/decrease in net assets from equity transfers		-	-
Balance at 30 June 2016		-	-

The accompanying notes form part of these financial statements.

Statement of cash flows for the year ended 30 June 2017

	Notes	2017 \$,000	2016 \$,000
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee related		-	-
Personnel Services		-	-
Other		-	-
Total Payments		-	-
Receipts			
Sale of goods and services		-	-
Accreditation fees		-	-
Interest received		-	-
Grants and contributions		-	-
Transfers to the Crown Entity		-	-
Other		-	-
Total Receipts		-	-
NET CASH FLOWS FROM OPERATING ACTIVITIES		-	-
CASH FLOWS FROM INVESTING ACTIVITIES			
Term Deposits		-	-
Proceeds from sale of plant and equipment		-	-
Purchases of plant and equipment, leasehold improvements and intangibles		-	-
NET CASH FLOWS FROM INVESTING ACTIVITIES		-	-
NET INCREASE / DECREASE IN CASH			
Opening cash and cash equivalents		-	-
CLOSING CASH AND CASH EQUIVALENTS		-	-

The accompanying notes form part of these financial statements.

Notes to the financial statements for the year ended 30 June 2017

1 Summary of Significant Accounting Policies

(a) Reporting entity

The NSW Education Standards Authority Staff Agency (NESA Staff Agency) is a separate Public Service agency listed in Part 3 of Schedule 1 of the *Government Sector Employment Act 2013* (GSE Act). Under Section 21 of the GSE Act, the NESA Staff Agency provides personnel services to NESA by employing staff to enable NESA to exercise its functions.

The NESA Staff agency is a not-for-profit (as profit is not its principal objective), with no cash generating units. It is consolidated as part of the NSW Education Standards Authority and the NSW Total State Sector Accounts.

These financial statements for the period ended 30 June 2017 have been authorised for issue by the Chief Executive Officer on 18 September 2017.

(b) Basis of preparation

The entity's financial statements are general purpose financial statements which have been prepared on an accrual basis and in accordance with:

- applicable Australian Accounting Standards (AAS) (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and *Public Finance and Audit Regulation 2015* and
- Financial Reporting Directions mandated by the Treasurer.

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

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

(c) Statement of compliance

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

(d) Income recognition

Income is measured at the fair value of the consideration or contribution 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) Insurance

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

(f) Receivables

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

Receivables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest rate method, less an allowance for any impairment of receivables. Any changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(g) Payables

Payables include accrued wages, salaries and related on costs (such as payroll tax, fringe benefits tax and worker's compensation insurance) where there is certainty as to the amount and timing of settlement.

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.

(h) 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), and paid sick leave that are due to be settled within 12 months after the end of the period in which the employees render the service are recognised and measured at undiscounted amounts of the benefit.

Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 Employee Benefits (although short-cut methods are permitted).

Actuarial advice obtained by Treasury has confirmed that using the nominal annual leave balance plus the annual leave entitlements accrued while taking annual leave (calculated using 7.9% of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability.

The entity has assessed the actuarial advice based on the entity's circumstances and has determined that the effect of discounting is immaterial to annual leave.

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 entity's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The entity accounts for the liability as having been extinguished, resulting in the amount assumed being shown as part of the non-monetary revenue item described as 'Acceptance by the Crown Entity of employee benefits and other liabilities'.

Long service leave is measured at present value in accordance with AASB 119 Employee Benefits. This is based on the application of certain factors (specified in NSWTC 15/09) to employees with five or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

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

(iii) Other Provisions

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

If the effect of the time value of money is material, provisions are discounted at 3.25%, which is a pre-tax rate that reflects the current market assessments of the time value of money and the risks specific to the liability.

(i) Comparative information

Except where an AAS permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements.

(j) Changes in accounting policy, including new or revised Australian Accounting Standards

(i) Effective for the first time in 2016–17

The accounting policies applied in 2016-17 are consistent with those of the previous financial year except as a result of the following new or revised AAS that have been applied for the first time in 2016–17.

The impact of these Standards in the period of initial application is nil.

AASB 2014-4 Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation

AASB 2015-1 Amendments to Australian Accounting Standards – Annual Improvements to Australian Accounting Standards 2012-2014 Cycle

AASB 2015-2 Amendments to Australian Accounting Standards – Disclosure Initiative:

Amendments to AASB 101

AASB 2015-6 Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities

The adoption of the new and revised standards and interpretations has not resulted in any material changes to NESA accounting policies.

(ii) Issued but not yet effective

NSW public sector entities are not permitted to early adopt new AAS, unless Treasury determines otherwise.

The following new AAS have not been applied and are not yet effective. Management cannot determine the actual impact of these Standards in the Entity's financial statements in the year of their initial application.

AASB 9 Financial Instruments

AASB 15, AASB 2014-5, AASB 2015-8 and 2016-3 regarding Revenue from Contracts with Customers

AASB 16 Leases

AASB 1058 Income for Not-for-profit Entities

AASB 2016-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107

AASB 2016-4 Amendments to Australian Accounting Standards – Recoverable Amount of Non-Cash-Generating Specialised Assets of Not-for-Profit Entities

AASB 2016-6 Amendments to Australian Accounting Standards – Applying AASB 9 with AASB 4 Insurance Contracts

AASB 2016-7 Amendments to Australian Accounting Standards – Deferral of AASB 15 for Not-for-Profit-Entities

AASB 2016-8 Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities

AASB 2017-2 Amendments to Australian Accounting Standards – Further Annual Improvements 2014-2016 Cycle

2 Expenses Excluding Losses

Employee related expenses	2017	2016
	\$,000	\$,000
Salaries and wages (including annual leave)	88,043	80,477
Superannuation - defined benefit plans	579	624
Superannuation - defined contribution plans	6,597	5,983
Long service leave	507	3,094
Workers' compensation insurance	206	154
Payroll tax and fringe benefit tax	5,006	4,796
	100,938	95,128

3 Revenue

Sale of goods	2017 \$,000	2016 \$,000
Personnel services	99,740	91,532
Acceptance by the Crown Entity of employee benefits and other liabilities	1,198	3,596
	100,938	95,128

4 Current / Non-Current Assets

Current / non-current assets	2017 \$,000	2016 \$,000
Employee benefits	6,591	5,695
	6,591	5,695

Details regarding credit risk, liquidity risk and market risk are disclosed in Note 10.

5 Current Liabilities - Payables

Current liabilities - payables	2017 \$,000	2016 \$,000
Accrued salaries, wages and on-costs	1,276	445
	1,276	445

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 10.

6 Current / Non-current Liabilities – Provisions

Current / Non-Current Liabilities – Provisions	2017 \$,000	2016 \$,000
Employee benefits and related on-costs		
Recreation leave	3,789	3,590
Long service leave on-costs	950	1,034
Payroll tax on LSL payable	576	626
Total Provisions	5,315	5,250
Aggregate employee benefits and related on-costs		
Provisions – current	5,193	5,117
Provisions - non-current	122	133
Accrued salaries, wages and on-costs (Note 5)	1,276	445
	6,591	5,695

The total for annual leave above includes \$1.601m expected to be settled after more than twelve months.

7 Commitments for Expenditure

The entity does not have any capital or operating lease commitments.

8 Contingent Liabilities

The entity is unaware of any contingent liabilities existing as at 30 June 2017.

9 Reconciliation of Cash Flows from Operating Activities to Net Result

Reconciliation of Cash flows from operating activities to net result	2017 \$,000	2016 \$,000
Net cash used on operating activities	-	-
Depreciation and amortisation	-	-
Decrease / (increase) in provisions	-	-
Increase / (decrease) in receivables	-	-
Decrease / (increase) in creditors and provisions	-	-
Increase / (decrease) in inventories	-	-
Net gain / (loss) on sale of plant & equipment	-	-
Net Result	-	-

10 Financial Instruments

The entity's principal financial instruments are outlined below. These financial instruments arise directly from the entity's operations or are required to finance the entity's operations. The entity does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The entity's main risks arising from financial instruments are outlined below, together with the entity's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout these financial statements.

The Chief Executive Officer has overall responsibility for the oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the economic and parent entity, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Audit and Risk Committee and internal auditors on a continuous basis.

(a) Financial instrument categories

Financial assets	Note	Category	Carrying amount	
			2017 \$,000	2016 \$,000
Receivables*	4	Loan and Receivables at amortised cost	6,591	5,695

* Excludes statutory receivables and prepayments (ie not within the scope of AASB 7).

Financial liabilities	Note	Category	Carrying amount	
			2017 \$,000	2016 \$,000
Payables*	5	Financial Liabilities measured at amortised cost	1,276	445

* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7).

(b) Credit Risk

Credit risk arises when there is the possibility of the debtors of the entity defaulting on their contractual obligations, resulting in a financial loss to the entity. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the entity, being receivables. No collateral is held by the entity. The entity has not granted any financial guarantees.

There is no credit risk associated with the financial assets other than receivables.

Receivables

Personnel Services receivable are recognised as amounts receivable at balance date. All receivables are deemed to be collectible. No receivables are past due and there is no allowance for impairment.

The entity is not exposed to credit risk as the only debtors of the entity are the NSW Education Standards Authority and the Crown Pool.

(c) Liquidity risk

Liquidity risk is the risk that the entity will be unable to meet its payment obligations when they fall due. The only payment obligations recognised by the entity relate to accrued salaries and long service leave pool contributions which are non-interest bearing and have a maturity date of less than one month. As such it is considered that the entity has no liquidity risk.

(d) Market risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. Due to the specific nature of the entity's financial instruments, it is considered that the entity has no exposure to market risk.

(e) Fair value measurement

The amortised cost of financial instruments recognised in the Statement of financial position approximates the fair value.

11 Related Party Disclosures

The entity's key management personnel have been identified as all PSSE staff and all NESA Board members.

The entity's key management personnel compensation are as follows:

	2017 \$,000	2016 \$,000
Short-term employee benefits:		
Salaries	4,289	-
Other monetary allowances	56	-
Non-monetary benefits	-	-
Other long-term employee benefits	-	-
Post-employment benefits	-	-
Termination benefits	874	-
Total remuneration	5,219	-

During the year, the entity entered into no transactions with key management personnel, their close family members, their controlled entities, or their jointly controlled entities.

During the reporting period NESA transacted with the following NSW government agencies:

- Crown Entity
- Department of Education
- Office of State Revenue
- SiCorp.

12 Events after the Reporting Period

There are no events occurring after reporting date which provide new information that relates to conditions existing at reporting date.

End of audited financial statements

Acronyms and abbreviations

ABC	Australian Broadcasting Corporation
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Children’s Education and Care Quality Authority
ACER	Australian Council for Education Research
ACT	Australian Capital Territory
ACU	Australian Catholic University
ADT	Administrative Decisions Tribunal
AECG	Aboriginal Education Consultative Group
AISNSW	Association of Independent Schools of New South Wales
AITSL	Australian Institute of Teaching and School Leadership
AMEB	Australian Music Examinations Board
APST	Australian Professional Standards for Teachers
AQF	Australian Qualifications Framework
ARC	Assessment Resource Centre
ATAR	Australian Tertiary Admission Rank
BOSTES	Board of Studies, Teaching and Educational Standards NSW
BOSTES Act	Board of Studies, Teaching and Educational Standards Act 2013
CCAFL	Collaborative Curriculum and Assessment Framework for Languages
CCCH	Centre for Community Child Health
CECNSW	Catholic Education Commission NSW
CPL	Centre for Professional Learning
DoE	NSW Department of Education
ELT	Executive Leadership Team
eTAMS	electronic Teachers Accreditation Management System
GIPA Act	Government Information (Public Access) Act 2009
GTIL	Great Teaching, Inspired Learning
HSC	Higher School Certificate
HSCG	Home Schooling Consultative Group
ICT	information and communications technology
IEU	Independent Education Union
ISMS	Information Security Management System

ISO	International Organization for Standardisation
ITE	initial teacher education
ITEC	Initial Teacher Education Committee
MCC	Moderating and Consistency Committee
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NAPLAN	National Assessment Program – Literacy and Numeracy
NESA	NSW Education Standards Authority
NSW	New South Wales
OCHRE	Opportunity, Choice, Healing, Responsibility and Empowerment
PDHPE	Personal Development, Health and Physical Education
PFA Act	Public Finance and Audit Act 1983
PISA	Programme for International Student Assessment
PPIP Act	Privacy and Personal Information Protection Act 1998
PSSE	Public Service senior executive
QCAA	Queensland Curriculum and Assessment Authority
QTC	Quality Teaching Committee
RAP	Results Analysis Package
RoSA	Record of School Achievement
RRMP	Rural and Remote Marking Program (HSC)
SERC	Similar and Equivalent Requirements Committee
SLNSW	State Library of NSW
STEM	science, technology, engineering and mathematics
TA Act	Teacher Accreditation Act 2004
TAA	Teacher Accreditation Authority
TAFE	Technical and Further Education
TIMMS	Trends in International Mathematics and Science Study
VET	vocational education and training
WCAG	Web Content Accessibility Guidelines
WWCC	Working with Children Check

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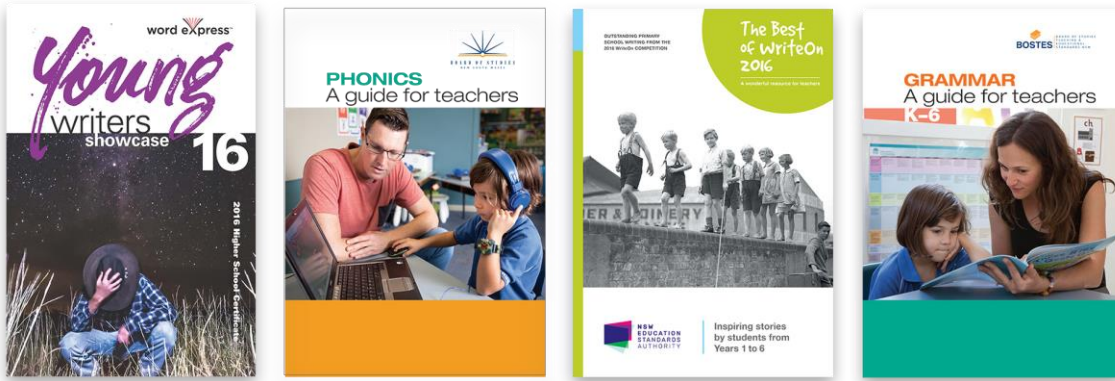
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Piece title: *Bloom, after Tim Maguire*

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NESA publications

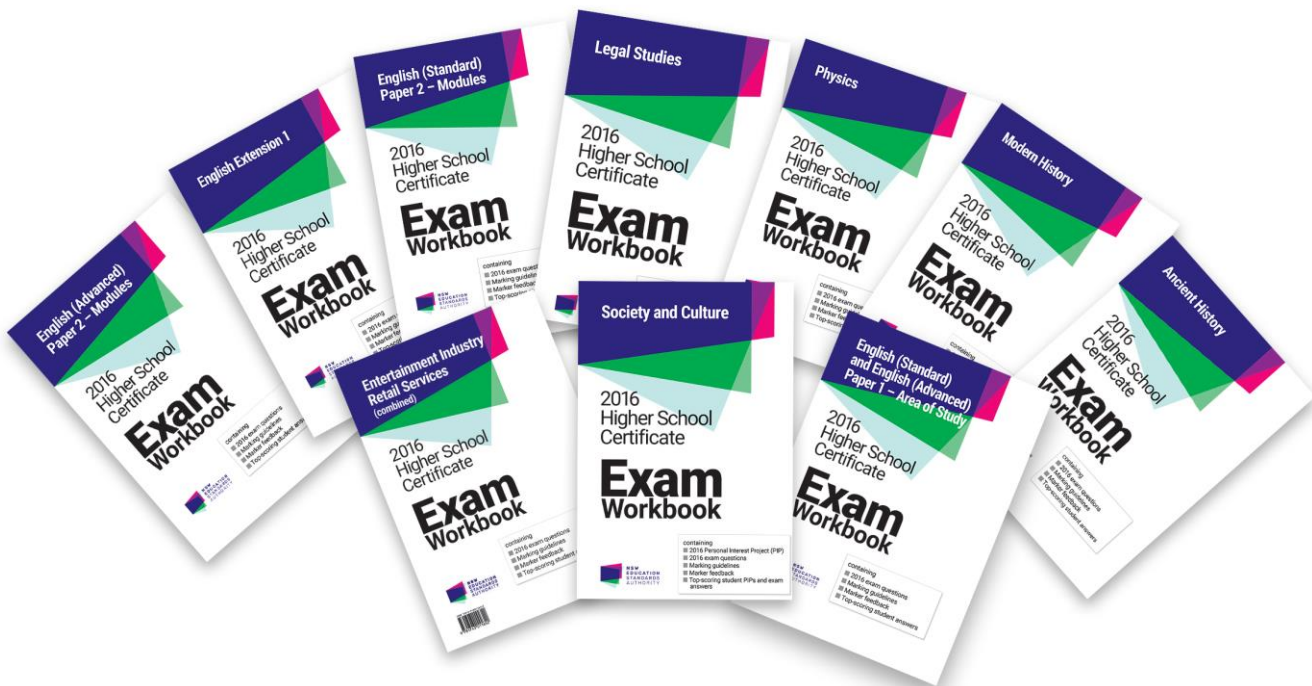


The Digital Strategies and Services Directorate (DSS) published a wide and diverse range of documents in the reporting period – incorporating the work of graphic designers, content management officers, website and copyright staff. In line with the continuing increase in the use of electronic and interactive publishing, more documents were published on the NESA websites and partner websites than in previous years.

Printed publications included syllabuses, support documents, timetables in various formats, commercial marketing flyers, performance programs for OnSTAGE, ENCORE and the AMEB NSW, as well as SHAPE 2016 seminar booklets. Printed products also included credential certificates and awards, posters, banners, rules and procedure booklets and a wide range of general stationery. Most publicly available printed documents can also be accessed on the NESA websites.

Commercial publications produced included Young Writers Showcase 15, The Best of WriteOn 2016, Encore 2016 CD as well as a range of 2016 HSC Exam workbooks in both print and electronic formats.

Documents published on the NESA websites include new and updated content on the Assessment Resource Centre, as well as sample multi-choice questions, Marking Guidelines, Notes from the Marking Centre, Sample Answers and examination papers from the 2016 HSC Examinations.



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