

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT

2017–18



HSC Exhibitions and Events

ARTEXPRESS

ARTEXPRESS is the annual exhibition of exemplary bodies of work by Higher School Certificate Visual Arts students. In 2017, bodies of work of 175 students from both government and non-government schools were selected for exhibition from more than 9 100 submissions for the artmaking component of the 2017 HSC examination. ARTEXPRESS 2018 was held from February to June 2018 at the Art Gallery of NSW, Griffith Regional Art Gallery, Hazelhurst Arts Centre, the Armory Gallery – Sydney Olympic Park, Manning Regional Art Gallery and Hawkesbury Regional Gallery. Further exhibitions are scheduled for Gosford Regional Gallery, Orange Regional Gallery, Cowra Regional Art Gallery and the Glasshouse, Port Macquarie in the second half of 2018. S&S Creativity Unlimited was the associate sponsor of ARTEXPRESS in 2018.



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 19 February 2018. The concerts featured a diverse program representing all the HSC Music courses and comprising 14 performances and six compositions.



Shape2017

Shape 2017, the annual exhibition showcasing exemplary projects for the three Higher School Certificate Technology courses with a practical component, opened at the Powerhouse Museum on 24 February 2018 and continued to 7 May 2018.

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 and 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 2 700 students and teachers. Its sponsors in 2018 were the Powerhouse Museum, Museum of Applied Arts and Sciences, Shelston IP, the Alan Broady Memorial Trust, the Fashion Design Studio, TAFE Ultimo and the Built Environment, University of NSW.



OnSTAGE

The 2018 OnSTAGE season at the Seymour Centre, Sydney, ran from 3 to 9 February 2018 and featured 48 performers and an exhibition of 26 exemplary projects that represented the different syllabus categories for study in the Higher School Certificate Drama course.

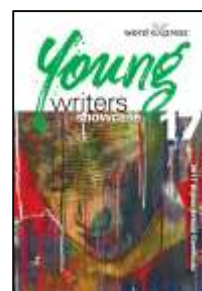
Also on show was Writers OnSTAGE/OnSCREEN in the Everest Theatre, Seymour Centre, from 7 to 9 February 2018. The event featured three video drama screenings and two rehearsed readings of exemplary scripts.



WordeXpress

In collaboration with the State Library of NSW, WordeXpress launched Young Writers Showcase 17 in August 2018.

The anthology published short stories, poems, critical responses and scripts by 17 English Extension 2 students from the 2017 Higher School Certificate. The library will also host study days for students and teachers in October 2018.



Contents

Letter of submission	5
Chairperson's message	6
Chief Executive Officer's message.....	7

Section 1: Our organisation and governance

1.1 About NESAs	9
1.2 Members of the NESAs Board	14
1.3 Organisational structure of NESAs	19
1.4 Strategic priorities and planning	20

Section 2: Our achievements

2.1 Implementing the Minister's Statements of Expectations.....	22
2.2 Teacher standards	29
2.3 Curriculum standards	43
2.4 Assessment standards.....	58
2.5 School standards.....	73
2.6 National and international engagement.....	82

Section 3: Managing our organisation

3.1 Corporate governance.....	96
3.2 Management of human resources	101
3.3 Financial management	106
3.4 Knowledge management and information security	109

Section 4: Appendixes

Appendix A – NESAs Charter	112
Appendix B – Committees of the NESAs Board	114
Appendix C – Board meetings and attendance of members of the NESAs Board in 2017–18	128
Appendix D – Meetings and attendance of regulatory committees of the NESAs Board.....	129
Appendix E – Sub-Committees of the Committees of the Board	132

Appendix F – Other Committees and Panels of NESA	135
Appendix G – NESA divisions	139
Appendix H – BOSTES Review Recommendations	141
Appendix I – NESA Strategic Plan (2017–21).....	146
Appendix J – Obligations under the Government Information (Public Access) Act.....	162
Appendix K – Statutory disclosure requirements	167
Appendix L – Multicultural policies and services	168
Appendix M – Disability Inclusion Action Plan.....	170
Appendix N – NSW Aboriginal Education Consultative Group Incorporated	171
Appendix O – Financial Statements	175
Chief Executive Officer’s statement on NSW Education Standards Authority.....	175
Independent auditor’s report on NSW Education Standards Authority	176
Financial Statements for year ended 30 June 2018 – NSW Education Standards Authority	178
Chief Executive Officer’s statement on NSW Education Standards Authority – Staff Agency	208
Independent auditor’s report on NSW Education Standards Authority – Staff Agency	209
Financial statements for year ended 30 June 2018 – NSW Education Standards Authority Staff Agency.....	211
Acronyms and abbreviations	223
List of tables and figures	225
Compliance checklist.....	228
Index.....	230

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 2018, 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 2018



Tom Alegounarias
Chairperson
Governing Board of the NSW Education Standards Authority
30 October 2018

Chairperson's message

I am pleased to present the 2017–18 NESA Annual Report.

The work of NESA is shaped by many factors. Amongst the most significant are NSW government policy, national and international educational research, the expertise of the NESA Board and committee members, who collectively represent the key education stakeholders of NSW, and the extensive skills and knowledge of staff of the NESA agency.

At a time of change and challenge in education, NESA has focussed its work on supporting accreditation and professional development of teachers, strengthening its approach to school regulation, curriculum and assessment designed to better cater for the needs of students from Kindergarten to Year 12.

The recommendations of the BOSTES Review of 2016 determined the current governance structure of NESA. The Board has worked towards delegating key functions to its regulatory committees to allow it to focus on exploring strategic issues and identifying key priorities for government consideration.

During the reporting period, the NESA Board continued to consult with key educational stakeholders. Key stakeholders continue to emphasise the Board's role in promoting equity and inclusion as an integral aspect of a quality educational system. Stakeholders also emphasise the importance of high educational standards to NSW and national social, cultural and economic objectives.

Over twenty years have passed since the last major review of the NSW curriculum. In May 2018, the NSW Government announced a review of the NSW curriculum aimed at ensuring that it helps equip students for an ever changing and challenging society. Oversight of the review and its relationship to NESA's strategic priorities is an important and on-going part of the Board's work schedule.

Over recent years the NESA Board has initiated significant research projects into various aspects of educational practice. The outcomes of these Thematic Reviews will underpin the support NESA provides to schools, teachers, students and parents over the next year.

It goes without saying that the significant work documented in this report could not have been achieved without the advice and support of our expert representative committees. We also rely on the contributions of teachers and schools across NSW. I extend my sincere thanks to all who have contributed. I also want to thank the staff of NESA for their expertise and commitment.

Thank you to my colleagues on the Board and its committees for their wisdom and direction on a variety of complex and contentious educational issues.



Tom Alegounarias

Chairperson

Governing Board of the NSW Education Standards Authority

Chief Executive Officer's message

The 2017–18 year has again been one of considerable activity and achievement for the NSW Education Standards Authority (NESA). Established in January 2017 following an independent review of the former BOSTES, NESA's 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.

Much of NESA's work over the past year has necessarily continued to focus on addressing all 13 BOSTES Review recommendations by mid-2018, involving the full operationalisation of NESA's governing Board, its regulatory and advisory committee framework, and associated NESA organisational arrangements. NESA has also addressed those recommendations relating to the development of policies and initiatives to strengthen our support for improving student standards through strengthened teaching practice, a streamlined syllabus development processes and a more rigorous and risk-based approach to school registration.

In addition to this important enabling work, NESA has been tasked with implementing a number of key strategic initiatives identified in the annual Minister's Statement of Expectations. Highlights include NESA's completion of its first thematic review into the teaching of writing, an investigation into NSW student performance in national and international testing and finalising preparations for the introduction of the new minimum literacy and numeracy standards for the HSC.

Most significantly of all, NESA has been tasked by the NSW Government with a review of the NSW curriculum to ensure it equips students to contribute to Australian society in the 21st century. NESA is supporting the review leader, Professor Geoff Masters, CEO of the Australian Council for Education Research, to conduct the first comprehensive review of the curriculum from Kindergarten to Year 12 since 1989. The NESA Board is acting as a Reference Group for the Review, receiving regular reports on its progress, and will provide advice to the Government about implementing the Review's recommendations. A comprehensive community engagement process is underway to seek the diversity of views in the community, including the views of young people, parents, employers and those involved in the delivery of school education. I encourage everyone with an interest in NSW education to contribute to this once in a generation opportunity to shape our children's futures.

These significant reforms have had to be pursued alongside the substantial work of our everyday business – the annual HSC examinations, our school inspection program, our review and renewal of syllabuses and the accreditation from 1 January 2018 of teachers appointed prior to 2004.

In all of NESA's strategic and business as usual activities, we rely heavily on the goodwill and professionalism of key education stakeholders, particularly teachers, schools and sectors, and I again express my profound appreciation for the support that NESA continues to receive. Looking forward, we will be seeking to strengthen our key communications to consolidate our partnerships with key education stakeholders in pursuit of stronger NSW student standards.

Finally, I pay tribute to the continued hard work and professionalism of NESA's staff and thank the chairpersons and members of NESA's governing Board and its regulatory and advisory committees for their expert oversighting and guidance of NESA's work.



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 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.
- Regulate teacher accreditation authorities for non-government schools and early childhood education centres.
- 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 three-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 membership of the NESAs Board is outlined at Table 1.1 below. Biographical information on NESAs Board members is provided in Section 1.2.

Appendix C gives details of Board meetings and members' attendance for 2017–18.

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, Board of the NSW Education Standards Authority
6 persons appointed by the Minister: <ul style="list-style-type: none"> ▪ 1 from the government school sector ▪ 1 from the Catholic school sector 	Mr Mark Scott AO , Secretary, NSW Department of Education Dr Brian Croke , Executive Director, Catholic Education Commission NSW* (until 7 July 2017) <small>* From 1 January 2018, the Catholic Education Commission changed its name to Catholic Schools NSW</small> Mr Ian Baker , Director, Education Policy, Catholic Schools NSW (from 7 December 2017)

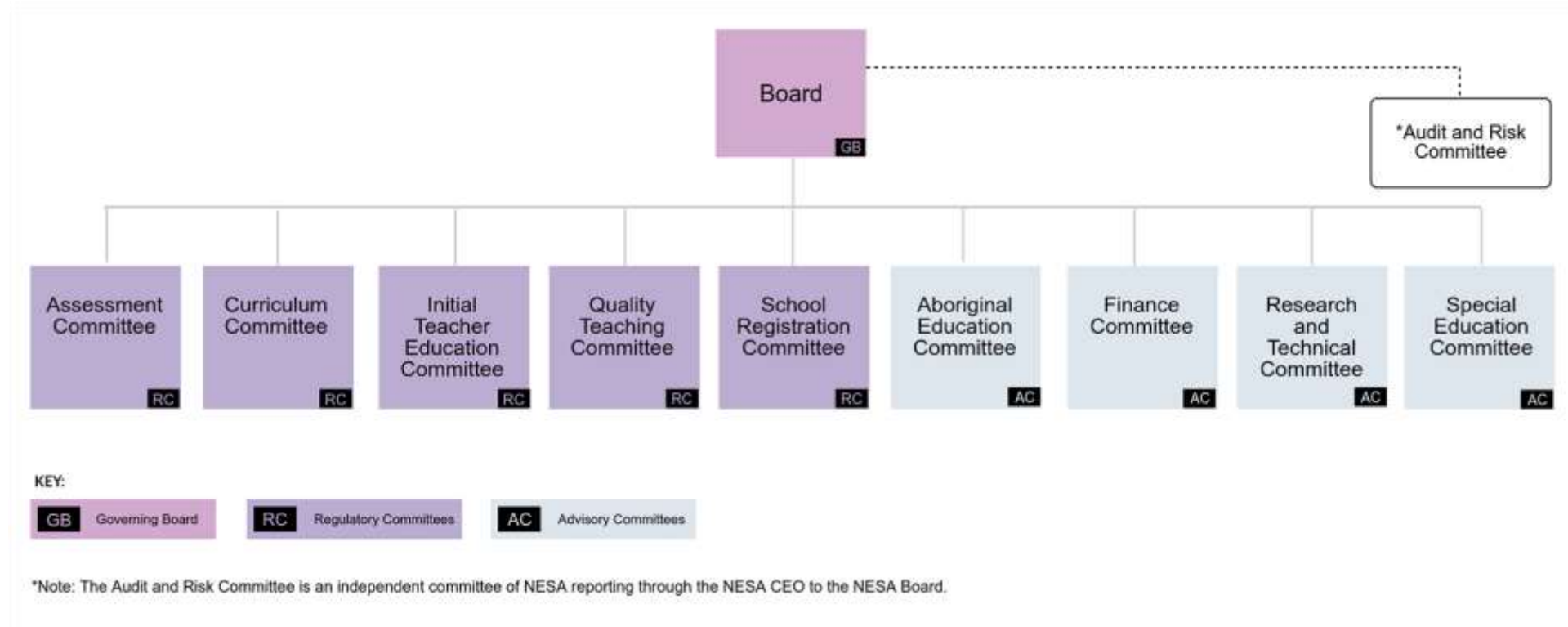
Membership (outlined in NESAs Act)	Appointed member
<ul style="list-style-type: none"> ▪ 1 from the independent school sector ▪ 2 from teacher unions ▪ 1 from Aboriginal education 	<p>Dr Geoff Newcombe AM, Chief Executive, The Association of Independent Schools of NSW</p> <p>Mr Denis Fitzgerald, Vice 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>Emeritus 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, Executive Principal, Leadership and Succession (Head of People and Culture), Sydney Catholic Schools</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 Chairperson 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.



Mr Ian Baker

(from 7 December 2017)

BA(Hons), DipEd, BLegStuds

Ian is a nominee of Catholic Schools NSW. Until 30 June 2018, he was the Director of Policy and Programs with Catholic Schools NSW. He is the current Secretary of the NSW Catholic Secondary Schools Association. Ian has worked in Catholic Education since November 1974. Over the years, he has been a secondary school teacher, school adviser and education administrator. Ian is a Barrister on the Roll of the Supreme Court NSW. He is the Catholic Schools NSW nominee to the NSW Education Standards Authority (NESAs) and is also the Catholic Schools NSW nominee to the NSW Ministerial Education Act Section 83C Non-Government Schools Not-for-Profit Advisory Committee.



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
(until 7 July 2017)

BA(Hons), DipEd, DPhil, Hon DLitt

Brian Croke was Executive Director of the Catholic Education Commission NSW*. He was 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 was formerly a member of the National Catholic Education Commission. Dr Croke was also Adjunct Professor of History at Macquarie University, Honorary Associate at the University of Sydney and Visiting Fellow, Institute of Education, University of London.

* From 1 January 2018, the Catholic Education Commission changed its name to Catholic Schools NSW.



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, and also worked at a senior level in the Department of the Prime Minister and Cabinet. Immediately prior to NESA, he was Deputy Secretary at the NSW Department of Family and Community Services.



Emeritus Professor Susan Dockett

BEd(Hons), MEd(Hons), PhD

Sue Dockett is Emeritus Professor of Early Childhood Education at Charles Sturt University. After being involved in early childhood education over many years – as a teacher, academic and researcher – Sue retired from the university sector in 2018. Sue remains actively involved in research both at the national and international level, and continues to publish in her key fields of expertise – educational transitions, participatory rights-based research with children, working with children and families living in complex circumstances, children's play, and young children's understandings of mathematics. Professor Dockett's research is widely published nationally and internationally.



Mr Denis Fitzgerald

BA(Hons), DipEd

Denis Fitzgerald has taught in a range of public schools across NSW as a classroom teacher and in a variety of promotions positions. He was a foundation member of the NSW Board of Secondary Education, a member of the Curriculum Corporation of Australia and a foundation member of the NSW Board of Studies.

Denis has also been the President of the NSW Teachers Federation, the Federal President of the Australian Education Union as well as a writer and speaker on educational and social issues.

Denis was Director of Equity and Aboriginal Education in the NSW Department of Education before returning to teaching. He has researched and been published across a range of education issues. He was also the foundation Director of the Centre for Professional Learning and the editor of the Journal of Professional Learning.



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 a member of the Australian Institute of Company Directors, Chief Executive Women and the Law Society of NSW.



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 Executive Principal, Leadership and Succession, Sydney Catholic Schools. Prior to this, Iris was the Principal of Clancy Catholic College, a coeducational secondary school in Western Sydney, subsequent to holding the position of 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 was appointed Chief Executive of the Association of Independent Schools of NSW in 2005, and has extensive experience in school governance and management as Head and Business Manager in a number of independent schools. Dr Newcombe has been a director of the Non-Government Schools Superannuation Fund (NGS Super) for over 14 years, and is a member of the NSW Government's StudyNSW International Education Advisory Board and the board of Dymocks Children's Charities. He was a member of the board of the Australian Institute of Teaching and School Leadership (AITSL) from 2009 until July 2018. In June 2017, Dr Newcombe was appointed a Member of the Order of Australia (AM) for his service to education, in particular to the independent schools 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 currently Deputy President of the NSW Secondary Principals' Council.



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 Andrews' 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 teaching English and History and in 1988 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 senior roles in the areas of curriculum, assessment and measurement. Ms Taylor is an expert in educational assessment and standard setting, and has continued consulting work in these areas. Ms Taylor is a part time Senior Lecturer in Education at UNSW.

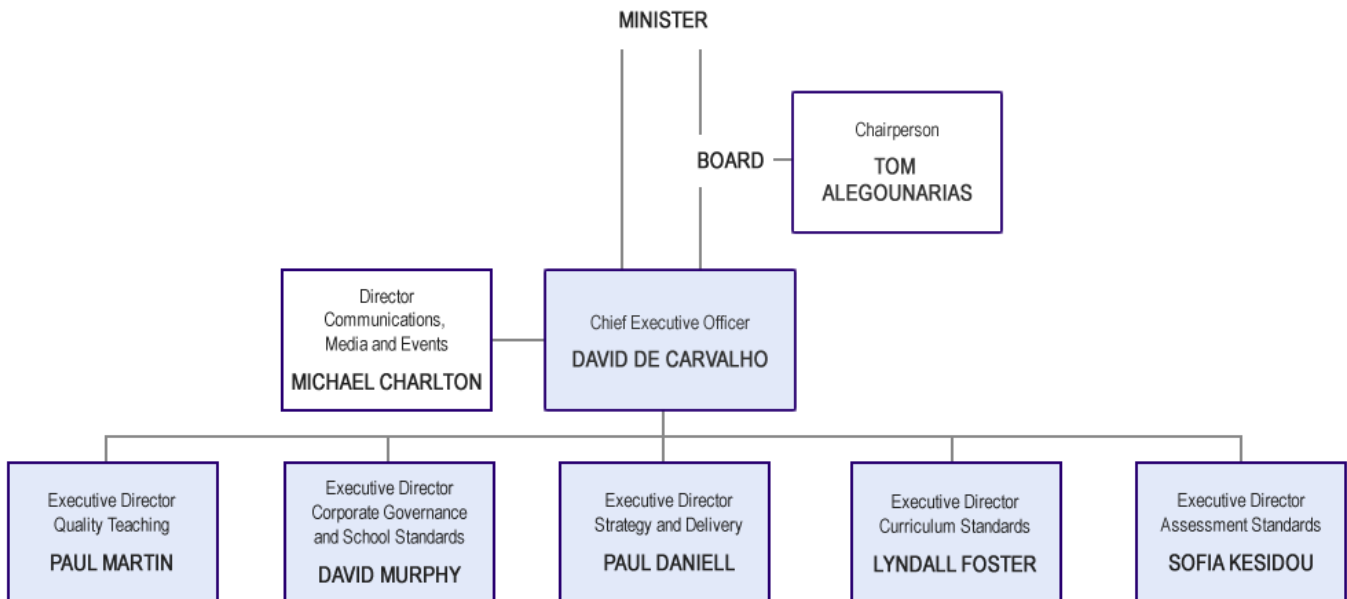
1.3 Organisational structure of NESA

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

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

The detailed functions of NESA divisions are described at Appendix G.

Figure 1.2: NSW Education Standards Authority organisational structure at 30 June 2018



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.

NESA Strategic Plan (2017–21)

The inaugural NESA Strategic Plan (2017–2021), 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.

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.

The NESA Strategic Plan (2017–21), incorporating the priorities identified within the 2017 Minister's Statement of Expectations, 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
- Focusing on Aboriginal Learners
- Development of NESA's Organisational Capabilities.

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

Minister's Statement of Expectations

Under Division 2 Section 10 of the NESA 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.'

Section 2 reports 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 Statements 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.'

2017 Minister's Statement of Expectations

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 H.

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 and 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, NESA 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.

Implementation of the 2017 Minister's Statement of Expectations

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

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 BOSTES Review Recommendations are detailed at Appendix H.

NESA has addressed the recommendations of the BOSTES Review, though full implementation of Recommendation 8 (reduce over-crowding of NSW syllabuses) will be addressed through the NSW Curriculum Review.

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.

Enabling recommendations

The key 'enabling' recommendations relating to the establishment of NESA, its governing Board, regulatory and advisory committee framework and associated NESA organisational arrangements were fully implemented during 2017.

Consistent with the recommendations, the organisational structure of the NESA Staff Agency has 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 standards, assessment standards and school registration.

The work program of the Board and its committees is underpinned by detailed NESA operational planning which has close regard to the timing and sequencing of items where Committees need to interact with each other and the Board.

Policy recommendations

NESA has also addressed those BOSTES Review recommendations relating to the development of policies and initiatives designed to strengthen NESA's support for improving student standards through strengthened teaching practice.

NESA has overseen the mandatory accreditation from 1 January 2018 of all NSW teachers who were employed prior to 1 October 2004. During 2017, NESA also accredited early childhood teachers for the first time. New policies relating to NESA's approval of Initial Teacher Education programs, the maintenance of teacher accreditation and the approval of professional development providers have also been developed. A revised Highly Accomplished and Lead Teacher Accreditation Policy was in the process of being finalised for Board endorsement in late 2018.

Following development of a transitional policy from 1 January 2017 governing NESA's revocation or suspension of teacher accreditation, 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 addressing recent recommendations from the Royal Commission into Institutional Responses to Childhood Sexual Abuse is in the process of being finalised for implementation during 2019.

In relation to curriculum standards, the BOSTES review recommended that NESA introduce a streamlined syllabus development process and provide clear advice to schools about their level of flexibility in implementation of current syllabuses with a focus on reducing overcrowding in the curriculum. NESA has worked closely with the Board's Curriculum, Assessment, Aboriginal Education and Special Education Committees to progress development of revised syllabus review and syllabus development processes.

In July 2018, the Board endorsed the revised processes which include a six-year cyclical review process; a three-phase syllabus development process; an explicit and differentiated approach to the nature and purpose of stakeholder engagement; flexibility within the process for the different stages of schooling, and strengthened and transparent quality assurance processes. Further detailed operational work required for implementation of these processes will be conducted by NESA in consultation with the Curriculum Committee.

In relation to school standards, NESA has implemented a more rigorous and risk-based approach to school registration, focusing on the determinants of student learning. NESA introduced streamlined administrative compliance processes for schools assessed as being low risk by placing greater emphasis on the requirement for principals to certify the existence of evidence for school registration renewal requirements. Non-government schools seeking renewal, or new years of registration were assessed based on the NESA risk assessment framework.

During 2017, seventy (70) per cent of these schools were assessed as low risk and were inspected using the less administratively burdensome basic assurance model. The 2017 school inspection program also incorporated an increased number of inspections conducted of schools selected randomly and based on risk assessment. Sixty-five (65) schools were inspected under the full assurance model, being identified as having higher risk, and 26 schools (18 government and 8 non-government schools) were randomly inspected. The registration manuals for non-government schools were also 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.

Objectives 2 and 4: Develop a NSW Education Strategy out to 2025 and undertake a review into secondary education (Stages 4 and 5).

In 2017, the Minister for Education sought initial advice from the NESA Board about the development of a NSW Education Strategy out to 2025 (Objective 2). NESA conducted research and co-ordinated interviews with key leaders in education in NSW to assist in the preparation of a preliminary internal working discussion paper that scoped the issues to be addressed in the development of the strategy. Work was then ceased in agreement with the Minister to allow for the consideration of future directions.

Matters initially intended to be addressed by the Review of Secondary Education (Objective 4) were to be considered for inclusion within the NSW Education Strategy (Objective 2). Work on this secondary education review was therefore also ceased to allow for a new focus on a comprehensive Review of the NSW Curriculum, which was subsequently included in the 2018 Minister's Statement of Expectations.

In September 2018, the NSW Government announced the Terms of Reference of the NSW Curriculum Review to ensure that the NSW curriculum is preparing all students to meet the challenges of the 21st century. Read about the NSW Curriculum Review in the report on the 2018 Minister's Statement of Expectations at page 26.

Objective 3: Focus on the Premier's and State priorities

NESA is responsible for 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.

NESA has also supported the NSW Literacy and Numeracy Strategy through its introduction of minimum literacy and numeracy standards for the HSC, progressive trialling and development of online literacy and numeracy assessments linked to the literacy and numeracy progressions and the Thematic Review of Writing.

The NSW Premier's Priority to 'increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019' was met in 2017. NSW exceeded its target of 35.2%, achieving 35.4% in 2017.

NESA has also continued its support for STEM education with the introduction of new Mathematics 'consolidation' pathways to better support Years 9 and 10 students, new K–6 Science and Technology syllabuses and through working with universities to provide opportunities within initial teacher education programs to develop primary mathematics and primary science and technology teacher specialists.

In mid-2017, NESA worked with school sector delegates to identify high-impact actions that would increase the number of students enrolled in languages courses. The NSW Curriculum Review will provide the opportunity to consider the place of languages in the curriculum and its delivery in schools.

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

NESA undertook an analysis of data from NAPLAN, the Program of International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS). Dr John Ainley from the Australian Council for Educational Research was engaged to provide data from the international tests, and an initial analysis. NESA's analysis had specific emphasis on NSW students' results, and how NSW students have performed in comparison to non-NSW Australian students (mostly Victorian students as sample sizes are too small to confidently compare to other jurisdictions). NESA's analysis will be considered in the context of the NSW Curriculum Review.

Objective 6: Complete the first Thematic Review

NESA conducted its first Thematic Review with the priority area for 2017 being the teaching of writing. Two pieces of research were commissioned (the Australian Writing Survey and the Initial Teacher Education Review of Writing) and an analysis of NAPLAN writing data was conducted by NESA. The final Thematic Review: Teaching Writing Report presents an analysis of the research findings and recommendations to inform NESA's future work to improve the teaching of writing, and ultimately students' writing skill.

2018 Minister's Statement of Expectations

There are four key objectives for the Board in 2018:

Objective 1: Review of the NSW Curriculum

Commence a review of the NSW Curriculum to ensure it equips students to contribute to Australian society in the 21st century.

The Review should have regard to recommendations of the BOSTES Review. An interim report should be provided by the end of 2018 and a final report in the second half of 2019.

Objective 2: Syllabus development

Being mindful of the longer term considerations of the curriculum review, continue to develop and revise syllabuses using a streamlined approach as required by the 2016 BOSTES Review.

Objective 3: Deliver the HSC

Continue to deliver the world class Higher School Certificate and enhance it through:

- research on how new technologies could be used to improve the student experience
- reviewing the disability and illness/misadventure provisions to update and improve processes and information for all stakeholders.

Objective 4: School regulation

Continue to refine the risk-based approach to school regulation, and report on its effectiveness in driving improvements in school practice and student learning. Random inspections in 2018 should include a focus on the teaching of Stage 6 and preparation of students for the HSC.

Implementation of the 2018 Minister's Statement of Expectations

NESA's implementation of the 2018 Minister's Statement of Expectations commenced in the first half of 2018 and is scheduled to be completed within the next reporting period. An interim report on the implementation progress of these priorities as at mid-2018 is provided below.

Objective 1: Review of the NSW Curriculum

The NSW Curriculum Review was announced in May 2018 by the NSW Premier, Gladys Berejiklian MP, and Minister for Education, Rob Stokes MP. This will be the first comprehensive review of the whole Kindergarten – Year 12 curriculum since 1989. The Review will consider the strengths and weaknesses of the current NSW curriculum, its relationship to the Australian Curriculum and its accessibility for every learner in the NSW community.

The review will also consider the implications of any new approach to curriculum design for assessment and reporting, pedagogical practices and teacher workload, and school organisation and regulation.

Professor Geoff Masters, CEO of the Australian Council for Education Research has been selected to lead the Review. NESA has established the NSW Curriculum Review Taskforce, a small secretariat to support the work of the Review Leader.

In April 2018, draft Terms of Reference (ToR) were developed as the basis for targeted consultation with key stakeholder groups. Consultation took place in May and June 2018. Following stakeholder meetings, NESA held a workshop with representatives from stakeholder groups to discuss the key themes and issues raised by stakeholders throughout the meetings. The draft ToR were then revised to reflect stakeholder feedback and were subsequently approved by the NESA Board and Minister.

The Terms of Reference were released in August 2018 and public consultation will take place in the second half of 2018. This will be an opportunity for the wider community to share their views, and to capture a range of perspectives and expertise. A dedicated NSW Curriculum Review website was launched in September 2018, providing the public with information about how they can participate.

The Review will be conducted over an 18-month period, with a draft report to be provided to the Minister in the second quarter of 2019, and a final report by the end of 2019.

Objective 2: Syllabus Development

In implementing the BOSTES Review Recommendations, NESA has consulted with stakeholders to build on and enhance NSW's well-regarded syllabus development process. In July 2018, the NESA Board endorsed six-year cyclical review and three-phase syllabus development processes with enhanced stakeholder engagement and strengthened and transparent quality assurance.

The 2018 Minister's Statement of Expectations requires NESA to continue to develop and revise syllabuses using the new streamlined approaches, while being mindful of the longer term considerations of the NSW Curriculum Review. NESA's planning relating to future syllabus development will have regard to the new processes and timeframes.

Objective 3: Deliver the HSC

The NSW Higher School Certification is a world class qualification. In order that it remain so, NESA has been tasked to further enhance the HSC through researching new technologies and by reviewing the disability provisions.

HSC related technologies

In relation to new technologies, a computer-based HSC exam will be introduced in 2019 in the new Science Extension HSC course, which focuses on contemporary scientific research. A computer-based exam will better assess the higher-order thinking skills students will develop in the course, and their ability to transfer or adapt skills and knowledge to new contexts.

HSC Disability Provisions

NESA has also undertaken a review of disability provisions to update and improve processes and information for all stakeholders. Disability provisions are practical arrangements available to students who have a disability and adjustments in reading and/or responding to HSC examination questions. The review has made recommendations to ensure that, while the integrity of the HSC is obviously paramount, assessment of the needs of students with disabilities is reasonable, flexible, and fair, in particular with a view to improving the understanding of parents and schools, and timeliness of processes.

Objective 4: School Regulation

In 2017, NESA implemented a more rigorous and risk-based approach to school registration, focusing on the determinants of student learning. This was one of the recommendations of the BOSTES Review, and NESA is continuing to refine this approach. In 2018, NESA will develop further refinements for the Minister's consideration following consultation with key stakeholders. At the Minister's request, NESA's random inspections during 2018 include a focus on the teaching of Stage 6 (Years 11 and 12) and the preparation of students for the HSC.

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 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* (NESA Act). 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. Amendments to the NESA Act now provide NESA the authority to approve programs with conditions and to suspend and revoke program approval should they not continue to meet expected Standards.

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
- academic entry standards as measured by three HSC Band 5 results including in English, or a NESA-approved comparable measure
- 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. NSW ITE programs are also required to have a dedicated unit of special education study. NESA is also consulting on the establishment of a requirement for a dedicated unit in Aboriginal education in all programs.

The NESA subject content knowledge requirements were revised to ensure graduates are adequately prepared to teach new NSW syllabuses. Requirements in a number of areas including science, design and technology and languages were strengthened. The capacity for degree-level engineering studies to be recognised for areas such as mathematics, science and technology has been included in the revised requirements.

Approving programs

From June 2017, the newly established ITEC commenced approving teacher education programs under the new Policy and Procedures.

Six individual programs have been approved to date subject to the condition of meeting Program Standards that are to be implemented in 2019. These Standards include providing a specialisation in a curriculum area for every primary teacher education student and implementation of a teaching performance assessment which is a rigorous final year capstone assessment against the graduate teaching standards.

In addition, by early 2018 all 108 continuing teacher education programs had been assessed and confirmed by the ITEC as addressing the revised December 2015 Program Standards.

NESA continued to work with AITSL and other regulatory authorities to ensure teacher education accreditation processes were nationally consistent. A number of proposed additional reforms to further strengthen the accreditation procedures and to support consistent decision-making have been the subject of national discussions through 2018.

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.

The statement also includes the subjects the teacher is approved for employment in NSW public schools.

In 2017–18, 7 242 teachers were provisionally or conditionally accredited by NESA. Of this number:

- 696 teachers successfully completed an English language proficiency test prior to accreditation
- 648 teachers were accredited at the Proficient teacher level through recognition of their interstate teacher registration.

Work will be undertaken in 2018–19 to amend the Provisional and Conditional Accreditation Policy. The changes are required so that the policy is amended to ensure currency and consistency with other NESA policies.

Table 2.1 shows the number of teachers accredited at Conditional and Provisional levels for the period 2016–17 and 2017–18.

Table 2.1: Number of teachers accredited at Conditional and Provisional levels, during 2016–17 and 2017–18

Period	Conditional accreditation	Provisional accreditation
2016–17	3 044	4 094
2017–18	4 248	2 994

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.

On 1 January 2018, 66 041 pre-2004 teachers were accredited. This brought the total of accredited teachers in NSW to approximately 163 899.

NESA has worked closely with TAAs and employers for more than two years in preparation for the accreditation of all eligible pre-2004 teachers. This includes ensuring the details of all pre-2004 teachers are included on the teacher accreditation database (electronic Teacher Accreditation Management System (eTAMS)).

electronic Teacher Maintenance System (eTAMS)

In response to BOSTES Review recommendations concerning teacher accreditation processes, a revised Maintenance of Accreditation policy was developed in consultation with stakeholders and approved by the Minister in December 2017. The revised policy streamlined maintenance of accreditation processes for teachers and principals but required a substantial rebuild of eTAMS.

The system was temporarily closed for several weeks between December 2017 and January 2018 to resolve a number of significant technical issues. Current work to address ongoing problems with certain functions within eTAMS is expected to be completed by late 2018. Interim processes have been established to allow aspects of accreditation to proceed.

Working with Children Check

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

Teachers need to renew their Working with Children Check clearance every five years. This first group of teachers who received their clearances marked the end of their five-year clearance period in June 2018. These teachers were required to renew their Working with Children Check clearance with the NSW Office of Children's Guardian. NESAs are required to verify the clearances of these teachers.

NESA has established processes to ensure teachers are able to update their clearance and a workflow to ensure NESAs can verify the clearance check.

Voluntary accreditation for non-school based teachers

Voluntary accreditation is available to non-school based teachers. The *Teacher Accreditation Act 2004* provides for the voluntary accreditation of non-school based teachers. A non-school based teacher has a relevant qualification, holds a valid Working with Children Check clearance, has taught in a school and is employed to undertake any of the following teaching related employment:

- duties relating to the development and implementation of curriculum (including assessment and reporting) for early childhood, primary and secondary education
- duties relating to the learning and wellbeing of children/students
- duties relating to curriculum teaching and learning
- duties as an early childhood or K–12 education lecturer or tutor in a university or other higher education institution in New South Wales
- duties as an educational consultant for early childhood education centres or for schools.

The *Policy on the Accreditation of Non-Accredited Teachers* provides for the accreditation of teachers employed as a school teacher prior to 31 December 2017 or a teacher who returns to teach after a break of less than five years between 31 December 2017 and 31 December 2022. NESAs are working with employers to accredit those non-school based teachers who wish to access voluntary accreditation.

Accreditation of early childhood teachers

On 18 July 2016, 7 731 eligible early childhood teachers were accredited by NESAs for the first time. By 30 June 2018, 9 132 early childhood teachers were accredited.

An eligible early childhood teacher needed to have:

- 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.

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

In 2017–18, 1 492 early childhood teachers were provisionally accredited.

Mutual recognition

Following the accreditation of all teachers in NSW, the teaching profession is regarded as an 'occupation' under the *Mutual Recognition Act 1990* and the *Trans-Tasman Mutual Recognition Act 1997*. NSW teachers can now have their accreditation recognised immediately when they move interstate.

NESA is implementing formal processes to comply with both sets of legislation. Collaboration with other state registration authorities is continuing to develop consistent processes.

In 2017–18, 648 teachers were accredited at the Proficient teacher level through recognition of their interstate teacher registration. Table 2.2 shows the total numbers of teachers accredited at the Proficient teacher level through recognition of their interstate teacher registration by jurisdiction.

Table 2.2: Number of teachers accredited at the Proficient teacher level through recognition of their interstate teacher registration by jurisdiction, during 2017–18

Jurisdiction	Number of Teachers
Australian Capital Territory	89
Northern Territory	36
Queensland	238
South Australia	27
Tasmania	7
Victoria	192
Western Australia	59
Total	648

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. The suspension and revocation of teacher accreditation continues under the interim policy.

Table 2.3 shows the number of teachers whose accreditation was revoked, suspended or voluntarily cancelled (under section 24 of the *Teacher Accreditation Act 2004*) during 2017–18.

Table 2.3: Number of teachers whose accreditation was revoked, suspended or voluntarily cancelled (under section 24 of the *Teacher Accreditation Act 2004*), during 2017–18

Accreditation	Number of Teachers
Revoked	*104
Suspended	2 468
Voluntary cancellation	1 428

Note: Under the *Teacher Accreditation Act 2004*, NESA became responsible from 1 January 2018 for accrediting teachers who were appointed prior to October 2004 and suspension, revocation and voluntary cancellation data for these 'pre-2004' teachers has been added to NESA's teacher database for the first time. This figure of 104 teachers includes 19 teachers who had their accreditation revoked during the 2017–18 reporting period as well as an additional 85 'pre-2004' teachers who had been removed from teaching during the years prior to the 2017–18 reporting period for whom NESA now holds data.

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.

NESA is engaged with the work co-ordinated by the Department of Education into the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission). The NSW Government accepted, in principle, all of the recommendations of the Royal Commission.

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 2017–18, 3 201 teachers were provisionally or conditionally accredited in NSW at the graduate teacher level of the Australian Professional Standards for Teachers.

As at 31 December 2017, there were a total of 26 575 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 will provide support during this process by observing, meeting with and providing feedback to teachers on their practice.

The requirements for accreditation at Proficient Teacher were revised in 2017 following an internal review of Proficient Teacher accreditation processes by Dr Bruce Mowbray, [The BEST They Can Be](#). The Proficient Teacher Accreditation Policy (January 2018) was endorsed by the NESA Board in November 2017. The revised policy replaces the Policy for Ceasing the Provisional and Conditional Accreditation of Teachers and the Policy for Accreditation at Proficient Teacher (September 2016).

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 2.4.

Table 2.4: 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) NESA may extend the maximum period for part-time and casual teachers in cases of genuine hardship.

In 2017–18, a total of 65 054 teachers were accredited at Proficient Teacher. A further 294 teachers were granted accreditation at Proficient Teacher through recognition of their full registration gained in other Australian states and territories. At 30 June 2018, there were 99 316 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. In 2017, the provisional reaccreditation requirements were revised and incorporated into the Proficient Teacher Accreditation Policy (January 2018). As at 30 June 2018, 28 teachers have successfully applied for reaccreditation.

Quality assurance of Proficient Teacher accreditation decisions

NESA's 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 are reflected in the Proficient Teacher Accreditation Policy (January 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 2017–18, 64 preliminary assessments for accreditation at Highly Accomplished Teacher and 38 preliminary assessments for Lead Teacher accreditation were completed and feedback reported to each teacher. A total of 38 teachers started a submission for accreditation at Highly Accomplished Teacher and 14 teachers started a submission for Lead Teacher. External observations were completed for 53 candidates. There were 468 teachers working towards Highly Accomplished Teacher and 446 teachers working towards Lead Teacher.

Twenty-six submissions for Highly Accomplished and Lead Teacher accreditation were considered and consequently NESAs 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 2017–18, five teachers were accredited at Highly Accomplished Teacher and five teachers at Lead Teacher. In the same period, two candidates were not accredited at Highly Accomplished Teacher level while no candidates were not accredited at Lead Teacher level.

Maintaining accreditation at Proficient, Highly Accomplished and Lead Teacher

Once accredited at Proficient, Highly Accomplished or Lead Teacher, teachers must continue to demonstrate practice at the applicable level of the Australian Professional Standards for Teachers and 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 NESAs. The remainder of the hours can be NESAs registered or can be identified by individual teachers, but must relate to the Standards.

Teachers undertaking postgraduate study can have their study recognised as professional development for the purposes of maintaining accreditation. During 2017–18, NESAs reviewed 405 applications to recognise further postgraduate study as professional development for maintenance of accreditation. Of those, 180 applications were successful and 189 are awaiting resubmission.

In 2017, NESAs revised the requirements for teachers maintaining accreditation, including in relation to professional development. The revised Maintenance of Teacher Accreditation Policy (January 2018) was endorsed by the NESAs Board in July 2017. The revised policy replaces the previous Maintenance of Accreditation at Proficient Teacher Policy and the Maintenance of Accreditation at Highly Accomplished and Lead Teacher Policy and incorporates relevant content from the previous Professional Learning Policy and the Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy.

In 2017–18, 1 819 teachers completed their first maintenance of Proficient Teacher accreditation period and started their second maintenance period. In the same period, 202 teachers completed their second maintenance of Proficient Teacher accreditation period and started their third maintenance period. As at 30 June 2018, there were 11 617 teachers accredited at Proficient Teacher in their second maintenance period and 762 teachers accredited in their third maintenance period.

Teachers accredited at the Highly Accomplished and Lead Teacher levels must also maintain their accreditation through participation in a minimum of 50 hours of courses offered by providers that have been endorsed by NESAs and a minimum of 20 hours categorised as professional commitment activities, which 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 NESAs registered or can be identified by individual teachers but must relate to the Standards.

In 2017–18, 11 teachers completed their first maintenance of accreditation period for Highly Accomplished Teacher and started their second maintenance period. In the same period, 7 teachers completed their first maintenance of accreditation period for Lead Teacher and started their second maintenance period. As at 30 June 2018, there were a total of 14 teachers accredited at Highly Accomplished Teacher and 12 teachers accredited at Lead Teacher.

Publications

During 2017–18, NESA revised the requirements for accreditation at Proficient Teacher and for maintenance of accreditation at Proficient, Highly Accomplished and Lead Teacher. Consistent with these policies, NESA also developed procedures to support NESA’s legislated function as the Teacher Accreditation Authority for early childhood teachers.

NESA published the following material on the NESA website:

- [Proficient Teacher Accreditation Policy](#)
- [Maintenance of Teacher Accreditation Policy](#)
- [NESA Teacher Accreditation Authority Procedures – Early Childhood Teachers: Achieving accreditation at Proficient Teacher](#)
- [NESA Teacher Accreditation Authority Procedures – Early Childhood Teachers: Maintaining accreditation at Proficient Teacher.](#)

Professional development

The endorsement of professional development providers ensures that high quality NESA Registered Professional Development is available for all accredited teachers in NSW. The streamlined process, introduced in response to the *2016 Review of the Board of Studies, Teaching and Educational Standards* (BOSTES Review) has reduced the administrative burden on providers, while maintaining high levels of scrutiny and has improved the transparency and accountability of NESA.

Endorsement of Professional Development Providers and Courses Policy

The BOSTES Review identified a need for NESA to implement 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’. During 2017–18, NESA developed a new *Endorsement of Professional Development Providers and Courses Policy* that incorporates recommendations from the BOSTES Review. The Policy reflects NESA’s practices and procedures that were implemented and evaluated during 2017–18. The new Policy also reflects the streamlined approval process for NESA Registered Professional Development Providers. Importantly, the Policy further tightens and mitigates the risk associated with the endorsement process through the inclusion of random, periodic and risk-based auditing to determine if providers are continuing to meet their provider responsibilities.

NESA Registered Professional Development

The total number of successful providers, including those who broadened their endorsement and school-based providers during 2017–18 was 352. Table 2.5 shows the total number of potential providers by Career Stage, during 2017–18. Table 2.6 shows the number of established providers by Career Stage, who have broadened their Scope of Endorsement during 2017–18. Table 2.7 outlines the school-based potential providers by Career Stage.

Table 2.5: Total number of potential providers by career stage, during 2017–18

Career Stage	No of applications endorsed
Proficient Teacher	171
Highly Accomplished Teacher	4
Lead Teacher	5
Total	180

Table 2.6: Total number of established providers by career stage, who broadened their scope of endorsement, during 2017–18

Career Stage	No of applications endorsed
Proficient Teacher	83
Highly Accomplished Teacher	13
Lead Teacher	12
Total	108

Table 2.7: Total number of school-based potential providers by career stage, during 2017–18

Career Stage	No of applications endorsed
Proficient Teacher	52
Highly Accomplished Teacher	1
Lead Teacher	1
Total	54

Endorsed Provider Evidence Guide

In 2017–18, NESAs began work on the development of an Evidence Guide. The Evidence Guide will support potential and existing providers through the process of gaining and maintaining endorsement as a provider of NESAs Registered Professional Development. The user-friendly Guide will assist providers as they develop and deliver NESAs Registered Professional Development and will help providers better understand their responsibilities as Endorsed Providers.

Presentations for professional development providers seeking endorsement

Potential Providers

During 2017–18, NESAs delivered 15 potential provider information sessions with 326 providers in attendance. In 2018, online presentations are being trialled in order to better cater for regional, interstate and international potential providers. The sessions cover the professional development requirements for maintaining accreditation at the three Career Stages, the application process and how to map relevant courses against the Australian Professional Standards for Teachers. Table 2.8 outlines participation details of the potential provider sessions for 2017–18.

Table 2.8 Participation at potential provider sessions, during 2017–18

Potential Provider Sessions	Number of Attendees
Friday 21 July 2017	24
Friday 4 August 2017	21
Friday 15 September 2017	20
Friday 29 September 2017	23
Monday 23 October 2017	22

Potential Provider Sessions	Number of Attendees
Friday 10 November 2017	21
Monday 27 November 2017	15
Monday 22 January 2018	20
Friday 16 February 2018	25
Friday 16 March 2018	20
Monday 16 April 2018	20
Friday 18 May 2018	19
Tuesday 22 May 2018	26
Monday 25 May 2018	30
Friday 15 June 2018	20
Total	326

Newly Endorsed Providers

NESA delivered a total of eleven face to face and online information sessions to newly endorsed providers of NESA Registered Professional Development with 178 providers in attendance. The sessions covered the ongoing requirements and qualities assurances of being an endorsed provider, how to broaden a scope of endorsement and how to successfully interact with eTAMS. Table 2.9 outlines the participation details for newly endorsed provider sessions during 2017–18.

Table 2.9: Participation at newly endorsed provider sessions, during 2017–18

Newly Endorsed Provider Sessions	Number of Attendees
Friday 7 July 2017	22
Wednesday 9 August 2017	11
Friday 1 September 2017	26
Friday 13 October 2017	19
Friday 17 November 2017	15
Friday 23 February 2018	19
Friday 23 March 2018	19
Wednesday 18 April 2018	15
Thursday 31 May 2018	15
Friday 1 June 2018	14
Friday 29 June 2018	3
Total	178

School Based Providers

NESA Registered Professional Development delivered by schools meets the NESA endorsement criteria to support knowledge, skills and capabilities of teachers. NESA Registered Professional Development courses delivered by schools link directly to the diverse needs of teachers at the local level, the Australian Professional Standards for Teachers, NSW Curriculum and the Early Years Learning Framework. School Based NESA Registered Professional Development is informed by the school's strategic priorities, the learning needs of teachers and students and promotes contextually relevant opportunities for site based collaborative learning and collective impact. NESA presented 9 school-based information sessions in 2017–18 with 173 schools in attendance. Table 2.10 outlines specific participation data for school-based information sessions.

Table 2.10: Participation at school-based information sessions, during 2017–18

School Based Information Sessions	Number of Attendees
Wednesday 26 July 2017	19
Monday 7 August 2017	32
Tuesday 8 August 2017	16
Friday 18 August 2017	23
Monday 21 August 2017	35
Friday 27 October 2017	8
Monday 5 May 2018	23
Friday 6 April 2018	10
Tuesday 5 June 2018	7
Total	173

Highly Accomplished and Lead Teacher providers

To further support Highly Accomplished and Lead Teachers access to high quality NESA Registered Professional Development, NESA targeted and invited established providers to bespoke workshops on how to write courses that successfully met the Standards Descriptors at Highly Accomplished and Lead. In 2017–18, two workshops with 29 endorsed providers in attendance. Table 2.11 outlines the participation at Highly Accomplished and Lead Teacher provider sessions.

Table 2.11: Participation at Highly Accomplished and Lead Teacher provider sessions, during 2017–18

HA/LT Provider Sessions	Number of Attendees
Friday 17 November 2017	11
Monday 16 April 2018	18
Total	29

Professional Learning Commissioning Program

The inaugural NESA Professional Learning Commissioning Program was established to support the professional development needs of NSW teachers. The development of the program has been in response to findings in the 2016 BOSTES Review and Minister of Education's Statement of Expectations (2017) which identified the need to increase the offering of professional development in areas of high priority. Implementation of initial stages of the program, including consultation meetings with internal and external stakeholders, a survey of Highly Accomplished and Lead Teachers, development of a project plan and internal audits of NESA's internal research and data have been completed with future work scheduled for the next twelve months.

Teacher Evaluation Tool

In 2017–18, a total of 161,592 evaluations were completed by teachers. Due to the influx of pre-2004 teachers from 1 January 2018 and ongoing upgrades to eTAMS, NESA began reviewing the evaluation tool that teachers use to provide feedback on the NESA Registered Professional Development they complete. The evaluation tool will be refined to enhance user experience and enable NESA to better access participation and evaluation data. Early in 2018, key external stakeholders from across the Sectors participated in workshops to provide their feedback and experiences on the existing tool and provided suggestions for improvement. It is anticipated that the revised Evaluation tool will be ready to implement by the end of 2018.

Auditing and Monitoring Program

In 2017–18, Professional Learning began systematic monitoring of newly endorsed providers during their first year of operation as endorsed providers. Preliminary data from a sample of 22 provider applications showed that over 50% of newly endorsed providers offered very few course sessions in the first 6 months of being endorsed. More data from a larger sample of newly endorsed providers is being collected and analysed in 2018.

During 2017–18, 61 providers were due for renewal. Auditing and monitoring for the five-yearly renewal process ensures that only providers who are active, are operating with their scope of endorsement and have positive evaluations for their courses will be renewed. Desk audits and course observation visits are also planned for high risk providers with broad scopes of endorsement.

Professional Learning Survey

In 2017–18, NESA began designing a new Professional Learning Survey. The 2018 survey has been designed to better understand the professional development needs of NSW teachers. NESA is collecting this data to continue to increase and improve the provision of NESA Registered Professional Development and comment on the current professional development trends and preferences of NSW teachers. Data collected will be aggregated and summary reports will be generated for internal and external stakeholders.

Professional Development in Key Priority Areas

The Minister of Education's Statement of Expectations (2017) identified the need to increase the offering of professional development in the high priority areas of STEM, Literacy and Numeracy, Writing, Aboriginal and Torres Strait Islanders, Languages and Disability Standards. In 2017–18, NESA actively sourced new endorsed providers in these areas and provided high levels of support and scrutiny during each provider's application process.

STEM

STEM, or Science, Technology, Engineering and Mathematics refer collectively to a broad field of distinct and complementary approaches to teaching and learning. STEM courses integrate the four curriculum areas and emphasize the application of using interdisciplinary knowledge to solve real world problems. There has been an increase in the number of providers interested in offering STEM specific NESA Registered Professional Development. In 2017–18 there were 143 active courses being delivered to teachers across NSW with 55 endorsed providers implementing STEM specific NESA Registered Professional Development.

Literacy and Numeracy

In 2017–18, NESA has seen an increase in the numbers of providers wishing to offer Literacy and Numeracy focused NESA Registered Professional Development. In the previous 12 months, there have been 245 literacy and numeracy specific courses delivered to teachers in NSW.

Writing

Writing is currently recognised as a State Priority Areas and over the last 12 months, 124 courses have been delivered to teachers in NSW. By far, the most prolific providers delivering writing based NESA Registered Professional Development were the employer groups from across the sectors.

Aboriginal and Torres Strait Islander education

Aboriginal and Torres Strait Islander education, histories and cultures is currently a State Priority Area and in the last 12 months, 133 courses have been delivered to NSW teachers. The Professional Learning Directorate has supported several Aboriginal owned companies and organisations to develop On Country NESA Registered Professional Development.

Languages

Language Education is a currently a State Priority Areas and over the last 12 months, 130 courses have been delivered to teachers across NSW. The majority of courses were run via professional teaching associations and Universities working with the languages of French, Japanese, Chinese, German, Spanish, Indonesian and Community Languages.

Disability Standards

In response to the NSW Government inquiry into Special Education, Disability Standards were added to the State Priority Areas. In 2017–18, 52 courses were delivered to teachers. The majority of courses were delivered by the employer groups and major associations.

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 have the opportunity to learn. The NSW syllabuses contain descriptions of the knowledge, understanding and skills to be developed by students.

The syllabus outcomes, content and (for K–10) stage statements, describe the standards 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 2.12.

Table 2.12: 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 teachers, subject experts, academics and the community. They ensure that common material is taught in both government and non-government schools, irrespective of where a student lives or attends school. Table 2.13 shows the organisation of the NSW curriculum by school-year level, learning area and credential.

Table 2.13: Organisation of the NSW curriculum – Kindergarten to Year 12

Year level	Learning areas	Credential
K–6	<ul style="list-style-type: none">EnglishMathematicsScience and TechnologyHuman Society and Its EnvironmentCreative and Practical ArtsPersonal Development, Health and Physical Education	

Year level	Learning areas	Credential
7–10	<ul style="list-style-type: none"> ▪ English ▪ Mathematics ▪ Science ▪ Human Society and Its Environment ▪ Languages other than English ▪ Technological and Applied Studies ▪ Creative Arts ▪ Personal Development, Health and Physical Education ▪ plus a range of Vocational Education and Training (Years 9 and 10), School Developed Board Endorsed and Life Skills courses 	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)
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 	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) Higher School Certificate

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 and ensures quality syllabuses.

The ongoing 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.

The NSW Government, through the 2016 BOSTES Review recommendations, asked NESA to develop a streamlined model for syllabus development that engages constructively with Australian Curriculum processes, adopts a regular review to ensure syllabuses remain up to date, and addresses overcrowded content in K–6 syllabuses. A revised process was endorsed by the NESA Board in July 2018.

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

Implementing the Australian curriculum for NSW students

During 2017–18, NESA continued to work with the Australian Curriculum, Assessment and Reporting Authority (ACARA), Australia’s states and territories and the NSW education sectors to support the implementation and monitoring of Australian Curriculum.

NESA engaged with the NSW Department of Education, Catholic Schools 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.

In this reporting period, much has been achieved in developing NESA syllabuses to incorporate Australian Curriculum content across all stages of schooling.

Kindergarten to Year 10 syllabuses

During 2017–18, new Science and Technology K–6 and Technology Mandatory Years 7–8 syllabuses were released for familiarisation and planning, with implementation commencing from 2019.

The new Geography K–10 syllabus is being implemented across K–10 in 2018.

The Creative Arts K–6 syllabus development project to incorporate Australian Curriculum content commenced in 2017. The draft syllabus was released for consultation during March to May 2018. The syllabus is scheduled for finalisation in Term 4, 2018.

In late 2017, NESA commenced review and development of the Aboriginal Languages K–10 syllabus. Consultation on the draft directions for syllabus development took place during Term 2, 2018.

A review of the Information and Software Technology Years 7–10 syllabus commenced in Term 1, 2018 and development will continue in 2019.

New syllabuses for Chinese, French, German, Indonesian, Italian, Japanese, Korean and Spanish K–10 were released for familiarisation and planning. The syllabuses will be implemented in schools, including those K–6 schools that offer a language program from 2019.

Consultation on the draft K–10 syllabuses for Arabic, Modern Greek, Turkish and Vietnamese commenced in June 2018.

Five Community Languages K–10 syllabuses in Hindi, Macedonian, Persian, Punjabi and Tamil are being developed in 2018. NESA is working in partnership with the NSW Department of Education and the University of Sydney on these syllabuses to address the NSW Government's commitment to Community Languages education.

The new Personal Development, Health and Physical Education (PDHPE) K–10 syllabus was released in April 2018. In 2019 implementation will begin with Years 7 and 9 and is optional for K–6. In 2020, implementation will continue across K–10.

NESA also commenced projects to incorporate Australian Curriculum content into a range of Years 7–10 syllabuses, including Agricultural Technology, Child Studies, Commerce, Design and Technology, Food Technology, Graphics Technology, Industrial Technology, Marine and Aquaculture Technology, Physical Activity and Sports Studies, Textiles Technology and Work Education. Consultation on the draft syllabuses commenced in May and will continue through Terms 3 and 4, 2018.

Stage 6 (Years 11 and 12) syllabuses

In February 2017, 19 new Stage 6 syllabuses for English, Mathematics Standard, Science, and History courses were released for familiarisation and planning, prior to implementation with Year 11 in 2018.

All syllabuses were developed through broad consultation and with reference to the reforms addressed in the NSW Government's [Stronger HSC Standards](#).

A range of materials including course guides, sample scope and sequences, sample teaching units and advice for teaching and assessing students with special education needs, have been developed to support implementation.

Schools are also being supported to meet the new requirements for assessment of these courses. Consultation for the suite of calculus-based Mathematics syllabuses – Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 – commenced in June 2018. Final examination specifications and sample examination materials are anticipated in Term 3, 2018 with the first HSC examination in 2020. Consultation on the draft examination specifications for English, Mathematics Standard, Science and History took place in Term 3, 2017. Final specifications and sample examination materials were released at the beginning of Term 4, 2017 in preparation for the first HSC examinations in 2019.

The PDHPE Stage 6 syllabus was reviewed in Term 4, 2017. Stakeholder feedback has informed the development of draft directions for syllabus development, in preparation for consultation from mid-2018.

In February 2018, NESA commenced review of the Geography Stage 6 syllabus and Geography Life Skills Stage 6 course to include Australian Curriculum content. Consultation on the draft directions will take place during Term 3, 2018.

In February, a review of Stage 6 syllabuses for Information Processes and Technology, and Software Design and Development commenced.

The new Science Extension Stage 6 syllabus was released in Term 4, 2017. This course offers high achieving students an opportunity to extend their knowledge and skills through the development of a scientific research report and will be available for Year 12 students from Term 4, 2018.

Supporting Aboriginal Education

NESA has an ongoing commitment to Aboriginal Education.

During the reporting period, NESA has advanced a range of related projects as outlined below. For information about the NSW AECG see Appendix N.

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](#).

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 2017–18, NESA continued to work on the following initiatives to improve the learning outcomes of Aboriginal students:

- supporting the implementation of the 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.

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. NESA recognises 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 NSW 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 projects.

The NESA Aboriginal Education Committee (AEC) met twice during the reporting period. The AEC informed the Board on Aboriginal Education, including issues and content related to curriculum and assessment.

The AEC has provided advice to NESA on:

- the NESA Commitment to Aboriginal Education draft initiatives, including planning for public and targeted consultation
- Initial Teacher Education: Review of Aboriginal Education recommendations
- Teaching Standards: Evidence of Practice
- NESA Review of syllabus development
- the development of the Aboriginal Languages K–10 syllabus
- Cross curriculum initiatives.

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

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 NSW AECG Inc. 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.

Aboriginal Studies syllabuses – Years 7–10

During 2017–18, NESA has been translating the Aboriginal Studies Years 7–10 syllabus into an online, interactive eSyllabus format.

NESA has 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.

Aboriginal Languages Syllabus – Kindergarten to Year 10

The [Aboriginal Languages K–10 syllabus](#) is being reviewed in 2018 and 2019. The new syllabus will incorporate the Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages. Stakeholder consultation and feedback will inform the development of a new Aboriginal Languages K–10 syllabus.

NESA continues its development of curriculum resources to support the teaching of Aboriginal languages in five Aboriginal Language and Culture Nest sites. In 2018, Aboriginal Language programs in schools within the Aboriginal Languages and Culture Nests continue to be informed by the NESA-facilitated K–10 Scope and Sequences for Bundjalung, Gamilaraay – Yuwaalaraay – Yuwaalayaay, Gumbaynggirr, Paakantji and Wiradjuri languages.

In 2018 NESA is continuing to develop:

- an online compendium of NSW Aboriginal Languages resources which will include the generic and language specific Aboriginal Languages K–10 Scope and Sequence and resources
- language apps for Gumbaynggirr and Paakantji languages followed by, with final agreements, Bundjalung, Gamilaraay – Yuwaalaraay – Yuwaalayaay, and Wiradjuri languages.

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 are represented in more culturally appropriate and engaging ways. The processes were introduced in the development of new Stage 6 syllabuses for English, Mathematics, Science and History courses, and support materials.

The processes have also been applied in developing new syllabuses for Languages K–10, PDHPE K–10, Science and Technology K–6 and Technology Mandatory Years 7–8, and support materials. Monitoring of implementation by teachers of the content in the new syllabuses indicates these processes have been successful but that ongoing curriculum support and teacher professional learning is required.

In 2017, NESA introduced targeted consultation meetings with Aboriginal and/or Torres Strait Islander stakeholders during the consultation phases of syllabus development. This included student voice consultation meetings and has continued to be effective in confirming suitability of content.

The Aboriginal Curriculum Unit contributed to significant development in the representation of Aboriginal and Torres Strait Islander histories and cultures content in 2017–18, in:

- new K–10 Languages syllabuses
- e-syllabus translations in HSIE, PDHPE and Technologies
- Stage 6 syllabuses in PDHPE and Geography
- teaching units and support material across a range of Key Learning Areas (KLAs) for teachers.

Aboriginal Languages Stage 6 Content Endorsed Course syllabus

Aboriginal languages being taught in NSW schools in 2018 through the [Aboriginal Languages Stage 6 CEC](#) syllabus are Gumbaynggirr language and Gamilaraay language. In 2018, NESA, NSW AECG Inc. and the NSW Department of Education acknowledged the first graduates of the Aboriginal Languages Stage 6 Content Endorsed Course syllabus from Woolgoolga High School and Menindee Central School in an AECG awards ceremony in March.

Supporting the primary curriculum

NESA is committed to providing high quality, progressive curriculum for students across the four stages of learning from Kindergarten to Year 6.

NSW syllabuses are being redeveloped to incorporate Australian Curriculum and include stage statements which reflect the knowledge, understanding, skills, values and attitudes that will be developed as a result of achieving the outcomes and engaging with the content. This work has been completed for NSW K–6 syllabuses in English, Mathematics, Geography and History, Science and Technology, and PDHPE.

The new Science and Technology K–6 Syllabus was published in 2017, for mandatory implementation in 2019. NESA has worked with key stakeholders during the 2018 familiarisation period to ensure a common understanding of the intent of the syllabus.

NESA develops curriculum resources to support primary teachers to effectively implement syllabuses in local contexts. The suite of resources developed during 2017–18 consist of teaching guides, sample scope and sequences and sample units, including multi-stage and integrated units for:

- Science and Technology K–6
- PDHPE K–10
- French K–10, German K–10, Indonesian K–10, Italian K–10, Korean K–10 and Spanish K–10.

The new Creative Arts K–6 Syllabus has been undergoing development during 2018. Primary and Creative Arts specialists have worked closely together to develop a rigorous syllabus, appropriate for K–6 audiences. NESA has held consultation meetings with key stakeholders, including professional associations, academics, primary and secondary teachers, in its development.

NESA has strengthened communication to the primary audience by including a specific section of NESA news called Focus on Primary. This has been developed with the purpose of engaging with primary teachers and providing relevant curriculum, syllabus, resourcing and programming advice.

WriteOn is NESA's annual writing competition for students from Years 1 to 6. It provides opportunities for students to demonstrate their imaginative writing skills in response to a stimulus image provided by the State Library of NSW. NESA organises the presentation ceremony for Gold award winners at the library and publishes all winning entries in an anthology. This resource is available for schools as they work to strengthen the quality of students' writing in support of the English K–10 Syllabus.

Supporting the curriculum K–10

Literacy and Numeracy Progressions

The National Literacy and Numeracy Learning Progressions were developed by the Australian Curriculum Assessment and Reporting Authority (ACARA) and NSW, using evidence-based research in consultation with literacy and numeracy experts and practising teachers.

The progressions were developed as a resource to assist in strengthening teacher knowledge and facilitating a shared professional understanding of literacy and numeracy development. The progressions can be used to identify the literacy and numeracy development of students and the development that should follow. This assists teachers to differentiate teaching and learning experiences and to provide feedback to students about next steps in learning.

The progressions are used in conjunction with the syllabuses which remain the focus for planning, programming, teaching, learning and assessment.

NESA has provided advice about the relationship of the progressions to syllabuses by the inclusion of a general statement about their purpose following the Diversity of Learners section in all NSW K–10 syllabuses. Specific advice illustrating how the progressions are linked to each outcome and related content has been included in the K–10 English and Mathematics syllabuses.

Supporting the Years 7–10 curriculum

Online, interactive translation of syllabuses

NESA also commenced projects to translate Years 7–10 elective syllabuses into an interactive online format. These projects provide an opportunity to:

- include Australian Curriculum content (where applicable)
- review content for rigour and currency
- update advice about the diversity of learners

- review content and identify opportunities for learning using cross-curriculum priorities and general capabilities
- develop glossaries
- enable access to support materials including Program Builder and
- review subject terminology.

Years 7–10 syllabuses currently undergoing translation include Aboriginal Studies, Agricultural Technology, Child Studies, Commerce, Design and Technology, Food Technology, Geography Elective, Graphics Technology, History Elective, Industrial Technology, Marine and Aquaculture Technology, Physical Activity and Sports Studies, Textiles Technology and Work Education. Consultation on the draft syllabuses commenced in May and will continue through Terms 3 and 4, 2018.

Mathematics STEM Pathways Years 9 and 10

Two Mathematics STEM pathways for students in Years 9 and 10 were published in Term 3, 2017. Materials to support these pathways were also developed and are available on the [NESA website](#).

Languages

Support materials including sample scope and sequences, sample teaching units and sample assessment activities for the new Chinese and Japanese K–10 syllabuses were published in Term 1, 2018. Support materials are under development for the new K–10 syllabuses in French, German, Indonesian, Italian, Korean and Spanish and will be published during 2018.

Supporting the Years 11–12 curriculum

New school-based assessment requirements

In response to the Stronger HSC Standards reforms, new school-based assessment requirements for Stage 6 courses commenced with Year 11 from 2018. This applied to all Stage 6 syllabuses excluding VET, Content Endorsed and Life Skills Courses.

NESA has developed new Stage 6 school-based assessment advice and course-specific assessment materials including sample assessment schedules. These were published on the [NESA website](#) in Term 3, 2017.

Support for new syllabuses

A range of materials have been developed and released on the NESA website to support implementation of new Stage 6 syllabuses for English, Mathematics Standard, Science and History.

These materials include course guides, new assessment requirements and advice, sample scope and sequences, sample teaching units, and advice for teaching and assessing students with special education needs.

New examination specifications, as well as sample examination materials, 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.

Science

In 2017, 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 Course Prescriptions

In 2017 new prescriptions, to be examined from the 2019 HSC, were published on the [NESA website](#) for [Language] and Literature courses in Chinese, Indonesian, Japanese and Korean. In 2017–18, new prescriptions for Extension courses in Arabic, Chinese, French, German, Indonesian, Japanese, Modern Greek and Spanish were developed and are expected to be published in Term 3, 2018. These will be examined from the 2020 HSC.

Creative Arts Course Prescriptions

The revised Course Prescriptions for Dance and Drama for the HSC 2019–2021 were released to schools for planning and familiarisation in Term 4, 2017. They will be implemented in Term 4, 2018 and first examined in the 2019 HSC.

Supporting students with disability

NESA is committed to supporting students with disability to access quality curriculum. NESA acknowledges its obligation to develop syllabuses and support documents that are inclusive of the full range of learning needs, including students with disability.

In the reporting period NESA engaged experienced, specialist reviewers to evaluate the inclusiveness of draft syllabuses for:

- new K–10 Languages courses
- e-syllabus translations in HSIE, PDHPE and Technologies
- K-6 Creative Arts.

Inclusivity reviews ensure fair and relevant representation for students with a disability using a strengths based approach. The reviews are an effective method of quality assurance in the NESA syllabus development processes.

Schools and teachers have obligations under the Disability Standards for Education 2005, to provide reasonable adjustments to students with disability. In May, 2018 NESA published updated information and advice for supporting students with disability, including:

- minor amendments to collaborative curriculum planning flowcharts, clarifying options for students to follow stage outcomes, selected stage outcomes and prior stage outcomes
- strengthened advice in relation to school reporting for students following outcomes that are different to their stage peers.

Life Skills

Life Skills outcomes provide course options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

NESA continues to develop Life Skills outcomes and content for all Years 7–10 syllabuses and discrete Life Skills courses for students in Years 11 and 12.

In Term 2 2018, NESA commenced targeted consultation with special education teachers of revised Life Skills outcomes, content and directions for:

- e-syllabus translations in HSIE, PDHPE and Technologies
- Stage 6 Life Skills courses in PDHPE, Geography and Information Processing Technology.

Targeted consultation meetings were held across NSW. Feedback has confirmed and informed development for the ongoing suitability of content for the wide range of students for whom Life Skills is an appropriate option.

Support materials

In Term 1, 2018 the online resource Mathematics K–6 Support Document for Students with Special Education Needs was redesigned and published to improve accessibility for teachers. The resource provides advice and strategies to assist students who are experiencing difficulties with aspects of numeracy.

Sample teaching units for Life Skills outcomes and content were developed and published for both History Elective Years 7–10 and Geography Elective Years 7–10.

Development of materials to support Stage 6 Life Skills courses included:

- sample scope and sequences for Stage 6 multi-course Life Skills syllabuses: Technology, HSIE and Creative Arts
- cross-curricular sample teaching units for new and existing Stage 6 Life Skills courses.

These materials assist teachers to develop a personalised and flexible program of study based on the individual needs, strengths, goals and interests of students with disability.

Stakeholder engagement

NESA continues to work closely with key disability stakeholders including the NSW Chapter of the Australian Association of Special Education (AASE). NESA attends, participates in and facilitates meetings and workshops relating to its own projects as well as joint initiatives with other agencies.

In February 2017, NESA sought feedback from special education teachers to inform the review of syllabus development processes. Over 500 special education teachers contributed to an online survey. This has proved significant in strengthening communication between special education teachers and NESA.

The NESA Special Education Committee met twice during the reporting period to advise the NESA Board on curriculum, assessment and teacher professional development issues relating to disability.

Other 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.

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 2017, NESA considered a total of 99 course proposals and endorsed 78 for implementation in 2018. This included 73 for Stage 5, of which 58 were approved and 26 for Stage 6, of which 20 were 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, responsibility for the endorsement of alternative education programs has been delegated to NESA. A Board Endorsement Panel approves 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, Catholic Schools NSW, the Association of Independent Schools of NSW, TAFE NSW and a registered training organisation with expertise in supporting at-risk young people.

In 2017, the following eight endorsed alternative education programs were available in NSW:

- Forensic Hospital Adolescent Unit Education Program – Forensic Hospital (Malabar)
- STAT – Mission Australia
- OASIS Education Programs – Oasis Education Centres
- Pathways Alternate Learning Program – Singleton Community College
- RELINK – Southern Youth and Family Services (Wollongong)
- WAYS Youth Training – WAYS Youth Services
- Munga Education Program – Western Sydney Training and Education Centre Inc
- Let's Go – Albury Wodonga Community College.

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 NESA website.

In 2017, there were 21 university developed Board endorsed courses available in NSW. Twelve of these courses were delivered, with a total enrolment of 247 students in Years 11 and 12.

Vocational education and training

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 NESA. 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. Many school-based apprentices and trainees undertake a framework course for the off-the-job component of their training.

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.

The Construction and Primary Industries syllabuses were updated for implementation from 2018, while the Financial Services syllabus has been updated for implementation in 2019.

VET Board endorsed 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.

122 VET course descriptions were endorsed by NESA for 2018, comprising 109 Stage 6 VET course descriptions and 13 Stage 5 VET course descriptions. Qualification pathways new to the suite of courses included Aboriginal and Torres Strait Islander Cultural Arts, Barbering, Beekeeping, Performance Horse, Retail Baking Assistance and Retail Baking (Cake and Pastry).

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, including Aviation (Remote Pilot), Individual Support (Disability), Flooring Technology, Landscape Construction, Mobile Plant Technology, Screen and Media and Visual Arts and Contemporary Craft.

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

Table 2.14: VET Certificate II or higher qualifications and statements of attainment achieved as part of the HSC program, during 2015 to 2017

2015	2016	2017
60 935	57 152	54 291

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 NESA and entered in an Industry Curriculum Framework course or other VET course endorsed by NESA. The data includes VET delivered to students as part of the HSC program by all RTOs (including the school system/sector RTOs, TAFE NSW and other providers).

Table 2.15 shows the number of enrolments in VET qualifications by training package as part of the HSC program (Stage 6 VET courses) in 2016 and 2017.

Table 2.15: Number of enrolments in VET qualifications by training package as part of the HSC program, during 2016 and 2017

Training package	2016	2017
Tourism, Travel and Hospitality	20 154	19 721
Construction, Plumbing and Services	10 145	10 211
Business Services	5 562	5 216
Retail Services	4 369	4 258
Creative Arts and Culture	4 065	3 866
Sport, Fitness and Recreation	3 397	3 230
Agriculture, Horticulture and Conservation and Land Management	3 320	3 166
Metal and Engineering	3 416	3 019
Information and Communications Technology	2 640	2 247
Community Services	2 304	1 859
Automotive Retail, Service and Repair	2 306	1 843
Hairdressing and Beauty Services	1 955	1 309
Health	1 324	1 225
Electrotechnology	1 246	1 158
Animal Care and Management	1 227	1 088
Foundation Skills	483	787
Furnishing	514	335

Training package	2016	2017
Financial Services	345	281
Aviation	136	140
Property Services	110	116
Transport and Logistics	68	103
Food Processing	132	59
Resources and Infrastructure Industry	6	39
Textiles, Clothing and Footwear	4	27
Maritime	21	23
Aeroskills	35	16
Laboratory Operations	-	15
Australian Meat Processing	16	11
Floristry	7	9
Racing	3	7
Seafood Industry	1	2
Forest and Wood Products	10	1
National Water	1	1
Library, Information and Cultural Services	2	-
Undetermined ¹	119	22

¹ Undetermined – nationally accredited courses.

Data source: NESAs VET Data Warehouse (AVETMISS)

Table 2.16 shows the number of students undertaking school-based apprenticeships (SBAs) and school-based traineeships (SBTs) in 2016 and 2017.

Table 2.16: Number of students undertaking school-based apprenticeships and traineeships as part of the HSC program, during 2016 and 2017

Year	SBA Commencements ²	SBAs in-training ³	SBT commencements	SBTs in-training
2016	367	915	1 505	3 109
2017	489	880	1 777	3 645

² 'Commencements' represent the total number of students commencing their school-based apprenticeship or traineeship (SBA/T) in that calendar year. It is a sub-set of students 'in training'.

³ 'In training' represents the total number of SBA/Ts participating in training in that calendar year.

Data source: Integrated Vocational Education and Training System (IVETS) database via school system/sector (AIS, CS and DoE) data queries.

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 2.17 shows the number of entries in Stage 5 (Year 9 and 10) VET Board endorsed courses in 2016 and 2017.

Table 2.17: Number of entries in Stage 5 VET courses, during 2016 and 2017

Training package industry area	2016	2017
Hospitality	402	630
Construction	120	190
Business Services	162	183
AgriFood Operations	205	153
Information and Digital Literacy	173	141
Manufacturing (Pathways)	155	113
Retail	81	76
Automotive	44	53
Animal Studies	5	46
Foundation Skills for Vocational Pathways	0	5
Active Volunteering	16	1
Tourism (Australian Indigenous Culture)	0	0

Data source: NESAs Data Query (Psychometrics and Analytics Branch).

2.4 Assessment standards

Promoting best practice assessment and reporting K–12

During 2017–18, 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.

During 2017, NESA commenced a long-term, collaborative research project in early primary literacy. The ultimate aim of the research is to improve early literacy through the development of an online instructional assessment program that has been developed for NSW students and their teachers. The research has seen a number of versions of the program trialled in primary schools, with teachers actively contributing at every stage. The trial has continued in 2018 with an enhanced version of the assessment program being made available to any NSW primary school at no cost. The results of the trial will be analysed early in 2019.

Analysis of the results of the 2016 and 2017 Year 11 online Critical Thinking test was undertaken at the end of 2017. The purpose of the research trial was to assess the value and validity of a critical thinking test. Almost 14 000 students sat the online trial Critical Thinking test within the two test windows that were available. The research confirmed that an online Critical Thinking test could validly provide information on student performance in analysis, inference, interpretation, problem solving and evaluation. The results from the research project will be included in the NSW Curriculum Review.

In 2018, following public consultation, NESA advised that the new HSC Science Extension course will have a computer-based external examination. The course will be examined for the first time in 2019. This will be the first computer-based HSC examination.

Assessment Resource Centre

Resources on the [Assessment Resource Centre \(ARC\) website](#) were provided to support teachers in the assessment and reporting of student achievement from Kindergarten to Year 12. These resources include student work samples that demonstrate achievement at A to E grades and HSC standards materials for use by schools, teachers and students. Standards materials include sample student responses to HSC examinations across a range of courses.

Most of the material from the ARC has been migrated to the NESA website. Standards materials will be migrated to the NESA website in 2018.

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 state-wide 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.

Minimum standard literacy and numeracy tests

A minimum standard of literacy and numeracy is required to receive the HSC from 2020. Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. Students master basic skills at different stages so there are multiple opportunities available to pass the minimum standard online tests, from Year 10 until a few years after Year 12.

The Minimum Standard Reading Test and the Minimum Standard Numeracy Test use computer-adaptive technology, in which students are asked questions matched to their level of ability based on their previous responses.

From 2018, Year 10 students will have two opportunities to take each of the online tests at school within the four test windows available during the year. Once a student passes each online test, they don't have to sit it again.

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 Reading and Numeracy test results can be accessed by test coordinators in Schools Online after a test has been completed. Students can access their test results on Students Online after the school has reviewed and published the results. A test report is provided indicating the Australian Core Skills Framework level corresponding to their test performance.

The Writing Test results are available within 20 working days, and are available to test coordinators in Schools Online. Students' written responses to the Writing Test are available on Schools Online once they have been assessed by NESA reviewers.

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.

2017 HSC candidature

In 2017, the HSC candidature was 77 150, with 68 816 students receiving their HSC award. A total of 1 917 students completed one or more Board developed HSC Life Skills courses and were issued a Profile of Student Achievement. There were 1 749 students receiving the HSC who identified as having an Aboriginal or Torres Strait Islander background; this represented 2.54 per cent of all students receiving their HSC.

In 2017, 86 369 students successfully completed Preliminary courses (typically studied during Year 11).

Courses available for Study

There are 78 Board Developed Syllabuses from which students were able to select from 117 externally examined courses, these include:

- 65 courses in 35 different languages, including three Classical languages
- 13 VET industry curriculum frameworks.

There were also 27 Life Skills courses and one non-examined English course available to meet HSC requirements.

A further 120 endorsed courses without external examinations were also selected for HSC study, including 76 VET course descriptions and 11 University Developed courses.

In 49 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 56 of the 65 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.

2017 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 assessment 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 2017 HSC examinations involved:

- 95 committees developing 125 examination papers for 105 courses
- 303 committee members and 124 assessors
- 969 committee meetings.

The preparation also involved printing approximately 14 million pages of examination papers.

HSC administration and conduct

The administration and conduct of the 2017 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
- 32 NSW students who sat their examinations under special arrangements outside of NSW.

2017 HSC marking

In 2017, 5 476 marking positions were filled from 7 951 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, Coffs Harbour, Goulburn, Gosford, Newcastle 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 2017, 70 courses were marked totally or partially onscreen, either in a corporate marking centre or externally. Almost 80% of marks awarded for all HSC examinations were captured by markers working externally.

In 2017, day marking made up approximately nine per cent of the total marking hours and was conducted in three marking centres in both metropolitan and regional areas: Sydney Showground, Goulburn 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), Catholic Schools NSW (CSNSW) 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 2017, 54 teachers were appointed.

Use of technology in the HSC conduct and marking

The 2017 HSC examination program saw an increase in the use of technology. For the first time, the questions in the HSC Extension Language oral examinations were presented to students via an iPad. In addition, all Language examinations were recorded and marked online. Senior markers in most pen-and-paper marking operations had access to iPads to capture marks and analyse statistics, and in a small number of pen-and-paper marking operations the markers recorded their marks directly onto iPads. All practical/performance examination markers were provided with iPads to record marks, and to view benchmarks, marking guidelines and other essential information.

In 2017, 70 HSC courses were marked totally or partially using secure onscreen marking technology developed by NESA, representing almost 80% per cent of the total number of HSC marks awarded. Of these marks, almost 84% per cent (66% 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. Students receive a credential that reports their achievement as both a mark, and in relation to a performance band that describes the level of achievement the mark represents.

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. 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. These 'judges' are guided through the process by a team of NESA officers.

The HSC Consultative Standards Committee is a group of educational measurement experts, appointed by the NESA Assessment Committee, 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.

Support 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 2017. These briefing sessions covered a range of topics to support supervisors of marking in the administration, organisation and quality assurance of marking.

Prior to and during the marking process, a range of NESA staff provide support to supervisors of marking to ensure their operations are conducted appropriately.

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. NESA 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 2014 to 2017 are available on the NESA website. A breakdown of data for each school in the same period is also available. Tables 2.18 and 2.19 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 [NESA website](#).

Table 2.18: Number of applications for HSC disability provisions, during 2014–17

2014	2015	2016	2017
6 672	6 985	7 125	6 796

Table 2.19: Number of modified HSC examination papers due to approved disability provisions, during 2014–17

2014	2015	2016	2017
761	899	743	820

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. Comprehensive statistics on [illness/misadventure application and approval rates](#) for the period 2014 to 2017 are available on the NESA website. Table 2.20 shows the number of applications over the past four years.

Table 2.20: HSC illness/misadventure applications, during 2014–17

Individual student applications		Whole-group school applications		
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%
2017	Total applications	4 216	Total applications	116
	% of courses fully/partially upheld	79%	% of courses fully/partially upheld	79%

2017 HSC results

Release of HSC results

The 2017 HSC students were issued their HSC results via email and SMS. Students' results were also available via the [Students Online website](#).

72 825 emails were sent to students on the morning of 14 December 2017. SMS results were also sent to 60 088 registered mobile numbers.

HSC Results Inquiry Centre

The 2017 HSC Results Inquiry Centre opened to coincide with the release of the HSC results and continued until 5 January 2018. The centre enables students to ask questions regarding aspects of their results. The centre received 838 inquiries from students across the state during this period.

HSC post-results services

The 2017 HSC post-results service allows students to purchase access to results, examination responses services, and a printed copy of their HSC credentials package. The 2017 services were available from 15 December 2017 to 8 June 2018.

Altogether, 1 712 students ordered one or more of the results check, raw marks or examination responses services with 3 238 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 2017 HSC, 57 Anomalous Result Inquiries were received from 12 schools.

2018 HSC entries

At the end of Term 1, 2018, 79 550 students were enrolled in an HSC course. Of these students, 2 236 identified as having an Aboriginal and/or Torres Strait Islander background, representing 2.8 per cent of all HSC enrolments. Of these students, 70 623 are eligible for the award of the HSC in 2018.

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-eight 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 2018, NESA presented and supported the following suite of performances and exhibitions that displayed outstanding student performances, bodies of work and projects from the 2017 Higher School Certificate:

- ARTEXPRESS (Visual Arts)
- Callback (Dance)
- ENCORE (Music)
- OnSTAGE (Drama)
- SHAPE 2017 (Design and Technology, Industrial Technology and Textiles and Design)
- Textstyle
- WordeXpress, including the Young Writers Showcase (English Extension 2).

Each of these showcases provided a rich educational experience and resource for the many students and teachers across NSW who 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 2017 HSC students by NSW Premier, The Hon Gladys Berejiklian, MP and Tom Alegounarias, Chairperson, NESA Board, at a ceremony held at Australian Technology Park, Sydney, on 13 December 2017.

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 2017:

- 120 students from 85 schools received a First in Course award across 114 HSC courses
- Equal first place was awarded in 12 courses
- Seven 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.¹ 394 students received this award in 2017. 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.

Two recipients were awarded the prize from the 2017 HSC:

- Akur Juach, Trinity Catholic College, Auburn
- Hayley Thompson, St Philip's Christian College, Port Stephens.

The Minister for Education, the Hon Rob Stokes MP, awarded the Prize at a ceremony at Parliament House in March 2018.

Aboriginal Studies and Aboriginal Languages awards

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

On 4 March 2018, NESAs and the NSW AECG acknowledged the achievements of the highest performing Aboriginal student and non-Aboriginal student in HSC Aboriginal Studies in 2017. In addition, the achievements of the first graduates of the Aboriginal Languages Stage 6 Content Endorsed Course (CEC) were acknowledged. The awards were presented at the NSW AECG awards event coinciding with the NSW AECG annual general meeting held at the Pullman Sydney Airport Hotel.

In 2017, the highest achieving Aboriginal student in the course was Brittany Abraham from Loreto Normanhurst. The first in course and highest achieving non-Aboriginal student was Elizabeth Parsons from Killara High School. Certificates for the successful completion of the inaugural Stage 6 Aboriginal Languages CEC were presented to Isabella Lovelock from Woolgoolga High School, and Andrew Philp-Sloane and William Mitchell from Menindee 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 2017–18

From 1 July 2017 to 30 June 2018, 10 040 Record of School Achievement credentials were provided to NSW school leavers.

At the end of Term 1, 2018, 89 393 students were enrolled for at least one Stage 5 course eligible for inclusion towards the RoSA. Of these, 4 627 have identified as having an Aboriginal or Torres Strait Islander background, representing 5.2 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 NESA 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 2017, 101 schools were contacted by email regarding their Stage 6 (Preliminary) grades in 111 courses, and 47 of these schools (46.5%) made changes in one or more courses. This represents a 27% increase in the number of schools contacted compared to 2016 and a slight decrease in the percentage of schools that made changes. The courses most commonly identified as potentially anomalous were PDHPE, English (Advanced), English (Standard), Mathematics General, Biology and Legal Studies. There has been an increase in the identification of anomalous patterns in PDHPE and Legal Studies compared to 2016, and a decrease in Mathematics and Business Studies.

A total of 66 schools was contacted by email regarding their Stage 5 grades in 70 courses, and 47 (71%) made changes. This represents a 42% decrease in the number of schools contacted compared to 2016 and an 11% increase in the percentage of schools that made changes. Of the courses most commonly identified as potentially anomalous, 84% were mandatory courses; English, Australian Geography, History, PDHPE, Science and Mathematics. The most common elective courses were Food Technology and Industrial Technology. There has been an increase in the identification of anomalous patterns in Australian Geography compared to 2016, representing 28.5% of total anomalies.

Further follow-up with schools regarding their grade patterns

In Term 1 2018, 24 schools were asked to provide work samples to confirm their understanding of state-wide standards in A–E grading. Panels of experienced teachers will review these samples during Term 2 and feedback will be provided to the relevant schools in Term 3.

Literacy and numeracy tests

Optional tests in literacy and numeracy are available for students who intend to leave high school before completing their HSC. These tests are the same as the minimum standard literacy and numeracy tests.

Taking these tests will allow students to prove that they have the basic reading, writing and numeracy skills essential for success in everyday life. Test results are reported separately from the RoSA and are not a requirement for the award of the RoSA.

Enhancements to Results Analysis Package (RAP)

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

Additional training programs designed to help users have been uploaded to Schools Online. NESA officers have also presented the features of RAP at a number of conferences throughout the year.

RAP data was updated with the HSC results on Thursday 14 December 2017, when results were released. In 2017 RAP was accessed by 11799 unique users from 761 schools.

Schools with HSC candidates are automatically invoiced for RAP early in Term 4 each year. RAP subscription attracts approximately 780 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 2018 NAPLAN cycle for NSW.

2018 NAPLAN tests

In 2018, 555 NSW schools participated in the NAPLAN Online from 15 – 25 May 2018.

The remaining NSW schools participated in the NAPLAN pen and paper tests which were held from 15 to 17 May, with 18 May designated as a catch-up test day.

2018 test participation

Schools register to participate in NAPLAN testing, and also register their eligible students. A total of 3 450 NSW and ACT schools registered for the NAPLAN tests in 2018 (see Table 2.21).

Table 2.21: Number of NSW and ACT schools registered for 2018 NAPLAN tests by sector

NSW		ACT	
Government	2 167	Government	78
Catholic systemic	544	Catholic systemic	29
Independent	444	Independent	21
Home school	147	Home school	1
International	14	International	5
Total	3 316	Total	134

All students in Years 3, 5, 7 and 9 are expected to participate in the NAPLAN tests. In 2018, NESA was responsible for the administration of one or more tests to more than 400 000 students. Table 2.22 shows the number of NSW and ACT students registered for 2018 NAPLAN tests, while Table 2.23 shows the actual number of students who participated in the tests.

Table 2.22: Number of NSW and ACT students registered for 2018 NAPLAN tests, by sector

NSW		ACT	
Government	248 725	Government	12 707
Catholic systemic	78 832	Catholic systemic	4 635
Independent	57 358	Independent	4 546
Home school	184	Home school	13
International	2 222	International	174
Total	387 321	Total	22 075

Table 2.23: Number of NSW and ACT students present for one or more 2018 NAPLAN tests by sector

NSW		ACT	
Government	235 560	Government	11 600
Catholic systemic	77 198	Catholic systemic	4 464
Independent	55 075	Independent	4 405
Home school	177	Home school	13
International	2 114	International	163
Total	370 124	Total	20 645

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 2.24 shows the number of NSW students in each of these categories for each NAPLAN test in 2018.

Table 2.24: Categorisation of NSW students for 2018 NAPLAN tests

	Absent	Exempt	Sanctioned Abandonment	Withdrawn	Present
Language conventions	10 071	5 995	54	4 559	366 591
Numeracy	13 090	5 920	43	4 523	363 692
Reading	10 539	5 986	38	4 580	366 126
Writing	10 409	5 785	101	4 400	366 266

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 a support person.

For adjustments requiring special print material or for scribe use in the writing test, schools had to complete an online application. In 2018, NESA approved 112 students to use a scribe and 428 students to use a computer. There were 345 applications to use a scribe that were not approved. 18 students with severe disabilities were provided with the NAPLAN tests electronically, 12 students were provided with braille test materials, 234 students were provided with large print and 614 students were provided with black and white test material. Additional adjustments were available for students who did the NAPLAN Online in 2018. Applications were approved for 8 students to use assistive technology and for 62 students to use the Colour Contrast Modification.

2018 Results

Schools in NSW will receive their NAPLAN results report package in mid-September 2018. The 2018 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.

Transition to NAPLAN Online

The Education Council agreed to the transition of NAPLAN to an online format by 2020, 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, those schools that intend to transition to NAPLAN Online in 2019, will be participating in a school readiness test between 20 August and 7 September 2018. 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 35 000 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 2018, was as follows:

- Professor Anna Reid (Chairperson and NSW representative on the federal Australian Music Examinations Board) – Dean, Sydney Conservatorium of Music
- Ms Victoria Clancy – private speech and drama teacher representative
- Dr Sofia Kesidou – NESA representative
- Ms Janina Longman – nominee of the Secretary of the NSW Department of Education
- Ms Lyn Morgan – examiner representative

- Mr Richard Morphew – 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 2017–18

The principal activities of the AMEB (NSW) during 2017–18 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 35 000 examinations throughout NSW and the ACT during 2017–18. 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 and this trial continued in 2018. A new Oboe syllabus was launched in late 2017, including new support materials and grade books for examinations in 2018.

An online enrolment system provides a portal for both enrollers and examiners through AMEB Connect in NSW.

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 11 March 2018. At the ceremony:

- 166 Associate diplomas, 40 Licentiate diplomas and one Fellowship diploma were awarded to musicians
- 5 diplomas were awarded to Speech and Drama students.

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

Keyboard examiners Katherine Gibbney and Francis Louran, along with Written (Music) examiner Robin Ruys were presented with a shield to commemorate 25 years as an AMEB examiner.

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

Most outstanding private teacher Preliminary to Grade 6 Keyboard	Olena Nikulina
Most outstanding private teacher Preliminary to Grade 6 Woodwind	Rebecca Heather
Most outstanding private teacher Preliminary to Grade 6 Strings	Shu Qi Mou
Most outstanding private teacher Preliminary to Grade 6 Brass	John Gilbert

Most outstanding private teacher Preliminary to Grade 6 Singing	Theresa Rayner
Most outstanding private teacher Grade 7 to Licentiate Keyboard	Scott Ka-Yan Lam
Most outstanding private teacher Grade 7 to Licentiate Instrumental/Vocal	Jocelyn Fazzone
Most outstanding private teacher Preliminary to Licentiate	Erin Bubb
Most outstanding private teacher CPM or Percussion	Katrina Love
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
Most outstanding accredited school	Sydney Grammar School

Workshops

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

The keynote address at the 2018 Examiners' Meeting was given by Dr Naomi Halls, a clinical psychologist with an adjunct career in music education. Naomi has taught music for over 30 years and is a senior woodwind examiner for the Australian Music Examinations Board.

With doctorate studies focussed on performance anxiety Naomi has special interests in providing strategies to manage music and examination performance anxiety, public speaking, interview and study techniques and support for stress management.

Successful Oboe and Piano for Leisure workshops were held at the JMC Academy in Ultimo on 4 February 2018. More than 90 music teachers attended these two workshops to learn more about the new resources released for these two syllabuses and receive helpful teaching tips from presenters Ngaire de Korte (Oboe), as well as Tim Topham and Caroline Almonte (Piano).

AMEB delivers UK Rockscool examinations for voice, guitar, bass, drums and keyboard throughout NSW and the ACT. In late June 2018, a promotional tour by Federal and NSW AMEB representatives visited contemporary music teachers from Newcastle through to the outer Sydney suburbs to promote this syllabus and the value of contemporary music education.

Events

2018 marks one hundred years of AMEB, and various events have already been held during the first half of this year. A celebration for examiners to mark the commencement of the examination year and honour retiring examiners was held in the AMEB (NSW) Examination Facility at 117 Clarence Street on Friday 20 April.

AMEB (NSW) staff, Board members, examiners and supporters were invited by his Excellency, General David John Hurley and his wife Mrs Linda Hurley to attend a reception at Government House on Monday 4 June to celebrate the centenary of AMEB (NSW). One hundred guests attended, included AMEB supporters from Sydney and regional New South Wales as well as Federal AMEB representatives from Queensland and Victoria.

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.

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
- monitoring the compliance of registration systems with the requirements for registration 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) for non-government schools and early childhood education centres
- decisions to revoke or suspend a NSW teacher's accreditation
- 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 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*
- Home schooling – *Guidelines for Home Schooling Registration in NSW.*

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 internal assurance procedures implemented by the government and non-government schooling systems to monitor 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
- assessing applications for home schooling registration
- investigating compliance concerns raised by complainants and other sources.

Enhanced school regulation

In 2017, NESA implemented a more rigorous risk-based approach to school regulation. Greater reliance is placed on principals of schools assessed as lower risk certifying compliance with the registration requirements.

In 2018, NESA is continuing to review the risk-based approach to further enhance the regulatory program.

2017–18 inspection program

Inspection program

In 2017–18, the inspection program included:

- 143 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, including inspections of 40 government schools, 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
- 18 inspections of government schools selected randomly
- 18 inspections of school providers
- 57 inspections of TAAs
- completing five investigations arising from complaints relating to the compliance of non-government schools.

Statistics relating to the 2017–18 inspection program and the Committee's recommendations and decisions are provided in Tables 2.25 to 2.29.

Documentation to support applications

In 2017, NESA 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 lower 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 2017–18, the registration manuals for non-government schools were amended in relation to:

- providing further guidance on financial viability and the evidence required in applications for registration
- the regulatory focus on the quality of student learning
- providing more detail about the process for imposing conditions on registration of non-government schools.

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

Revised TAA Guidelines were published in April 2018 to align with new teacher accreditation policies.

The [Guidelines for Approved NSW School Providers Delivering Courses to Overseas Students](#) were amended to reflect the Commonwealth's revised National Code. Implementation of the amended Guidelines commenced on 1 January 2018. In April 2018, the Guidelines were further amended to reflect the Commonwealth's revised [English Language Intensive Courses for Overseas Students \(ELICOS\) Standards 2018](#).

Stakeholder briefings

In 2017, Inspectors, in collaboration with the Association of Independent Schools NSW (AISNSW), delivered information sessions for individual non-government schools with registration expiring in 2018. 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 2018, NESAs conducted a briefing for proposed new schools seeking initial registration to commence in 2019. The session provided an overview of the requirements for initial registration, evidence of compliance, and the process undertaken by NESAs 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 2017 and March 2018. The sessions provided an opportunity for NESAs to advise systems on updated information, changes to legislation, emerging issues and plans for monitoring systems.

In August 2017, the AISNSW hosted a school provider briefing delivered by Inspectors for currently approved school providers and those seeking initial approval. The briefing provided an update on the draft version of the revised National Code and the probable implications for school providers in 2018. It assisted school providers in understanding the requirements for approval and the application and assessment process.

Annual reports

Under the *Education Act 1990*, all non-government schools are required to disclose publicly and submit to NESAs 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.

A review of a sample of annual 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 was one application to the NSW Civil and Administrative Tribunal for a review of a NESA recommendation relating to registration during 2017–18. This application was yet to be determined at the end of the reporting period.

2017–18 inspection program statistics

At the end of the 2017–18 reporting period, there were 959 non-government schools comprising 389 individual schools and 570 systemic schools.

Tables 2.25 to 2.29 provide information on NESA's school registration and accreditation activities during 2017–18, including comparisons to the preceding three years where applicable.

Table 2.25: Registration and Accreditation Committee recommendations on school registrations, during 2014–15 to 2017–18

	2014–15		2015–16		2016–17		2017–18	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Renewal of registration (5 years)^(a)								
Primary education	25	69	15	1	16	186	18	1
Secondary education	12	19	21	2	12	51	20	0
Primary and secondary education	86	27	46	2	70	15	30	0
Education of a kind, or for children of a kind	1	0	7	1	7	1	4	0
Exemption from registration	3	0	0	0	1	0	0	0
Total	127	115	89	6	106	253	72	1
Initial registration for new year levels of schooling (1 year)								
Primary education	4	1	3	1	4	3	6	0
Secondary education	3	2	6	2	4	3	7	0
Primary and secondary education	15	5	8	1	13	3	2	0
Exemption from registration	0	0	0	0	0	0	0	0
Provisional initial registration	0	0	0	0	0	0	0	0

	2014–15		2015–16		2016–17		2017–18	
Renewal of registration (5 years) ^(a)	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Total	22	8	17	4	21	9	15	0
Extension of registration (1 year)								
Primary education	2	0	2	0	1	0	2	0
Secondary education	6	0	0	0	2	0	3	0
Primary and secondary education	14	0	5	0	3	0	2	0
Total	22	0	7	0	6	0	7	0
Reduced period of registration (provisional)	0	0	0	0	0	0	0	0
Cancel registration	0	0	0	0	0	0	1 ^(b)	0
Initial registration of new schools	11	1	5	6	7	3	8	0
Registration of new campuses of existing schools	6	0	9	0	7	1	0	0

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.

(b) The school has appealed the recommendation to the NSW Civil and Administrative Tribunal.

Table 2.26: Registration and Accreditation Committee recommendations on accreditation and other matters, during 2014–15 to 2017–18

	2014–15		2015–16		2016–17		2017–18	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Renewal of accreditation (5 years)^(a)								
Courses leading to the award of the Record of School Achievement	101	41	42	0	63	64	41	0
Courses leading to the award of the Higher School Certificate	87	39	37	1	60	59	38	0
Reduced period of accreditation (provisional)	0	0	0	0	0	0	0	0
Cancel accreditation	0	0	0	0	1	0	0	0
Recognition as a special school	8	1	8	1	7	1	5	0
Recognition as a special assistance school	9	0	12	0	5	0	3	0
School closed	4	1	5	1	4	1	1	0
Campus closed	6	4	8	0	10	0	11	0
Recognition for schools outside NSW								
Courses leading to the award of the Record of School Achievement		3		0		1 ^(d)		0
Courses leading to the award of the Higher School Certificate		2		0		5 ^(d)		0
Approval of school providers of courses for students from overseas		43 ^(b)		20 ^(b)		26 ^(b)		16 ^(b)
Approval of Teacher Accreditation Authorities		N/A		14 ^(c)		91		44

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.

(d) This data corrects the data published in the 2016–17 annual report.

Table 2.27: New schools granted initial registration in 2017 to commence in the 2018 calendar year

School	Location	Year level
Oasis College Surry Hills	Surry Hills	Years 11 and 12
Port Macquarie Steiner School	Port Macquarie	Kindergarten to Year 2
The Bowen College	Maroubra	Years 9 and 10
The Nature School Primary	Port Macquarie	Kindergarten to Year 2
Verity Christian College	Griffith	Kindergarten to Year 6
Western Riverina Community School	Griffith	Years 9 and 10
Zahra Grammar College	Minto	Kindergarten to Year 4

Table 2.28: Schools closed during 2017–18

School	Location	Year level
ALESCO Learning Centre Far West	Broken Hill	Years 9 and 10

Table 2.29: Complaints about non-government schools investigated by NESA officers, during 2014–15 to 2017–18

	2014–15	2015–16	2016–17	2017–18
Number of complaints about individual schools	8	11	5	4
Number of complaints about systemic schools	0	0	0	0
Number of complaints about schools with overseas recognition	0	0	0	0
Investigations completed	10	5	9	5
Number of complaints substantiated	7	4	8	5
Investigations ongoing into the next reporting period	1	7	3	2
Number of complaints per requirement^(a)				
Governance	1	2	2	0
Teaching staff	3	0	1	0
Curriculum	2	1	2	1
Safe and supportive environment	7	7	7	4
Premises and buildings	1	1	0	0
Facilities	0	0	0	0
Discipline	4	3	3	2
Attendance	0	0	1	1

	2014–15	2015–16	2016–17	2017–18
Management and operation of the school	0	0	0	0
Educational and financial reporting	1	0	0	0
Boarding facilities	0	0	0	0

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

Internal reviews to suspend or revoke teacher accreditation

In 2017, NESAs took sole responsibility for decisions to suspend or revoke the accreditation of teachers in NSW. Where NESAs have made a decision to suspend or revoke a teacher's accreditation they are offered the right to an internal review of the decision. The process for conducting internal reviews is administered by Inspectors in School Registration and Accreditation.

In 2017–18 NESAs Inspectors conducted four internal reviews of decisions to suspend a teacher's accreditation and one internal review of a decision to revoke a teacher's accreditation.

NSW Civil and Administrative Tribunal

Where a teacher appeals the determination of an internal review decision regarding the suspension or revocation of teacher accreditation it is heard by the NSW Civil and Administrative Tribunal. In 2017–18, there were no appeals regarding decisions to suspend or revoke a teacher's accreditation heard by NSW Civil and Administrative Tribunal.

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 2017–18, the number of children registered for home schooling continued to grow (see Tables 2.30 and 2.31). NESAs collect, 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 2017–18, the HSCG met on three occasions with the main focus relating to consultation on the draft guidelines for home schooling registration. The updated *Guidelines for Home Schooling Registration in NSW* were endorsed by the Minister in October 2017 and published on the NESAs website. Subsequent meetings of the HSCG have focused on initial feedback on the new Guidelines and developing a future work program for the HSCG based on the government's response to the recommendations from the 2014 Legislative Council's Select Committee on Home Schooling.

Professional learning forums

Each year, NESA provides regular professional learning forums for authorised persons who assess applications for home schooling registration. In 2017–18, topics included child protection, curriculum updates, advice on patterns of study, report writing, case studies from the field and external guest speakers, including home schooling parents through parent group representatives.

NSW Civil and Administrative Tribunal

The NSW Civil and Administrative Tribunal hears applications for review of recommendations to refuse home schooling registration. During 2017–18, two appeals relating to home schooling registration that were lodged during 2016–17 were finalised. These appeals related to the minimum and maximum age range for eligibility for home schooling registration. As a result, the range was more closely aligned with eligibility for enrolment in a government school.

Table 2.30: Number of children with home schooling registration at the end of reporting period, during 2014–15 to 2017–18

	2014–15	2015–16	2016–17	2017–18
Number of children with registration	3 343	3 703	4 479	5 066
Number of families	1 964	2 197	2 269	3 027

Table 2.31: Number of children with exemption from home schooling registration at the end of reporting period, during 2014–15 to 2017–18

	2014–15	2015–16	2016–17	2017–18
Number of children with exemption from registration	174	184	182	183
Number of families	82	91	88	95

2.6 National and international engagement

Overseas visitors to NESAs

During 2017–18, NESAs welcomed visiting delegations from Thailand, China, the Philippines, Indonesia and Bangladesh. Such visits assist in promoting the policies and initiatives undertaken by NESAs as well as sharing ideas and experiences with international educators.

Thailand

Eight delegates from the Office of the Education Council, one of the core organisations of the Thailand Ministry of Education, visited NESAs on 17 August 2017. The national centre provides core training for principals, vice principals, school officials and teachers in Japan. The group met senior NESAs representatives to learn more about curriculum development K–12, vocational education and training, the accreditation of teachers against the Australian Professional Standards for Teachers and Initial Teacher Education.

Indonesia

Academics from Indonesia University of Education, Bandung, West Java met with senior officers from the Quality Teaching Directorate at NESAs to gain insight into teacher education standards and teacher qualification framework in Australia. As the largest Teacher education institution, UPI is being requested by the ASEAN Teacher Education Network (AsTEN) to develop the Teacher Education Qualification Framework that will be applicable to all AsTEN member institutions.

Peoples Republic of China

An official delegation from the Zhejiang Admissions and Examinations Authority (ZEEA), an educational department within the Government of the People’s Republic of China, met with senior officers from the Assessment Standards Authority in December 2018. Their visit focussed on the role of NESAs in the NSW education landscape and NESAs’s experience in organising and delivering the HSC and assessing outcomes.

The Philippines

Between December 2017 and June 2018, NESAs hosted three visits by senior education officials from the Philippines. On 8 December, 12 delegates from the Office of the President of the Philippines met with officers from the Quality Teaching Directorate to discuss the accreditation of teachers against the Australian Professional Standards for Teachers, Professional Learning and Initial Teacher Education.

Presidents of 11 State universities visited NESAs in February 2018 to learn more about the background and history of Initial Teacher Education (ITE) regulation in NSW, alternative ITE regulation models, and the impact of the Professional Standards for Teachers on tertiary institutions.

On 7 June 2018, Chairperson, Tom Alegounarias and directors from the Quality teaching directorate met with a delegation from the Philippine Business for Education (BPEd). The visit to Australia was funded by the Australian Department of Foreign Affairs as part of the Australian aid program to the Philippines – the Basic Education Sector Transformation Program (BEST). The main purpose of the fact-finding visit was to learn about education governance and teacher development including teaching standards and the assessment and accreditation of teachers and teacher education institutions.

Bangladesh

NESA hosted a number of visits by delegations from Bangladesh between 17 December 2017 and June 2018. Their interests ranged from curriculum development to the development administration, and delivery of the HSC.

NESA's international initiatives

NESA participation in international conferences

During 2017–18, NESA officers also continued to participate in international forums and events overseas.

NSW Public Service Commission's Leading an Agency program

In July 2017, David de Carvalho, Chief Executive Officer (CEO) travelled to Harvard Kennedy School, Boston, United States of America, as part of the Public Service Commission's (PSC) NSW Leadership Academy program; *'Leading an agency'*.

The NSW Leadership Academy promotes excellence in the NSW public sector by enhancing the skills and capabilities of existing and emerging leaders through a unique suite of development programs. *'Leading an agency'* is a 12-month program to develop leadership capabilities required to lead an agency or cluster.

As a component of the *'Leading an agency'* program, the CEO completed the three week Senior Managers in Government course at Harvard Kennedy School, and also met with a number of US education government department and agencies including the NYC Department of Education, House Committee on Education & the Workforce, New York Academy of Sciences, RAND Education, Centre on Education Policy, American Educational Research Association, American Association of Colleges for Teacher Education, Brown Centre on Education Policy (Brookings Institute) and IBM International Foundation.

Designing Public Policies (ANZOG) Korean study tour

In July 2017, Karen Ingram, Senior Inspector / Inspector, Personal Development, Health and Physical Education (PDHPE) travelled to Singapore to undertake a unit of Study: Designing Public Policies as part of the Australian and New Zealand School of Government's (ANZSOG) Executive Masters, Public Administration degree. This unit of study provided an overview of approaches to analysing, developing and implementing public policies and developed knowledge and skills to undertake strategic policy work, drawing explicit connections between the broader operating context and specific issues in contemporary public policy. Using contemporary evidence from Singapore, allowed Karen to consider how the authorising environment, predominant political preferences and perspectives, long-standing policy commitments, and learnings from other countries have shaped their specific policy settings and draw lessons that can be considered and applied when developing public policies in Australia.

Australian Principals and Educational Leaders Korean study tour

In April 2018, Karen Ingram, Senior Inspector / Inspector Personal Development, Health and Physical Education, travelled to the Republic of Korea to represent NESA at the Australian Principals and Educational Leaders Korean study tour. The tour highlighted similarities and differences between NSW and Korean education systems, from the extent of private expenditure on tuition in the Republic of Korea; the shift in focus from examinations and test scores towards a happy school education and a move towards innovation and project-based learning. Karen was able to promote the work of NESA in delivering internationally respected curriculum, assessment and credentialing processes during her visits to schools and education authorities in Korea.

International Forum of Teaching Regulatory Authorities (IFTRA) Conference

On 5–6 April 2018, a delegation of NESA staff including David de Carvalho, Chief Executive Officer, Paul Martin, Executive Director, Quality Teaching, Lyn Kirkby, Director, Teaching Standards and Judith Page, Director, Teacher accreditation, travelled to Wellington, New Zealand to represent NESA at the IFTRA biennial conference. This was an opportunity for trans-Tasman collaboration with the aim to ensure safe and high quality leadership, teaching, and learning for all children and young people.

The first component of this conference focused on teacher quality, teaching standards and the relationship between teachers and child protection, with keynote speakers from United Nations Educational, Scientific and Cultural Organisation (UNESCO), the University of Waikato and the University of Auckland.

The delegation was able to participate in school immersions for first hand insight into Māori Education at Atiawa Nui Tonu Kōhanga Reo, an all-day early childhood learning centre, and Te Kura Māori o Porirua, a total immersion Māori school.

Overseas Marking – 2017 HSC

HSC markers employed by NESA travelled to Hong Kong, Malaysia, Singapore and Norfolk Island between September and November for the marking of 2017 HSC practical and performance examinations in Design and Technology, Drama, Music, Industrial Technology and Visual Arts.

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. Each Australian International School met the costs of the marker visits to their schools. NESA met the costs of the marker visits to Norfolk Island Central School.

The HSC markers listed below were appointed to mark overseas:

Design and Technology

Karen Gibson	Pilot Marker	17–18 Sep 2017	AIS Singapore
		19–21 Sep 2017	AIS Hong Kong
		6–7 Oct 2017	AIS Malaysia
Robert Barter	Senior Marker	17–18 Sep 2017	AIS Singapore
		19–21 Sep 2017	AIS Hong Kong
		6–7 Oct 2017	AIS Malaysia

Drama

Samuel Jones	Senior Marker	4–6 Sep 2017	AIS Singapore
		6–7 Sep 2017	AIS Malaysia
Joanne George	Senior Marker	4–6 Sep 2017	AIS Singapore
		6–7 Sep 2017	AIS Malaysia
Natalie Maddock	Senior Marker	4–7 Sep 2017	AIS Hong Kong
Heidi Quinn	Senior Marker	4–7 Sep 2017	AIS Hong Kong

Industrial Technology

Stuart Harvey	Senior Marker	4–6 Sep 2017	AIS Singapore
Stephen Kershaw	Senior Marker	4–6 Sep 2017	AIS Singapore
Jason Carthew	Senior Marker	1–4 Sep 2017	Norfolk Island

Music

Pauline Churchward	Senior Marker	20–22 Sep 2017	AIS Singapore
Deborah Smith	Senior Marker	20–22 Sep 2017	AIS Singapore
Brendan Cooper	Senior Marker	20–23 Sep 2017	AIS Hong Kong
Ines Marable	Senior Marker	20–23 Sep 2017	AIS Hong Kong
Mark Graham	Supervisor of Marking	5–10 Oct 2017	AIS Malaysia
John Gill	Assistant Supervisor of Marking	18–19 Sep 2017	Norfolk Island

Visual Arts

Lisa Gasgoigne	Senior Marker	1–4 Nov 2017	AIS Singapore
Catherine Rose	Senior Marker	1–4 Nov 2017	AIS Singapore
Carolina D'Addadbbbo	Senior Marker	4–7 Sep 2017	AIS Hong Kong
Jane Poiner	Senior Marker	4–7 Sep 2017	AIS Hong Kong

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 2017–19, to support students applying for universities in the United Kingdom and the United States, NESAs promoted the HSC to delegations from US and UK universities and colleges. The University of the Arts London held an information session and student interviews in Newcastle. This was the first time they had held such a session outside the Sydney metropolitan area.

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.

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
- Processes the student response (pen and paper (scan), online assessment, audio and project uploads)
- 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 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 customization 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, have rolled out *MarkManager*[™] for British Council APTIS tests in the UK. *MarkManager*[™] is being used successfully for marking APTIS tests globally. APTIS is a modern and flexible English language proficiency test designed to meet the diverse needs of organisations and individuals around the world.
- 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 seventh year for *MarkManager*[™] being used for Western Australia's marking operations.

- NESAs has been working along with British Council, IDP and Cambridge to enhance the marking capabilities of *MarkManager*[™] to support the ongoing demand for marking computer delivered examinations.
- 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.
- NESAs has been selected to supply the onscreen marking solution to support National Curriculum Tests (NCTs) on behalf of the Standards and Testing Agency (STA) UK, in collaboration with Capita plc UK and Civica UK.

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 2017–18, consultation meetings were held with the:

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

Supporting rural and remote education

NESA has a range of initiatives that support the NSW Government’s commitment to improve educational outcomes for students in rural and remote areas.

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.

In September 2017, NESAs hosted the annual delegation of the Isolated Children's Parents' Association of NSW (ICPA-NSW). This meeting provides an opportunity for NESAs's senior officers to hear and consider the views and concerns of parents of rurally and remotely located students.

The NESAs CEO also attended the ICPA-NSW Annual Conference in Mudgee in March 2018.

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 2017 Higher School Certificate continued to provide experience for teachers from rural and regional schools in NSW.

In 2017, day marking was conducted in four marking centres in both metropolitan and regional areas: Sydney Showground, Goulburn 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 Catholic Schools 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 2017, 54 teachers were appointed to participate in the program.

Teacher professional learning

The Professional Learning Directorate regulates and supports over 670 NESAs Registered Professional Development Providers who deliver quality NESAs Registered Professional Development to over 150,000 accredited teachers in NSW.

The Professional Learning Directorate has successfully sought NESAs Board approval for the updated Policy on the Endorsement of Professional Development Providers and Courses. The new Policy further streamlines the approvals process whilst strengthening the internal quality assurance practices through the inclusion of robust auditing and monitoring of providers. It is anticipated that the streamlined approvals process will encourage more regionally based providers to become endorsed.

During 2017–18, the Directorate developed and conducted a suite of new information sessions for professional development providers. For the first time, online sessions were trialled in order to better support regional and remote providers. The Directorate has introduced over 670 endorsed providers to the updated eTAMS and continues to provide ongoing support. The Directorate continues to prioritise regional and remote providers as well as providers offering NESAs Registered Professional Development in the State Priority Areas.

Policy Officers made providers aware of the unique needs of rural and remote teachers in the information sessions. Applications for NESAs 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 representation on external committees

During 2017–18, 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

- Board of the Australian Curriculum, Assessment and Reporting Authority
- Chief Executive Officers of Australasian Teacher Regulatory Authorities
- Chief Executive Officers of the Australasian Curriculum, Assessment and Certification Authorities
- Institute of Public Administration Australia (IPAA) Program Advisory Committee
- Non-government Schools Advisory Council
- NSW Schools Advisory Council (Observer status)

Mr Peter Byrnes, Chief Financial Officer

- NSW Department of Education Procurement Governance Committee

Ms Kelli Cato, Principal Policy Officer, Curriculum and Assessment Policy

- NSW Languages Network Group

Mr David Cranmer, Director, Teacher Quality Policy

- Great Teaching, Inspired Learning – Evaluation Reference Group
- Australian Teacher Workforce Data Set – Oversight Board
- The University of Sydney - Teacher Education Advisory Board

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, Museum of Contemporary Art (MCA), Indigenous Advisory Group
- Member, Board of Studies, 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

Ms Justine Ferrari, Director, Curriculum and Assessment Policy

- Literacy and Numeracy Strategy Implementation Working Group
- Literacy and Numeracy Strategy Evaluation Reference Group

Ms Lyndall Foster, Executive Director, Curriculum Standards

- Australian Curriculum, Assessment and Reporting Authority – Curriculum Directors Group
- Australian Curriculum, Assessment and Reporting Authority – F-12 Curriculum Reference Group
- NSW Schools Consortium (VET delivered to secondary students)
- NSW Literacy and Numeracy Steering Group

Mr John Healey, Director, Initial Teacher Education

- Australasian Teacher Regulatory Authorities Network – Initial Teacher Education Working Group
- Australian Government's Literacy and Numeracy Test for Initial Teacher Education Students Governance Committee

Ms Karen Ingram, Inspector, PDHPE

- Western Sydney University External Advisory Committee
- NSW Department of Education Child Protection Program Steering Committee

Dr Sofia Kesidou, Executive Director, Assessment Standards

- NSW Literacy and Numeracy Steering Group
- Online Assessment Working Group (OAWG)
- NSW AMEB Board

Ms Lyn Kirkby, Director, Teaching Standards

- Australasian Teacher Regulatory Authorities – Teaching Standards Subcommittee
- Australian Institute for Teaching and School Leadership – Certifying Authorities Network

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
- Australasian Curriculum, Assessment and Certification Authorities – National Assessment, Data, Analysis and Reporting Reference Group

Mr Paul Martin, Executive Director, Quality Teaching

- Australian Institute for Teaching and School Leadership – Teacher Performance Assessment Steering Committee

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

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

Ms Judith Page, Director, Teacher Accreditation

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

Ms Adrienna Ross, Principal Research Officer, Research, Data and Analysis

- Post School Destinations and Expectations Survey - Research Reference Group

Dr Robin van den Honert, Director, Research, Data and Analysis

- Post School Destinations and Expectations Survey - Research Reference Group
- Compressed Curriculum Evaluation – Evaluation Reference Group (Co-chair)

Mr Kerry Sheehan, Inspector, Science

- NSW Department of Education Schools Animal Care and Ethics Committee
- Catholic Education Diocese of Parramatta – Learning Sub Committee

Ms Lyn Sully, Inspector, Languages

- Collaborative Curriculum and Assessment Framework for Languages – Reference Group
- NSW Community Languages Schools Board
- Sydney Institute of Community Languages Education Advisory Board

Ms Jennifer Taylor, Manager, Examining and Testing

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

Ms Catherine Tucker, Inspector, Vocational Education

- Australasian Curriculum, Assessment and Certification Authorities – Vocational Education and Training (VET) Sub-group
- NSW Department of Industry – VET Consultative Forum
- NSW Schools Consortium (VET delivered to secondary students)

Mr Mark Tyler, Inspector, Technology Education

- Australian Curriculum, Assessment and Reporting Authority – National Assessment Program – ICT Literacy (NAP-ICTL)

Student voice

NESA has an ongoing working relationship with the office of the NSW Advocate for Children and Young People. NESA regularly seeks the Advocate's advice, particularly when our work requires access to the diversity of student views relating to education. In May 2018, the Advocate participated in a 'stakeholder roundtable' meeting with NESA and other key stakeholders to discuss the findings of the *Review to Achieve Educational Excellence in Australian Schools* and the implications for NSW.

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 2017. Over 4 300 students responded to the survey. Responses were similar to survey findings in previous years, with the majority of respondents indicating that their non-compulsory HSC courses met their expectations and were challenging, interesting and would be useful for further education and work. Respondents generally felt that the school based assessment tasks were helpful for learning.

A new element in the 2017 survey was a question relating to the student's motivation for choosing each HSC course completed. For non-compulsory courses the most popular reasons were 'I was interested in the content' and 'I thought I would be good at it'. Maximising ATAR was a consideration for particular courses across all KLAs, particularly Mathematics.

Sydney Writers' Festival

Sydney Writers' Festival and NESAs continued their partnership in 2018 to present events for school students delivered by some of the biggest stars of the 2018 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 reporting on natural disasters to untold tales in Australian history and stories of second-generation immigrants.

Two streams of specialist events were held from 10 am to 2 pm on Wednesday 2 May 2018 at the Seymour Centre, Chippendale.

Speakers included:

- US artist and poet Cleo Wade
- foreign correspondent Richard Lloyd Parry
- illustrator and author Chris Riddell
- author, rapper and poet, Omar Musa
- novelist Michael Mohammed Ahmad
- young adult author Alice Pung
- historians David Hunt and Nick Brodie.

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:

- David Hunt and Nick Brodie presented a quirky side to untold stories in Australian history
- Alice Pung discussed the influence of the much-loved and successful author, John Marsden on her own writing
- Chris Riddell demonstrated the power of doodling every day to get creativity flowing and how artistic expression can unlock imagination in the classroom.

The sessions attracted a combined audience over 2 300 students and were valuable for all students and teachers who attended.

Teachers' event

In 2018, a special event was held for the highly accredited teacher community. The event featured one of Australia's most admired journalists and host of ABC's Q&A, Tony Jones. Tony appeared in conversation with Louise Adler, CEO of Melbourne University Publishing, discussing his debut novel, *The Twentieth Man*, a gripping thriller inspired by his experiences as a foreign correspondent. He also spoke about his life-long respect for the teaching profession which was nurtured at a young age through his father, Peter Jones, who was a mathematics teacher and textbook writer.

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.

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. Staff forums were held in August and December 2017 and April 2018.

The third staff forum held in August 2017 focused on a theme of 'Positive and Productive Workplaces'. Discussions focused on how NESA staff and workplaces can reflect the NSW Public Service Commission's (PSC) Respect, Reflect and Reset agenda, with a keynote address from the-then PSC Commissioner, Mr Graeme Head.

The staff forum held in December 2017 focused on the contemporary challenges facing education. Staff participated in a brainstorming workshop and a Q&A panel. Panel members included:

- Mr Mark Scott AO, Secretary, NSW Department of Education
- Emeritus Professor Susan Dockett, Professor of Early Childhood Education at Charles Sturt University and NESA Board Member
- Ms Lisa O'Brien, CEO, The Smith Family
- Ms Mary-Ann O'Loughlin, Deputy Secretary, Social Policy, NSW Department of Premier and Cabinet
- Mr Tom Alegounarias, NESA Board Chairperson.

In April 2018, the first staff forum for the year focused on 'Technology – the challenge of change'. Staff participated in brainstorming activities and Mr Matt Boon from Gartner provided the keynote presentation.

Other guest speakers included:

- Mr Chris Robertson, Principal, Aurora College, NSW's first virtual high school
- Mr Peter Nobbs, Mr Chris Thompson and Mr Chen, NESA, Assessment Standards Division
- Mr Anton Lak, IBM.

Digital engagement

Continuing on from the launch of educationstandards.nsw.edu.au and the progress made in 2016–2017, in 2017–18 the focus was on migrating the remainder of the sites across to the NESA website. This streamlined NESA's online presence to provide a unified experience for all our customers.

The eSyllabus development on the NESA website was completed in October 2017. Syllabus migration from the NSW Syllabus site to the NESA website was a gradual process. By June 2018, a total of 28 syllabuses were migrated or created for the first time on the NESA site. Once all syllabuses have been successfully migrated, the NSW Syllabus site will be retired. Another improvement to the NESA website has been the introduction of Advance Search Integration.

In 2018–19 the plan for migration will include the:

- Assessment Certification Examination website
- remaining BOSTES statistics, including HSC Statistics
- Multiple Choice Questions (MCQ) website.

NESA communications

NESA News

Each week during school term, NESA News is distributed to over 31 000 email subscribers. The NESA News includes news items, updates, reminders, official notices, key dates and staff vacancies. The average open rate was 36.47%, which is above the industry average of 30%.

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 Twitter. Followers of our corporate account [@NewsAtNESA](#) grew by 50 per cent over two years to over 12 500 followers. [@myteachingNSW](#) with over 3 300 followers is also managed by the Communications Unit to build understanding and support for teacher accreditation.

An additional Twitter account, [@CurriculumNESA](#) was launched by the Communications Unit to promote and support community engagement in the NSW Curriculum Review.

The Sydney Morning Herald HSC Study Guide

Each year, NESA partners with The Sydney Morning Herald to produce the HSC Study Guide. The guide was published online and in The Sydney Morning Herald on 18 June 2018.

The guide features:

- 80 articles and interactives with practical information, tips and advice from NESA curriculum inspectors, the marking centre, experienced NSW teachers and high achieving students
- sample questions and answers
- stress busting strategies and advice for parents
- 6 how-to videos featuring teachers providing practical advice on popular subjects.

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.

Communication with parents

To extend the reach of its messages beyond the education community, the NESA Communications, Media and Events Directorate contributes articles to stakeholder publications, including parent organisation newsletters and journals. The [NESA Parent Charter](#) provides information about NESA's role and responsibilities.



SECTION 3

Managing our organisation

3.1 Corporate governance

Delivering the Strategic and Operational Plans

The NESA Chief Executive Officer provides leadership and oversight of the implementation of the NESA Strategic and Operational Plans supported by the following corporate governance committees:

- Executive Leadership
- Senior Leadership
- NESA Board and Committees Coordination
- People and Culture
- Audit and Risk
- Finance
- Information and Physical Security
- Information Management and Security

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 2017–18 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. In addition, a major focus of the committee during 2017–18 was the review of the NESA Risk Register and the development of processes to better incorporate risk assessment in business planning.

Internal Audit and Risk Management Attestation Statement for the 2017–18

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 |
| 3.3 | 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 31 December 2018)
- Independent member, **Dr Gul Izmir** (appointed 1 March 2014 to 31 December 2021)
- Independent member, **Ms Joan Wilcox** (appointed 17 September 2015 to 28 February 2023).

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 2018

Legislative requirements

During 2017–18, NESAs continued to meet its legislative obligations under various Acts and regulations. NESAs reporting under the *Government Information (Public Access) Act 2009* is at Appendix J. A range of statutory disclosures are provided at Appendix K.

Public interest disclosures

No public officials made a public interest disclosure to NESAs during 2017–18, and no public interest disclosures were finalised by NESAs during 2017–18.

NESAs 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 (NESAs) 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 NESAs are outlined below.

The Minister for Education

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

The NESAs Board and its committees

The Board and its committees can expect the NESAs 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 NESAs 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 NESAs policies, procedures, resources and programs.

The teaching profession

NESAs 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 NESAs are of high 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 can 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 can 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. [NESAs Complaints handling policy and process](#) can be viewed on the NESA website.

3.2 Management of human resources

People and Culture strategy

During 2017–18, NESAs introduced a comprehensive people and culture strategy. The strategy supports the delivery of NESAs vision and organisational objectives, and facilitates building a collaborative culture and workforce practices that benefit staff, managers and the organisation.

The strategy has eight areas of focus:

- Culture, value and engagement
- Diversity and inclusion
- HR service delivery and systems
- Leadership and management
- Organisational structure and roles
- Resourcing and recruitment
- Performance and development
- Workforce planning

Information from a range of sources was utilised in determining the current state and recommending the actions in the strategy, including interviews with executive and non-executive staff, and the results of the People Matter Employee Surveys, and the 2016 BOSTES Review.

Staffing and recruitment

The table below provides the distribution of NESAs staff by category for the periods 2014–15 to 2017–18. Over the course of the year an additional 491 full-time equivalent casual staff were engaged principally to assist with the peak periods associated with the Higher School Certificate programs.

Table 3.1: Distribution of NESAs staff by category 30 June 2015 to 30 June 2018

	2015			2016			2017			2018		
	F*	M*	Total	F*	M*	Total	F*	M*	Total	F*	M*	Total
General scale	13	2	15	10	3	13	12	3	15	6	2	8
Grade 1/2	15	6	21	17	7	24	15	8	23	9	10	19
Grade 3/4	35	7	42	40	10	50	47	11	58	53	11	64
Grade 5/6	21	6	27	27	7	34	29	8	37	23	8	31
Grade 7/8	18	15	33	21	16	37	26	18	44	24	18	42
Grade 9/10	22	11	33	23	13	36	26	13	39	34	17	51
Grade 11/12	13	10	23	16	9	25	16	7	23	16	10	26
Principal Education Officer	23	8	31	8	2	10	9	1	10	11	1	12
Senior Education Officer	8	2	10	40	12	52	57	15	72	54	21	75
Chief Education Officer	22	16	38	24	15	39	23	14	37	22	13	35
Senior Officer	0	2	2									
Executive	7	10	17	7	10	17	7	10	17	10	10	20
Totals	197	95	292	233	104	337	267	108	375	262	121	383

* F = Female, M = Male

Public Service Senior Executive (PSSE) staff

At 30 June 2018, NESAs employed Public Service senior executives.

Table 3.2 shows the number of Public Service senior executives employed at NESAs at 30 June 2018, by gender and band level. Table 3.3 shows the average remuneration for Public Service senior executives per band as at 30 June 2018. Comparisons with the previous year are also provided in each table.

In 2017–18, 10 per cent of NESAs's employee-related expenditure was for senior executives, compared with 4.3 per cent in 2016–17.

Table 3.2: Number of NESAs Public Service senior executives, by gender and band level, at 30 June 2017 and 30 June 2018

Band	30 June 2017		30 June 2018	
	Female	Male	Female	Male
Band 4	0	0	0	0
Band 3	0	1	0	1
Band 2	0	3	2	3
Band 1	7	7	8	7
Total	7	11	10	11
Overall total	18		21	

Table 3.3: Average total remuneration for NESAs Public Service senior executives per band at 30 June 2017 and 30 June 2018

Band	30 June 2017	30 June 2018
	Average total remuneration (\$)	Average total remuneration (\$)
Band 4	n.a.	n.a.
Band 3	420 000	430 500
Band 2	299 008	288 583
Band 1	219 172	226 477

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 Martin**, Executive Director, Quality Teaching – BA(Hons), DipEd
- **Dr Sofia Kesidou**, Executive Director, Assessment Standards, BSc (Hons), PhD
- **Ms Lyndall Foster**, Executive Director, Curriculum Standards – BEd
- **Mr Paul Daniell**, Executive Director, Strategy and Delivery – BA, PGDipArts, MSc

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 2017–18 and strategies for 2018–19.

Table 3.4: Trends in representation of workforce diversity groups in NESAs, 2015–16 to 2017–18

Workforce diversity group	Benchmark or target (%)	30 June 2016 (%)	30 June 2017 (%)	30 June 2018 (%)
Women	50	68.1	66	68
Aboriginal people and Torres Strait Islanders	2.6	2	2.2	2
People whose first language as a child was not English	19	19.8	21.8	19
People with a disability	n.a	2.4	2.2	1
People with a disability requiring work-related adjustment	1.5	1.4	2.2	1

Table 3.5: Trends in distribution of workforce diversity groups in NESAs, 2015–16 to 2017–18

Workforce diversity group	Benchmark or target (%)	30 June 2016 (%)	30 June 2017 (%)	30 June 2018 (%)
Women	100	92	92	97
Aboriginal people and Torres Strait Islanders	100	n.a	n.a	n.a
People whose first language as a child was not English	100	94	94	88
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 2017–18

NESAs's main workforce diversity achievements in 2017–18 included:

- 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 met both the diverse needs of employees and NESAs's business and service goals
- cultural competency training for all NESAs staff to promote understanding of diversity, unconscious bias and cultural awareness
- supporting flexible working conditions for all employees, including those in leadership positions, to create a more supportive environment for those requiring flexible work options
- a number of events supported by NESAs including Harmony Day and NAIDOC week
- the development and implementation of an overarching People and Culture Strategy

- employment of a newly created Aboriginal-identified position in Policy Integration (Senior Aboriginal Policy Officer)
- development of an Innovate Reconciliation Action Plan (RAP) in conjunction with Reconciliation Australia, Aboriginal Education Consultative Group NSW Inc., Metropolitan Local Aboriginal Land Council, NESA Aboriginal Education Committee members, and NESA staff
- procurement of cultural training for all NESA staff to build organisational cultural capability. This will prepare NESA for positive engagement with implementation of the RAP by building awareness, positivity and curiosity around culture.

Workforce diversity strategies for 2018–19

NESA’s key workforce diversity strategies for 2018–19 include:

- continuing the review of NESA’s people management policies, processes and practices, including recruitment, on boarding and induction, to ensure that they are free from bias and inclusive
- gathering further information on NESA’s workforce profile across diversity groups using available data
- incorporating people and culture goals and actions from the NESA Reconciliation Action Plan
- celebrating and participating in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander Peoples and other Australians
- engaging employees in cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, histories and achievements
- supporting NESA staff to understand the significance of Aboriginal and Torres Strait Islander cultural protocols, such as Welcome to Country and Acknowledgement of Country, to ensure there is a shared meaning
- providing opportunities for Aboriginal and Torres Strait Islander staff to engage with their culture and communities by celebrating NAIDOC Week
- participation in workplace cultural training for all NESA staff
- participation in ‘Connecting to Country’ for NESA Senior Leadership Group
- creation of a NESA RAP working group to oversee implementation of the Innovate Reconciliation Action Plan. This includes specific deliverables around three focus areas- relationships, respect and opportunities.

Further information about NESA’s multicultural policies and services is at Appendix L, while details of the NESA Disability Inclusion Action Plan are at Appendix M.

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 2017–18.

Table 3.6: Staff injuries during 2017–18

Permanent staff		Casual staff	
Fall	2	Fall	3
Lifting	0	Lifting	1
Other	8	Other	3
Total	10	Total	7

Conditions of employment

NESA staff are employed under the *Government Sector Employment Act 2013* with relevant conditions determined by the following Awards:

- Crown Employees (Public Service Conditions of Employment) Award
- Crown Employees (Public Sector – Salaries 2018) Award
- Crown Employees (Board of Studies – Teaching and Educational Standards – Education Officers) Salaries and Conditions Award 2017
- Higher School Certificate Marking and Related Casual Employees Rates of Pay and Conditions Award 2017
- Crown Employees (Australian Music Examinations Board (NSW) Examiners, Assessors and Chief Examiners) Award 2017

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 Treasury, 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

There were no exceptional movements in employee wages, salaries or allowances.

Recreation leave and extended leave liability

The monetary value of extended (long service) leave and recreation leave as at 30 June 2018 for NESA was as follows:

- extended leave – \$10.569M
- recreation leave – \$4.427M

3.3 Financial management

The 2017–18 audited financial statements for the NSW Education Standards Authority and the NESA Staff Agency are provided at Appendix O 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 NESA 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 2017–18 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, 2017–18

Quarter (2017–18)	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	20 571	487	51	86	42
December	26 562	523	28	75	39
March	15 688	321	196	78	39
June	16 790	489	984	81	48
Small business suppliers					
September	251				
December	254				
March	217				
June	306				

Table 3.8: Details of accounts due or paid within each quarter, 2017–18

Measure	Sep 2017	Dec 2017	Mar 2018	Jun 2018
All suppliers				
Number of accounts due for payment	2 003	2 165	2 193	2 440
Number of accounts paid on time	1 855	2 039	1 975	2 201
Actual percentage of accounts paid on time (based on number of accounts)	93%	94%	90%	90%
Dollar amount of accounts due for payment	\$21 237 481	\$27 226 979	\$16 321 943	\$18 392 337
Dollar amount of accounts paid on time	\$20 571 116	\$26 562 336	\$15 688 031	\$16 790 320
Actual percentage of accounts paid on time (based on \$)	97%	98%	96%	91%
Number of payments for interest on overdue accounts	0	0	0	0

Measure	Sep 2017	Dec 2017	Mar 2018	Jun 2018
Interest paid on overdue accounts	0	0	0	0
Small business suppliers^(a)				
Number of accounts due for payment to small business	73	68	30	33
Number of accounts due to small business paid on time	73	68	30	33
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	\$250 921	\$253 967	\$217 028	\$306 055
Dollar amount of accounts due to small business paid on time	\$250 921	\$253 967	\$217 028	\$306 055
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

During 2017–18 NESA engaged the following consultancies:

Consultants equal to or more than \$50 000

The Boston Consulting Group \$71 500: Advice regarding developing business cases for project proposals.

Nous Group \$91 300: Advice regarding the development of an Education Strategy paper for the NESA Board.

Consultants worth less than \$50 000

NESA engaged one consultancy worth less than \$50 000 during 2017–18. The consultancy provided advice regarding strategic planning.

Major works in progress

During 2017–18, NESA had three major works in progress related to the asset acquisition program:

- examination system application development – expenditure in 2017–18 was \$387 000
- eTAMS, the Customer Relationship Management system applications development – expenditure in 2017–18 was \$3 378 000
- Mark Manager development – expenditure in 2017–18 was \$222 000
- Office consolidation – expenditure in 2017–18 was \$1 125 000.

Tables 3.9 and 3.10 show the major assets acquired by NESA in 2017–18 and their cost. The three software development projects associated with the acquisitions were ongoing at 30 June 2018.

Table 3.9: Property, plant and equipment acquisitions, 2017–18

Property, plant and equipment	Cost (\$'000)
Office fit-out	1 125
Total	1 125

Table 3.10: Intangible asset acquisitions, 2017–18

Intangibles	Cost (\$'000)
Examination system applications	387
Customer Relationship Management system development ('e-TAMS')	3 378
Mark Manager development	222
Total	3 987

3.4 Knowledge management and information security

Protection of personal information

NESA updated its Privacy Management Plan to reflect the latest developments in how NESA manages personal and health information in compliance with the *Privacy and Personal Information Protection Act 1998* (PPIP Act) and *Health Records Information Privacy Act 2002* (HRIP Act).

The Privacy Management Plan:

- Maintains a current listing of personal and health information collected by NESA
- Identifies the policies and strategies that NESA uses to ensure compliance with the PPIP Act.
- Provides a mechanism for periodic review of NESA practices in relation to the handling, maintenance and security of personal and health information.

NESA also developed a Data Breach Policy, a Privacy Notices template and Privacy Statements regarding NAPLAN Online and Survey Monkey.

NESA also promoted awareness of and compliance with NSW privacy legislation by briefing staff regarding their privacy obligations.

One internal review was conducted under Part 5 of the PPIP Act.

A copy of the [Privacy Management Plan](#) is available on the NESA website.

Cloud Computing

NESA continues to take a cloud first approach and has delivered business-critical solutions to support a secure enterprise mail capability and are currently in the progress to deliver services to support enterprise collaboration, social, unified communications including mobility services.

NESA has recently established strategic partnerships with cloud service providers. This has created the foundation to progressively migrate legacy on-premise systems to cloud services and support the development for efficient and scalable solutions, which includes the development of Online assessments for Minimum Standards and exams.

electronic Teacher Accreditation Management System (eTAMS)

The electronic Teacher Accreditation Management System (eTAMS) supports all aspects of teacher accreditation, including the storage of data relating to recording and maintaining teacher's personal details, their qualifications and professional development, the initial and ongoing accreditation data of teachers including reports and related documents all communications to and from stakeholders related to teacher accreditation and financial data creation which links to teacher records and online payments.

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 has been underway since 2016.

The new eTAMS portal was opened for teachers in January 2018. This allowed teachers to use some of the functions. Other functions were delayed while the system was redesigned to comply with policy changes effecting maintenance of teacher accreditation requirements. The full suite of functions will be available for all teachers by December 2018.

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. NESA again achieved re-certification to the new standard in June 2018. The next audit to maintain certification is scheduled for April 2019.

Digital Information Security Annual Attestation Statement for the 2017–18 Financial Year for the NSW Education Standards Authority

I, David de Carvalho, CEO, am of the opinion that the NSW Education Standards Authority had an Information Security Management System in place during the 2017–18 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 2017–18 financial year. Evidence of certification is enclosed.



David de Carvalho
Chief Executive Officer
18 September 2018



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, NESAs 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.

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.

The NESAs Board Committees may 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 Catholic Schools 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 Leiza Lewis , Principal, Erskine Park High School (from 22 May 2018) Ms Roslynn Moxham , Principal, Fort Street High School (until 2 May 2018) 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	Currently vacant Dr Rami Mukhtar , Chief Executive Officer, Ambiat (until 19 April 2018)
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 and 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 syllabuses to be taught in NSW schools from Kindergarten through to Year 12, 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 NESA 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 NESA 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 (22 May 2017 – 12 April 2018)
a nominee of Catholic Schools 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 Felix Catholic Primary School, Bankstown
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 (22 May 2017 – 15 May 2018)
a person with expertise in special education	Dr Sally Howell , Principal, Macquarie University Special Education Centre

Membership composition	Appointed member
a person with expertise in Aboriginal education	<p>Ms Cindy Berwick, President, NSW Aboriginal Education Consultative Group Inc (until 26 February 2018)</p> <p>Ms Lea Harlow, Curriculum Officer, NSW Aboriginal Education Consultative Group Inc., and Teacher, Gibberagong Environmental Education Centre, North Turramurra (from 3 April 2018)</p>
a parent representative	Mr Timothy Spencer

Initial Teacher Education Committee

Terms or reference

The following NESA 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 NESA 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 NESA functions under the education and teaching legislation
- monitor, evaluate and report on the quality of initial teacher education programs approved by NESA 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	Emeritus Professor Susan 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 Nanette Bahr , Pro Vice Chancellor (Students)/ Dean of Education, Southern Cross University (from 30 May 2018) Professor Diane Mayer , Head of School & Dean of Education and Social Work, University of Sydney (until 20 March 2018) 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 totalling 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.

The QTC may establish sub-committees, time-limited working groups or other consultative mechanisms necessary to support the committee to fulfil its delegated functions.

These sub-committees need not include a member of the QTC. Members of the sub committees will be appointed by the QTC.

Table B5 lists the membership of the Quality Teaching Committee

Table B5: Membership of the Quality Teaching Committee

Membership composition	Appointed member
an appointed member of the Board is appointed as the Chairperson of the QTC	Mr Tom Alegounarias (Chair)
6 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)	<p>Ms Anna Dickinson, Principal Loreto Kirribilli</p> <p>Ms Catherine Garrett-Jones, Parent Liaison and Resource Officer, Catholic Schools Office, Maitland-Newcastle</p> <p>Mr Maurie Mulheron, President, NSW Teachers Federation</p> <p>Mr John Quessy, Secretary, Independent Education Union (NSW/ACT Branch)</p> <p>Mr Graeme Ross, Principal, Bellingen Public School</p>
5 members (the elected members) who are persons accredited under the Teacher Accreditation 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	<p>Ms Gabrielle Connell, Director, Albury Preschool</p> <p>Mr Andrew Finlay, Teacher, Lithgow High School</p> <p>Ms Donna Loughran, Principal, Doonside Technology High School</p> <p>Ms Bianca Low, Teacher, Dulwich Hill Public School</p> <p>Ms Brigid Taylor, Teacher, Brigidine College Randwick</p>

School Registration Committee

Terms or 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 B6 lists the membership of the School Registration Committee.

Table B6: 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 Catholic Schools 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, and its regulatory committees as appropriate, 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 B7 lists the membership of the Aboriginal Education Committee.

Table B7: 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 Catholic Schools NSW	Ms Jayde Ward , State Coordinator, Aboriginal Education, Catholic Schools 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 (until 19 March 2018)
a nominee of the NSW Aboriginal Education Consultative Group Inc	Ms Cindy Berwick , President, NSW Aboriginal Education Consultative Group Inc

Membership composition	Appointed member
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 B8 lists the membership of the Finance Committee.

Table B8: 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 AM
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, credentialling, and teaching and regulatory standards
- oversee strategic use of data held by NESA

- provide guidance to NESA 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 NESA 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 B9 lists the membership of the Research and Technical Committee.

Table B9: 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 Catholic Schools NSW	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 (until 15 February 2018) 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 and its regulatory committees in connection with the exercise of NESA functions under the education and teaching legislation. The Special Education Committee will:

- provide advice to the Board regarding the exercise of the NESA’s 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 NESA 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 B10 lists the membership of the Special Education Committee.

Table B10: 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 Catholic Schools 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 Inc (until 26 April 2018)

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 NESAs 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 B11 lists the membership of the Audit and Risk Committee.

Table B11: Membership of the Audit and Risk Committee

Membership composition	Appointed member
Independent members	Mr Brian Suttor (Chair) Dr Gul Izmir Ms Joan Wilcox

Appendix C – Board meetings and attendance of members of the NESAs Board in 2017–18

The new governing Board of the NSW Education Standards Authority met on seven occasions between July 2017 and June 2018. Details of Board members' attendance at meetings during 2017–18 are shown in Table C1.

Table C1: Board members' attendance at NESAs Board meetings from 1 July 2017 to 30 June 2018

Member	2017				2018		
	4 Jul	22 Aug	26 Sep	14 Nov	1 Mar	3 Apr	22 May
Mr Tom Alegounarias (Chairperson)	✓	✓	✓	✓	✓	✓	✓
Professor Paul Chandler	✓	✓	✓	✓	✓	✓	✓
Dr Brian Croke	✓	n/a	n/a	n/a	n/a	n/a	n/a
Mr Ian Baker	n/a	n/a	n/a	n/a	✓	✓	✓
Emeritus Professor Susan Dockett	✓	Leave of absence	✓	✓	✓	✓	✓
Mr David de Carvalho	✓	✓	✓	✓	✓	✓	✓
Mr Denis Fitzgerald	✓	✓	✓	✓	✓	Leave of absence	✓
Ms Katherine Grace	✓	✓	✓	✓	✓	✓	Leave of absence
Ms Robyn McKerihan PSM	✓	✓	✓	✓	✓	✓	✓
Ms Iris Nastasi	✓	✓	✓	✓	✓	✓	✓
Dr Geoff Newcombe AM	✓	Leave of absence	✓	✓	✓	✓	Leave of absence
Mr Mark Northam	✓	✓	✓	✓	✓	✓	✓
Mr Craig Petersen	✓	✓	✓	✓	✓	✓	✓
Mr Mark Scott AO	✓	✓	✓	✓	✓	Leave of absence	✓
Ms Carol Taylor	✓	✓	✓	✓	✓	✓	✓
Mr Ian Baker (observer)	n/a	✓	✓	✓	n/a	n/a	n/a
Ms Robyn Yates (observer)	n/a	✓	n/a	n/a	n/a	n/a	n/a
Ms Janet Davy (observer)	n/a	n/a	✓	n/a	n/a	n/a	n/a
Mr Murat Dizdar (observer)	n/a	n/a	n/a	n/a	n/a	✓	n/a
Ms Hannah Altern (observer)	n/a	n/a	✓	n/a	n/a	n/a	n/a

Appendix D – Meetings and attendance of regulatory committees of the NESAs Board

Tables D1 to D5 show the attendance of committee members at regulatory committee meetings of the NESAs Board from 1 July 2017 to 30 June 2018.

Assessment Committee

Table D1: Assessment Committee meetings and attendance of members from 1 July 2017 to 30 June 2018

Member	2017			2018	
	28 July	15 Sept	3 Nov	27 Feb	24 May
Ms Carol Taylor (Chair)	✓	✓	✓	✓	✓
Mr Paul Cahill	✓	✓	✓	✓	✓
Dr Jenny Donovan	✓	Apology	✓	✓	✓
Ms Denise Gersbach	Apology	✓	✓	✓	Apology
Emeritus Professor Patrick Griffin	✓	Apology	✓	Apology	✓
Ms Holly Gyton	✓	✓	✓	✓	✓
Dr Goran Lazendic	Apology	✓	✓	✓	✓
Ms Leiza Lewis	n/a	n/a	n/a	n/a	✓
Dr Cathy Little	✓	Apology	✓	✓	✓
Mr Peter Moulds	Apology	✓	✓	✓	Apology
Ms Roslyne Moxham	✓	Apology	Apology	Apology	n/a
Dr Rami Mukhtar	Apology	Apology	✓	Apology	n/a
Professor James Tognolini	✓	✓	✓	✓	✓
Ms Jacqui Van de Velde	✓	✓	✓	✓	Apology
Mr Bob Willetts	✓	✓	✓	Apology	✓

Curriculum Committee

Table D2: Curriculum Committee meetings and attendance of members from 1 July 2017 to 30 June 2018

Member	2017				2018			
	25 Jul	5 Sept	10 Oct	7 Nov	27 Feb	16 Mar	13 Apr	29 May
Mr Denis Fitzgerald (Chair)	✓	✓	✓	✓	✓	✓	✓	✓
Ms Jennifer Allum	✓	✓	✓	✓	✓	✓	✓	✓
Ms Cindy Berwick	Apology	Apology	Apology	Apology	n/a	n/a	n/a	n/a
Ms Fran Bonanno	✓	Apology	✓	✓	✓	Apology	✓	✓
Mr Darryl Buchanan	✓	✓	✓	✓	✓	✓	Apology	✓
Ms Janet Davy	✓	✓	✓	✓	✓	✓	n/a	✓
Ms Kylie Dawson	✓	✓	✓	✓	✓	✓	✓	✓

Member	2017				2018			
	25 Jul	5 Sept	10 Oct	7 Nov	27 Feb	16 Mar	13 Apr	29 May
Mr Larry Grumley	✓	✓	✓	✓	✓	Apology	Apology	✓
Ms Lea Harlow	n/a	n/a	n/a	n/a	n/a	n/a	✓	Apology
Ms Sally Hogan	Apology	✓	✓	Apology	✓	✓	Apology	✓
Dr Sally Howell	✓	✓	✓	✓	✓	Apology	✓	✓
Mr Gary Johnson	✓	✓	✓	✓	✓	✓	Apology	Apology
Mr Tim Spencer	✓	Apology	✓	✓	✓	✓	✓	✓
Ms Rose Todd	Apology	Apology	Apology	Apology	Apology	✓	Apology	n/a
Ms Suzanne Walsh	Apology	Apology	✓	✓	✓	✓	Apology	✓

Initial Teacher Education Committee

Table D3: Initial Teacher Education Committee meetings and attendance of members from 1 July 2017 to 30 June 2018

Member	2017			2018		
	23 Aug	11 Oct	6 Dec	28 Feb	11 Apr	20 June
Emeritus Professor Susan Dockett (Chair)	Leave of absence	Leave of absence	✓	✓	✓	✓
Professor Paul Chandler (Alternate Chair)	✓	✓	n/a	n/a	n/a	n/a
Ms Leanne Clarke	✓	✓	Apology	✓	✓	✓
Ms Berlinda Cook	✓	✓	✓	✓	Apology	✓
Prof Greg Craven	✓	✓	Apology	Apology	Apology	✓
Prof John Fischetti	✓	✓	✓	✓	✓	Apology
Ms Kuldip Khehra	✓	✓	✓	✓	✓	✓
Prof Diane Mayer	✓	✓	✓	✓	✓	✓
Mr Ben Oxley	✓	✓	Apology	✓	Apology	✓
Prof Mary Ryan	Apology	✓	✓	✓	✓	✓
Ms Trina Schmidt	✓	✓	Apology	✓	✓	✓
Prof Michelle Simons	✓	✓	✓	✓	Apology	Apology
Ms Robyn Yates	✓	✓	✓	✓	✓	✓

Quality Teaching Committee

Table D4: Quality Teaching Committee meetings and attendance of members from 1 July 2017 to 30 June 2018

Member	2017	2018	
	4 Dec	7 Mar	6 Jun
Mr Tom Alegounarias (Chair)	✓	✓	✓
Ms Gabrielle Connell	✓	Apology	✓
Ms Anna Dickinson	✓	✓	✓
Ms Catherine Garrett-Jones	✓	Apology	Apology
Mr Maurie Mulheron	✓	✓	✓

Mr John Quessy	✓	✓	✓
Mr Graeme Ross	✓	✓	✓
Mr Andrew Finlay	✓	✓	✓
Ms Donna Loughran	✓	✓	Apology
Ms Bianca Low	✓	Apology	Apology
Ms Brigid Taylor	✓	✓	✓

School Registration Committee

Table D5: School Registration Committee meetings and attendance of members from 1 July 2017 to 30 June 2018

Member	2017				2018	
	2 Aug	20 Sept	18 Oct	22 Nov	14 Mar	23 May
Ms Robyn McKerihan PSM (Chair)	✓	✓	✓	✓	✓	✓
Ms Gemma Ackroyd	✓	Apology	✓	✓	✓	✓
Ms Raquel Charet	✓	✓	✓	✓	✓	✓
Ms Christine Del Gallo	✓	Apology	✓	✓	✓	✓
Mr Mark Grant	✓	✓	✓	✓	✓	Apology
Mr Liam Griffiths	Apology	✓	✓	✓	✓	✓
Ms Karen Maraga	Apology	✓	✓	✓	✓	✓
Ms Linda McNeil	Apology	Apology	✓	✓	✓	✓
Mr Terry Timms	✓	✓	✓	✓	✓	Apology
Mr Robert Unsworth	Apology	✓	✓	✓	✓	✓
Ms Rosemary Vellar	✓	✓	✓	✓	✓	✓
Ms Robyn Yates	✓	✓	✓	✓	✓	✓

Appendix E – Sub-Committees of the Committees of the Board

Section 12D of the NSW Education Standards Authority Act (the Act) states that any committee of the Board may establish sub-committees. Section 12B of the Act allows for sub-committees to take on the delegation of the committee's functions.

Sub-committees of the Assessment Committee

HSC Standards Committee

A HSC Standards Committee was established by the NESA Board's Assessment Committee to approve the final band cut-off marks for HSC courses, and any other adjustments required, on delegation from the Board. 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. One Board member was included in the membership of the HSC Standards Committee for the 2017 Higher School Certificate.

Membership of the committee for the 2017 Higher School Certificate

Board members

Ms Carol Taylor

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

Professor Jim Tognolini

Director, Educational Measurement and Assessment Hub, University of Sydney Faculty of Education and Social Work, Director JT Education Consulting

Emeritus Professor Neville Weber

School of Mathematics and Statistics, University of Sydney

Dr Rachael Wilson

Faculty of Education and Social Work, University of Sydney

Dr Professor Rodney Yager

Department of Mathematics, Macquarie University

Examination Rules Committee

An Examination Rules Committee was established by the NESA Board's Assessment Committee to consider all allegations of malpractice and breaches of examination rules relating to HSC examinations.

The Examination Rules Committee determined penalties under delegation from the Board. The committee considered 27 cases relating to the 2017 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. Seventy students of the 2017 HSC received reduced or zero marks for submitting a project that was late or contained unacknowledged work of others. A further 334 students had one or more courses cancelled for not making a serious attempt at the examination.

Membership of the Examination Rules Committee for the 2017 Higher School Certificate examinations

Peter Moulds

Laetitia Richmond

Susie Mobayed

Independent Appeals Committee

An Independent Appeals Committee (IAC) was established by the NESA Board's Assessment Committee to consider and make a determination under delegation from the NESA Board regarding appeals in relation to the award of the Higher School Certificate. The IAC 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 school senior executives, drawn from across the government and non-government sectors, with a sound understanding of the HSC rules. For the 2017 Higher School Certificate, three appeals were referred to the committee.

Membership of the Independent Appeals Committee for the 2017 Higher School Certificate examinations

Ms Holly Gyton

Deputy Head of School, SCEGGS Darlinghurst

Mr Paul Owens

Principal, Kirrawee High School

Ms Vivienne Awad

Principal, Domremy College Five Dock

Sub-committees of the Curriculum Committee

The following Board endorsement panels are established by the Board's Curriculum Committee to endorse programs for students which go beyond the scope of the NSW curriculum.

Vocational Education Board Endorsed Course Panel

The Vocational Education Board Endorsed Course Panel was established by the NESA Board's Curriculum Committee to consider proposals for Stage 5 and Stage 6 VET Board Endorsed courses, against set criteria as outlined in the [Guidelines for Stages 5 and 6 VET Board Endorsed courses – Applying for a new course](#). This occurs primarily during Term 2 and Term 3, and throughout the year as applicable.

Membership

The responsibility to endorse Vocational Education Board Endorsed Courses will be delegated to a Panel comprised of the Inspector, Vocational Education or their delegate, plus one or two Project Officer(s) as deemed necessary by the Inspector.

School Developed Board Endorsed Course Panel

The School Developed Board Endorsed Course Panel endorses school proposals for courses for Years 7 to 12 in accordance with guidelines endorsed by the NESAs Board and approved by the Minister.

Membership

Membership consists of NESAs Inspectors and their delegates across the key learning areas and is overseen by the officer responsible for Board Endorsed Programs.

University Developed Board Endorsed Course Panel

The University Developed Board Endorsed Course Panel endorses university proposals for courses for Years 11 to 12 in accordance with guidelines endorsed by the NESAs Board and approved by the Minister.

Membership

Membership consists of NESAs Inspectors and a representative from the university sector. Members are appointed annually.

Details of Board endorsed courses can be found on page 52.

Board Endorsed Alternative Education Program Panel

The Board Endorsed Alternative Education Program Panel endorses programs for students unable to participate effectively in formal education in accordance with guidelines endorsed by the NESAs Board and approved by the Minister.

Membership

Membership consists of representatives from:

- the three school sectors (Association of Independent Schools of NSW, Catholic Schools NSW and NSW Department of Education)
- TAFE NSW
- a registered training organisation (RTO) with expertise in supporting 'at-risk' young people
- Advocate for Children and Young People
- relevant NESAs officers.

Appendix F – Other Committees and Panels of NESA

A number of additional committees and panels were constituted to administer specific expert examination, curriculum and teacher accreditation functions of NESA. The roles and memberships of these bodies are outlined below.

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 96 HSC examination committees for the 2017 Higher School Certificate.

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, and Director, JT Education Consulting

Emeritus Professor Neville Weber

School of Mathematics and Statistics, University of Sydney

Board curriculum committees

Membership of a board curriculum committee includes up to:

- two members from NESA (chair)
- 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 Schools 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) as deemed necessary such as NESAs 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 Schools 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.

Moderating and Consistency Committee

The role of the Moderating and Consistency Committee was to support consistent higher level 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 to teacher accreditation authorities 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

Dr Bruce Mowbray

Chair (appointed June 2018)

Mr Patrick Lee

Interim Chair (August 2017 – June 2018)

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 Mary Kallas

Teacher – government (accredited at Highly Accomplished teacher level)

Mr Philip Moore

Principal – Catholic

Ms Elizabeth Rudder

Teacher – government (accredited at Lead teacher level)

Ms Debora Ridder

Teacher accreditation authorities representative – independent

Ms Sandra Robinson

Teacher accreditation authorities representative – government

Ms Jayne Schmarr

Principal – government

Mr Richard Wiseman

Teacher – government

Appendix G – NESA divisions

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
- corporate governance, including internal audit and risk management
- financial management
- procurement of goods and services
- administrative and other office services
- information and communications technology infrastructure development, maintenance and support.

Curriculum Standards Division

Executive Director: Lyndall Foster

The Curriculum Standards Division is responsible for the development, maintenance and evaluation of NSW curriculum Kindergarten to Year 12. This includes Board Developed Courses, Endorsed Courses, alternative education programs, Aboriginal education, courses for students with special education needs, learning across the curriculum, assessment guidelines for schools and provision of online curriculum, support materials and advice in accordance with relevant legislation and government, and NESA objectives within a context of strategic consultation with key stakeholders.

Together with the Assessment Standards Division, this division also encompasses a broad range of functions that affect the quality of education in NSW schools. These include the development, implementation, and coordination of policy, strategies, and initiatives related to the Curriculum Standards and Assessment Standards divisions to ensure consistency and cohesion both within the Division, and across NESA as a whole, whilst remaining compliant with the Minister's Statement of Expectations and government education policy and standards.

Assessment Standards Division

Executive Director: Dr Sofia Kesidou

The Assessment Standards Division is responsible for the development, implementation and evaluation of NESA's examinations, credentialling and reporting programs for all NSW schools to promote quality education and drive improved outcomes. The Division provides support and direction to the internal assessment strategies that underpin NESA's syllabuses, designs and delivers the Higher School Certificate (HSC) and Record of School Achievement (RoSA), and administers the National Assessment Program - Literacy and Numeracy (NAPLAN) in NSW. The Division also supports the development of cross-sectoral thematic reviews and other strategic and innovative projects to deliver K–12 school-based assessment initiatives. The Division is also responsible for conducting the 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.

Strategy and Delivery Division

Executive Director: Paul Daniell

The Strategy and Delivery Division is responsible for developing NESA's long-term strategy, transforming the organisation's culture, systems and capabilities, and ensuring NESA's work in each of the divisions (Curriculum, Assessment, School Regulation and Quality Teaching) is coordinated and integrated, and supports the organisational strategy. The Division is responsible for a range of functions, including:

- introducing a new approach to developing policy and delivering initiatives by NESA that involves the establishment of systematic and disciplined project-management and cross-divisional processes
- supporting cultural change within NESA through the delivery of the People and Culture strategy, to be developed with the new Director HR (once recruited). This will support the cross-divisional collaboration required to deliver additional public value from the organisation, and
- developing and guiding NESA's Research, Data and Analysis directorate to ensure our data assets are joined up and deliver new education policy insights.

Communications, Media and Events

Director: Michael Charlton

Communications, Media and Events develops and implements internal and external communications strategies, including events and media issues management, to enhance and protect the reputation of NESA and create a positive operating environment, and build community and sector understanding and support for NESA policies and programs.

Appendix H – 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 I – NESA Strategic Plan (2017–21)

About NESA

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 NESA's functions.

Our 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 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 Undertake a Thematic Review of teacher capacity to assess student learning as a basis for driving higher student standards Identify Thematic Reviews in identified additional priority areas Undertake additional Thematic Reviews identified in new Ministerial Statements of Expectations or by the NESAB Board. 	2017–18 2018–19 2018–21 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 NESAB'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 NESAB'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>of professional development</p> <ul style="list-style-type: none"> Implement a transparent user-rating system that gives teachers a direct role in assessing course quality in real time 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 	2017–21

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
		NESA syllabuses and standards.	
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
6.2 Reduce Curriculum Overcrowding	2017 SoE Obj. 1	<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 	2017–18

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
	(BOSTES Review Recs 7 & 8)	<p>being on the achievement of syllabus outcomes rather than covering each content dot point</p> <ul style="list-style-type: none"> 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. 	
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)
7.1 Establish NESAs as a world-renown 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

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
7.2 Expand the NESAI 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 	2017–21

Strategies	2017 SoE / BOSTES Review	Initiatives	Timing (Financial Year/s)
		<p>prioritised 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 J – Obligations under the Government Information (Public Access) Act

Agency Name:	NSW Education Standards Authority
Principal Department:	Not Applicable
Reporting Period:	2017–18

GIPA Annual Report

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;
- describe how citizens can participate in the formulation of policy and service delivery; 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.

We reviewed this program by identifying key activities and developments that occurred during the current reporting period and released the following information proactively:

- 2017 HSC Facts and Figures
- 2017 HSC Merit Lists: a list of students who achieved outstanding results in the HSC
- 2017 Disability Provisions statistics
- Teacher accreditation journey maps and video guides
- Minimum standards of literacy and numeracy required to receive the HSC from 2020, including what to expect in the online tests, sample questions and answers and links to demonstration and practice tests
- Guidelines for Home Schooling Registration in NSW
- List of endorsed providers of NESA registered professional development, that deliver over 22,000 courses to teachers in NSW
- A list of stakeholder consultations NESA is undertaking during 2018.

Number of access applications received – Clause 7(b)

During the reporting period, NESAs received a total of 11 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 J1 to J9 provide details of information access applications to NESAs during 2017–18.

Table J1: Number of information access applications by type of applicant and outcome, 2017–18

	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	0	2	0	0	0	0	0	0
Members of Parliament	0	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	1	0	0	1	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)	3	11	0	2	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 J2.

Table J2: Number of information access applications by type of application and outcome, 2017–18

	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	8	0	1	0	0	0	0
Access applications (other than personal information applications)	2	2	0	2	0	0	0	0
Access applications that are partly personal information applications and partly other	0	3	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 J2 should be the same as Table J1.

Table J3: Invalid information access applications, 2017–18

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	1

Table J4: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2017–18

	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 J5.

Table J5: Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2017–18

	Number of occasions when application not successful
Responsible and effective government	6
Law enforcement and security	0
Individual rights, judicial processes and natural justice	6
Business interests of agencies and other persons	1
Environment, culture, economy and general matters	0
Security provisions	0
Exempt documents under interstate Freedom of Information legislation	0

Table J6: Timeliness of decisions on information access applications, 2017–18

	Number of applications
Decided within the statutory timeframes (20 days plus any extensions)	11
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	11

Table J7: Number of applications reviewed under Part 5 of the GIPA Act, by type of review and outcome, 2017–18

	Decision varied	Decision upheld	Total
Internal review	0	0	0
Review by Information Commissioner	0	0	0
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 J8: Applications for review under Part 5 of the GIPA Act, by type of applicant, 2017–18

Number of applications for review	
Applications by access applicants	0
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Table J9: Applications transferred to other agencies, 2017–18

Number of applications transferred	
Agency-initiated Transfers	0
Applicant-initiated Transfers	0

Appendix K – Statutory disclosure requirements

Funds granted to non-government community organisations

NESA did not grant funds to non-government community organisations during 2017–18.

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 there were no material changes to this legislation.

Economic/other factors affecting the achievement of operational objectives

There were no specific economic factors affecting the achievement of objectives during 2017–18. 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 2017–18.

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 2018 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 L – Multicultural policies and services

NESA is committed to the principles of multiculturalism as contained in and required by the *Multicultural NSW Act 2000*.

During 2017–18 NESA promoted these multicultural principles through the initiatives and programs outlined below.

Key achievements in 2017–18

Languages education

NESA continues to provide an extensive range of languages courses. In 2018, NESA released new K–10 French, German, Indonesian, Italian, Korean and Spanish language syllabuses incorporating the Australian Curriculum. During 2017–18 consultation was conducted on K–10 draft languages syllabuses for Arabic, Modern Greek, Turkish and Vietnamese. In 2018, NESA began a collaborative project with the Department of Education and the University of Sydney to develop K–10 syllabuses for Hindi, Macedonian, Persian, Punjabi and Tamil.

During the reporting year, NESA was represented on the Community Languages Schools Board and the Sydney Institute for Community Languages Advisory Group.

NESA supports a number of universities to develop primary teaching specialisations in languages and is assessing several finalised specialisations against NESA policy requirements. The first of these languages specialisations, offered by the University of New England in its primary teaching degree, was approved in June 2018 by the NESA Initial Teacher Education Committee. Students in this degree now have the option to study one of nine major languages offered by the university.

Teacher professional development

NESA Endorsed Professional Development providers have offered a range of new courses in 2017–18. These courses include 'Cultural Capacity training', 'Culturally Responsive Pedagogies', 'Difference Differently: Diversity Education in the Classroom' and 'Being Culturally Inclusive: A Pathway to Cultural Competency Program'.

Settlement services

NESA meets the needs of recently arrived refugees predominantly through the 'Students learning English as an additional language or dialect (EAL/D)' curriculum. EAL/D students are a significant and growing percentage of learners in NSW schools, and English language competency is an essential skill for refugees settling into the community.

The NSW English K–10 Syllabus is mapped to ESL scales, which provide a detailed description of English language learning. This allows EAL/D teachers to design programs that specifically meet the needs of refugees and recently arrived migrants, who typically enter NSW schools at different ages and stages of schooling, and at different stages of English language learning.

Translated documents

A variety of informative documents for parents and carers were published on the NESA website in several community languages, including translating information regarding the HSC minimum standard into fourteen community languages.

Disability services

In the 2018 Statement of Expectations, the Minister tasked the NESA Board with reviewing the disability and illness/misadventure provisions to update and improve processes and information for all stakeholders. This work is ongoing.

2017–18 Reporting themes

Through NESA's activities during the reporting year, as previously described, NESA has addressed the 2017–18 reporting themes.

Priorities for 2018–19

Planned activities relating to the development of new NESA policies and strategies in the 2018–19 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 M – 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 2017–18 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 N – 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.

Additionally, in 2017–18 the NSW AECG has begun developing and delivering a raft of educational services and resources to support:

- the attendance, engagement and educational outcomes of young Aboriginal people in early childhood education, in schools and in tertiary education and employment
- capacity building, resilience and the well-being of Aboriginal communities.

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 is represented on the 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 2017–18. 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.

Engaging with Aboriginal Communities

Engaging With Aboriginal Communities is a new workshop the NSW AECG developed and trialled in 2017. Engaging With Aboriginal Communities is a one-day professional development programme and contributes 5.5 hours of QTC Registered Professional Development for those who participate in it.

The program is structured into four sessions: Culture; Family; Community; and Communication. In 2017–18 the program was delivered to teachers at Biraban Public School, Plaatsburg Public School, the NSW Department of Education's CESE and community of schools around West Lakes in Newcastle.

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 2017–18 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 (ALCNs) in NSW. The NSW AECG began working with the ALCNs in 2016 and has established effective governance through local Reference Groups and employed Project Officers in each Nest to undertake projects to, among many other things:

- facilitate access to qualification based learning in Aboriginal Languages for Nest communities
- develop Aboriginal language teaching and learning programs
- develop and publish materials that support the teaching of Aboriginal languages and
- facilitate language and culture camps for school students

The NSW AECG also supports and will continue to support Aboriginal languages and culture across NSW in 2018–19.

STEM and STEAM Camps

During 2017–18 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 2017–18 financial year camps were delivered across NSW including at Jindabyne, Tamworth, Sydney and Batemans Bay. The camps continue to be a huge success in fostering students' interest in the STEM subjects and providing school teacher participants with educational insights into how Aboriginal peoples have always applied and continue to apply STEM. NSW AECG will continue to coordinate STEM and STEAM Camps for Aboriginal students across NSW during 2018–19.

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 website.



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”.

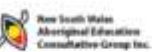
In developing and implementing specific initiatives, NESA is guided by the following key principles:

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.



Tom Alegounarias
Chairperson, NESA



Cindy Berwick
President, NSW AEGG Inc.

Engagement and collaboration: NESA develops and maintains trusting relationships with local communities and stakeholders, working in partnership with the NSW Aboriginal Education Consultative Group (NSW AEGG 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, fulfil 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 AEGG Inc. commits to supporting and working closely with NESA on this journey.

4 July 2017

Appendix O – Financial Statements

NSW Education Standards Authority

Year ended 30 June 2018

Statement by Chief Executive Officer

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 2018;
- 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 2018; 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

19 September 2018

Independent Auditor's Report – NSW Education Standards Authority



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 Comprehensive Income for the year ended 30 June 2018, the Statement of Financial Position as at 30 June 2018, 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 2018, 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 *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 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.

Other Information

Other information comprises the information included in the annual report of the Authority and the consolidated entity for the year ended 30 June 2018, other than the financial statements and my Independent Auditor's Report thereon. The Chief Executive Officer of the Authority is responsible for the other information. At the date of this Independent Auditor's Report, the other information I have received comprises the Statement by the Chief Executive Officer.

My opinion on the financial statements does not cover the other information. Accordingly, I do not express any form of assurance conclusion on the other information.

In connection with my audit of the financial statements, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude there is a material misstatement of the other information, I must report that fact.

I have nothing to report in this regard.

The Chief Executive Officer's Responsibilities 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 is responsible for assessing the ability of the Authority and the consolidated entity to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting except where operations will be dissolved by an Act of Parliament or otherwise cease.

Auditor's Responsibilities 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: 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 assumptions used in formulating the budget figures disclosed in the financial statements
- 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 Service

20 September 2018 SYDNEY

NSW Education Standards Authority

Financial statements for year ended June 2018

Contents

Statement of Comprehensive Income for the year ended 30 June 2018	179
Statement of Financial Position as at 30 June 2018	180
Statement of Changes in Equity for the year ended 30 June 2018	181
Statement of Cash Flows for the year ended 30 June 2018	182
Program group statements for the year ended 30 June 2018	183
Notes to the financial statements	185
1 Summary of Significant Accounting Policies	185
2 Budget Review	187
3 Expenses Excluding Losses	188
4 Revenue	189
5 Gain / (Loss) on Disposal	191
6 Current Assets – Cash and Cash Equivalents	191
7 Current / Non-Current Assets – Receivables	192
8 Current Assets – Inventories	193
9 Current Assets – Other Financial Assets	193
10 Non-Current Assets – Property, Plant and Equipment	194
11 Intangible Assets	196
12 Current Liabilities – Payables	197
13 Current / Non-Current Liabilities – Provisions	197
14 Equity	199
15 Commitments	199
16 Contingent Liabilities	200
17 Reconciliation of Cash Flows from Operating Activities to Net Result	200
18 Non-cash Financing and Investing Activities	200
19 Financial Instruments	201
20 Related Party Disclosures	205
21 Program Groups	206
22 Restricted Assets	207
23 Events after the Reporting Period	207

Statement of comprehensive income for the year ended 30 June 2018

	Notes	Actual Economic Entity 2018 \$'000	Actual Parent Entity 2018 \$'000	Budget Economic Entity 2018 \$'000	Actual Economic Entity 2017 \$'000	Actual Parent Entity 2017 \$'000
Expenses excluding losses						
Operating expenses						
Employee-related	3(a)	109,599	-	109,579	100,938	-
Personnel Services	3(b)	-	109,599	-	-	100,938
Other operating expenses	3(c)	42,609	42,609	38,377	42,684	42,684
Depreciation and amortisation	3(d)	1,716	1,716	1,399	1,543	1,543
Total expenses excluding losses		153,924	153,924	149,355	145,165	145,165
Revenue						
Sale of goods and services	4(a)	24,736	24,736	24,509	20,283	20,283
Investment revenue	4(b)	90	90	204	188	188
Grants and contributions	4(c)	120,280	120,280	116,962	115,749	115,749
Acceptance by the Crown Entity of employee benefits and other liabilities	4(d)	2,428	-	2,469	1,198	-
Other income	4(e)	2,325	4,753	508	2,072	3,270
Total revenue		149,859	149,859	144,652	139,490	139,490
Operating result		(4,065)	(4,065)	(4,703)	(5,675)	(5,675)
Gains / (losses) on disposal	5	-	-	10	11	11
Net result		(4,065)	(4,065)	(4,693)	(5,664)	(5,664)
Other comprehensive income	-	-	-	-	-	-
Total other comprehensive income	-	-	-	-	-	-
TOTAL COMPREHENSIVE INCOME		(4,065)	(4,065)	(4,693)	(5,664)	(5,664)

The accompanying notes form part of these financial statements.

Statement of financial position as at 30 June 2018

	Notes	Actual Economic Entity 2018 \$'000	Actual Parent Entity 2018 \$'000	Budget Economic Entity 2018 \$'000	Actual Economic Entity 2017 \$'000	Actual Parent Entity 2017 \$'000
ASSETS						
Current Assets						
Cash and cash equivalents	6	1,816	1,816	6,231	2,978	2,978
Receivables	7	11,191	11,191	4,540	6,991	6,991
Inventories	8	1,494	1,494	1,687	1,634	1,634
Other financial assets	9	-	-	-	7,332	7,332
Total Current Assets		14,501	14,501	12,458	18,935	18,935
Non-Current Assets						
Receivables	7	8	8	-	-	-
Property, plant and equipment						
– Leasehold Improvements	10	2,181	2,181	1,423	1,794	1,794
– Plant and equipment	10	264	264	1,618	494	494
Total property, plant and equipment	10	2,445	2,445	3,041	2,288	2,288
Intangible assets	11	7,826	7,826	3,481	4,586	4,586
Total Non-Current Assets		10,279	10,279	6,522	6,874	6,874
Total Assets		24,780	24,780	18,980	25,809	25,809
LIABILITIES						
Current Liabilities						
Payables	12	20,487	20,487	13,241	17,431	17,431
Payables – Employee Related	12	632	-	-	1,276	-
Payables – Personnel Services	12	-	632	-	-	1,276
Provisions – Employee Related	13	5,818	-	5,117	5,193	-
Provisions – Personnel Services	13	-	5,818	-	-	5,193
Total Current Liabilities		26,937	26,937	18,358	23,900	23,900
Non-Current Liabilities						
Provisions – Employee Related	13	121	-	133	122	-
Provisions – Personnel Services	13	-	121	-	-	122
Other non-current liabilities		-	-	-	-	-
Total Non-Current Liabilities		121	121	133	122	122
Total Liabilities		27,058	27,058	18,491	24,022	24,022
Net Assets / (Liabilities)		(2,278)	(2,278)	489	1,787	1,787
EQUITY						
Accumulated funds / Losses		(2,278)	(2,278)	489	1,787	1,787
Total Equity		(2,278)	(2,278)	489	1,787	1,787

The accompanying notes form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2018

	Notes	Economic Entity Accumulated Funds \$'000	Total \$'000	Parent Entity Accumulated Funds \$'000	Total \$'000
Balance at 1 July 2017		1,787	1,787	1,787	1,787
Net result for the year		(4,065)	(4,065)	(4,065)	(4,065)
Other comprehensive income		-	-	-	-
Total other comprehensive income		-	-	-	-
Total comprehensive income for the year		(4,065)	(4,065)	(4,065)	(4,065)
Balance at 30 June 2018		(2,278)	(2,278)	(2,278)	(2,278)

	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

The accompanying notes form part of these financial statements.

Statement of cash flows for the year ended 30 June 2018

	Notes	Actual Economic Entity 2018 \$'000	Actual Parent Entity 2018 \$'000	Actual Economic Entity 2017 \$'000	Actual Parent Entity 2017 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments					
Employee related		(107,410)	-	(98,628)	-
Personnel Services		-	(107,410)	-	(98,628)
Other		(42,285)	(42,285)	(38,660)	(38,660)
Total Payments		(149,695)	(149,695)	(137,288)	(137,288)
Receipts					
Sale of goods and services		25,150	25,150	21,040	21,040
Interest received		196	196	161	161
Grants and contributions		116,247	116,247	113,644	113,644
Other		4,721	4,721	4,430	4,430
Total Receipts		146,314	146,314	139,275	139,275
NET CASH FLOWS (USED) / FROM OPERATING ACTIVITIES	17	(3,381)	(3,381)	1,987	1,987
CASH FLOWS FROM INVESTING ACTIVITIES					
Proceeds from sales of property, plant and equipment		-	-	11	11
Purchases of plant and equipment, leasehold improvements		(1,126)	(1,126)	(1,627)	(1,627)
Purchase of intangibles		(3,987)	(3,987)	(1,345)	(1,345)
Other		7,332	7,332	(424)	(424)
NET CASH FLOWS FROM INVESTING ACTIVITIES		2,219	2,219	(3,385)	(3,385)
NET INCREASE / (DECREASE) IN CASH		(1,162)	(1,162)	(1,398)	(1,398)
Opening cash and cash equivalents		2,978	2,978	4,376	4,376
Cash transferred in / (out) as a result of administrative restructuring		-	-	-	-
CLOSING CASH AND CASH EQUIVALENTS	6	1,816	1,816	2,978	2,978

The accompanying notes form part of these financial statements.

Program group statements for the year ended 30 June 2018

ENTITY'S EXPENSES & INCOME	Program Group 1*		Program Group 2*		Program Group 3*		Total	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Expenses excluding losses								
Operating expenses								
• Employee related	23,007	21,189	75,900	69,902	10,692	9,847	109,599	100,938
• Other operating expenses	12,863	12,886	24,832	24,876	4,914	4,923	42,609	42,685
Depreciation and amortisation	689	620	685	616	342	308	1,716	1,544
Total expenses excluding losses	36,559	34,695	101,417	95,394	15,948	15,078	153,924	145,167
Revenue*								
Sale of goods and services	13,726	11,255	9,476	7,770	1,534	1,258	24,736	20,283
Investment revenue	36	75	36	75	18	38	90	188
Grants and contributions	21,773	20,953	85,102	81,896	13,405	12,900	120,280	115,749
Acceptance by the Crown Entity of employee benefits and other liabilities	969	478	974	481	485	239	2,428	1,198
Other income	1,042	929	762	679	521	464	2,325	2,072
Total revenue	37,546	33,690	96,350	90,901	15,963	14,899	149,859	139,490
Gains / (losses) on disposal	-	-	-	11	-	-	-	11
Net result	987	(1,005)	(5,067)	(4,482)	15	(179)	(4,065)	(5,666)
Other Comprehensive Income								
Increase / (decrease) in revaluation surplus	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Other Comprehensive income	-	-	-	-	-	-	-	-
TOTAL COMPREHENSIVE INCOME	987	(1,005)	(5,067)	(4,482)	15	(179)	(4,065)	(5,666)

ENTITY'S EXPENSES & INCOME	Program Group 1*		Program Group 2*		Program Group 3*		Total	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Current Assets								
Cash and cash equivalents	758	1,243	687	1,126	371	608	1,816	2,977
Receivables	209	123	8,634	5,490	2,348	1,378	11,191	6,991
Inventories	747	817	747	817	-	-	1,494	1,634
Other financial assets	-	-	-	-	-	7,332	-	7,332
Total current assets	1,714	2,183	10,068	7,433	2,719	9,318	14,501	18,934
Non-current Assets								
Receivables	2	-	6	-	-	-	8	-
Property, plant and equipment	464	434	1,907	1,784	74	70	2,445	2,288
Intangible assets	548	321	7,200	4,219	78	46	7,826	4,586
Total non-current assets	1,014	755	9,113	6,003	152	116	10,279	6,874
TOTAL ASSETS	2,728	2,938	19,181	13,436	2,871	9,434	24,780	25,808
Current liabilities								
Payables	1,738	1,496	13,078	11,785	6,303	5,425	21,119	18,706
Provisions	1,570	1,401	3,375	3,012	873	779	5,818	5,192
Other current liabilities	-	-	-	-	-	-	-	-
Total current liabilities	3,308	2,897	16,453	14,797	7,176	6,204	26,937	23,898
Non-current liabilities								
Provisions	57	57	34	34	30	30	121	121
Other non-current liabilities	-	-	-	-	-	-	-	-
Total non-current liabilities	57	57	34	34	30	30	121	121
TOTAL LIABILITIES	3,365	2,954	16,487	14,831	7,206	6,234	27,058	24,019
NET ASSETS	(637)	(16)	2,694	(1,395)	(4,335)	3,200	(2,278)	1,789

* The names and purposes of each service group are summarised in Note 21.

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 2018

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 2018 have been authorised for issue by the Chief Executive Officer on 19 September 2018.

(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 which is the entity's presentation and functional 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 2018 of \$1,816,000.

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) Accounting for the Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of goods and services tax (GST), except that the:

- amount of GST incurred by the entity as a purchaser that is not recoverable from the Australian Taxation Office (ATO) 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 ATO are classified as operating cash flows.

(f) 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.

(g) 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.

(h) Changes in accounting policies, including new or revised AAS

(i) Effective for the first time in 2017–18

The accounting policies applied in 2017–18 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 2017–18.

The impact of these Standards in the period of initial application is nil.

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 2016–7 Amendments to Australian Accounting Standards – Deferral of AASB 15 for Not-for-Profit Entities

AASB 2017–2 Amendments to Australian Accounting Standards – Further Annual Improvements 2014–2016 Cycle

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 2016–6 Amendments to Australian Accounting Standards – Applying AASB 9 with AASB 4 Insurance Contracts Not-for-Profit Entities

AASB 2016–8 Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities

2 Budget Review

Net result

The net loss for 2018 is lower than budget by \$0.628m.

This is the result of additional revenue arising from new project funding. This revenue was offset by additional expenditure arising from new projects relating to the Curriculum Review and NAPLAN Online. In addition, increased fee revenue reflects the inclusion of pre-2004 school teachers as required by the *Teacher Accreditation Act 2014*.

Assets and liabilities

Current assets were higher than budget by \$2.043m largely as a result of increased receivables relating to teacher accreditation fees.

Non-current assets were higher than budget by \$3.757m predominantly due to work undertaken on the electronic Teacher Accreditation Management System (e-TAMS) and the finalisation of office accommodation at 117 Clarence Street.

Total liabilities were higher than budget by \$8.567m as a result of increased payables arising from accreditation fees paid in advance, the accrual of operating expenses and salaries and wages and on-costs.

3 Expenses Excluding Losses

Expenses excluding losses	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
(a) Employee related expenses				
Salaries and wages (including annual leave)	94,290	-	88,043	-
Superannuation – defined benefit plans	604	-	579	-
Superannuation – defined contribution plans	7,213	-	6,597	-
Long service leave	1,783	-	507	-
Workers' compensation insurance	207	-	206	-
Payroll tax and fringe benefit tax	5,502	-	5,006	-
	109,599	-	100,938	-
(b) Personnel services				
Personnel services	-	109,599	-	100,938
	-	109,599	-	100,938
(c) Other operating expenses include the following:				
Auditor's remuneration – audit of the financial statements	67	67	65	65
Computing expenses	3,990	3,990	5,203	5,203
Couriers	347	347	357	357
Fees for services	2,817	2,817	3,108	3,108
Furniture and equipment	964	964	575	575
Insurance	52	52	50	50
Legal fees	142	142	172	172
Maintenance	1,077*	1,077*	652*	652*
Marking centre rental	3,727	3,727	3,662	3,662
Motor vehicles	621	621	495	495
Operating lease rental expense – minimum lease payments	4,050	4,050	4,127	4,127
Other contractors	11,463	11,463	12,209	12,209
Other expenses	4,147	4,147	3,811	3,811
Postage	1,076	1,076	810	810
Printing and publishing	2,368	2,368	2,363	2,363
Security	1,601	1,601	1,584	1,584
Staff development	531	531	402	402
Stationery and consumables	545	545	397	397
Telephones	863	863	625	625
Travel and accommodation	2,161	2,161	2,017	2,017
	42,609	42,609	42,684	42,684

* Refer to Reconciliation – Total maintenance

Reconciliation – Total maintenance	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
*Reconciliation – total maintenance				
Maintenance expense – contracted labour and other (non-employee related), as above	1,077	1,077	652	652
Employee related maintenance expense included in Note 3(a)	-	-	-	-
Total maintenance expenses included in Note 3(a) + 3(b)	-	-	-	-
* Reconciliation – Total maintenance	1,077	1,077	652	652

Recognition and Measurement

Maintenance Expenses

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement or an enhancement of a part or component of an asset, in which case the costs are capitalised and depreciated.

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.

Operating Leases

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.

Depreciation and amortisation expense	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Depreciation and amortisation expense				
Depreciation				
Leasehold improvements	739	739	463	463
Plant and equipment	230	230	430	430
	969	969	893	893
Amortisation				
Software intangibles	747	747	650	650
	747	747	650	650
Total depreciation and amortisation expense	1,716	1,716	1,543	1,543

4 Revenue

Recognition and Measurement

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.

Revenue	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
(a) Sale of goods and services:				
Publication and copyright fees	967	967	1,270	1,270
Rendering of services:				
Higher School Certificate user charges	1,165	1,165	1,068	1,068
NAPLAN user charges	5,814	5,814	5,686	5,686
Australian Music Examination Board fees	3,641	3,641	3,712	3,712
Information & Comm. Technology fees	-	-	-	-
Exhibition fees	636	636	624	624
Accreditation fees	12,155	12,155	7,633	7,633
Other	358	358	290	290
	24,736	24,736	20,283	20,283

Recognition and Measurement

Sale of goods

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.

Rendering of services

Revenue from rendering services is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

Revenue	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
(b) Investment revenue				
Interest	90	90	188	188

Recognition and Measurement

Interest income

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.

Revenue	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
(c) Grants and contributions:				
Vocational education and training	347	347	381	381
Crown Entity Redundancy Grant	102	102	783	783
Department of Education	116,495	116,495	112,437	112,437
Eligibility of Accreditation Grant	1,816	1,816	1,700	1,700
NAPLAN	1,364	1,364	-	-
Other	156	156	448	448
	120,280	120,280	115,749	115,749

Recognition and Measurement

Income from grants (other than contribution by owners) is recognised when the entity obtains control over the contribution. The entity is deemed to have assumed control when the grant is received or receivable.

Contributions are recognised at their fair value. Contributions of services are recognised when and only when a fair value of those services can be reliably determined and the services would be purchased if not donated.

The entity receives its funding via grants from the Department of Education.

Revenue	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
(d) Acceptance by the Crown Entity of employee benefits and other liabilities				
Superannuation – defined benefit	604	-	579	-
Long service leave	1,791	-	590	-
Payroll tax	33	-	29	-
	2,428	-	1,198	-
(e) Other income				
Project Services	175	175	1,845	1,845
Insurance	-	-	145	145
Other	2,150	4,578	82	1,280
	2,325	4,753	2,072	3,270

5 Gain / (Loss) on Disposal

Gain / (loss) on disposal of plant and equipment:	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Proceeds from disposal	-	-	11	11
Written down value of assets disposed	-	-	-	-
Net gain / (loss) on disposal of plant and equipment	-	-	11	11

6 Current Assets – Cash and Cash Equivalents

Current assets – cash and cash equivalents:	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Cash at bank and on hand	1,816	1,816	2,978	2,978
	1,816	1,816	2,978	2,978

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 Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Cash and cash equivalents (per Statement of Cash Flows)	1,816	1,816	2,978	2,978
	1,816	1,816	2,978	2,978

Refer to Note 19 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

\$0.782m of these balances form part of the NESAs Fund and restrictions apply. See Note 22 for detail.

7 Current / Non-Current Assets – Receivables

Current / Non-current assets – receivables	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Sale of goods and services	1,873	1,873	607	607
Accreditation Fees receivable	5,711	5,711	2,200	2,200
Less Allowance for impairment *	(934)	(934)	(971)	(971)
Sundry government debtors	(583)	(583)	361	361
Crown Entity Redundancy Grant	102	102	-	-
NSW Treasury LSL receivable	172	172	-	-
Accrued fees	4,667	4,667	4,549	4,549
Other debtors	-	-	106	106
Prepayments – Current	183	183	139	139
Prepayments – Non-Current	8	8	-	-
	11,199	11,199	6,991	6,991

*Movement in the allowance for impairment

*Movement in the allowance for impairment	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Balance at 1 July	971	971	922	922
Amounts written off during the year	(73)	(73)	(316)	(316)
Amounts recovered during the year	-	-	-	-
Increase / (decrease) in allowance recognised in profit or loss	36	36	365	365
Balance at 30 June	934	934	971	971

Details regarding credit risk, liquidity risk and market risk, including financial assets that are either past due or impaired, are disclosed in Note 19.

Recognition and Measurement

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, including trade receivables, prepayments etc are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market.

Receivables are initially recognised at fair value plus any directly attributable transaction costs. Subsequent measurement is at amortised cost using the effective interest rate method, less any impairment. 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.

Impairment

Receivables are subject to an annual review for impairment. These are considered to be impaired when there is objective evidence that, as a result of one or more events that occurred after the initial recognition of the financial asset, the estimated future cash flows have been affected.

The entity first assesses whether impairment exists individually for receivables that are individually significant, or collectively for those that are not individually significant. Further, receivables are assessed for impairment on a collective basis if they were assessed not to be impaired individually.

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 original effective interest rate. The amount of the impairment loss is recognised in the net result for the year.

Any reversals of impairment losses are reversed through the net result for the year, if objectively related to an event occurring after the impairment was recognised. Reversals of impairment losses cannot result in a carrying amount that exceeds what the carrying amount would have been had there not been an impairment loss.

8 Current Assets – Inventories

Current assets – inventories	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Held-for-distribution				
Publications stock – at cost	208	208	52	52
	208	208	52	52
Held-for-resale				
Publications stock – at cost	1,286	1,286	1,582	1,582
	1,286	1,286	1,582	1,582
	1,494	1,494	1,634	1,634

A provision for obsolescence of \$0.351m is included in the above amounts.

Recognition and Measurement

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.

9 Current Assets – Other Financial Assets

Current assets – other financial assets	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Bank term deposit	-	-	7,332	7,332
	-	-	7,332	7,332

Refer to Note 19 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 22 for detail.

Recognition and Measurement

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 other financial assets that require delivery of assets within the time frame established by regulation or convention in the marketplace.

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 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
At 30 June 2018 – fair value			
Gross carrying amount	9,683	11,174	20,857
Accumulated depreciation and impairment	(7,502)	(10,910)	(18,412)
Net carrying amount	2,181	264	2,445

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 2018			
Net carrying amount at beginning of year	1,794	494	2,288
Additions	1,126	-	1,126
Work in progress	-	-	-
Disposals	-	(20)	(20)
Depreciation expense	(739)	(210)	(949)
Net carrying amount at end of year	2,181	264	2,445

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 at end of year	1,794	494	2,288

Recognition and Measurement

Acquisitions of property, plant and equipment

Property, plant and equipment are initially measured at cost and subsequently revalued at fair value less accumulated 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; ie 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 14).

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.

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.

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

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.

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.

11 Intangible Assets

Intangible assets	Software \$,000	Total \$,000
At 1 July 2017		
Cost (gross carrying amount)	14,823	14,823
Accumulated depreciation and impairment	(10,237)	(10,237)
Net carrying amount	4,586	4,586
At 30 June 2018		
Cost (gross carrying amount)	18,809	18,809
Accumulated depreciation and impairment	(10,983)	(10,983)
Net carrying amount	7,826	7,826
Year ended 30 June 2018		
Net carrying amount at beginning of year	4,586	4,586
Additions	3,987	3,987
Amortisation (recognised in 'depreciation and amortisation')	(747)	(747)
Net carrying amount at end of year	7,826	7,826
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

Recognition and Measurement

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.

12 Current Liabilities – Payables

Current liabilities – payables	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2018	2018	2017	2017
	\$,000	\$,000	\$,000	\$,000
Accrued salaries, wages and on-costs	632	-	1,276	-
Creditors	10,676	10,676	11,880	11,880
Relief staff costs	44	44	37	37
Unearned revenue	9,731	9,731	5,480	5,480
Personnel Services	-	632	-	1,276
Other	36	36	34	34
	21,119	21,119	18,707	18,707

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 19.

Recognition and Measurement

Payables represent liabilities for goods and services provided to the entity and other amounts. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

Payables are financial liabilities at amortised cost, initially measured at fair value, net of directly attributable transaction costs. These are subsequently measured at amortised cost using the effective interest method. Gains and losses are recognised when the liabilities are derecognised as well through the amortisation process.

13 Current / Non-Current Liabilities – Provisions

Current / Non-Current Liabilities – Provisions	Economic	Parent	Economic	Parent
	Entity	Entity	Entity	Entity
	2018	2018	2017	2017
	\$,000	\$,000	\$,000	\$,000
Employee benefits and related on-costs				
Annual leave	4,427	-	3,789	-
Long service leave on-costs	942	-	950	-
Payroll tax on LSL payable	570	-	576	-
	5,939	-	5,315	-
Other Provisions				
Personnel Services	-	5,939	-	5,315
	-	5,939	-	5,315
Total Provisions	5,939	5,939	5,315	5,315

Aggregate employee benefits and related on-costs

Aggregate employee benefits and related on-costs	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Provisions – current	5,818	-	5,193	-
Provisions – non-current	121	-	122	-
Accrued salaries, wages and on-costs (Note 12)	632	-	1,276	-
	6,571	-	6,591	-

The total for annual leave above includes \$2.050m expected to be settled after more than twelve months.

Recognition and Measurement

Employee benefits and related on-costs

Salaries and wages, annual leave and sick leave

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.

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.

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.

Other provisions

Provisions are recognised 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. When the entity expects some or all of a provision to be reimbursed, for example, under an insurance contract, the reimbursement is recognised as a separate asset, but only when the reimbursement is virtually certain. The expense relating to a provision is presented net of any reimbursement in the Statement of Comprehensive Income.

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.

14 Equity

Recognition and Measurement

Accumulated Funds

The category 'Accumulated Funds' includes all current and prior period retained funds.

Equity Transfers – Recognition and Measurement

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*.

All 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.

15 Commitments

(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 Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Within one year	190	190	122	122
Total (including GST)	190	190	122	122

The total 'Capital Commitments' above includes input tax credits of \$0.017m 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 Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Within one year	10,238	10,238	10,647	10,647
Later than one year and not later than five years	10,146	10,146	19,746	19,746
Later than five years.	-	-	-	-
Total (including GST)	20,384	20,384	30,393	30,393

Operating lease commitments relate to office accommodation, motor vehicles and ICT.

The total 'Operating Lease Commitments' above includes input tax credits of \$1.853m that are expected to be recoverable from the Australian Taxation Office.

16 Contingent Liabilities

The entity is unaware of any contingent liabilities existing as at 30 June 2018.

17 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 Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2017 \$,000	Parent Entity 2017 \$,000
Net cash (used) / from operating activities	(3,381)	(3,381)	1,987	1,987
Depreciation and amortisation expense	(1,716)	(1,716)	(1,543)	(1,543)
Decrease / (increase) in provisions	(624)	(624)	(65)	(65)
Increase / (decrease) in prepayments and other assets	4,208	4,208	(206)	(206)
Decrease / (increase) in payables	(2,412)	(2,412)	(5,795)	(5,795)
Increase / (decrease) in inventories	(140)	(140)	(53)	(53)
Net gain / (loss) on sale of plant & equipment	-	-	11	11
Net result	(4,065)	(4,065)	(5,664)	(5,664)

18 Non-cash Financing and Investing Activities

Non-cash Financing and Investing Activities	Economic Entity 2018 \$,000	Parent Entity 2018 \$,000	Economic Entity 2016 \$,000	Parent Entity 2016 \$,000
Liabilities and expenses by assumed by the Crown Entity	2,428	-	1,198	-
	2,428	-	1,198	-

19 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 2018 \$'000	Parent Entity 2018 \$'000	Economic Entity 2017 \$'000	Parent Entity 2017 \$'000
Cash and cash equivalents	6	N/A	1,816	1,816	2,978	2,978
Receivables *	7	Loans and receivable (at amortised cost)	11,315	11,315	6,385	6,385
Other financial assets	9		-	-	7,332	7,332

*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 2018 \$'000	Parent Entity 2018 \$'000	Economic Entity 2017 \$'000	Parent Entity 2017 \$'000
Payables*	12	Financial liabilities measured at amortised cost	11,220	11,220	11,768	11,768

*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.

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 (\$5.489m).

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.

2018 Economic Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	1,566	1,300	266
3 months – 6 months overdue	246	204	42
> 6 months overdue	3,380	2,805	575
2018 Parent Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	1,566	1,300	266
3 months – 6 months overdue	246	204	42
> 6 months overdue	3,380	2,805	575
2017 Economic Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,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 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	75	70	5
3 months – 6 months overdue	174	155	19
> 6 months overdue	1,789	846	943

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 (2018: \$670,383; 2017: \$468,003) and less than 6 months past due (2018: \$1,200,750; 2017: \$115,621) 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.

2018 Economic Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	961	961	-
3 months – 6 months overdue	239	239	-
> 6 months overdue	-	-	-
2018 Parent Entity	1,2 Total \$,000	1,2 Past due but not impaired \$,000	1,2 Considered Impaired \$,000
< 3 months overdue	961	961	-
3 months – 6 months overdue	239	239	-
> 6 months overdue	-	-	-
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 – months overdue	10	10	-
> 6 months overdue	22	22	-

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.

(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.

2018	Carrying Amount (\$000)	-1% Profit (\$000)	Equity (\$000)	1% Profit (\$000)	Equity (\$000)
Financial assets					
Cash and cash equivalents	1,816	(18)	(18)	18	18
Receivables	11,315	-	-	-	-
Other Financial Assets	-	-	-	-	-
Financial liabilities					
Payables	11,220	-	-	-	-

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	-	-	-	-

20 Related Party Disclosures

The entity's key management personnel have been identified as all Public Service Senior Executive staff and all NESAs Board members.

The entity's key management personnel compensation are as follows:

	Economic Entity 2018 \$'000	Parent Entity 2018 \$'000	Economic Entity 2017 \$'000	Parent Entity 2017 \$'000
Short-term employee benefits:				
Salaries	5,056	5,056	4,289	4,289
Other monetary allowances	183	183	56	56
Non-monetary benefits	-	-	-	-
Other long-term employee benefits	-	-	-	-
Post-employment benefits	-	-	-	-
Termination benefits	-	-	874	874
Total remuneration	5,239	5,239	5,219	5,219

The entity entered into no transactions with key management personnel, their close family members or their controlled entities or their jointly controlled entities.

The entity entered into transactions with other entities that are controlled by NSW Government. These transactions in aggregate are a significant portion of the entity's revenue.

During the reporting period NESAs transacted with the following NSW government agencies:

- Department of Education
- Crown Entity
- Office of State Revenue
- SiCorp
- TCorp.

21 Program Groups

Program Group 1: Curriculum and Teaching Standards Development

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.

Program 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.

Program 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.

22 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 2018 is \$0.782m.

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's.

Trust Monies

The entity holds monies donated for the Brother John Taylor Memorial Trust (\$35 655) and for the Mary Besley Biology Teachers award (\$659). 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.

23 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

NSW Education Standards Authority Staff Agency

Year ended 30 June 2018

Statement by Chief Executive Officer

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 2018;
- 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 2018; 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

19 September 2018

Independent Auditor's Report – NSW Education Standards Authority Staff Agency



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 Comprehensive Income for the year ended 30 June 2018, the Statement of Financial Position as at 30 June 2018, 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 2018, 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 Responsibilities 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 the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Chief Executive Officer is responsible for assessing the Agency's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting except where the Agency will be dissolved by an Act of Parliament or otherwise cease operations.

Auditor's Responsibilities 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
- 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: www.auasb.gov.au/auditors_responsibilities/ar4.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 Service

20 September 2018 SYDNEY

NSW Education Standards Authority Staff Agency

Financial statements for year ended June 2018

Contents

Statement of Comprehensive Income for the year ended 30 June 2018	212
Statement of Financial Position as at 30 June 2018	212
Statement of Changes in Equity for the year ended 30 June 2018	213
Statement of Cash Flows for the year ended 30 June 2018	214
Notes to the financial statements	215
1 Summary of Significant Accounting Policies	215
2 Expenses Excluding Losses	216
3 Revenue	217
4 Current / Non-Current Assets – Receivables	217
5 Current Liabilities – Payables	217
6 Current / Non-Current Liabilities – Provisions	218
7 Commitments for Expenditure	219
8 Contingent Liabilities	219
9 Reconciliation of Cash Flows from Operating Activities to Net Result	220
10 Financial Instruments	220
11 Related Party Disclosures	221
12 Events after the Reporting Period	222

Statement of comprehensive income for the year ended 30 June 2018

	Notes	2018 \$,000	2017 \$,000
Expenses excluding losses			
Operating expenses			
Employee related	2	109,599	100,938
Total expenses excluding losses		109,599	100,938
Revenue			
Personnel Services	3	107,171	99,740
Acceptance by the Crown Entity of employee benefits and other liabilities	3	2,428	1,198
Total revenue		109,599	100,938
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 2018

	Notes	2018 \$,000	2017 \$,000
ASSETS			
Current Assets			
Receivables	4	6,571	6,591
Total Current Assets		6,571	6,591
Non-Current Assets			
Receivables		-	-
Total Non-Current Assets		-	-
Total Assets		6,571	6,591
LIABILITIES			
Current Liabilities			
Payables	5	632	1,276
Provisions	6	5,818	5,193
Total Current Liabilities		6,450	6,469
Non-Current Liabilities			
Provisions	6	121	122
Total Non-Current Liabilities		121	122
Total Liabilities		6,571	6,591
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 2018

Notes	Accumulated Funds \$,000	Total \$,000
Balance as at 1 July 2017	-	-
Net result for the period	-	-
Other comprehensive income	-	-
Total other 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 2018	-	-

Notes	Accumulated Funds \$,000	Total \$,000
Balance as at 1 July 2016	-	-
Net result for the period	-	-
Other comprehensive income	-	-
Total other 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	-	-

The accompanying notes form part of these financial statements.

Statement of cash flows for the year ended 30 June 2018

	Notes	2018 \$,000	2017 \$,000
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee related		-	-
Personnel Services		-	-
Other		-	-
Total Payments		-	-
Receipts			
Sale of goods and services		-	-
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 AND CASH EQUIVALENTS		-	-
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 2018

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 2018 have been authorised for issue by the Chief Executive Officer on 19 September 2018.

(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) 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.

(e) Changes in accounting policy, including new or revised Australian Accounting Standards

(i) Effective for the first time in 2017–18

The accounting policies applied in 2017–18 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 2017–18.

The impact of these Standards in the period of initial application is nil.

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 2017–2 Amendments to Australian Accounting Standards – Further Annual Improvements 2014–2016 Cycle

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 2016–6 Amendments to Australian Accounting Standards – Applying AASB 9 with AASB 4 Insurance Contracts Not-for-Profit-Entities

2 Expenses Excluding Losses

Employee related expenses	2018	2017
	\$,000	\$,000
Salaries and wages (including annual leave)	94,290	88,043
Superannuation – defined benefit plans	604	579
Superannuation – defined contribution plans	7,213	6,597
Long service leave	1,783	507
Workers' compensation insurance	207	206
Payroll tax and fringe benefit tax	5,502	5,006
	109,599	100,938

3 Revenue

Recognition and Measurement

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.

Sale of goods	2018	2017
	\$,000	\$,000
Personnel services	107,171	99,740
Acceptance by the Crown Entity of employee benefits and other liabilities	2,428	1,198
	109,599	100,938

Recognition and Measurement

Sale of goods

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.

4 Current / Non-Current Assets

Current / non-current assets	2018	2017
	\$,000	\$,000
Employee benefits	6,571	6,591
	6,571	6,591

Details regarding credit risk, liquidity risk and market risk are disclosed in Note 10.

Recognition and Measurement

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, including trade receivables, prepayments etc are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market.

Receivables are initially recognised at fair value plus any directly attributable transaction costs. Subsequent measurement is at amortised cost using the effective interest rate method, less any impairment. 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.

5 Current Liabilities - Payables

Current liabilities - payables	2018	2017
	\$,000	\$,000
Accrued salaries, wages and on-costs	632	1,276
	632	1,276

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 10.

Recognition and Measurement

Payables represent liabilities for goods and services provided to the entity and other amounts. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

Payables are financial liabilities at amortised cost, initially measured at fair value, net of directly attributable transaction costs. These are subsequently measured at amortised cost using the effective interest method. Gains and losses are recognised when the liabilities are derecognised as well through the amortisation process.

6 Current / Non-current Liabilities – Provisions

Current / Non-Current Liabilities – Provisions	2018 \$,000	2017 \$,000
Employee benefits and related on-costs		
Recreation leave	4,427	3,789
Long service leave on-costs	942	950
Payroll tax on LSL payable	570	576
Total Provisions	5,939	5,315
Aggregate employee benefits and related on-costs		
Provisions – current	5,818	5,193
Provisions – non-current	121	122
Accrued salaries, wages and on-costs (Note 5)	632	1,276
	6,571	6,591

The total for annual leave above includes \$2.050m expected to be settled after more than twelve months.

Recognition and Measurement

Employee benefits and related on-costs

Salaries and wages, annual leave and sick leave

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.

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.

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.

Other provisions

Provisions are recognised 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. When the entity expects some or all of a provision to be reimbursed, for example, under an insurance contract, the reimbursement is recognised as a separate asset, but only when the reimbursement is virtually certain. The expense relating to a provision is presented net of any reimbursement in the Statement of Comprehensive Income.

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.

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 2018.

9 Reconciliation of Cash Flows from Operating Activities to Net Result

Reconciliation of cash flows from operating activities to net result	2018 \$,000	2017 \$,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 Committee and internal auditors on a continuous basis.

(a) Financial instrument categories

Financial assets	Note	Category	Carrying amount	Carrying amount
			2018 \$,000	2017 \$,000
Receivables*	4	Loan and Receivables at amortised cost	6,571	6,591

* Excludes statutory receivables and prepayments (ie not within the scope of AASB 7).

Financial liabilities	Note	Category	Carrying amount	Carrying amount
			2018 \$,000	2017 \$,000
Payables*	5	Financial Liabilities measured at amortised cost	632	1,276

* 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 receivables 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 Public Service Senior Executive staff and all NESAs Board members.

The entity's key management personnel compensation are as follows:

	2017 \$,000	2016 \$,000
Short-term employee benefits:		
Salaries	5,056	4,289
Other monetary allowances	183	56
Non-monetary benefits	-	-
Other long-term employee benefits	-	-
Post-employment benefits	-	-
Termination benefits	-	874
Total remuneration	5,239	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:

- 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
ACE	Assessment Certification Examinations
ACECQA	Australian Children's Education and Care Quality Authority
ACER	Australian Council for Education Research
ACT	Australian Capital Territory
ADT	Administrative Decisions Tribunal
AECG	Aboriginal Education Consultative Group
AIS Singapore	Australian International School Singapore
AISNSW	Association of Independent Schools of New South Wales
AITSL	Australian Institute of Teaching and School Leadership
AMEB	Australian Music Examinations Board
AQF	Australian Qualifications Framework
ARC	Assessment Resource Centre
ATAR	Australian Tertiary Admission Rank
BOSTES	Board of Studies, Teaching and Educational Standards NSW
CECNSW	Catholic Education Commission NSW
DoE	NSW Department of Education
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
IAC	Independent Appeals Committee
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
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
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

List of tables and figures

Tables

Table 1.1	Membership of the Board of the NSW Education Standards Authority	11
Table 2.1	Number of teachers accredited at Conditional and Provisional levels, during 2016–17 and 2017–18	31
Table 2.2	Number of teachers accredited at the Proficient teacher level through recognition of their interstate teacher registration by jurisdiction, during 2017–18	33
Table 2.3	Number of teachers whose accreditation was revoked, suspended or voluntarily cancelled (under section 24 of the <i>Teacher Accreditation Act 2004</i>), during 2017–18	33
Table 2.4	Maximum time to achieve Proficient Teacher accreditation for full-time, part-time and casual teachers	34
Table 2.5	Total number of potential providers by career stage, during 2017–18	37
Table 2.6	Total number of established providers by career stage, who broadened their scope of endorsement, during 2017–18	38
Table 2.7	Total number of school-based potential providers by career stage, during 2017–18	38
Table 2.8	Participation at potential provider sessions, during 2017–18	38
Table 2.9	Participation at newly endorsed provider sessions, during 2017–18	39
Table 2.10	Participation at school-based information sessions, during 2017–18	40
Table 2.11	Participation at Highly Accomplished and Lead Teacher provider sessions, during 2017–18	40
Table 2.12	Stages of learning in NSW schools – Kindergarten to Year 12	43
Table 2.13	Organisation of the NSW curriculum – Kindergarten to Year 12	43
Table 2.14	VET Certificate II or higher qualifications and statements of attainment achieved as part of the HSC program, during 2015 to 2017	55
Table 2.15	Number of enrolments in VET qualifications by training package as part of the HSC program, during 2016 and 2017	55
Table 2.16	Number of students undertaking school-based apprenticeships and traineeships as part of the HSC program, during 2016 and 2017	56
Table 2.17	Number of entries in Stage 5 VET courses, during 2016 and 2017	57
Table 2.18	Number of applications for HSC disability provisions, during 2014–17	62
Table 2.19	Number of modified HSC examination papers due to approved disability provisions, during 2014–17	62
Table 2.20	HSC illness/misadventure applications, during 2014–17	63
Table 2.21	Number of NSW and ACT schools registered for 2018 NAPLAN tests by sector	67
Table 2.22	Number of NSW and ACT students registered for 2018 NAPLAN tests by sector	68

Table 2.23	Number of NSW and ACT students present for one or more 2018 NAPLAN tests by sector	68
Table 2.24	Categorisation of NSW students for 2018 NAPLAN tests	68
Table 2.25	Registration and Accreditation Committee recommendations on school registrations, during 2014–15 to 2017–18	76
Table 2.26	Registration and Accreditation Committee recommendations on accreditation and other matters, during 2014–15 to 2017–18	78
Table 2.27	New schools granted initial registration in 2017 to commence in the 2018 calendar year	79
Table 2.28	Schools closed during 2017–18	79
Table 2.29	Complaints about non-government schools investigated by NESA officers, during 2014–15 to 2017–18	79
Table 2.30	Number of children with home schooling registration at the end of reporting period, during 2014–15 to 2017–18	81
Table 2.31	Number of children with exemption from home schooling registration at the end of reporting period, 2014–15 to 2017–18	81
Table 3.1	Distribution of NESA staff by category 30 June 2015 to 30 June 2018	101
Table 3.2	Number of NESA Public Service senior executives, by gender and band level, at 30 June 2017 and 30 June 2018	102
Table 3.3	Average total remuneration for NESA Public Service senior executives per band at 30 June 2017 and 30 June 2018	102
Table 3.4	Trends in representation of workforce diversity groups in NESA, during 2015–16 to 2017–18	103
Table 3.5	Trends in distribution of workforce diversity groups in NESA, during 2015–16 to 2017–18	103
Table 3.6	Staff injuries during 2017–18	104
Table 3.7	Time for payment of accounts, 2017–18	106
Table 3.8	Details of accounts due or paid within each quarter, 2017–18	106
Table 3.9	Property, plant and equipment acquisitions, 2017–18	108
Table 3.10	Intangible asset acquisitions, 2017–18	108
Table B1	Committees of the NESA Board	114
Table B2	Membership of the Assessment Committee	115
Table B3	Membership of the Curriculum Committee	117
Table B4	Membership of the Initial Teacher Education Committee	119
Table B5	Membership of the Quality Teaching Committee	121
Table B6	Membership of the School Registration Committee	122
Table B7	Membership of the Aboriginal Education Committee	123
Table B8	Membership of the Finance Committee	124
Table B9	Membership of the Research and Technical Committee	125

Table B10	Membership of the Special Education Committee	126
Table B11	Membership of the Audit and Risk Committee	127
Table C1	Board members' attendance at NESA Board meetings from 1 July 2017 to 30 June 2018	128
Table D1	Assessment Committee meetings and attendance of members from 1 July 2017 to 30 June 2018	129
Table D2	Curriculum Committee meetings and attendance of members from 1 July 2017 to 30 June 2018	129
Table D3	Initial Teacher Education Committee meetings and attendance of members from 1 July 2017 to 30 June 2018	130
Table D4	Quality Teaching Committee meetings and attendance of members from 1 July 2017 to 30 June 2018	130
Table D5	School Registration Committee meetings and attendance of members from 1 July 2017 to 30 June 2018	131
Table J1	Number of information access applications by type of applicant and outcome, 2017–18	163
Table J2	Number of information access applications by type of application and outcome, 2017–18	164
Table J3	Invalid information access applications, 2017–18	164
Table J4	Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2017–18	164
Table J5	Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2017–18	165
Table J6	Timeliness of decisions on information access applications, 2017–18	165
Table J7	Number of applications reviewed under Part 5 of the GIPA Act, by type of review and outcome, 2017–18	165
Table J8	Applications for review under Part 5 of the GIPA Act, by type of applicant, 2017–18	166
Table J9	Applications transferred to other agencies, 2017–18	166

Figures

Figure 1.1	Governing Board of the NSW Education Standards Authority and its Committees	13
Figure 1.2	NSW Education Standards Authority organisational structure at 30 June 2018	19

Compliance checklist

Access, 234

Aims and objectives, 9

Additional matters, 167

Charter, 9 & 112

Consultants, 107

Consumer response, 99

Digital information security policy attestation, 110

Disability Inclusion Action Plan, 170

Disclosure of controlled entities, 167

Economic/other factors affecting the achievement of operational objectives, 167

Financial statements, 175

Funds granted to non-government community organisations, 167

Government Information (Public Access) Act, 162

Human resources, 101

Identification of audited financial statements, 176, 209

Internal audit and risk management policy attestation, 97

Investment performance, 167

Land disposal, 167

Legal change, 167

Letter of submission, 5

Liability management performance, 167

Management and activities, 22–81

Management and structure, 11–19, 102, 114–131, 139

Major works in progress, 108

Multicultural policies and services program, 168

Numbers and remuneration of senior executives, 102

Payment of accounts, 106

Privacy and Personal Information Protection Act, 109

Production costs, 232

Promotion, 82

Public interest disclosures, 98

Research and development, 25–27, 58

Recreation leave and extended leave liability, 105

Risk management and insurance activities, 96

Summary review of operations, 7, 22

Time for payment of accounts, 106

Website address, 234

Work health and safety, 104

Workforce diversity, 103

Index

- Aboriginal education, *46, 171, 174*
- Acronyms and abbreviations, *223*
- Audit and risk management, *96*
- Australian curriculum implementation, *44*
- Australian Music Examinations Board (AMEB), *69*

- Board meetings and attendance of members of the NESA Board in 2017–18, *128*
- BOSTES review recommendations, *23, 141*

- Charter, *9 & 112*
- Code of Ethics and Conduct, *105*
- Commitment to service, *98*
- Committee meetings and attendance of regular committees of the NESA Board in 2017–18, *129*
- Committees of the NESA Board, *13, 114*
- Communications, *93*
- Compliance checklist, *228*
- Consultancies, *107*
- Contracting and market testing, *107*
- Curriculum overview, *43*

- Digital Information Security Annual Attestation Report, *110*
- Disability Inclusion Action Plan, *170*

- Financial management, *106*
- Financial statements, *175*

- Government Information (Public Access) Act, *162*

- Higher School Certificate, *58*
- Home Schooling, *80*
- Human resources, *101*

- Information security management, *110*
- Initial teacher education, *29*
- International initiatives, *82*

- Members of the NESA Board, *11, 14*
- Minister's Statement of Expectations 2017, *22*
- Minister's Statement of Expectations 2018, *26*
- Multicultural policies and services, *168*

- National Assessment Program – Literacy and Numeracy (NAPLAN), *67*
- NESA Strategic Plan (2017–21), *146*
- NESA staff forums, *92*

- Organisational structure of NESA, *19, 139*
- Overseas travel, *83*
- Overseas visitors to NESA, *82*

Payment of accounts, 106
Professional development, 37
Protection of personal information, 109
Public Service Senior Executive (PSSE) staff, 102

Record of school achievement, 65
Recreation leave and extended leave liability, 105
Rural and remote education, 87

School registration and accreditation, 73
Staffing and recruitment, 101
Stakeholder engagement, 87
Statutory disclosure requirements, 167
Subcommittees of the committees of the Board, 132

Teacher accreditation, 30
Teaching standards, 34

Vocational education and training, 53

Work, health and safety, 104
Workforce diversity, 103

© 2018 NSW Education Standards Authority for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of NESA, except as permitted by the Copyright Act 1968.

When you access the Material, you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of NESA
- to acknowledge that the Material is provided by NESA
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of NESA.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

NESA has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: mila.buraga@nesa.nsw.edu.au

Published by

NSW Education Standards Authority

GPO Box 5300

Sydney NSW 2001

Australia

educationstandards.nsw.edu.au

The total external cost incurred in the production of the NESA Annual Report 2017–18 is \$490.

Image acknowledgements

Inside front cover:(ARTXPRESS)

Chevelle Donoso, Picnic Point High School

2017 HSC Visual Arts student

Piece title: *Humanity - What Can't Be Seen Is Coloured*

Form: Painting

NESA publications



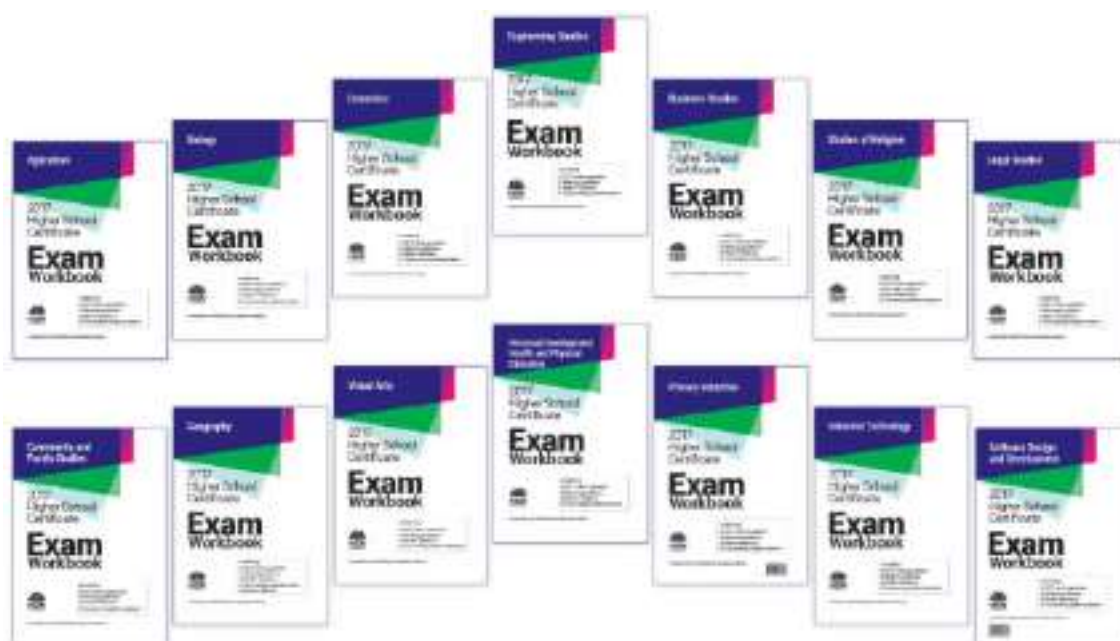
The Digital Strategies and Services Directorate (DSS) published a wide and diverse range of documents in the reporting period – incorporating the work of graphic designers, content management officers, website and copyright staff. In line with the continuing increase in the use of electronic and interactive publishing, more documents were published on the NESA websites 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 2017 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 17, The Best of WriteOn 2017, as well as a range of 2017 HSC Exam workbooks in both print and electronic formats.

The ENCORE 2017 audio recordings were released online, rather than on CD and were available to download as an album or individual tracks on iTunes, Spotify and Google Play.

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 2017 HSC Examinations.



Contact details:

NSW Education Standards Authority

117 Clarence Street

Sydney NSW 2000

Tel: (02) 9367 8111

Fax: (02) 9367 8484

www.educationstandards.nsw.edu.au

Postal address:

NSW GPO Box 5300

SYDNEY NSW 2001

This report is available on the NESA site.

Office hours: 8.30 am – 5.30 pm Monday to Friday

NESA staff are available outside these hours by arrangement.