

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT

2018–19

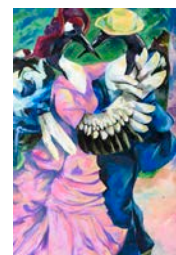


Exhibitions and Events

ARTEXPRESS

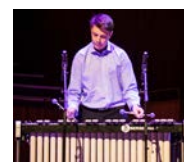
ARTEXPRESS is the annual exhibition of exemplary bodies of work by Higher School Certificate Visual Arts students. In 2018, bodies of work of 238 students from both government and non-government schools were selected for exhibition from more than 8,772 submissions for the artmaking component of the 2018 HSC examination.

ARTEXPRESS 2019 was held from February to June 2019 at a series of locations across metropolitan and regional NSW. S&S Creativity Unlimited was the associate sponsor of ARTEXPRESS 2019.



ENCORE

ENCORE is the annual concert of exemplary performances and compositions from Higher School Certificate Music students. ENCORE was presented to full houses at both matinee and evening performances in the Concert Hall, Sydney Opera House on 18 February 2019. The concerts featured a diverse program of 17 performances and four compositions representing each HSC Music course.



Shape 2018

Shape 2018 is the annual exhibition showcasing exemplary projects for the three Higher School Certificate Technology courses. A practical component opened at the Powerhouse Museum, Museum of Applied Arts and Sciences on 22 February 2019 and continued to 5 May 2019.

Seminars focused on each of the three courses were held in conjunction with the exhibition in March. Shape 2018 sponsors were the Museum of Applied Arts and Sciences, Shelston IP, the Alan Broady Memorial Trust and the Fashion Design Studio, TAFE Ultimo.



OnSTAGE

OnSTAGE is an annual presentation and exhibition of group and individual performances by HSC drama students. The 2019 OnSTAGE season ran from 9 to 15 February 2019 at the Seymour Centre, Sydney. It featured 53 performers and an exhibition of 22 exemplary projects, representing the range of syllabus categories for study in the Higher School Certificate Drama course.

Writers OnSTAGE/OnSCREEN also ran from 13 to 15 February 2019 at the Seymour Centre. This event featured three video drama screenings and two rehearsed readings of exemplary scripts.



WordeXpress

In collaboration with the State Library of NSW, WordeXpress launched the 'Young Writers Showcase 2018' in August 2019. The Young Writers Showcase is an anthology of short stories, poems, critical responses and scripts by 18 English Extension 2 students from the 2018 Higher School Certificate.

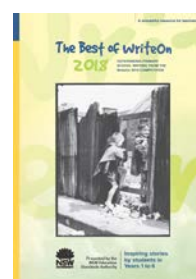
WordeXpress is the annual showcase of exemplary HSC English Extension 2 major works.



WriteOn

WriteOn is an annual writing competition for students from years 1 to 6. It provides an opportunity for students to demonstrate their imaginative writing skills in response to a stimulus image provided by the State Library of NSW.

A presentation ceremony for Gold award winners took place at the State Library in August 2018. All winning entries are published in an anthology – *The Best of WriteOn 2018*.



Contents

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

Section 1: Our organisation and governance

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

Section 2: Our achievements

2.1 Implementation of the 2018 Minister's Statement of Expectations.....	22
2.2 Quality teaching.....	24
2.3 Curriculum standards	38
2.4 Assessment standards.....	48
2.5 School standards.....	61
2.6 National and international engagement.....	70

Section 3: Managing our organisation

3.1 Corporate governance.....	82
3.2 Management of human resources	86
3.3 Financial management	91
3.4 Knowledge management and information security	94

Section 4: Appendixes

Appendix A – NESA Charter	97
Appendix B – Committees of the NESA Board	99
Appendix C – Board meetings and attendance of members of the NESA Board in 2018–19	112
Appendix D – Meetings and attendance of regulatory committees of the NESA Board.....	114
Appendix E – Sub-committees of the committees of the Board.....	118
Appendix F – Other Committees and Panels of NESA	121

Appendix G – NESA divisions	125
Appendix H – NESA Strategy (2017–21)	127
Appendix I – Obligations under the Government Information (Public Access) Act	128
Appendix J – Statutory disclosure requirements	132
Appendix K – Multicultural policies and services.....	133
Appendix L – Disability Inclusion Action Plan.....	134
Appendix M – NSW Aboriginal Education Consultative Group Incorporated.....	135
Appendix N – Financial Statements	139
Acronyms and abbreviations	172
List of tables and figures	174
Compliance checklist	177
Index	179

The Hon Sarah Mitchell MLC
Minister for Education and Early Childhood Learning
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 2019, 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*.



Paul Martin
Acting Chief Executive Officer
NSW Education Standards Authority
30 October 2019



Tom Alegounarias
Chairperson
Governing Board of the NSW Education Standards Authority
30 October 2019

Chairperson's message

I am pleased to present the 2018–19 NSW Education Standards Authority (NESA) Annual Report.

At a time of intense interest and debate over the future of education in NSW and indeed globally, NESA has continued its focus on supporting sectors, teachers and schools to enable all children and young people in NSW to access the highest quality education in every NSW school.

NESA has a mandate to help improve education outcomes for all students and to impact positively on student learning in NSW and nationally. We consult widely to achieve our mission and have placed the continuous improvement in student learning and wellbeing at the heart of our work across each of the four pillars of education: curriculum, assessment, quality teaching and school standards.

During 2018–19, the NESA Board transitioned to a new governance model, which involved the Board delegating many of its functions to regulatory committees. This structure allows the Board to shift its focus outward, to explore strategic issues and identify key priorities for education in NSW.

The NESA Board has implemented a range of important strategic initiatives during 2018–19, with a particular focus on delivering against the NSW Minister for Education's Statement of Expectations. These included:

- progressing the NSW Curriculum Review
- continuing to develop, revise and streamline syllabuses
- implementing minimum literacy and numeracy standards for the world class Higher School Certificate
- refining the risk-based approach to school regulation.

On behalf of the NESA Board, I extend my appreciation and thanks to former Chief Executive Officer (CEO), Mr David de Carvalho who we farewelled in February 2019. David joined NESA as its inaugural CEO in February 2017. During his two years as CEO, David positioned NESA to respond to the 13 recommendations of the BOSTES review, implemented the previous Minister's Statements of Expectations, and spearheaded development of the NESA Reconciliation Action Plan.

The Recruitment for an ongoing CEO has begun in consultation with the Board and the Minister for Education and Early Childhood Learning. The CEO of NESA plays a crucial role in supporting schools, teachers and students in public and non-government schools to achieve high quality education and student outcomes in NSW. It is important that we identify the right candidate.

Thank you to my colleagues on the NESA Board and its committees. Your skills, experience and expert advice during 2018–19 has been invaluable as the Board considered a variety of complex and contentious educational issues.



Tom Alegounarias

Chairperson

Governing Board of the NSW Education Standards Authority

Acting Chief Executive Officer's message

During the 2018–19 reporting year, NESA has achieved a number of significant outcomes, ensuring every NSW student is achieving to their highest potential in education.

I commenced in my role as Acting Chief Executive Officer in February 2019, following the resignation of the former CEO Mr David de Carvalho. The 2018–19 reporting period has been a time of consolidation for NESA, as we renew our focus on delivering against the NSW Minister for Education's Statement of Expectations, NESA's core business-as-usual work, and our statutory responsibilities.

One of our most substantial achievements during 2018–19 has been the significant progress on the NSW Curriculum Review. NESA is supporting Professor Geoff Masters, Review Lead, to conduct this comprehensive review, which aims to ensure that the NSW curriculum equips students with the skills needed to contribute to Australian society in the 21st century. Community and stakeholder consultation has informed the review's initial directions, with consultation to continue into the next reporting period as the review progresses.

I am proud that NESA has demonstrated its ongoing commitment to working in partnership with Aboriginal and Torres Strait Islander communities and supporting teachers, schools and sectors to improve educational outcomes for Aboriginal children and young people across NSW. In March 2019, Reconciliation Australia endorsed the first NESA Innovate Reconciliation Action Plan (RAP). The NESA RAP will drive positive changes in NESA business practices; an important step towards reconciliation in education and the NSW community.

Further, in August 2019, Minister Mitchell announced that all NSW teaching degrees will include a dedicated unit of Aboriginal Studies from 2021. NSW is the first Australian state to mandate an Aboriginal Studies unit in all initial teacher education courses. This unit aims to support teachers to meet the needs of Aboriginal and Torres Strait Islander students in the classroom, and for all students to develop a sound understanding of Aboriginal cultures and histories.

NESA has pursued these significant reforms alongside the substantial work of our core everyday business. This includes delivering the annual Higher School Certificate examinations, our rigorous school registration program, our review and renewal of syllabuses, and the accreditation of all NSW teachers.

On behalf of NESA, I would like to express my sincere thanks and appreciation to our key stakeholders across the NSW education community, particularly teachers, schools and the sectors. In undertaking NESA strategic and core business activities, we look towards your goodwill and commitment as we pursue common educational goals. I appreciate your ongoing support for NESA and look forward to working with you closely again in the year ahead.

Finally, I acknowledge the continued dedication, hard work and professionalism of NESA staff in our metropolitan and regional offices across NSW. We continue to work together as one team to improve student learning and wellbeing in NSW.



Paul Martin

Acting Chief Executive Officer
NSW Education Standards Authority



SECTION 1

Our organisation
and governance

1.1 About NESAs

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

The NESAs Act, the *Education Act 1990* and the *Teacher Accreditation Act 2004* prescribe NESAs functions and responsibilities. Collectively, these acts constitute the NSW 'education and teaching legislation'.

The education and teaching legislation encompasses all of the NESAs curriculum, teacher accreditation, examinations and assessment and regulatory functions.

NESAs is a portfolio responsibility of the NSW Minister for Education and Early Childhood Learning.

Charter

Under the NESAs Act, NESAs 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.

The Board endorsed and the Minister approved the NESAs Charter in May 2017. The complete NESAs Charter is provided at [Appendix A](#).

The Charter states that the purpose of NESAs 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 Teachers 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.

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

NESAs 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 NESAs work is developing standards 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.

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

NESAs 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.

NESAs structure

NESAs includes a 12–14 member governing Board (the NESAs Board) and a NSW Public Service Staff Agency

that supports NESA in achieving its goals. Information about the membership of the NESA Board is at page 12.

The NESA Board sets the strategic direction for NESA. The Board provides guidance about the nature of the expected activities NESA is 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 in relation to curriculum, teaching, assessment and school 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 (NSW)).

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.

Table 1.1 outlines the membership of the NESAs Board. Biographical information on NESAs Board members is provided in [Section 1.2](#).

[Appendix C](#) gives details of Board meetings and members' attendance for 2018–19.

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
Six persons appointed by the Minister: <ul style="list-style-type: none"> ▪ One from the government school sector ▪ One from the catholic school sector ▪ One from the independent school sector ▪ Two from teacher unions ▪ One from Aboriginal education 	<p>Mr Mark Scott AO, Secretary, NSW Department of Education</p> <p>Mr Ian Baker, Director, Education Policy, Catholic Schools NSW (until 3 December 2018)</p> <p>Mr Dallas McInerney, Chief Executive Officer, Catholic Schools NSW (from 4 December 2018)</p> <p>Dr Geoff Newcombe AM, Chief Executive, The Association of Independent Schools of NSW</p> <p>Mr Denis Fitzgerald, Member, NSW Teachers Federation</p> <p>Mr Mark Northam, Assistant Secretary, NSW/ACT Independent Education Union</p> <p>Professor Paul Chandler, Pro Vice-Chancellor, University of Wollongong</p>
No less than four (but not more than six) 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>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,</p>

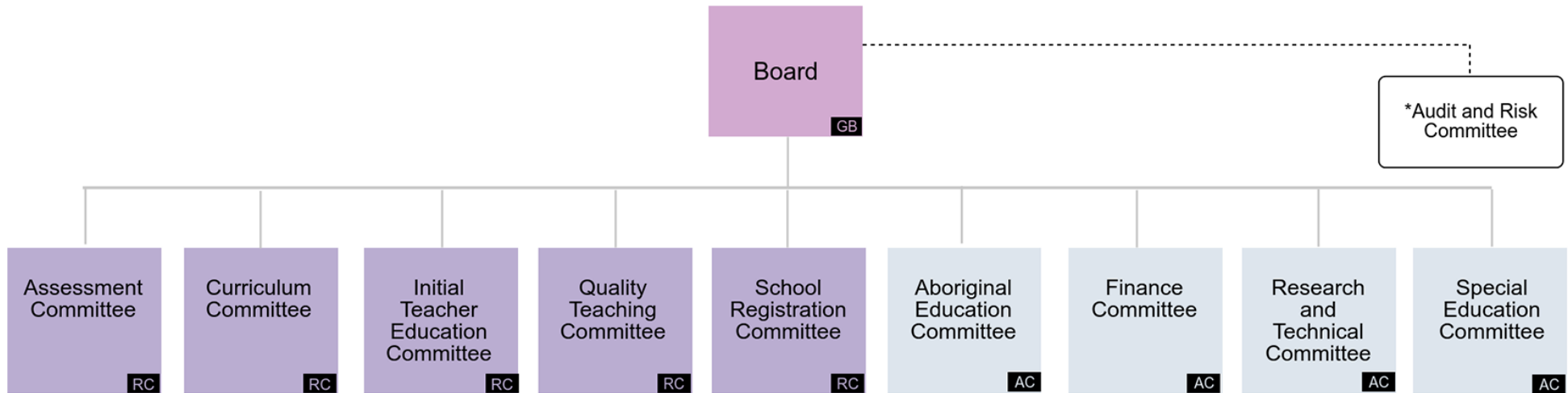
Membership (outlined in NESAs Act)	Appointed member
	<p>NSW Department of Education</p> <p>Ms Iris Nastasi, Assistant Director, Teaching and Learning, Sydney Catholic Schools</p> <p>Mr Craig Petersen, College Principal, Denison College of Secondary Education</p> <p>Ms Carol Taylor, Former Chief Executive, BOSTES</p>
The Chief Executive Officer	<p>Mr David de Carvalho, Chief Executive Officer, NSW Education Standards Authority (until 22 February 2019)</p> <p>Mr Paul Martin, Acting Chief Executive Officer, NSW Education Standards Authority (from 25 February 2019)</p>

Governing Board of the NSW Education Standards Authority and its Committees

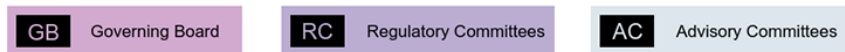
Figure 1.1 shows the committees of the governing Board of the NSW Education Standards Authority.

[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



KEY:



*Note: The Audit and Risk Committee is an independent committee of NESA reporting through the NESA CEO to the NESA Board.

1.2 Members of the NESAs Board



Mr Tom Alegounarias

BEd, DipEd

Tom Alegounarias was appointed Chair of the NESAs 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 co-authored 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 was 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. He was also co-founder and inaugural chair of the Australian Centre for Equity through Education.



Mr Ian Baker

(until 4 December 2018)

BA(Hons), DipEd, BLegStuds

Ian was the 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 representative on the NESAs Board and the NSW Education Act Section 83C Non-Government Schools Not-for-Profit Advisory Committee.



Professor Paul Chandler

BSc(Hons), MScPsych, PhD

Paul Chandler, a Benegal man from South East Sydney, is a former Australian Research Council Fellow (UNSW) and Dean of Education (UOW). During his career, he has accumulated tens of millions of dollars of research and research project funding into cognition and instruction and Aboriginal education. He was the intellectual vision behind the \$44 million Early Start Project at UOW, of which he is now Foundation Chair. Professor Chandler has also received countless research and teaching awards, including the ARC/Thomson Direct Award, as one of 10 most valuable Australian scientists. Professor Chandler sits on numerous private, not for profit and government Boards. He has recently been appointed to four new boards.

Professor Chandler currently holds the position of Pro Vice-Chancellor (Inclusion & Outreach) at UOW.



Mr David de Carvalho
(until 22 February 2019)

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

David de Carvalho was the Chief Executive Officer of the NSW Education Standards Authority (NESA) until 22 February 2019. 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 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 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.



Mr Paul Martin

(from 25 February 2019)

BA(Hons), DipEd

Paul Martin is Acting Chief Executive Officer of NESA. Paul's substantive position is Executive Director, Quality Teaching at NESA. Prior to this, Paul was the Manager of Professional Learning and Initial Teacher Education at the former NSW Institute of Teachers (NSWIT).

Paul played a key role in the implementation of the NSW Government's *Great Teaching, Inspired Learning* initiative with both organisations.

Paul has been a Department Liaison Officer and Senior Policy Advisor to NSW and Australian Government Education Ministers. He was previously an English and History Teacher.



Mr Dallas McInerney

(from 4 December 2018)

BA (Economic History & Government), LLB (Corporations Law), MPP

Dallas McInerney was appointed Chief Executive Officer of Catholic Schools NSW (CSNSW) in August 2017. CSNSW is the representative body of the state's almost 600 Catholic schools and their owners, and is the system authority for the approximately 550 NSW Catholic diocesan schools, with responsibility for their funding, distribution, compliance and governance.

Previously, Dallas spent two decades in financial regulation and public policy across the government and private sectors. Prior to his appointment at CSNSW, he was General Manager, Government and Public Policy at National Australia Bank since 2009. He has also held senior regulatory roles at MLC, Insurance Australia Group and the Australian Securities & Investments Commission.

Dallas holds degrees in Arts and Law and is a Master of Public Policy. He is a graduate of the University of Sydney and the University of New England and completed much of his schooling in southern Sydney and central western 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. Robyn has worked in senior roles in the NSW Department of Education at a regional and state level.



Ms Iris Nastasi

BA, HDIP Ed, MEd, GCRE

Iris Nastasi is Assistant Director: Teaching & Learning for Sydney Catholic Schools. Prior to this she was Executive Principal: Leadership & Succession (Head: People & Culture SCS).

Iris was the Principal of Clancy Catholic College, West Hoxton from 2012 to 2017 and Assistant Principal at Clancy Catholic College in 2011. Iris also held positions as Acting Principal and Assistant Principal at All Saints Catholic Girls' College, Liverpool and Acting Assistant Principal at Aquinas Catholic College, Menai.

Iris holds a Bachelor of Arts and a Higher Diploma in Education from the University College, Galway Ireland, a Master of Education (Curriculum) from Australian Catholic University and a Graduate Certificate in Religious Education from Notre Dame University. Iris' leadership has a strong focus on lifelong learning, innovation and critical thinking. She has worked as a teacher, executive leader and principal in NSW for 30 years.

Iris is the recipient of a NSW ACEL Leadership award in 2018.



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. He 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, currently Deputy Chair 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 holds the substantive position of Principal, Denison College of Secondary Education in the regional city of Bathurst. 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 Acting 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 secondary 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 executive roles in the areas of curriculum, assessment and educational measurement. Ms Taylor is an expert in educational assessment and standard setting, and has continued work in these areas. Ms Taylor is a part-time Senior Lecturer in Education at UNSW and an Honorary Senior Lecturer at the Measurement Hub, Sydney University.

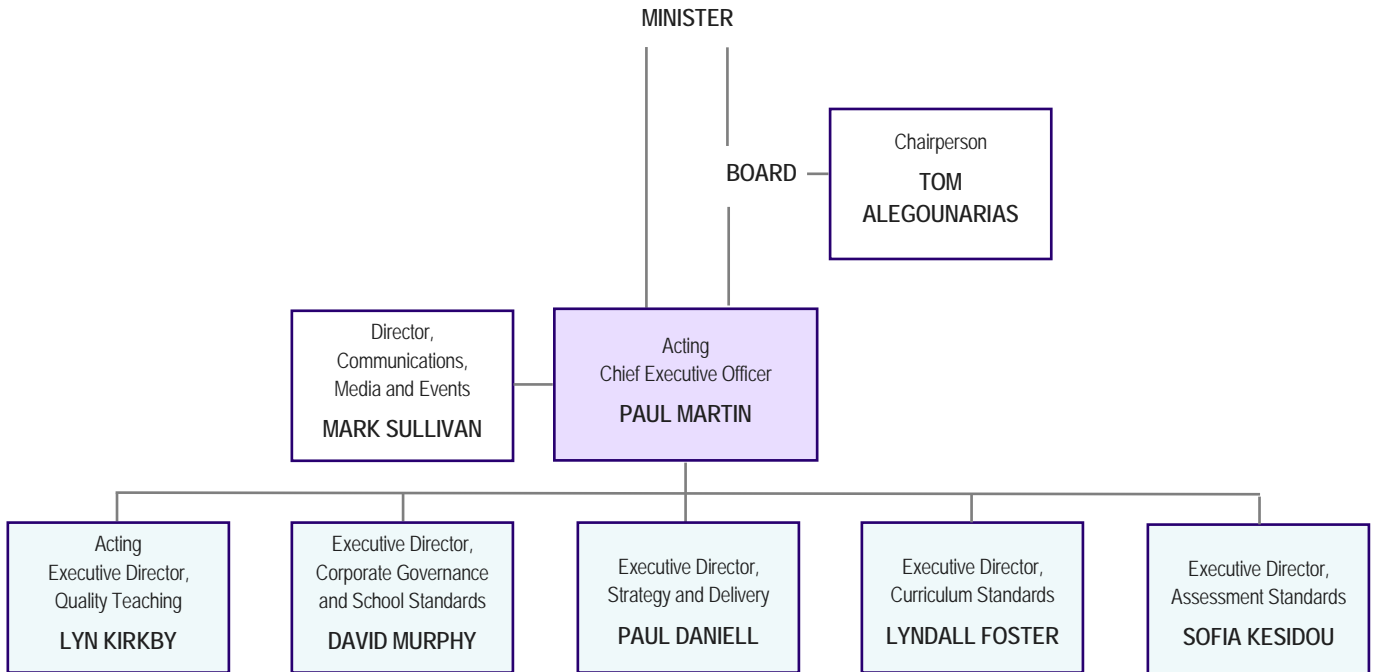
1.3 Organisational structure of NESAs

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

Figure 1.2 outlines the senior executive structure of NESA during the reporting period.

A description of the detailed functions of NESA divisions is available at [Appendix G](#).

Figure 1.2: NSW Education Standards Authority organisational structure at 30 June 2019



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), 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.

The NESA Strategic Plan (2017–21) is organised into the following policy domains:

- NSW Premier's and State Priorities
- Ministerial Statement of Expectations
- Teacher Standards
- Assessment Standards
- Curriculum Standards
- School Standards
- Integration of the Standards
- Focusing on Aboriginal Learners
- Development of NESA Organisational Capabilities.

The NESA Strategy (2017–21) is available at [Appendix H](#).

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 Implementation of the 2018 Minister's Statement of Expectations

There were four key objectives for the Board in 2018. NESA implementation of the 2018 Minister's Statement of Expectations commenced in the first half of 2018 with completion scheduled within the next reporting period. Below is an interim report on the implementation progress of these priorities as at mid-2019.

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.

Professor Geoff Masters AO, CEO of the Australian Council for Educational Research (ACER), is leading the NSW Curriculum Review. A small NESA secretariat supports Professor Masters. Extensive stakeholder consultation helped develop the Terms of Reference (ToR) for the Review, released in September 2018.

An extensive process of public consultation took place between September and November 2018. This was an opportunity for the community to provide input into the Review via an online written submission, or by attending a public roadshow. A range of targeted stakeholder engagement activities supported public consultation.

Public consultation and stakeholder engagement activities included:

- 14 public roadshows, in regional and metropolitan NSW
- over 50 roundtables and focus group meetings with education stakeholder and community groups, including Aboriginal and Torres Strait Islander communities, business and industry, and non-government organisations
- a dedicated NSW Curriculum Review website to support public submissions
- support from the Advocate for Children and Young People to facilitate input from over 1800 children and young people.

Professor Masters has released a draft interim report, which reflects community aspirations and concerns regarding the future of the NSW curriculum and is informed by relevant research and understandings of good educational practices. The draft interim report also considers the experiences of other education jurisdictions.

Professor Masters is now leading further consultation with key stakeholders on the draft interim report, which contains a range of possible reform directions. This will ensure that feedback from the education sector and broader public informs development of the final report.

Professor Masters will present a final report to the Board in the next reporting year.

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.

In implementing the BOSTES Review Recommendations, NESA has consulted with stakeholders to build on and enhance NSW's well-regarded syllabus development process. NESA has reviewed its processes to address key issues raised during consultation, and to meet the requirements of the BOSTES Review.

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 will regard the new processes and timeframes when planning future syllabus

development.

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.**

HSC related technologies

In 2018, NESAs introduced computer-adaptive reading and numeracy tests and an online writing test for students to demonstrate achievement of the HSC minimum standard.

In 2019, NESAs introduced an online HSC exam for the new Science Extension HSC course. The course focuses on contemporary scientific research. An online exam will allow for the use of more authentic question types, as well as greater access to resources and stimulus within the exam environment. To prepare for the examination, all students will sit an online sample Science Extension examination at school and will be able to access a familiarisation activity online.

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 and adjustments in reading and/or responding to HSC examination questions available to students who have a disability. The review has made recommendations to ensure that, while the integrity of the HSC is paramount, assessment of the needs of students with disability 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

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.

In 2017, NESAs 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 NESAs is continuing to refine this approach. In 2018, NESAs developed further refinements for the Minister's consideration following consultation with key stakeholders. At the Minister's request, NESAs random inspections during 2018 included a focus on the teaching of Stage 6 (Years 11 and 12) and the preparation of students for the HSC.

2.2 Quality teaching

Work across the NESA Quality Teaching division reflects the objectives and intentions of three NSW government and national policy frameworks:

1. Great Teaching, Inspired Learning: A Blueprint for Action (GTIL)

The NSW Minister for Education released [GTIL](#) in March 2013. GTIL is designed to promote and foster world-class teacher quality as the central driver of maintaining and improving the educational standards of NSW students. Key GTIL reform directions related to the NESA organisation include initial teacher education, teacher accreditation and teacher professional development reform.

2. Action Now: Classroom Ready Teachers

[Action Now](#) is the final report of the Teacher Education Ministerial Advisory Group, appointed by the Commonwealth Minister for Education in March 2014. *Action Now* sets out a series of national approaches to initial teacher education (ITE) for which NESA is responsible for implementing in NSW. These include ITE program accreditation, ITE entry standards, better integration between schools, school systems and higher education, improving evidence of classroom readiness, and teacher pre-registration reform.

3. Review of the Board of Studies, Teaching and Educational Standards (BOSTES Review)

The NSW Minister for Education commissioned the [BOSTES Review](#) in January 2016, which sought to ensure the then-BOSTES could best serve the NSW community by setting high and consistent education standards, including a quality teacher workforce. The BOSTES Review made three recommendations specific to teacher quality that NESA is implementing – teacher accreditation regulatory processes and requirements, pre-service teacher education, and targeted regulatory effort for teacher professional development.

Initial teacher education and accreditation

Initial teacher education program approval process

NESA has a regulatory function to approve Initial Teacher Education (ITE) programs under the NSW education and teaching legislation. ITE program approval is delegated to the Initial Teacher Education Committee (ITEC), a regulatory committee of NESA.

The [Accreditation of Initial Teacher Education Programs in NSW: Policy and Procedures](#) provides a basis on which to assess and approve ITE programs. Program approval confirms that graduates are eligible for provisional accreditation to teach in NSW and that the program is nationally accredited. NESA has the authority to approve programs with conditions and to suspend and revoke program approval should they not continue to meet expected graduate teaching standards.

The NSW Policy and Procedures ensure that program accreditation is consistent with the national standards and procedures 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. In 2018-19, NESA consulted on the establishment of a requirement for a dedicated unit in Aboriginal Education in all initial teacher education programs.

Approving programs

During 2018-19, NESAs has supported national work to revise and strengthen the national ITE accreditation procedures (developed by AITSL): [Accreditation of initial teacher education programs in Australia: Standards and Procedures \(2018\)](#).

In the same period, NESAs approved 37 individual programs (subject to the condition of meeting Program Standards in 2019). These Standards include annual data reporting and the implementation of a teaching performance assessment; a rigorous final year capstone assessment against the graduate teaching standards.

In addition, the ITEC recognised NESAs primary teaching specialisations in Languages at one provider, in Science & Technology at two providers and in Mathematics at three providers.

ITEC also endorsed the requirements for providers to meet a NESAs-recognised primary teaching specialisation in English.

Provisional and conditional accreditation of teachers in NSW

NESAs makes provisional and conditional accreditation decisions based on:

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

From 1 January 2018, all teachers in NSW must be accredited in order to teach in a NSW school or approved centre-based early childhood education and care service. In addition to the initial accreditation of new graduates, 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.

NESAs also provides advice 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. Other employers use this information to guide their staffing decisions.

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

In 2018–19, NESAs provisionally or conditionally accredited 8091 teachers. Of this number, 206 teachers successfully completed an accepted English language proficiency test prior to accreditation. Of these, 129 completed the International English Language Testing System (IELTS) academic test, while 56 completed the International Second Language Proficiency Rating (ISLPR) test, 7 completed the Professional English Assessment for Teachers (PEAT) test and 14 completed a combination of the tests.

Table 2.1 shows the number of teachers accredited at Conditional and Provisional levels for the period 2017–18 and 2018–19.

Table 2.1: Number of teachers accredited at Conditional and Provisional levels during 2017–18 and 2018–19

Period	Conditional accreditation	Provisional accreditation
2017–18	4958	2824
2018–19	6541	3812

As at 30 June 2019, there were 32 213 provisionally or conditionally accredited teachers in NSW.

Letter of Professional Standing

NESA has issued 271 Letters of Professional Standing to accredited teachers wishing to work overseas. The majority of teachers are seeking employment in the United Kingdom and Canada.

Mutual recognition

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

In 2018–19, 647 teachers gained Proficient teacher level accreditation through recognition of their interstate teacher registration. Table 2.2 shows this accreditation recognition by jurisdiction.

Table 2.2: Number of teachers accredited at the Proficient Teacher level through recognition of their interstate teacher registration by jurisdiction during 2018–19

Jurisdiction	Number of teachers
Australian Capital Territory	79
Northern Territory	40
Queensland	226
South Australia	19
Tasmania	8
Victoria	184
Western Australia	59
New Zealand	32
Total	647

Teaching standards and accreditation

The Australian Professional Standards for Teachers

The NSW Minister for Education approved the [Australian Professional Standards for Teachers](#) for use in NSW teacher accreditation in July 2011, replacing the NSW Professional Teaching Standards. The Australian Professional Standards for Teachers apply to all teachers in NSW and describe what teachers need to know and be able to do at four career stages.

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 (TAA).

Working towards accreditation at Proficient Teacher is a formative, developmental process. Beginning and returning teachers' supervisors are responsible for providing support during this process by observing, meeting with and providing feedback to teachers on their practice.

The maximum timeframe 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 maximum timeframes for achieving Proficient Teacher are summarised in Table 2.3.

Table 2.3: Maximum time to achieve Proficient Teacher accreditation for full-time, part-time and casual teachers

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

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

In 2018–19, 8064 teachers were accredited at Proficient Teacher. This includes accreditation at Proficient Teacher for 647 teachers granted through recognition of their full registration gained in other Australian states and territories. At 30 June 2019, there were 129 462 teachers in NSW with Proficient Teacher accreditation.

The [Proficient Teacher Accreditation Policy](#) (January 2018) provides provisional reaccreditation requirements that enables teachers whose time to achieve Proficient Teacher accreditation has expired to apply for a limited period of provisional reaccreditation. As at 30 June 2019, 40 teachers had successfully applied for reaccreditation.

Quality assurance of Proficient Teacher accreditation decisions

An internal investigation by Dr Bruce Mowbray into the quality of submissions at Proficient Teacher reviewed NESAs quality assurance processes. Recommendations from the 2016 BOSTES Review further informed the revision of teacher accreditation policies and related quality assurance processes. The Proficient Teacher Accreditation Policy (January 2018) reflect these.

Voluntary accreditation at Highly Accomplished and Lead Teacher levels

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

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 (Accomplished/Lead) (TAAs [A/L])
- training for all individuals involved in the assessment process including TAA (A/L) personnel and external observers
- a cross-sectoral committee with the role of advising TAAs (A/L) by moderating judgements made across all authorities.

NESA has developed evidence guides to assist teachers to select evidence for their application. 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 Standards by a range of colleagues
- external observation of teaching practice – undertaken by external observers who are appointed and trained by NESAs.

A portal of the [NESA website](#) hosts each teacher's application. 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 a teacher's application.

The NESA Moderating and Consistency Committee (MCC) considers applications and following the review, provides formal advice to the relevant TAAs (A/L) on the quality of the applicant's evidence to support the consistency of judgements across TAAs (A/L).

In 2018–19, 187 preliminary assessments for accreditation at Highly Accomplished Teacher and 34 preliminary assessments for Lead Teacher accreditation were completed and feedback reported to each teacher. A total of 125 teachers started an application for accreditation at Highly Accomplished Teacher and 32 teachers started an application for Lead Teacher. External observations were completed for 44 applicants. As at 30 June 2019, there were 678 teachers working towards Highly Accomplished Teacher and 529 teachers working towards Lead Teacher.

In 2018–19, the MCC considered applications from 20 teachers for Highly Accomplished Teacher and 16 for Lead Teacher.

Of the teachers whose applications were considered by the MCC in 2018–19, 11 teachers were accredited at Highly Accomplished Teacher and eight teachers at Lead Teacher. In the same period, nine teachers' applications for Highly Accomplished Teacher were unsuccessful and eight teachers' applications for Lead Teacher were unsuccessful.

In 2018, NESA developed a program to identify and support early childhood teachers to apply for accreditation at Highly Accomplished or Lead Teacher. NESA sought expressions of interest from early childhood teachers across NSW and 10 teachers are participating in the pilot during 2019–20.

Maintaining accreditation at Proficient, Highly Accomplished and Lead Teacher

Once a teacher is accredited at Proficient, Highly Accomplished or Lead Teacher, they must continue to demonstrate practice at the applicable level of the Australian Professional Standards for Teachers and complete at least 100 hours of professional development over a five-year period (or a seven-year period for casual and part-time teachers).

Teachers maintaining accreditation at Proficient Teacher must complete a minimum of 50 hours of courses offered by NESA-endorsed providers. The remainder of the hours can be NESA registered or identified by individual teachers, but must relate to the Australian Professional Standards for Teachers.

In 2018–19, 3370 teachers completed their first maintenance of Proficient Teacher accreditation period and started their second maintenance period. In the same period, 998 teachers completed their second maintenance of Proficient Teacher accreditation period and started their third maintenance period. As at 30 June 2019, 18 983 teachers accredited at Proficient Teacher had completed one or more maintenance periods.

Teachers completing eligible further undergraduate or postgraduate study may have their study recognised as professional development for the purposes of maintaining accreditation. Teachers must provide evidence of successful completion to NESA to attribute their further study towards professional development requirements. During 2018–19, 1340 teachers submitted evidence of having completed further study.

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

Teachers who gained Highly Accomplished or Lead Teacher accreditation in 2018–19 started their first

maintenance period for the higher level. In the same period, seven Highly Accomplished Teachers and seven Lead Teachers completed their first maintenance of accreditation period and started their second maintenance period. As at 30 June 2019, there were a total of 120 teachers maintaining Highly Accomplished Teacher accreditation and 80 teachers maintaining Lead Teacher accreditation.

Voluntary accreditation for non-school-based teachers

The *Teacher Accreditation Act 2004* provides for the voluntary accreditation of non-school/service based teachers. A non-school/service based teacher has a relevant qualification, holds a valid Working with Children Check clearance, has taught in a school/service 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 NSW
- 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. NESA is working with employers to accredit those non-school/service based teachers who wish to access voluntary accreditation, in line with the [NESA Teacher Accreditation Authority Procedures – Non-school/service based teachers – Proficient Teacher](#).

Accreditation of early childhood teachers

From 1 October 2016, early childhood teachers who intended to teach for the first time in NSW were required to apply for provisional accreditation and work towards accreditation at Proficient Teacher over a maximum timeframe of three years if employed full-time, or five years if employed on a casual or part-time basis.

For accreditation as an eligible early childhood teacher, a teacher must 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.

During 2018–19, 989 early childhood teachers were provisionally accredited. As at 30 June 2019, there was a total of 2057 early childhood teachers in NSW with provisional accreditation and 8042 with Proficient Teacher accreditation.

Professional learning

NESA is responsible for the endorsement and review of professional development providers to ensure that high quality NESAs Registered Professional Development (PD) is available for 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 improved the transparency and accountability of NESAs.

Endorsement of Professional Development Providers and Courses Policy

NESA implemented the [Endorsement of Professional Development Providers and Courses Policy](#) in February 2019 following consultation with key stakeholders groups, including each of the education sectors. NESA communicated the Policy's release to all providers via direct email, through the e-newsletter *PD Update* and on the NESA website. In addition, information briefings detailed key features of the updated policy for key stakeholders attending.

PD provider resources

Providers were able to access a range of new resources to support the release of the updated Policy. Released in February 2019, the interactive [Support Guide for Potential and Existing NESA Providers](#) supports providers who are interested in becoming endorsed providers of NESA Registered PD. Furthermore, the guide identifies examples of evidence for NESA endorsed providers who are extending their scope, renewing their endorsement or selected for audit. A Quick Reference Guide that offers step-by-step instructions to assist providers with common eTAMS tasks when uploading and managing courses and sessions was also released.

NESA developed revised application forms to accompany the updated Policy. Each of the three new application forms reflect current requirements stipulated in the Policy and allow providers to articulate the ways approved courses align to the Australian Professional Standards for Teachers.

NESA Registered Professional Development

The total number of successful providers, including those who broadened their endorsement and school-based providers during 2018–19 was 346. Table 2.4 shows the total number of potential providers by career stage, during 2018–19. Table 2.5 shows the number of established providers by career stage, who have broadened their scope of endorsement during 2018–19. Table 2.6 outlines the school-based potential providers by career stage.

Table 2.4: Total number of potential providers by career stage during 2018–19

Career stage	No. of applications endorsed
Proficient Teacher	156
Highly Accomplished Teacher	6
Lead Teacher	6
Total	168

Table 2.5: Total number of established providers by career stage who broadened their scope of endorsement during 2018–19

Career stage	No. of applications endorsed
Proficient Teacher	137
Highly Accomplished Teacher	11
Lead Teacher	6
Total	154

Table 2.6: Total number of school-based potential providers by career stage during 2018–19

Career stage	No. of applications endorsed
Proficient Teacher	24
Highly Accomplished Teacher	0
Lead Teacher	0
Total	24

Information sessions for PD providers

Potential providers

During 2018–19, NESAs delivered 20 potential provider information sessions with 358 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
- how to map relevant courses against the Australian Professional Standards for Teachers.

Table 2.7 outlines participation details at the potential provider sessions for 2018–19.

Table 2.7: Participation at potential provider sessions during 2018–19

Potential provider sessions	Number of attendees
Friday 13 July 2018	18
Friday 20 July 2018	16
Thursday 9 August 2018	17
Friday 7 September 2018	15
Friday 14 September 2018	17
Friday 19 October 2018	14
Friday 26 October 2018	22
Friday 16 November 2018	16
Friday 23 November 2018	21
Friday 14 December 2018	15
Friday 21 January 2019	20
Friday 15 February 2019	16
Friday 8 March 2019	17
Monday 18 March 2019	22
Friday 29 March 2019	14
Monday 8 April 2019	25
Friday 3 May 2019	20

Potential provider sessions	Number of attendees
Friday 17 May 2019	17
Monday 17 June 2019	20
Friday 28 June 2019	16
Total	358

School-based providers

The Professional Learning Directorate has approved 60 schools to offer Professional Development within their schools under a broad endorsement school-based provider model, with 24 schools becoming endorsed providers in 2018–19. Enabling schools to develop their own NESAs Registered PD gives teachers contextually rich professional development linked specifically to the school's priorities and strategic plan. Since the implementation of the updated Policy in February 2019, schools are now able to deliver endorsed professional development to teachers from surrounding schools across all sectors on a free of charge basis. The purpose of this change is to foster professional learning communities, especially in rural and remote NSW where access to quality professional learning is often limited.

Table 2.8: Participation at school-based information sessions during 2018–19

School-based information sessions	Number of attendees
Monday 17 September 2018	5
Monday 26 November 2018	21
Monday 10 December 2018	8
Friday 22 March 2019	8
Monday 25 March 2019	21
Monday 27 May 2019	12
Thursday 27 June 2019	9
Total	84

Highly Accomplished and Lead Teacher Providers

NESA is cognisant of the professional development needs of mid-to-late career teachers, many of whom were accredited for the first time from 1 January 2018. This cohort of teachers will benefit from an increased number of courses at the Highly Accomplished and Lead Teachers career stages.

NESA invited established providers seeking to expand their scope of endorsement at the Highly Accomplished and Lead Teacher career stages to attend bespoke workshops. The workshops focus on key features of high quality courses that cater to the needs of the higher career stages as well as workshop components about how to map courses at this level to the Australian Professional Standards for Teachers. Table 2.9 shows the number of participants at the four sessions held in the past 12 months.

Table 2.9: Participation at Highly Accomplished and Lead Teacher provider sessions during 2018–19

HALT provider sessions	Number of attendees
Thursday 23 August 2018	19
Monday 24 October 2018	11
Wednesday 20 February 2019	16
Tuesday 26 June 2019	6
Total	52

Newly endorsed providers

During the reporting period, NESA delivered 11 face-to-face and online information sessions to newly endorsed providers of NESA Registered Professional Development, with 121 providers in attendance. The sessions covered the ongoing requirements and quality assurance processes related to being an endorsed provider, how to broaden a scope of endorsement and how to successfully interact with eTAMS. Table 2.10 outlines the participation details for newly endorsed provider sessions during 2018–19.

Table 2.10: Participation at newly endorsed provider sessions during 2018–19

Newly endorsed provider sessions	Number of attendees
Thursday 26 July 2018	10
Tuesday 31 July 2018	15
Friday 31 August 2018	19
Thursday 27 September 2018	10
Wednesday 31 October 2018	9
Friday 9 November 2018	6
Friday 30 November 2018	6
Thursday 6 December 2018	10
Friday 8 February 2019	12
Thursday 11 April 2019	10
Friday 28 June 2019	14
Total	121

Professional Learning Commissioning Program

The first phase of the NESA Commissioning Program has focused on expanding the availability of quality professional development courses to help teachers better meet the needs of Aboriginal and Torres Strait Islander students, and to better equip teachers to develop an appreciation of Aboriginal and Torres Strait Islander histories and cultures in all students.

NESA has worked with the NSW Aboriginal Education Consultative Group (NSW AECG), the peak body in NSW for Aboriginal education and training, to develop and deliver a series of NESA Registered professional development opportunities in a variety of regional and metropolitan areas of NSW throughout Terms 3 and 4 of 2019. Teachers can access these sessions at a significantly reduced cost (less than \$100).

The courses offered by the NSW AECG as part of the NESA Commissioning Program are:

- Connecting to Country
- Engaging with Local Aboriginal Communities
- Healthy Culture, Healthy Country.

Local Aboriginal community members endorse and deliver all three courses in conjunction with NESA. Teachers can integrate the knowledge and understanding gained from these targeted professional development experiences into the teaching and learning practices and activities linked to the school's curriculum.

NESA Teacher Evaluation Tool

The NESA Teacher Evaluation Tool provides accredited teachers in NSW and endorsed providers with aggregated data on the quality of NESA Registered courses in the form of course ratings. All teachers are required to complete evaluations for any endorsed courses completed as part of their maintenance of accreditation requirements. NESA use the ratings from the courses as part of the auditing and monitoring process of providers in order to maintain and renew their endorsement. In June 2018, a review sought the perspectives and experiences of teachers and key stakeholders who use the Evaluation Tool. The review involved consultation meetings with NSW accredited teachers in both regional and metropolitan locations across NSW, as well as NESA endorsed providers. A specialist data analytics company helped with this process and a draft findings report was presented to the Quality Teaching Committee in March 2019.

Auditing and monitoring program

NESA conducts strategic and risk-based audits of its professional development providers as part of its ongoing compliance and quality assurance processes. It also monitors providers and conducts audits of providers as part of the provider renewal process. In 2018–19, a sample of providers that were endorsed under NESA streamlined processes in accordance with the [*Endorsement of Professional Development and Courses Policy*](#) (February 2019) were audited. During this period, NESA developed new audit tools, templates and processes including audit reports, audit scoping documents and letter templates. NESA also developed a schedule for the full audit of 15 providers in the second half of 2019, including desk audits and course observation visits for high-risk providers. In 2018–19, 57 providers were due for renewal. Auditing and monitoring for the five-yearly renewal process ensures that only providers who are active, operating within their scope of endorsement and have positive evaluations for their courses are renewed.

Professional development research

Professional learning survey

In 2017–18, NESA began designing a new professional learning survey to understand the professional development needs of NSW teachers better. During 2018, over 5000 NSW teachers completed the professional learning survey. A tertiary institution completed data analysis of the results and created a series of summary reports, which is expected to be available to teachers, other key stakeholders as well as the public via the NESA website in the next reporting year. Information derived from the survey of teachers will provide valuable support to endorsed or potential providers of NESA Registered Professional Development around the professional needs and preferences of teachers. This will help to inform future directions for the NESA Professional Learning Commissioning program.

Highly Accomplished and Lead Teachers (HALT) survey

NESA developed and delivered a survey for Highly Accomplished and Lead Teachers (HALTs) of NSW in June 2018. The purpose of the survey was to determine the areas where HALT teachers felt NESA were meeting their professional development needs, and where NESA could provide further support. Some clear themes emerged in the survey data, which showed that HALTs wanted courses that focused on leadership, mentorship, curriculum and data literacy/competency. An important factor for consideration was the accessibility of courses for rural and regional HALTs, as the delivery of many courses were in metropolitan areas. HALTs also identified a need for increased opportunities to network with colleagues who had also attained higher-level accreditation. Results from the survey provide an important insight into the experiences and professional needs of this group of teachers. It indicates how NESA could further meet their needs by supporting the development of future NESA Registered PD.

Professional development in key priority areas

NESA has identified several key priority areas relating to teacher professional development. The Minister's Statement of Expectations (2017), organisation-wide priorities and professional development research informs the priority areas. Currently, these areas include Aboriginal and Torres Strait Islander education, STEM, literacy and numeracy, teaching writing, languages, rural and remote professional development, disability standards, assessment, early childhood and professional development at higher levels of accreditation.

Provider information sessions carried out by NESA contain valuable information on the professional development needs of NSW teachers, including an explicit focus on priority areas. NESA offers additional specialised sessions to providers seeking endorsement at Highly Accomplished or Lead Teacher career stages. Online information sessions are also available in order to cater for rural or regional providers. NESA reserve an allocation of spaces at information sessions specifically for providers of professional development that address specific priority areas.

The Professional Learning Commissioning Program is another way that NESA supports priority areas of teacher professional development.

Number of NESA registered professional development courses

NESA recently changed the way that it reports data relating to the number of NESA registered professional development courses to more accurately reflect the current level of available courses for NSW teachers.

These changes mean that recent statistics are not comparable to historical figures.

In the past 12 months 9583 courses have been scheduled for NSW accredited teachers to attend.

Teacher quality and integrity

Working with Children Check

A Working with Children Check clearance is a condition of accreditation. Employers and teachers have worked collaboratively with NESA to ensure that all teachers have a current clearance to continue teaching.

Teachers need to renew their Working with Children Check clearance every five years. The 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. Both employers and NESA are required to verify all clearances with the NSW Office of the Children's Guardian.

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

Revocation, suspension and voluntary cancellation of accreditation

Under the *Teacher Accreditation Act 2004* (TA Act), teachers may have their accreditation revoked or suspended for misconduct, failing to comply with a condition of their accreditation (e.g. holding a valid Working with Children Check clearance) and/or failing to meet the Australian Professional Standards for Teachers.

A teacher may also choose to cancel their accreditation voluntarily.

The BOSTES Review recommended TA Act changes to assign sole responsibility for the revocation and suspension of teacher accreditation to NESA. The TA Act was amended in 2016, and in January 2017 an interim policy came into effect (the [*Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy*](#)).

This interim policy was then further revised in 2018-19. The Minister approved the revised interim policy in June 2019.

The revisions to the interim policy clarified employer and Teacher Accreditation Authority responsibilities, enabled conditions to be placed on a teacher's accreditation, and supported compliance with the *Mutual Recognition Act 1992* and the *Trans-Tasman Mutual Recognition Act 1997*.

NESA is now developing a substantive policy. A discussion paper will inform work on the policy, which considers use of teacher panels to make revocation and suspension recommendations (as recommended in the BOSTES Review).

NESA cannot complete the final policy until amendments to the TA Act include a teacher suitability assessment as a requirement for initial and continuing teacher accreditation. This is to support the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) in relation to teacher suitability. The Royal Commission recommended that: *The Council of Australian Governments (COAG) should consider strengthening teacher registration requirements to better protect children from sexual abuse in schools. In particular, COAG should review minimum national requirements for assessing the suitability of teachers, and conducting disciplinary investigations (rec 13.8)*. The [*National Review of Teacher Registration – One Teaching Profession: Teacher Registration in Australia*](#) has incorporated this recommendation and national work to develop a national policy on suitability to teach including definitions of 'fit and proper persons' will be undertaken. NESA expects that all teacher regulatory authorities will implement the policy.

NESA engages with the work co-ordinated by the Department of Education into the recommendations of the Royal Commission. The NSW Government accepted, in principle, all of the recommendations of the Royal Commission. NESA has received in principle support from the NSW Government to progress the relevant amendments to the TA Act and has commenced this work.

Tables 2.11, 2.12 and 2.13 show the number of teachers whose accreditation was revoked, suspended or voluntarily cancelled during 2018–19.

Table 2.11: Number of teachers whose accreditation was revoked or suspended for misconduct (under section 24 of the *Teacher Accreditation Act 2004*) during 2018–19

Accreditation	Number of teachers
Revoked	2
Suspended	21

Table 2.12: Number of teachers whose accreditation was revoked or suspended for not obtaining a Working with Children Check clearance (under section 25A of the *Teacher Accreditation Act 2004*) during 2018–19

Accreditation	Number of teachers
Revoked	27
Suspended	4460*

* Of the 4460 teachers suspended, 1362 teachers had their suspension lifted once they provided a Working with Children Check clearance. The remaining teachers were no longer teaching in NSW. They either retired, were teaching interstate or overseas, or were no longer working as a teacher.

Table 2.13: Number of teachers who applied to voluntarily cancel their accreditation (under section 25E of the *Teacher Accreditation Act 2004*) during 2018–19

Accreditation	Number of teachers
Voluntary cancellation	2714

Publications

During 2018–19, NESAs published the following material related to teacher accreditation on the NESAs website:

- [NESAs Teacher Accreditation Authority Procedures – Non-school/service based teachers: Proficient Teacher](#)
- [Evidence Guide for Highly Accomplished Teacher Standards Early Childhood](#)
- [Evidence Guide for Lead Teacher Standards Early Childhood](#)

2.3 Curriculum standards

Curriculum overview

Under the *Education Act 1990*, NESA is responsible 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 students should develop.

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. Table 2.14 shows the stages of learning.

Table 2.14: 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

NESA develop NSW syllabuses through extensive consultation with teachers, subject experts, academics and the community. They ensure that both government and non-government schools teach common material, irrespective of where a student lives or attends school. Table 2.15 shows the organisation of the NSW curriculum by school-year level, learning area and credential.

Table 2.15: Organisation of the NSW curriculum – Kindergarten to Year 12

Year level	Learning areas	Credential
K–6	<ul style="list-style-type: none"> ▪ English ▪ Mathematics ▪ Science and Technology ▪ Human Society and Its Environment (HSIE) ▪ Creative and Practical Arts ▪ Personal Development, Health and Physical Education (PDHPE) 	

Year level	Learning areas	Credential
7–10	<ul style="list-style-type: none"> ▪ English ▪ Mathematics ▪ Science ▪ Human Society and Its Environment (HSIE) ▪ Languages other than English ▪ Technological and Applied Studies ▪ Creative Arts ▪ Personal Development, Health and Physical Education (PDHPE) ▪ 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

Curriculum development: Kindergarten to Year 12

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. It operates within the context of national and international developments in curriculum, assessment, teaching and learning.

During 2018–19, 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 they support its implementation.

NESA also 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.

More details about the [syllabus development process](#) are available on the NESA website.

Kindergarten to Year 10 syllabus development

NESA is committed to providing a high quality curriculum for students across the stages of learning from Kindergarten to Year 10.

NESA have redeveloped NSW syllabuses to incorporate Australian Curriculum and include stage statements that reflect the knowledge, understanding, skills, values and attitudes that will be developed as a result of achieving the outcomes and engaging with the content.

For NSW primary schools, this work has been completed for K–6 syllabuses in English, Mathematics, Geography and History, Science and Technology and PDHPE.

To inform development of a new Creative Arts K–6 Syllabus, NESA held consultation meetings with key stakeholders, including professional associations, academics, primary and secondary teachers in the second half of 2018.

During 2019, school implementation commenced for the new Science and Technology K–6 and Technology Mandatory Years 7–8 syllabuses.

The new Personal Development, Health and Physical Education (PDHPE) K–10 Syllabus, incorporating Australian Curriculum content, commenced implementation in 2019 with Years 7 and 9 and optional implementation for K–6. In 2020, implementation will continue across K–10.

NESA also released updated elective syllabuses for Years 7–10 including Agricultural Technology, Commerce, Design and Technology, Food Technology, Graphics Technology, Industrial Technology, Marine and Aquaculture Technology, Textiles Technology and Work Education. These syllabuses, incorporating Australian Curriculum content, are available for implementation from 2020.

NESA has developed and consulted on a new syllabus for Integrated Computing Years 7–10, updating the current Information and Software Technology Years 7–10 Syllabus. This new syllabus incorporates content from the Australian Curriculum: Digital Technologies.

NESA develop new languages syllabuses using the Language Framework K–10, which incorporates Australian Curriculum content. New syllabuses for Chinese, French, German, Indonesian, Italian, Japanese, Korean and Spanish K–10 are available for implementation in schools, including those K–6 schools that offer a language program in 2019. K–10 syllabuses for Arabic, Modern Greek, Turkish and Vietnamese were released for school familiarisation and planning in 2019. The syllabuses will be available for implementation in schools from 2020.

Five Community Languages K–10 syllabuses in Hindi, Macedonian, Persian, Punjabi and Tamil are being finalised in 2019. NESA has been working in partnership with the NSW Department of Education and the University of Sydney to develop these syllabuses as part of the NSW Government's commitment to Community Languages education.

Consultation occurred in 2018 on directions for a revised Aboriginal Languages K–10 Syllabus, informing the development during 2019.

In 2019, languages syllabuses are also being developed for Modern Hebrew and Russian K–10.

Stage 6 (Years 11 and 12) syllabus development

NESA have developed new Stage 6 syllabuses through broad consultation and with reference to the reforms addressed in the NSW Government's [Stronger HSC Standards](#). These standards continue to inform the development of all syllabuses in Stage 6.

Changes to assessment and reporting requirements to cap the number of assessment tasks and reduce over-assessment applied to all Stage 6 subjects.

Stage 6 syllabuses for English, Mathematics Standard, Science, and History courses, including Life Skills, were implemented with Year 12 students from Term 4, 2018.

Implementation of the Mathematics Advanced and Mathematics Extension 1 syllabuses occurred for Year 11 from Term 1, 2019.

In 2018 and 2019, NESA is developing new Stage 6 syllabuses for Chinese in Context, Japanese in Context and Korean in Context.

Development is underway for new syllabuses in Health and Movement Science, Geography, Information Processes and Technology, and Software Design and Development. Consultation on directions for the syllabuses occurred in the second half of 2018 and NESA has developed draft syllabuses, including Life Skills syllabuses, for consultation in the second half of 2019. The draft Geography Stage 6 Syllabus incorporated Australian Curriculum content.

During 2018, NESAs developed a new Numeracy Stage 6 Content Endorsed Course syllabus for trial in pilot schools. The 2-unit course focuses on the development and consolidation of core numeracy skills through authentic, age-appropriate learning scenarios, including work, learning, community engagement and personal contexts. It is aligned to the [Australian Core Skills Framework \(ACSF\)](#) Level 3, a nationally agreed level of functional numeracy, and uses the [National Numeracy Learning Progressions](#) to help identify the numeracy development of students and the development that should follow.

The course will count towards the Higher School Certificate and appear on students' Record of School Achievement. Results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR). Candidature includes students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.

Supporting the Kindergarten to Year 12 curriculum

Kindergarten to Year 10 support

NESA strengthened communication with primary schools by developing and publishing specific advice to clarify K–6 curriculum requirements and address concerns of curriculum overcrowding. Annotated syllabus pages assisting primary school teachers to implement the new syllabuses supported this advice.

NESA released the new PDHPE K–10 Syllabus in 2018 for mandatory implementation in 2020. NESA has worked with key stakeholders during the 2019 period of optional implementation and/or familiarisation to ensure a common understanding of the intent of the syllabus. Support materials including guides for teachers and parents, sample scope and sequences, sample units of work and Life Skills outcomes worksheets. NESA publishes these on the NESA website to support teachers preparing to implement the new syllabus.

Support materials for the new French, Indonesian, German, Italian, Korean and Spanish K–10 syllabuses including sample scope and sequences, parent and teacher guides were published in 2018. Sample teaching units and assessment activities for German, Italian, Korean and Spanish were published in Term 1, 2019.

NESA published elective syllabuses in Technologies, HSIE and PDHPE on the website in addition to teacher and parent guides to the syllabuses, advice on programming and Life Skills outcomes worksheets to support teachers. NESA also provided syllabus handover sessions to education sector advisors to work through the new format and minor updates.

NESA officers have offered professional learning sessions at conferences and staff days across NSW for a range of learning areas. Professional learning was provided to colleagues at the Department of Education Network days, Association of Independent Schools (NSW) conferences, and Catholic Schools and Education Offices conferences. Many curriculum inspectors presented at teacher professional association gatherings and other workshops including presentations on unpacking new syllabuses, available support materials, and assessment strategies.

Supporting the Years 11–12 curriculum

New Stage 6 syllabuses for English, Mathematics Standard, Science and History were implemented in 2018 and 2019 and will be examined for the first time in 2019. Mathematics Advanced and Mathematics Extension 1 were implemented for the first time with Year 11 students in 2019.

A range of materials have been developed to support implementation including course guides, sample scope and sequences, sample teaching units, assessment schedules and sample assessment tasks and advice for teaching and assessing students with disability.

Through collaboration with professional teacher associations NESA provided new support material to complement existing material, and assist teachers as they prepare their Year 12 students for the HSC examinations. Outlined below are the new support materials:

- A resource to support the teaching, learning and assessment of a new English Standard and English Advanced module, published in Term 1, 2019. NESA designed the Craft of Writing module, examined for the first time in the 2019 HSC, to provide students with varied writing experiences to extend their knowledge, skills and confidence in writing.
- Examination clarifications for the core study in Ancient History and Modern History, released in Term 1, 2019.
- Additional support material, including topic guides and sample examination questions for Mathematics Standard 1 and 2, released in Term 1, 2019.
- Examination specifications and sample examination materials for Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, released in Term 4, 2018. Examinations for these syllabuses for the HSC will occur for the first time in 2020.
- Additional sample examination questions for all Science courses, released in Term 1, 2019.

The first year of implementation for the new Science Extension course commenced Term 4, 2018. HSC students studying this new course in 2019 will be the first in NSW to complete their HSC exam online. A sample online examination was made available in Term 1, 2019.

In 2019, the new Numeracy Stage 6 Content Endorsed Course syllabus is being piloted for the first time in 50 schools across NSW. As part of the pilot participating teachers have received extensive support to develop new pedagogical approaches to numeracy learning for Stage 6 students. Support included the establishment of a learning community in SharePoint, professional learning sessions by videoconference, a two-day numeracy conference, teaching guides, teaching and learning programs, and sample assessment tasks.

NESA officers have continued to support school sectors, professional teacher associations, teachers and community members through the provision of information via the NESA website, written and phone discussions, as well as professional learning activities in relation to Stage 6 syllabuses.

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.

NESA develops syllabuses and curriculum support materials related to:

- Aboriginal Studies
- Aboriginal Languages
- Aboriginal and Torres Strait Islander histories and cultures content.

During 2018–19, 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 content. This content enhances Aboriginal students' school-

based learning experiences, and provides all students with the opportunity to develop knowledge and understanding about Aboriginal and Torres Strait Islander histories and cultures.

Aboriginal Languages syllabus – Kindergarten to Year 10

NESA is reviewing the [Aboriginal Languages K–10 Syllabus](#). The new syllabus will incorporate the Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages. Stakeholder consultation and feedback is informing the development of a new Aboriginal Languages K–10 Syllabus.

NESA continues to support the teaching of Aboriginal languages in five Aboriginal Language and Culture Nest sites. In 2019, 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.

Aboriginal Studies syllabuses – Years 7–12

During 2018–19, NESA has developed and consulted upon an updated Aboriginal Studies Years 7–10 Syllabus.

Students continue to be able study the Aboriginal Studies Stage 6 Syllabus.

Aboriginal Languages Stage 6 Content Endorsed Course

Gumbaynggirr language and Gamilaraay language are the Aboriginal languages taught in NSW schools in 2019 through the [Aboriginal Languages Stage 6 CEC Syllabus](#).

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

Since 2016, new processes ensure that content in syllabuses represent Aboriginal and Torres Strait Islander histories and cultures in more culturally appropriate and engaging ways.

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

The Aboriginal Curriculum Unit has contributed to significant development in the representation of Aboriginal and Torres Strait Islander histories and cultures content in 2018–19, in the:

- Creative Arts K–6 syllabus
- new K–10 Languages syllabuses
- new Years 7–10 elective syllabus for HSIE, PDHPE and Technologies
- Stage 6 syllabuses in Languages, Numeracy, Technologies, PDHPE and Geography
- teaching units and support material across a range of key learning areas for teachers
- assessment processes K–12 where Aboriginal and Torres Strait Islander histories and cultures is represented.

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.

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

- new K–10 Languages courses
- Elective Years 7–10 HSIE, PDHPE and Technologies syllabuses
- K–6 Creative Arts
- 7–10 Integrated Computing
- all Stage 6 syllabuses under development.

Inclusivity reviews ensure syllabuses are meaningful and accessible for students with disability. 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 for students with disability. NESA has published new advice for teachers to help them to support students with disability in teaching, learning and assessment including:

- case studies illustrating adjustments in practice within PDHPE and Technology for students in Kindergarten to Year 10
- strategies to support students with disability in their learning in English, Mathematics, Science, Geography, History and PDHPE.

Nomenclature

NESA consulted with the Special Education Committee and Curriculum Committee to review the language used on the NESA website and in syllabus documents in relation to students with disability. To adopt a more consistent, inclusive and person-first approach, curriculum advice and syllabus documents have been revised to refer to ‘students with disability’. NESA revised the advice on the NESA website in relation to students with disability to better align with disability legislation. Special education associations and stakeholders have been advised of this change and the ongoing responsibility for teachers to provide reasonable adjustments for all students with disability who require them.

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.

After consulting with special education teachers and stakeholders, NESA has developed draft Life Skills outcomes and content for:

- Years 7–10 Integrated Computing and Aboriginal Studies
- Stage 6 Life Skills courses in Enterprise Computing, Geography, and Health and Movement Science.

Planned consultation will help to inform the development of the final Life Skills outcomes and content for these subjects.

Support materials

NESA have published sample materials across a range of subjects to support teachers to personalise learning for students with disability, based on their individual needs, strengths, goals and interests:

- sample teaching units illustrating adjustments in Year 7–8 Technologies and K–10 PDHPE
- sample teaching units for Life Skills courses in Years 7–8 Technologies, K–10 PDHPE and Years 7–10 Technology elective subjects
- updated sample teaching units for cross-KLA approaches to delivering 7–10 Life Skills outcomes and content.

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.

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.

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. Curriculum that support school-based apprenticeship and traineeship pathways gives students a start in their employment and future careers.

Most students undertaking a VET course as part of their HSC do so 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.

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.

NESA updated the Automotive, Business Services and Entertainment Industry syllabuses to reflect the latest version of the Training Package, for implementation from 2019.

NESA also amended the Financial Services, Hospitality, Information and Digital Technology, Retail Services and Tourism, Travel and Events to update hyperlinks and ensure they referenced the latest version of their Training Package.

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.

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

NESA endorsed 111 VET course descriptions for 2019, comprising 99 Stage 6 VET course descriptions and 12 Stage 5 VET course descriptions. Qualification pathways new to the suite of courses included Customer Engagement, Joinery and Seafood Industry (Sales and Distribution).

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 Agricultural Mechanical Technology, Automotive Refinishing Technology, Community Dance, Theatre and Events, Dental Assisting, Early Childhood Education and Care, Laboratory Skills and Plumbing.

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

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 due to 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.

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 (CECs)
- School Developed Board Endorsed Courses (SDBECs)
- Board Endorsed Alternative Education Programs (BEAEPs)
- University Developed Board Endorsed Courses (UDBECs).

Content Endorsed Courses

NESA develops Content Endorsed Courses where a Board Endorsed Course has had significant student interest and participation. Content Endorsed Courses are available in both Stage 5 and Stage 6. In Stage 6, Content Endorsed Courses can be studied as one or two Units of study, and may contribute to a student's pattern of study requirements for the HSC. Content Endorsed Courses are not externally examined and do not contribute to the calculation of an ATAR.

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 ATAR. School developed Board Endorsed Courses may be endorsed for a maximum of four years.

In 2018, NESA considered 96 course proposals and endorsed 80 for implementation in 2019. This included 65 for Stage 5, of which NESA approved 52 and 31 for Stage 6, of which NESA approved 28.

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 2018, the following four endorsed alternative education programs were available in NSW:

- RELINK – Southern Youth and Family Services (Wollongong)
- WAYS Youth Training – WAYS Youth Services
- Minga 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 however, 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 2018, there were 19 University Developed Board Endorsed Courses available in NSW. Ten of these courses were delivered with a total enrolment of 232 students in Years 11 and 12.

2.4 Assessment standards

Promoting best practice assessment and reporting K–12

During 2018–19, 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.

NESA continued 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 designed for NSW students and their teachers. An enhanced version of the program was trialed in 2018 in primary schools, with teachers actively contributing to the trial and further updates.

NESA will introduce the first online HSC exam in 2019 in the new Science Extension HSC course, which focuses on contemporary scientific research. In 2018 NESA developed and trialed an online sample Science Extension examination for students to prepare for the examination. The sample online examination was made available to schools and students in Term 1 2019.

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 *Education Act 1990* specifies the eligibility criteria for these certificates. 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. To show they meet the HSC minimum standard, students need to achieve an Australian Core Skills Framework Level 3 or 4 equivalent in short online reading, writing and numeracy tests of skills for everyday life. Students get two chances a year to sit each of the tests from Year 10 up to five years after starting their first HSC course.

The Minimum Standard Reading Test and the Minimum Standard Numeracy Test use computer-adaptive technology. Questions match to students' level of ability based on their previous responses.

In 2019, NESA further maintained the security of the online tests by introducing a locked-down browser. Schools can also now access the tests throughout the school year.

Schools enrol students in the test via Schools Online. Students complete the tests through an internet browser, which accommodates a range of needs for student with disability, including the use of screen-reading software for vision impairment.

Test coordinators can access Reading and Numeracy Test results immediately after a student completes a test, via Schools Online. Students will receive their test results on Students Online after their school has reviewed and published the results. A test report indicates 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 NESA reviewers assess them.

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 Certificate or Statement of Attainment for 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). TAFE NSW and other providers issue their own qualifications.

2018 HSC candidature

In 2018, the HSC candidature was 75 709, with 68 034 students receiving their HSC award. In total, 2081 students completed one or more Board Developed HSC Life Skills course and were issued a Profile of Student Achievement. There were 1713 students receiving the HSC who identified as having an Aboriginal or Torres Strait Islander background; this represented 2.5 percent of all students receiving their HSC.

In 2018, 83 906 students successfully completed Preliminary courses (typically studied during Year 11).

Courses available for HSC Study

NESA developed examinations for 119 Board Developed courses, including 65 language courses and 13 VET industry curriculum frameworks.

In 48 courses, the examination consisted only of a written paper or papers, while in nine courses the examination also included a major project or performance. In 53 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.

2018 HSC examinations

Examination setting

Committees of practising secondary teachers and tertiary educators, working under the leadership of a chief examiner, produced examination papers and marking guidelines 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. At least one independent practising teacher with recent experience of teaching the HSC course assessed each examination.

The preparation of the 2018 HSC examinations involved:

- 95 committees developing 125 examination papers for 105 courses
- 303 committee members and 135 assessors
- 1043 committee meetings.

The preparation also involved printing approximately 14.5 million pages of examination papers.

HSC administration and conduct

The administration and conduct of the 2018 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 5000 examinations supervisors
- 38 NSW students who sat their examinations under special arrangements outside of NSW.

2018 HSC marking

In 2018, 5980 marking positions were filled from 7554 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 completed 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 of student achievement presenting for the HSC.

In 2018, 93 courses were marked totally or partially onscreen, either in a corporate marking centre or externally.

Day marking took place in three marking centres in both metropolitan and regional areas: Sydney Showground, Goulburn and Coffs Harbour. NESAs meet 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.

Use of technology in the HSC conduct and marking

In 2018, an iPad presented students with the HSC Extension Language oral examinations questions. 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. iPads were provided to all practical/performance examination markers to record marks and to view benchmarks, marking guidelines and other essential information.

In 2018, 93 HSC courses were marked totally or partially using secure onscreen marking technology developed by NESA, representing more than 80 percent of the total number of HSC marks awarded. Of these marks, markers working externally captured almost 92 percent (76 percent of the total).

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.

The procedure used by NESA for setting standards has a strong theoretical foundation. It 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 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

NESA held briefings for 84 supervisors of marking, who manage the marking operation for an allocated subject or part subject, across the Sydney metropolitan area in 2018. 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 provides support to supervisors of marking to ensure they conduct their operations 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 2015 to 2018 are available on the NESA website. A breakdown of data for each school in the same period is also available. Tables 2.16 and 2.17 provide a snapshot of HSC disability provisions over the past four years.

NESA review and update the guidelines used to determine disability provisions annually. Education experts and independent auditors ensure that decisions are fair, appropriate and consistent, by reviewing the disability provisions program regularly. [Reports of past reviews](#) are available on the NESA website.

Table 2.16: Number of applications for HSC disability provisions during 2015–18

2015	2016	2017	2018
6985	7125	6796	7168

Table 2.17: Number of modified HSC examination papers due to approved disability provisions during 2015–18

2015	2016	2017	2018
899	743	820	962

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 2015 to 2018 are available on the NESA website. Table 2.18 shows the number of applications over the past four years.

Table 2.18: HSC illness/misadventure applications during 2015–18

Individual student applications		Whole-group school applications		
2015	Total applications	4533	Total applications	69
	% of courses fully/partially upheld	87%	% of courses fully/partially upheld	83%
2016	Total applications	4465	Total applications	104
	% of courses fully/partially upheld	77%	% of courses fully/partially upheld	80%
2017	Total applications	4216	Total applications	116
	% of courses fully/partially upheld	79%	% of courses fully/partially upheld	79%
2018	Total applications	4041	Total applications	122
	% of courses fully/partially upheld	82%	% of courses fully/partially upheld	56%

2018 HSC results

Release of HSC results

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

72 811 emails were sent to students on the morning of 13 December 2018. SMS results were also sent to 60 570 registered mobile numbers.

HSC Results Inquiry Centre

The 2018 HSC Results Inquiry Centre opened to coincide with the release of the HSC results and continued until 4 January 2019. The centre enables students to ask questions regarding aspects of their results. The centre received 770 inquiries from students across the state during this period.

HSC post-results services

The 2018 HSC post-results service allows students to purchase access to results, examination responses services, and a printed copy of their HSC credentials package. The 2018 services were available from 17 December 2018 to 1 June 2019.

Altogether, 1596 students ordered one or more of the results check, raw marks or examination responses services with 3081 items requested in total.

Anomalous results inquiries

Principals may seek an explanation of the results for an individual student or a group of students where the performance of the individual or group does not fall within expectations. NESA staff undertake a thorough investigation of each inquiry and, where appropriate, the supervisor of marking also reviews the case and provides feedback. Following the release of results for the 2018 HSC, 29 schools submitted 33 anomalous result inquiries, six of which resulted in changes to student marks.

In 2018, principals were also able to seek an explanation for an anomalous result in the Minimum Standard

Writing Test. NESA did not receive any inquiries.

2019 HSC entries

At the end of Term 1, 2019, 77 777 students were enrolled in an HSC course. Of these students, 2345 identified as having an Aboriginal and/or Torres Strait Islander background, representing 3 percent of all HSC enrolments. Of these students, 69 128 are eligible for the award of the HSC in 2019.

Of the students eligible for a Higher School Certificate 22 percent are enrolled in, or have completed, at least one Extension course.

Of the students eligible for a Higher School Certificate 28 percent 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. During the first part of 2019, NESA presented and supported the following suite of performances and exhibitions that displayed outstanding student performances, bodies of work and projects from the 2018 Higher School Certificate:

- ARTEXPRESS (Visual Arts)
- Callback (Dance)
- ENCORE (Music)
- OnSTAGE (Drama)
- SHAPE 2018 (Design and Technology, Industrial Technology and Textiles and Design)
- Textstyle
- WordXpress, 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. Regional venues held several exhibitions, 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 2018 HSC students by NSW Minister for Education, The Hon. Rob Stokes MP at a ceremony held in Leighton Hall, UNSW, Kensington, on 12 December 2018.

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 2018:

- 126 students from 92 schools received a First in Course award across 118 HSC courses
- Equal first place was awarded in 10 courses
- six students received a First in Course award for two courses.

Premier's Award for Excellence in the HSC

Students who achieve results in the highest band possible for at least 10 or more units receive the Premier's Award for Excellence in the Higher School Certificate. 1254 students received this award in 2018. These students received a certificate signed by the Premier of NSW.

Brother John Taylor Memorial Prize

A student, or students, who overcome significant disability or disadvantage to achieve academic excellence

in the Higher School Certificate, are awarded the Brother John Taylor Memorial Prize

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

Three recipients received the prize from the 2018 cohort of HSC students:

- Jaida Damstra, Toronto High School
- Zoe Dunn, Randwick Girls High School
- Theodore Vasilopoulos, Australian International School Hong Kong

The Minister for Education, the Hon Rob Stokes MP, awarded the prize at a ceremony at Parliament House in March 2019.

HSC Aboriginal Studies and Aboriginal Languages awards

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

On 8 March 2019, presentation of the awards at the NSW AECG awards event coincided with the NSW AECG annual general meeting held at the Sofitel Sydney, Darling Harbour.

The NESAs Chairperson's Aboriginal Studies Award for the highest performing Aboriginal student in the 2018 HSC Aboriginal Studies course was presented to Toumanda Fohrman of St Joseph's Catholic High School, who completed her studies through the Lismore Diocese Online Education Unit. First in course, Emma Bui of Cheltenham Girls High School received the NSW AECG Inc. President's Aboriginal Studies Award for the highest performing student in 2018 HSC Aboriginal Studies.

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.

For students leaving school who do not meet the RoSA requirements, NESAs issue 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 2018–19

From 1 July 2018 to 30 June 2019, 11 015 Record of School Achievement credentials were provided to NSW school leavers.

At the end of Term 1, 2019, 90 705 students were enrolled for at least one Stage 5 course eligible for inclusion towards the RoSA. Of these, 2809 have identified as having an Aboriginal or Torres Strait Islander background, representing 3.1 percent of the total candidature.

Assessment for the Record of School Achievement

School-based assessment

Monitoring of Stage 6 (Preliminary) and Stage 5 grades

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

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

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

In 2018, NESA contacted 81 schools by email regarding their Stage 6 (Preliminary) grades in 96 courses, and 40 of these schools (49%) made changes in one or more courses. This represents a 20% decrease in the number of schools contacted compared to 2017 and a slight increase in the percentage of schools that made changes. The courses most commonly identified as potentially anomalous were Business Studies, PDHPE, English Advanced, English Standard and Mathematics Standard. There has been an increase in the identification of anomalous patterns in Industrial Technology compared to 2017, and a decrease in Biology and Legal Studies.

NESA contacted 89 schools by email regarding their Stage 5 grades in 106 courses, and 57 (64%) made changes. This represents a 26% increase in the number of schools contacted compared to 2017 and a 7% decrease in the percentage of schools that made changes. Of the courses most commonly identified as potentially anomalous, 67% were mandatory courses, including English, Australian Geography, History, PDHPE, Science and Mathematics. The most common elective courses were Commerce, Food Technology and Industrial Technology. There has been an increase in the identification of anomalous patterns in Commerce compared to 2018, and Australian Geography continues to be the most commonly identified course with anomalous patterns.

Further follow-up with schools regarding their grade patterns

In Term 1, 2019, 20 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 provide feedback 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 reading, writing and numeracy skills for 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, and Minimum standard test data.

NESA developed the Minimum standard tests data enhancements to RAP to support school executives and teachers to analyse their students' test data. These enhancements allow the users to drill down to individual students or groups of students to target reading, numeracy and writing test strengths and areas for improvement.

Schools Online contains additional training programs designed to help users. 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 when results were released on Thursday, 13 December 2018. In 2018, RAP was accessed by 11 709 unique users from 782 schools.

NESA automatically invoice schools with HSC candidates 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. 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 NSW contract for print, distribution, data capture, marking of the writing component and reporting of results for the 2019 NAPLAN cycle.

2019 NAPLAN tests

In 2019, 1805 schools in NSW (comprising approximately 60% of students) sat NAPLAN tests in the online format over the period 14 – 24 May 2019. 28 May was designated as a catch-up day.

The remaining NSW schools participated in NAPLAN pen-and-paper tests, which were held from 14 to 16 May. 17 May was designated as a catch-up test day.

2019 test registration

Each year, schools register to participate in NAPLAN testing with NESA, as well as their eligible students. 3 080 NSW schools and 123 ACT schools registered for NAPLAN tests in 2019.

All students in years 3, 5, 7 and 9 are expected to participate in NAPLAN tests. In 2019, NESA was responsible for the administration of one or more tests to more than 400,000 students across NSW and the ACT.

NAPLAN results

NSW schools received their NAPLAN results report package in mid-September 2019. Trends from the 2019 NAPLAN data indicate:

- The NSW mean score is above the national average for all five testing domains across all year levels.
- NSW is the highest ranking jurisdiction nationally in the Spelling domain across all year levels.

Transition to NAPLAN Online

In September 2019 Education Council agreed to transition NAPLAN to an online format nationally by 2021. Each state and territory jurisdiction determines when their schools commence NAPLAN Online, in consultation with the school sectors. NESA continues to work closely with all school sectors in NSW to prepare for their schools to transition to NAPLAN Online.

Any NSW school intending to transition to NAPLAN Online in 2020 participated in a school readiness test (conducted between 2 and 20 September 2019). The readiness test allows schools to check whether they have the technical capacity to administer NAPLAN Online. The information generated from the readiness test helps to determine the most suitable time for NSW schools to transition to NAPLAN Online.

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 2019, NESA approved 151 students to use a scribe and 281 students to use a computer.

There were 128 applications to use a scribe that were not approved. 26 students with severe disabilities were provided with the NAPLAN tests electronically, nine students were provided with braille test materials, 178 students were provided with large print test material and 297 students were provided with black and white test material. Additional adjustments were available for students who sat NAPLAN Online in 2019. Applications were approved for 26 students to use assistive technology and for 82 students to use colour contrast modification.

Australian Music Examinations Board (NSW)

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. The federal Australian Music Examinations Board, which is a company with representatives from each state, awards these credentials.

The AMEB (NSW) processes over 35 000 examinations throughout NSW and the ACT each year in almost 80 categories, and services nearly 8000 teachers and 180 examiners and assessors.

Membership of the AMEB (NSW)

Membership of the Australian Music Examinations Board (NSW) as at 30 June 2019 was as follows:

- Professor Anna Reid (Chairperson and NSW representative on the federal Australian Music Examinations Board) – Dean, Sydney Conservatorium of Music
- Mrs Victoria Clancy – private speech and drama teacher representative
- Ms Cheryl Hainsworth – private music teacher representative
- Dr Sofia Kesidou – NESA representative
- Dr Philip Matthias – NSW Vice-Chancellors' Committee representative
- Ms Lyn Morgan – examiner representative
- Mr Richard Morpew – examiner representative
- Ms Roslynn Moxham – nominee of the Secretary of the NSW Department of Education
- Mrs Kelly Pacina – private music teacher representative
- Mr Anthony van den Broek – private music teacher representative.

Key achievements in 2018–19

Outlined below are the principal activities of the AMEB (NSW) during 2018–19. Further information is available from the AMEB (NSW) directly (see contact details at the end of this section).

Examinations

The AMEB (NSW) conducted around 35 000 examinations throughout NSW and the ACT during 2018–19. These examinations involved almost 90 practical music syllabuses, 4 practical speech and drama syllabuses and 4 written syllabuses, each containing many grades.

A new Piano syllabus was introduced in 2019, including a collaborative exam option for grades 5–8, to

encourage pianists to explore piano accompaniment as part of their studies. AMEB also launched a new Repertoire-only (*Repertoire*) exam format this year for most instrumental subjects. The *Repertoire* format will make examinations more accessible to students who do not have time to prepare for full Comprehensive (traditional) music exams.

An online enrolment system provides a portal for both enrollers and examiners through AMEB Connect in NSW. Onscreen reporting was successfully trialled this year by a subset of music and Speech and Drama examiners.

The number of students sitting for online written examinations rose significantly during 2018 and 2019. However, AMEB still offered the option for face-to-face written examinations in August 2019.

Annual diploma presentation ceremony

At the annual diploma presentation ceremony held on 10 March 2019, AMEB (NSW) awarded:

- 175 Associate diplomas and 40 Licentiate diplomas to musicians
- 6 diplomas to Speech and Drama students.

A variety of outstanding musicians who received their diplomas on the day gave performances.

Dr Rita Crews OAM received an Honorary Fellowship of Music Australia (HonFMusA) for her contributions to AMEB (NSW) as a long-standing Board Member and written examiner. A Lifetime Achievement Award was presented to recently retired Meriel Owen for her services to the AMEB (NSW) and the music community after actively examining for over fifty years until 2018.

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

Most outstanding private teacher Preliminary to Grade 6 Keyboard	Irina Klamka
Most outstanding private teacher Preliminary to Grade 6 Woodwind	Jocelyn Fazzone
Most outstanding private teacher Preliminary to Grade 6 Strings	Shu Qi Mou
Most outstanding private teacher Preliminary to Grade 6 Brass	Tina Brain
Most outstanding private teacher Preliminary to Grade 6 Singing	Charmaine Gibbs
Most outstanding private teacher Grade 7 to Licentiate Keyboard	Edwin Alamshah
Most outstanding private teacher Grade 7 to Licentiate Instrumental/Vocal	Alex Todicescu
Most outstanding private teacher Preliminary to Licentiate Speech and Drama	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	Clavier Music and Art

Most outstanding studio or music school Grade 7 to Licentiate

Con Brio School of Music

Most outstanding accredited school

Sydney Grammar School

Workshops

AMEB (NSW) held regular professional development workshops for examiners in all instrument categories.

The Chief Examiners of each subject category formed a panel to answer questions submitted by the examining body at the general session of the Annual Examiners' Meeting on 23 March 2019. This session helped to address aspects of the examination process and ensure a consistent approach to marking criteria.

On 16 and 17 February 2019, AMEB (NSW) hosted a workshop for the new 2019 Piano Syllabus for teachers. Sessions were presented by syllabus consultants Emeritus Professor David Lockett AM and Associate Professor Dr Jeanell Carrigan AM. The 160 teachers who attended learned about the principles behind the development of this new syllabus and heard a selection of the repertoire offered for each grade level.

Events

2018 marked 100 years of AMEB, and events continued to take place through the second half of 2018.

On 10 August 2018, AMEB (NSW) staged a variety concert at Verbrugghen Hall, Sydney Conservatorium of Music. Joining forces for this unique concert experience were 43 examiners, 33 outstanding AMEB students/alumni, nine AMEB (NSW) teachers and two AMEB (NSW) staff members. Talented ensembles performed items from the worlds of classical and contemporary music as well as Speech and Drama. Student Ben Robinson won a commission to write a brass fanfare specifically for the AMEB (NSW) Centenary. This fanfare will be played at all future AMEB (NSW) Diploma Presentation Ceremonies.

On Thursday 4 October 2018, Mark Coure MP, Member for Oatley, hosted an event at Parliament House showcasing the publication *A Centenary Celebration: The Australian Music Examinations Board 1918 to 2018*. Author Dr Rita Crews OAM, in conversation with Dr William Clark OAM, examiner and former AMEB (NSW) Board member, recounted key milestones from the past 100 years.

AMEB (NSW) held a Centenary Morning Tea on Friday 2 November 2018 at the Chatswood Concourse for 200 AMEB (NSW) teachers. In total, this select group of educators had enrolled 200 000 students for AMEB (NSW) examinations over the past thirty years. This event gave AMEB (NSW) the opportunity to thank and recognise these exceptional teachers and supporters.

AMEB (NSW) shop

The AMEB (NSW) shop continued to increase its activity over the past 12 months. AMEB grade books, CDs and handbooks, technical workbooks, sight-reading and aural test resources are available from its Clarence Street studios, through the online shop and by mail order.

AMEB (NSW) contact details:

Level 6, 117 Clarence Street

SYDNEY NSW 2000

Telephone: (02) 9367 8456

Email: office@ameb.nsw.edu.au

Website: www.ameb.nsw.edu.au

Assessment policy development and research

Thematic Review – Teachers' use of assessment

The NESA Board approved the focus of the second NESA thematic review to be teachers' use of assessment (the first thematic review completed in 2018 focused on teaching writing). Student assessment is a core and defining function of teaching. Standard 5 of the Australian Professional Standards for Teachers requires all teachers to assess, provide feedback and report on student learning as a requirement of accreditation. The Thematic Review: Teachers' use of assessment will examine both school and classroom teacher practice, as well as the preparation of graduate teachers.

This review has two objectives, and one targeted focus area:

- Objective 1: Establish a common understanding of assessment – the intended outcome of this objective is to develop a common understanding of the purposes, types and uses of assessment, as well as key terms.
- Objective 2: Understand existing assessment knowledge and practice in schools – the intended outcome of this objective is to develop a picture of current teacher assessment knowledge and practice, determine what teachers know and understand about assessment, and to highlight exemplary practice and potential areas for improvement.
- Targeted focus area: Assessment of higher-order thinking skills – within the broader lens this review casts over assessment, NESA intends to investigate teachers' understanding and assessment of higher-order thinking skills in different domains, starting with critical thinking.

The Assessment Committee approved the scope of the Thematic Review: Teachers' use of assessment in December 2018. Work has commenced on the project.

Data sharing and collaboration on strategic projects

NESA is the data custodian for several key datasets, including NAPLAN results for NSW students, HSC results, and information on accredited teachers in NSW. NESAs handles requests for data from government agencies and researchers.

Their Futures Matter

Their Futures Matter is a cross-government reform delivering whole-of-system changes to better support vulnerable children and families. The guiding vision is to significantly improve life outcomes for current and future generations of children and families, and to ensure that every child has a safe, permanent and loving home. NESAs has provided key data on student educational achievement to the project.

Pathways for the Future

To give NSW students helpful information on the range of pathways available from study into work, the NSW Department of Industry has commissioned the 'Pathways for the Future' research project.

A retrospective cohort study, the project looks at education-to-work pathways for young people aged 15 to 24 in NSW over the period 1996–2016. NESAs provides data on student enrolments and attainment and provides in-kind senior data analyst resources to support the research process. The Pathways Project team is also working closely with the NSW Curriculum Taskforce within NESAs to ensure that any relevant findings inform the NSW Curriculum Review.

The project is led by the NSW Department of Education in partnership with the NSW Department of Premier and Cabinet, the NSW Department of Industry, and TAFE NSW.

2.5 School standards

Responsibilities

The *Education Act 1990*, *Education Standards Authority Act 2013* and *Teacher Accreditation Act 2004* outline NESA's responsibility 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.

The Committee base recommendations and decisions 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

NESA is continuing to review the risk-based approach to enhance the regulatory program.

During 2018–19, NESA consulted stakeholders in relation to refining the current evidence of compliance in NESA registration manuals from a risk perspective. NESA plans to publish any changes to NESA registration manuals in early Term 3, 2019, subject to approval by the Minister.

2018–19 inspection program

Inspection program

In 2018–19, the inspection program included:

- 171 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 41 government schools, to provide advice to the Minister and the Secretary, NSW Department of Education on the compliance by government schools with requirements that are similar to those that apply to non-government schools
- 8 inspections of non-government schools selected randomly
- 18 inspections of government schools selected randomly
- 29 inspections of school providers
- 82 inspections of TAAs
- 3 investigations arising from complaints relating to the compliance of non-government schools.

Tables 2.27 to 2.31 provide statistics relating to the 2018–19 inspection program and the Committee's recommendations and decisions.

Documentation to support applications

The breadth and depth of the particular supporting materials required to be uploaded by individual non-government schools to online applications for renewal of registration and accreditation in 2018–19 was 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 2018–19, the NESA amended registration manuals for non-government schools and the government schooling system to respond to the NSW Government's acceptance of Recommendation 37 from the Parliamentary inquiry into the provision of education to students with a disability or special needs in government and non-government schools in NSW. Accordingly, NESA amended the child protection section of the Manuals to require schools to set clear guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct and to publish the school's complaint handling procedures regarding allegations of staff misconduct or reportable conduct.

The [Guidelines for Approved NSW School Providers Delivering Courses to Overseas Students](#) and the [Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres](#) were not amended during this period.

Stakeholder briefings

In 2018, Inspectors, in collaboration with the Association of Independent Schools NSW (AISNSW), delivered information sessions for individual non-government schools with registration expiring in 2019. 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 2019, NESA conducted a briefing for proposed new schools seeking initial registration to commence in 2020. The session provided an overview of the requirements for initial registration, evidence of compliance, and the process undertaken by NESA in assessing an application. The session also included advice about seeking initial approval as a TAA.

NESA held briefings for non-government school registration systems in November 2018 and March 2019. The sessions provided an opportunity for NESA to advise systems on updated information, changes to legislation, emerging issues and plans for monitoring systems.

In August 2018, 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 changes to the National Code and the implications for school providers. 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 an annual report to NESA 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 (NCAT) 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 NCAT for a review of a NESA recommendation relating to registration that was made during the 2017–18 reporting period and determined during the 2018–19 reporting period. The NCAT confirmed the recommendation by NESA to the Minister that the non-government school not be registered. The Minister subsequently decided to cancel and refuse the school's registration.

2018–19 inspection program statistics

At the end of the 2018–19 reporting period, there were 960 non-government schools comprising 390 individual schools and 570 systemic schools.

Tables 2.23 to 2.27 provide 2018–19 information on NESA school registration and accreditation activities, including comparisons to the preceding three years where applicable.

Table 2.19: NESA School Registration Committee recommendations on school registrations during 2015–16 to 2018–19

	2015–16		2016–17		2017–18		2018–19	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Renewal of registration (5 years)^(a)								
Primary education	15	1	16	186	18	1	36	249
Secondary education	21	2	12	51	20	0	28	70
Primary and secondary education	46	2	70	15	30	0	53	17
Education of a kind, or for children of a kind	7	1	7	1	4	0	2	0
Exemption from registration	0	0	1	0	0	0	0	0
Total	89	6	106	253	72	1	119	336
Initial registration for new year levels of schooling (1 year)								
Primary education	3	1	4	3	6	0	4	6
Secondary education	6	2	4	3	7	0	13	7
Primary and secondary education	8	1	13	3	2	0	1	5
Exemption from registration	0	0	0	0	0	0	0	0
Provisional initial registration	0	0	0	0	0	0	0	0
Total	17	4	21	9	15	0	18	18
Extension of registration (1 year)								
Primary education	2	0	1	0	2	0	4	0
Secondary education	0	0	2	0	3	0	6	0
Primary and secondary education	5	0	3	0	2	0	4	0
Total	7	0	6	0	7	0	14	0
Other recommendations on school registrations								

	2015–16		2016–17		2017–18		2018–19	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Reduced period of registration (provisional)	0	0	0	0	0	0	0	0
Cancel registration	0	0	0	0	1	0	0	0
Initial registration of new schools	5	6	7	3	8	0	5	7
Registration of new campuses of existing schools	9	0	7	1	0	0	7	1

Ind. = individual non-government schools.

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

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

Table 2.20: NESA School Registration Committee recommendations on accreditation, recognition for schools outside NSW and other matters during 2015–16 to 2018–19

	2015–16		2016–17		2017–18		2018–19	
	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	42	0	63	64	41	0	67	77
Courses leading to the award of the Higher School Certificate	37	1	60	59	38	0	61	64
Initial accreditation for registered schools (1 year)								
Courses leading to the award of the Record of School Achievement	2	2	4	4	3	0	6	7
Courses leading to the award of the Higher School Certificate	7	0	7	2	4	0	4	4
Other recommendations on accreditation								
Reduced period of accreditation (provisional)	0	0	0	0	0	0	0	0
Cancel accreditation	0	0	1	0	0	0	0	0
Recognition for schools outside NSW								

	2015–16		2016–17		2017–18		2018–19	
	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.	Ind.	Sys.
Courses leading to the award of the Record of School Achievement		0		1 ^(d)		0		0
Courses leading to the award of the Higher School Certificate		0		5 ^(d)		0		0
Other matters								
Recognition as a special school	8	1	7	1	5	0	6	1
Recognition as a special assistance school	12	0	5	0	3	0	8	2
School closed	5	1	4	1	1	0	5	2
Campus closed	8	0	10	0	11	0	9	4
Approval of school providers of courses for students from overseas	20 ^(b)		26 ^(b)		16 ^(b)		21 ^(b)	
Approval of Teacher Accreditation Authorities	14 ^(c)		91		44		68	

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 2.21: New schools granted initial registration in 2018 to commence in the 2019 calendar year

School	Location	Year level
Shoalhaven River College	Bomaderry	Years 9 and 10
The Alpine School	Cooma	Kindergarten to Year 6
The Small School	Murwillumbah	Years 2 to 4
International Maarif Schools of Australia - Gallipoli Campus	Turrella	Kindergarten to Year 4
Sydney Science College	Epping	Years 11 and 12
Santa Sophia Catholic College (Primary)	Kellyville	Kindergarten
St Laurence Flexible Learning Centre	Broadmeadow	Years 7 to 10

Table 2.22: Schools closed during 2018–19

School	Location	Year level
Western College ALESCO Learning Centre	Dubbo	Years 9 and 10
All Saints College Bathurst	Bathurst	Kindergarten to Year 12
Eagle Arts and Vocational College	Bligh Park, Broken Hill	Years 9 to 12
Sydney Science College	Epping	Years 11 and 12
Currawah Aboriginal Education Centre	Gongolgon	Years 7 to 10
St Laurence Flexible Learning Centre	Broadmeadow	Years 7 to 10
St Luke's Arrunga	Marsden Park	Kindergarten to Year 12

Table 2.23: Complaints about non-government schools investigated by NESA officers during 2015–16 to 2018–19

	2015–16	2016–17	2017–18	2018–19
Number of complaints about individual schools	11	5	4	1
Number of complaints about systemic schools	0	0	0	0
Number of complaints about schools with overseas recognition	0	0	0	0
Investigations completed	5	9	5	3
Number of complaints substantiated	4	8	5	3
Investigations ongoing into the next reporting period	7	3	2	0
Number of complaints per requirement^(a)				
Governance	2	2	0	0
Teaching staff	0	1	0	0
Curriculum	1	2	1	0
Safe and supportive environment	7	7	4	2
Premises and buildings	1	0	0	0
Facilities	0	0	0	0
Discipline	3	3	2	1
Attendance	0	1	1	0
Management and operation of the school	0	0	0	0
Educational and financial reporting	0	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, NESA took sole responsibility for decisions to suspend or revoke the accreditation of teachers in NSW. Where NESA has made a decision to suspend or revoke a teacher's accreditation they are offered the right to an internal review of the decision. Inspectors in School Registration and Accreditation administer the process for conducting internal reviews is by.

During 2018–19, NESA Inspectors conducted four internal reviews of decisions to suspend a teacher's accreditation.

NSW Civil and Administrative Tribunal

The NSW Civil and Administrative Tribunal hears appeals of the determination of an internal review decision regarding the suspension or revocation of teacher accreditation. In 2018–19, 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, NESA 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 2018–19, the number of children registered for home schooling continued to grow (see Tables 2.32 and 2.33). NESA collects, on an optional basis, the reason for choosing to seek home schooling registration. Since 2010, the most common reasons have been philosophical choice, religious reasons, and an individualised approach to addressing the special learning needs of the child.

Table 2.24: Number of children with home schooling registration at the end of reporting period during 2015–16 to 2018–19

	2015–16	2016–17	2017–18	2018–19
Number of children with registration	3703	4479	5066	5698
Number of families	2197	2269	3027	3498

Table 2.25: Number of children with exemption from home schooling registration at the end of reporting period during 2015–16 to 2018–19

	2015–16	2016–17	2017–18	2018–19
Number of children with exemption from registration	184	182	183	189
Number of families	91	88	95	83

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 2018–19, the HSCG met on four occasions with a focus of consultation on updates to the Authorised Persons Handbook, the publication of further supporting materials in the form of home schooling exemplars, and the change to eligibility criteria for home schooling registration for children under 6 years of age. Subsequent meetings of the HSCG have focused on the development of the Home Schooling Online website, the National Home Schooling Regulators Conference, data relating to home schooling, and developing a future work program for the HSCG based on the planned evaluation of the Guidelines for Home Schooling Registration in NSW.

Professional learning forums

Each year, NESAs provides regular professional learning forums for authorised persons who assess applications for home schooling registration. In 2018–19, topics included:

- child protection
- reminders of child protection obligations for mandatory reporting
- curriculum updates
- information about curriculum adjustments for students with special learning needs
- report writing
- information about TAFE pathways
- case studies from the field and external guest speakers, including home schooling parents through the Home Schooling Consultative Group 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 2018–19, one appeal relating to home schooling registration was lodged. At the end of the reporting period this matter had not yet been finalised.

2.6 National and international engagement

Overseas visitors to NESA

During 2018–19, NESA welcomed visiting delegations from Bangladesh, Korea, Vietnam, China and the Philippines. Such visits assist in promoting the policies and initiatives undertaken by NESA as well as sharing ideas and experiences with international educators.

Bangladesh

Four delegates from the Skills for Employment Investment Program (SEIP), Bangladesh, visited NESA on 27 August 2018. The SEIP focus on matching skills-based training to specific industry needs. The group met senior NESA representatives to learn more about vocational education and training and an overview of Industry Curriculum Frameworks in NSW.

On 16 April 2019, NESA hosted a delegation from the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Ministry of Education, Bangladesh. The meeting focussed on the types of educational data and statistics used by NESA, the methods for data development and collection and its purpose.

Republic of Korea

During September 2018 a delegation from the Korean Education and Research Information Service (KERIS), Republic of Korea, visited NESA. KERIS, a public institution under the Korean Ministry of Education, promotes various projects and academic research related to Information and Communication Technology. The delegation met with officers from the NESA Information Technology and Business Services division to learn more about ways to improve teaching-learning methods and create a new educational environment with the use of ICT.

Vietnam

Representatives from the Department of Education and Training, Vietnam, met with David de Carvalho, NESA Chief Executive Officer, on 26 September 2018 to discover more about the purpose, responsibilities and functions of NESA.

A delegation from the Ho Chi Minh Academy of Politics visited NESA in February 2019. The purpose of the visit was to exchange experience and practice on issues related to human rights education in NSW schools, from preschool to Year 12.

Peoples Republic of China

A delegation of 23 primary and secondary teachers from the Chengdu Education Bureau, met with NESA senior officers in November 2018. Topics included the purpose, responsibilities and functions of NESA, initial teacher education and quality teaching, accreditation of teachers and professional learning in NSW.

The Philippines

Between May 2019 and June 2019, senior officers from the Quality Teaching Division met with education delegations from the Philippines. The Philippines are implementing their own set of Professional Standards for Teachers. The delegations were interested in ideas about next steps, learning from NESA experience in implementing professional standards and using professional standards to enhance teacher quality.

NESA international initiatives

NESA participation in international conferences

During 2018–19, NESA officers also continued to participate in international forums and events overseas.

International Association for the Advancement of Curriculum Studies

In December 2018 Dr Christine Evans, Chief Education Officer, Aboriginal Curriculum Unit, presented at the 6th World Curriculum Studies Conference. Dr Evans presented a paper on *Decolonising the Curriculum: inclusion, self-determination and cultural QA for improved representation of Aboriginal and Torres Strait Islander histories and cultures*.

Executive Masters of Public Administration (EMPA) Degree

In November 2018 Karen Ingram, Inspector, Personal Development, Health and Physical Education (PDHPE) travelled to New Zealand as part of the Australian and New Zealand School of Government's (ANZOG) Executive Masters of Public Administration (EMPA) Degree. The 2017 EMPA cohort presented their projects, findings and recommendations to a panel of government experts in Wellington, New Zealand from 26–28 November 2018.

Overseas marking – 2018 HSC

HSC markers employed by NESA travelled to Hong Kong, Malaysia, Singapore and Norfolk Island between September and November for the marking of 2018 HSC practical and performance examinations in Design and Technology, Drama, Music, Industrial Technology and Visual Arts.

NESA recognises the Australian International Schools (AIS) in Hong Kong, Malaysia and Singapore 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 list below details HSC markers appointed to mark overseas:

Name	Date	School
Design and Technology		
Stella O'Toole	22–25 Sep 2018 7–12 Oct 2018	AIS Singapore AIS Hong Kong and AIS Malaysia
Janet McNally	22–25 Sep 2018 1–12 Oct 2018	AIS Singapore AIS Hong Kong and AIS Malaysia
Drama		
Patrick Campbell	10–14 Sep 2018	AIS Malaysia and AIS Singapore
Madeleine Sheehy	10–14 Sep 2018	AIS Malaysia and AIS Singapore
Tamara Smith	9–12 Sep 2018	AIS Hong Kong
Paula Irigoitia	9–12 Sep 2018	AIS Hong Kong
Industrial Technology		
Peter Holmes	8–15 Sep 2018	AIS Singapore
Mark Cooper	8–15 Sep 2018	AIS Singapore

Name	Date	School
Christopher Kalchbauer	7–10 Sep 2018	Norfolk Island
Music		
Richard Caws	9–12 Oct 2018	AIS Malaysia and AIS Hong Kong
John Gill	9–12 Oct 2018	AIS Malaysia and AIS Hong Kong
Paul Gaske	26–28 Sep 2018	AIS Singapore
Kirsten Macaulay	26–28 Sep 2018	AIS Singapore
Visual Arts		
Chris Denzin	5–7 Nov 2018	AIS Singapore
Michelle Markuse	5–7 Nov 2018	AIS Singapore

Promotion of HSC graduates to overseas universities

The NSW Higher School Certificate is an internationally regarded credential and overseas universities actively recruit NSW students.

During 2018–19, 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.

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

NESA *MarkManager*[™] goes international

The former Board of Studies NSW developed *MarkManager*[™] 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.

NESA uses *MarkManager*[™] to mark most of the HSC subjects in NSW. On the commercial front, NESA has been successful in providing *MarkManager*[™] in the form of Software as a Service (SaaS). Its customers include British Council (UK), Western Australian School Curriculum and Standards Authority (SCSA), IDP and recently Standards and Testing Agency (STA) UK, in collaboration with Capita UK and Civica UK. It is also one of the commercially available online assessment products covered by Austrade in the field of Australian Education Technology on their website.

NESA 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, NESA hosts regular formal information-sharing and consultation meetings with key stakeholders. These meetings are an opportunity for stakeholders to provide views and feedback that informs strategic decision-making at NESA. During 2018–19, NESA held consultation meetings with:

- NSW 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.

In 2018–19, NESA delivered a comprehensive public consultation program to support the NSW Curriculum Review (led by Professor Geoff Masters). NESA held public roadshows across the state, attended by over 500 people. NESA also developed a NSW Curriculum Review website to which stakeholders and community members lodged over 2100 submissions.

Professor Masters consulted with a range of education stakeholder groups and facilitated focus groups and roundtable discussions with:

- community members
- parents
- teachers
- business and industry groups
- groups representing culturally and linguistically diverse communities.

Supporting Aboriginal education

NESA works closely with key stakeholder bodies such as the NSW AECG and other regional and local bodies. For information about the NSW AECG, see [Appendix M](#).

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 projects.

The NESA Aboriginal Education Committee (AEC) met three times during the reporting period. The AEC informed the NESA Board about Aboriginal and Torres Strait Islander education, including issues and content related to teaching, 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
- the NSW Curriculum Review
- Initial Teacher Education: Review of Aboriginal Education recommendations
- Teaching Standards: Evidence of Practice
- NESA Review of syllabus development
- 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 Aboriginal education
- ongoing consultation with the NSW AECG Inc. and other Aboriginal organisations
- inclusion of identified positions for which Aboriginality is an essential criterion
- employment of Aboriginal Peoples as policy and project officers, curriculum writers, consultants and administrative staff
- representation of Aboriginal Peoples on advisory, planning and writing groups
- engagement with Aboriginal community members, including Elders, parents/carers and students in Aboriginal curriculum projects.

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 2019, the Advocate delivered an information session to key NESA staff on the Rights of the Child, to give expert advice to staff on how child rights translate into everyday education policy practice. This also developed staff capability to improve student engagement, participation and wellbeing, and promotes safe and respectful learning environments.

NESA has also conducted targeted engagement with young people as part of the NSW Curriculum Review, led by the NSW Advocate for Children and Young People. They gathered feedback from over 1800 children and young people to inform the Review.

HSC student feedback survey

HSC students had the opportunity to comment on their HSC experience through the annual HSC feedback survey conducted at the end of 2018. Over 2900 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, were challenging, interesting, and would be useful for further education and work. Respondents expressed a range of views on the utility of school-based assessment tasks for learning.

The 2018 survey again included 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 learning areas, particularly Mathematics.

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, NESA examines the patterns of Teacher Accreditation data and course offerings in rural and regional schools and reports them regularly to the Board.

In October 2018, NESA hosted the annual delegation of the Isolated Children's Parents' Association of NSW (ICPA NSW). This meeting provides an opportunity for NESA senior officers to consider the views and concerns of parents of rural and remote students.

In March 2019, NESA Executive Director, Curriculum Standards also attended the ICPA NSW Annual Conference held in the Riverina region of NSW.

HSC marking opportunities

HSC marking uses either a pen-and-paper process, or onscreen marking. The onscreen marking and metropolitan/regional day marking programs for the 2018 Higher School Certificate continued to provide experience for teachers from rural and regional schools in NSW.

Four marking centres in both metropolitan and regional areas conducted day marking in 2018: Sydney Showground, Newcastle, Wollongong, Gosford, Goulburn and Coffs Harbour. NESA 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 NESA, the Department of Education and Catholic Schools NSW. The program aims to give country teachers the opportunity to participate in marking the HSC by allowing onscreen marking of subjects offered under the program. Successful applicants participate in briefing and practice marking sessions in designated corporate centres before they commence marking. In 2018, 79 teachers participated in the program.

Teacher professional learning

NESA regulates and supports over 790 NESA Registered Professional Development Providers who deliver quality NESA Registered Professional Development to over 150 000 accredited teachers in NSW.

The NSW Minister of Education approved the NESA Board endorsed updated [*Endorsement of Professional Development Providers and Courses Policy*](#), effective from February 2019. The Policy further streamlines the approvals process whilst strengthening the internal quality assurance practices through the inclusion of robust auditing and monitoring of providers. NESA anticipates that the streamlined approvals process will encourage more regional-based providers to become endorsed. In addition, NESA published a new online [*Support Guide for Potential and Existing NESA Endorsed Providers*](#) to help meet the needs of new and existing providers.

During 2018–19, NESA conducted a suite of information sessions for professional development providers, including monthly online sessions to better cater for regional and remote providers. At both the online and face-to-face sessions, Policy Officers informed providers of the unique needs of rural and remote teachers.

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

Rural independent and catholic schools again 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 Registered Professional Development allows rural schools to develop and run a range of contextually relevant programs at a considerable lower cost than solely using external providers of professional development.

NESA representation on external committees

During 2018–19, the NESAs Board Chairperson and senior NESAs officers sat on several external committees, as outlined below.

Mr Tom Alegounarias, Chairperson, NESAs 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

(until 22 February 2019)

- 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 Paul Martin, Acting Chief Executive Officer, NESAs

(from 25 February 2019)

- Australian Institute for Teaching and School Leadership – Teacher Performance Assessment Steering Committee
- Chief Executive Officers of Australasian Teacher Regulatory Authorities
- Chief Executive Officers of the Australasian Curriculum, Assessment and Certification Authorities
- Non-government Schools Advisory Council

Mr Paul Cahill, Director, Curriculum Operations

- NSW Schools Consortium (VET delivered to secondary students)

Kelli Cato, Principal Policy Officer, Curriculum and Assessment Policy

- NSW Languages Network Group

Mr David Cranmer, Director, Teacher Quality Policy

- 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

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

Ms Melissa Gould-Drakeley, Curriculum Inspector, Languages

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

Mr John Healey, Director, Initial Teacher Education and Accreditation

- Australasian Teacher Regulatory Authorities Network – Initial Teacher Education Working Group
- Australasian Teacher Regulatory Authorities – Registration and Assessment Officers
- 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

Dr Sofia Kesidou, Executive Director, Assessment Standards

- Online Assessment Working Group (OAWG)
- NSW AMEB Board
- NSW NAPLAN Online Working Group (Chair)

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 Reporting Authority – National Assessment, Data, Analysis and Reporting Reference Group

Ms Ruth Mahon, Head of NAPLAN, Examination Operations

- NAPLAN Online – National Program Managers Working Group
- NSW NAPLAN Online Working Group
- NAPLAN Online – NSW Program Managers Working Group

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

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

Ms Judith Page, Director, Teacher Quality and Integrity

- Australasian Teacher Regulatory Authorities – Professional Conduct and Legal Officers

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

(until 25 January 2019)

- 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

- Collaborative Curriculum and Assessment Framework for Languages – Reference Group

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
- TAFE NSW TVET Reference Committee
- 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)

Sydney Writers' Festival

In 2019, Sydney Writers' Festival and NESAs continued their partnership to present events for school students delivered by some of the biggest stars of the 2019 Festival. The program, titled 'Student Sessions' was designed to introduce students to the world of ideas beyond the classroom.

Two streams of specialist events were held from 10 am to 2 pm on Wednesday 1 May 2019 at Carriageworks.

Speakers included:

- BAFTA award-winning hip-hop artist, writer and cultural commentator, Akala
- Dr Clare Wright, award-winning historian and author
- Alison Whittaker, Gomeri poet from the floodplains of Gunnedah
- Memorist Bri Lee
- Writer and editor, Zoya Patel
- Professor Toby Walsh, a world-leader in the field of artificial intelligence
- Melina Marchetta, best-selling author of *Looking for Alibrandi*
- Two-time Walkley Award winner, Trent Dalton.

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

For example:

- Trent Dalton discussed the in-depth research that brought his latest book *By Sea & Stars; The Story of the first Fleet* to life
- Bri Lee, Zoya Patel and Alison Whittaker in conversation with Maeve Marsden, shared their experience of finding the courage to speak up and tell their own story
- Akala encouraged students to develop an alternate view of the arts, and ultimately themselves, by showing how the culture and language of hip-hop and Shakespeare have the power to transgress race, class and iambic pentameter.

The sessions attracted a combined audience over 1900 students and were valuable for all students and teachers who attended.

For the first time in 2019, three sessions were live streamed to schools outside the greater metropolitan area. Over 1400 students tuned in from regions across the state.

Digital engagement

The eSyllabus website was retired in 2018 and all e-syllabus content was migrated to the NESAs website. This streamlined NESAs online presence to provide a unified experience for all our customers. Significant

work has been done to improve the Advanced Search experience on the NESAs website and around 12 000 items of HSC standards material (eg sample exam responses) have been migrated to the website. A tighter integration of the NESAs online shop with the main website has increased conversion rate for the Shop. The number of users overall on the NESAs website has risen and as a result, the engagement has increased by 24 percent year on year (FY18 to FY19).

In 2019–20, we plan to release the following:

- Statistics section for the NESAs website
- Multiple Choice Questions (MCQ) website

Once the above websites are migrated onto the NESAs website, the BOSTES website can be retired.

NESA communications

NESA News

Each week during term time, NESAs News provides NSW schools with official notices, updates and reminders about NESAs requirements and activities. The visual design and content plan for NESAs News was updated in line with reader feedback in 2018–19.

Key analytics

- 32 000 subscribers
- 36.28 percent average open rate
- 7.99 percent average engagement rate

The average open rate is stable and above the industry average of 30 percent.

Teacher Accreditation eNews

A monthly newsletter, Teacher Accreditation eNews delivers information, support resources and news to accredited NSW primary, secondary and early childhood teachers, as well as education sector stakeholders.

Key analytics

- 208 500 subscribers
- 29.96 percent average open rate
- 1.68 million webpage views
- 125 300 downloads of related material

Teacher Accreditation continues to evolve in response to teacher feedback and information demand.

@NewsAtNESA Twitter

Key analytics

- 14 200 followers – up 14 percent
- 0.9 percent engagement rate – down 3.5 percent points

Engagement rate remains above average (0.05%) while down on 2017–18.

LinkedIn

Key analytics

- 1084 followers – up 0.51 percent
- 4.23 percent engagement rate

The Sydney Morning Herald HSC Study Guide

Each year, NESA partners with The Sydney Morning Herald to produce the HSC Study Guide with the 2019 guide 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.

Key analytics

- Print distribution: 242 000
- Unique web users: 48 188
- Web page views: 125 216

Student News

Student News provides Year 10 (73 000), Year 11 (74 000) and Year 12 (73 500) students with updates and reminders at key points in their journey from Year 10 to receiving their HSC results.

Key analytics

- 55.57 percent average open rate
- 27.89 percent average engagement rate

Communication with parents

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



SECTION 3

Managing our organisation

3.1 Corporate governance

Delivering NESA strategic and operational activities

The NESA Chief Executive Officer provides leadership and oversight of the implementation of NESA strategic and operational activities supported by the following corporate governance committees:

- Executive Leadership
- Senior Leadership
- NESA Board and Committees Coordination
- Audit and Risk
- 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).

Audit and Risk Committee

Treasury Guidelines prescribe the establishment, composition and functions of an Audit and Risk Committee. 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 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 NESA rests with the Chief Executive Officer.

The responsibilities of the Committee may be revised or expanded in consultation with, or as requested by, the Chief Executive Officer from time to time.

Membership

The Committee consists of at least three and no more than five members appointed by the Chief Executive Officer. The Chief Executive Officer appoints the chair and members of the Committee. The Chair is counted as one member of the Committee.

The Chair must be appointed for one term only for a period of at least three years, with a maximum period of five years. The term of appointment for the chair can be extended but any extension must not cause the total term to exceed five years as a chair of the Audit and Risk Committee. Table 3.1 lists the membership of the Audit and Risk Committee.

Table 3.1: Membership of the Audit and Risk Committee

Membership composition	Appointed member
Independent members	Mr John Gordon (Chair) from September 2018 Mr Brian Suttor (Chair) until September 2018 Dr Gul Izmir Ms Joan Wilcox

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 2019 for the committee to discuss the outcomes of the audit of the NESA 2018–19 financial statements and to review the final set of accounts.

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

The committee reviewed all internal audit reports issued during the period. These included those relating to Privacy Management, IT Governance and Project Management.

The ongoing work on the NESA Risk Register, Risk Management Guide and Risk Management Policy was also a regular topic of discussion.

Internal Audit and Risk Management Attestation Statement for the 2018–19 Financial Year for the NSW Education Standards Authority

I, Paul Martin, 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 John Gordon** (appointed 1 March 2019 to 28 February 2022)
- Independent member, **Dr Gul Izmir** (appointed 1 March 2014 to 28 February 2022)
- Independent member, **Ms Joan Wilcox** (appointed 17 September 2015 to 28 February 2022).

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.



Paul Martin
Acting Chief Executive Officer
29 July 2019

Legislative requirements

During 2018–19, NESA continued to meet its legislative obligations under various Acts and regulations. NESA reporting under the *Government Information (Public Access) Act 2009* is at [Appendix I](#). A range of statutory disclosures are provided at [Appendix J](#).

Public interest disclosures

No public officials made a public interest disclosure to NESA during 2018–19, and no public interest disclosures were finalised by NESA during 2018–19.

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

Standards of service

While the specific expectations of clients may vary, all can expect NESA 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 full-time liaison officers in metropolitan Sydney and across regional NSW to address the specific needs of local communities and schools
- encouraging and addressing feedback from teachers and the wider community on NESA 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 NESA is its policy of devolving accountability for complaint resolution to line managers and staff at the point of delivery of services. As a result, NESA 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. NESA addressed complaints arising from these matters in accordance with service standards or via structured appeal mechanisms. The [NESA Complaints handling policy and process](#) can be viewed on the NESA website.

3.2 Management of human resources

People and Culture strategy

During 2018–19, NESAs continued the implementation of a comprehensive people and culture strategy introduced in 2017–18. The strategy supports the delivery of the 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 2015–16 to 2018–19. Over the course of the year an additional 502 full-time equivalent casual staff were engaged principally to assist with the peak periods associated with the Higher School Certificate programs.

Table 3.2: Distribution of NESAs staff by category 30 June 2016 to 30 June 2019

	2016			2017			2018			2019		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
General scale	10	3	13	12	3	15	6	2	8	1	1	2
Grade 1/2	17	7	24	15	8	23	9	10	19	8	9	17
Grade 3/4	40	10	50	47	11	58	53	11	64	58	16	74
Grade 5/6	27	7	34	29	8	37	23	8	31	36	11	47
Grade 7/8	21	16	37	26	18	44	24	18	42	27	17	44
Grade 9/10	23	13	36	26	13	39	34	17	51	35	14	49
Grade 11/12	16	9	25	16	7	23	16	10	26	19	13	32
Principal Education Officer	8	2	10	9	1	10	11	1	12	11	1	12
Senior Education Officer	40	12	52	57	15	72	54	21	75	61	18	79
Chief Education Officer	24	15	39	23	14	37	22	13	35	21	15	36
Executive	7	10	17	7	10	17	10	10	20	9	13	22
Totals	233	104	337	267	108	375	262	121	383	286	128	414

F = Female, M = Male

Public Service Senior Executive (PSSE) staff

At 30 June 2019, NESA employed Public Service senior executives.

Table 3.3 shows the number of Public Service senior executives employed at NESA at 30 June 2019, by gender and band level. Table 3.4 shows the average remuneration for Public Service senior executives per band as at 30 June 2019. Comparisons with the previous year are also provided in each table.

In 2018–19, 7.24 percent of NESA employee-related expenditure was for senior executives, compared with 10 percent in 2017–18.

Table 3.3: Number of NESA Public Service senior executives, by gender and band level, at 30 June 2018 and 30 June 2019

Band	30 June 2018		30 June 2019	
	Female	Male	Female	Male
Band 4	0	0	0	0
Band 3	0	1	0	1
Band 2	2	3	3	2
Band 1	8	7	6	10
Total	10	11	9	13
Overall total	21		22	

Table 3.4: Average total remuneration for NESA Public Service senior executives per band at 30 June 2018 and 30 June 2019

Band	Average total remuneration (\$)	
	30 June 2018	30 June 2019
Band 4	n.a.	n.a.
Band 3	430 500	351 491
Band 2	288 583	295 884
Band 1	226 477	233 851

n.a. = not applicable

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

- **Mr David de Carvalho**, Chief Executive Officer (until 22 February 2019) – BA(Hons), DipEd, BTheol, MPublaw, EMPA
- **Mr Paul Daniell**, Executive Director, Strategy and Delivery – BA, PGDipArts, MSc
- **Ms Lyndall Foster**, Executive Director, Curriculum Standards – BEd
- **Dr Sofia Kesidou**, Executive Director, Assessment Standards, BSc (Hons), PhD
- **Ms Lyn Kirkby**, Acting Executive Director, Quality Teaching (from 25 February 2019) – BA, DipEd, MEd(Lead)
- **Mr Paul Martin**, Acting Chief Executive Officer (from 25 February 2019) – BA(Hons), DipEd
- **Mr David Murphy**, Executive Director, Corporate Governance and School Standards – BBus(Acc/Econ), MALP, FCPA, FGIA

Workforce diversity

This section outlines trends in the representation and distribution of workforce diversity groups in NESAs over the past three years (Table 3.5), as well as NESAs workforce diversity achievements in 2018–19 and strategies for 2019–20.

Table 3.5: Trends in representation of workforce diversity groups in NESAs, 2016–17 to 2018–19

Workforce diversity group	Benchmark or target (%)	30 June 2017 (%)	30 June 2018 (%)	30 June 2019 (%)
Women	50	66	68	69
Aboriginal people and Torres Strait Islander Peoples	2.6	2.2	2	2
People whose first language as a child was not English	19	21.8	19	18
People with a disability	n.a.	2.2	1	1
People with a disability requiring work-related adjustment	1.5	2.2	1	1

Table 3.6: Trends in distribution of workforce diversity groups in NESAs, 2016–17 to 2018–19

Workforce diversity group	Benchmark or target (%)	30 June 2017 (%)	30 June 2018 (%)	30 June 2019 (%)
Women	100	92	97	94
Aboriginal people and Torres Strait Islander Peoples	100	n.a.	n.a.	n.a.
People whose first language as a child was not English	100	94	88	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 2018–19

The main workforce diversity achievements of NESAs in 2018–19 included:

- respectful workplace training for all NESAs staff to promote respectful and inclusive behaviours
- 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

- Implementing the NESA Innovate Reconciliation Action Plan (RAP) in conjunction with Reconciliation Australia, NSW Aboriginal Education Consultative Group Inc., Metropolitan Local Aboriginal Land Council, NESA Aboriginal Education Committee members, and NESA staff
- NESA staff undertaking cultural inclusion training to build cultural awareness and cross-cultural competence, improve inclusivity and increase knowledge of Aboriginal and Torres Strait Islander histories and culture.

Workforce diversity strategies for 2019–20

NESA key workforce diversity strategies for 2019–20 include:

- continuing the review of NESA 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 the NESA 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 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
- NESA staff participating in further workplace cultural inclusion training
- progressing the NESA RAP working group to oversee implementation of the draft initiatives underpinning the RAP, including specific deliverables around three focus areas - relationships, respect and opportunities.

Further information about NESA multicultural policies and services is at [Appendix K](#), while details of the NESA Disability Inclusion Action Plan are at [Appendix L](#).

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.

There were twelve Workers Compensation Claims reported in 2018-19, with falls being the most prevalent mechanism of injury across the organisation. There will nil SafeWork prosecutions in 2018-19.

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 NSW Treasury, the NSW 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 2019 for NESA was as follows:

- extended leave – \$13 678 000
- recreation leave – \$4 747 000.

3.3 Financial management

The 2018–19 audited financial statements for the NSW Education Standards Authority and the NESAs Staff Agency are provided at [Appendix N](#) of this report.

Additional information on financial management, including payment of accounts, contracting, consultancies and major works, is provided below.

Payment of accounts

NESA carries out accounts payable procedures 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. Table 3.8 shows the time taken for payment of accounts in 2018–19. Table 3.9 shows details of accounts paid within each quarter.

Table 3.7: Time for payment of accounts, 2018–19

Quarter (2018–19)	Current, ie 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	25 759	967	172	79	70
December	21 306	1 537	458	138	7
March	27 923	457	152	87	81
June	20 197	396	161	49	33
Small business suppliers					
September	299	Nil	Nil	Nil	Nil
December	310	Nil	Nil	Nil	Nil
March	291	Nil	Nil	Nil	Nil
June	262	Nil	Nil	Nil	Nil

Table 3.8: Details of accounts due or paid within each quarter, 2018–19

Measure	Sep 2018	Dec 2018	Mar 2019	Jun 2019
All suppliers				
Number of accounts due for payment	2364	3001	2239	2018
Number of accounts paid on time	2128	2686	2071	1807
Dollar amount of accounts due for payment	\$27 046 854	\$23 446	\$28 700	\$20 836
Dollar amount of accounts paid on time	\$25 758 556	\$21 306	\$27 923	\$20 197
Number of payments for interest on overdue accounts	Nil	Nil	Nil	Nil
Interest paid on overdue accounts	Nil	Nil	Nil	Nil
Small business suppliers^(a)				
Number of accounts due for payment to small business	26	80	61	60

Measure	Sep 2018	Dec 2018	Mar 2019	Jun 2019
Number of accounts due to small business paid on time	26	80	61	60
Dollar amount of accounts due for payment to small business	\$298 818	\$309 927	\$291 315	\$261 571
Dollar amount of accounts due to small business paid on time	\$298 818	\$309 927	\$291 315	\$261 571
Number of payments to small business for interest on overdue accounts	Nil	Nil	Nil	Nil
Interest paid to small business on overdue accounts	Nil	Nil	Nil	Nil
Measure	Sep 2018	Dec 2018	Mar 2019	Jun 2019
All suppliers				
Actual percentage of accounts paid on time (based on number of accounts)	90%	90%	92%	90%
Actual percentage of accounts paid on time (based on \$)	95%	91%	97%	97%
Small business suppliers^(a)				
Actual percentage of small business accounts paid on time (based on number of accounts)	100%	100%	100%	100%
Actual percentage of small business accounts paid on time (based on \$)	100%	100%	100%	100%

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 2018–19, NESA engaged the following consultancies:

Consultants equal to or more than \$50 000

Nous Group \$212 080: to assist in delivering a project financed under the Australian International Education: Enabling Growth and Innovation Program.

Aquiliti \$184 400: to guide in-house staff to build an effective procurement governance framework and team structure to meet the requirements of accreditation and the NESA on-going procurement strategy.

Consultants worth less than \$50 000

NESA engaged two consultancies for projects worth less than \$50 000. The total cost of the projects was \$89,000. One consultancy provided a report on human resource functions and resourcing in the NSW public sector. The other consultancy provided work in support of the NESA Thematic Review: Teachers' use of assessment.

Major works in progress

During 2018–19, NESA had three major works in progress related to the asset acquisition program:

- information and communications technology replacement program – expenditure in 2018–19 was \$280 000
- examination system application development – expenditure in 2018–19 was \$204 000
- Customer Relationship Management system applications development – expenditure in 2018–19 was \$1 100 000.

Tables 3.10 and 3.11 show the major assets acquired by NESA in 2018–19 and their cost. All projects associated with the acquisitions were ongoing at 30 June 2019.

Table 3.9: Property, plant and equipment acquisitions, 2018–19

Property, plant and equipment	Cost (\$'000)
IT network computer equipment	280
Total	280

Table 3.10: Intangible asset acquisitions, 2018–19

Intangibles	Cost (\$'000)
Examination system applications	204
Customer Relationship Management system development	1100
Total	1304

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 amended the Plan with respect to information about VET data collection and Disability provisions data collection and adopted procedures for:

- applications to access personal or health information; and
- applications to request alteration of personal or health information.

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

NESA conducted two internal reviews 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 in line with the NSW Government Cloud Policy guidance, to move to procuring IT as a service where possible. To this end, it has delivered business-critical solutions to support a secure enterprise mail capability and is currently in the process of delivering services to support enterprise collaboration, unified communications and mobility services. NESA has also implemented cloud solutions to facilitate the delivery of online assessments such as Minimum Standards tests for Years 10 to 12 and its first online HSC examination, Science Extension in 2019.

NESA first moved to the private cloud in GovDC in 2015. It is in the process of transitioning to a hybrid cloud by 2020 to provide flexible, scalable and innovative solutions to the customer.

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 and their employment. The system also stores all communications to and from stakeholders related to teacher accreditation and financial data creation, which links to teacher records and online payments of teacher accreditation fees. All teachers in NSW use eTAMS to maintain their accreditation, however a redesign to comply with policy changes has delayed the development of some functions.

NESA continue to make ongoing improvements to the system to support all stakeholders with teacher accreditation activities.

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.

The then Board of Studies NSW obtained whole-of-organisation certification in 2011 and has successfully maintained its certification through annual audits including the one recently concluded in April 2019.

Digital information security annual attestation statement for the 2018–19 financial year for the NSW Education Standards Authority

A handwritten signature in black ink, appearing to read 'Paul Martin', with a long horizontal stroke extending to the right.

Paul Martin
Acting Chief Executive Officer
August 2019



SECTION 4

Appendixes

Appendix A – NESA Charter

NSW Education Standards Authority Charter

1. Mission and purpose

Consistent with the National Declaration on the Educational Goals for Young Australians, the NESA 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 NESA Act sets out the principal objectives of NESA. 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 relating 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 functions.

3. Standards, informed by evidence

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

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

NESA draws on evidence nationally and internationally to implement policy that generates improvements in

the quality of teaching and student learning.

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

4. Values and operating principles

NESA 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:
 - teaching quality and professional standards
 - school curriculum
 - forms of assessment, and
 - 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 the Board can appoint members 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 in March 2017 the NESAs Board endorsed the establishment, terms of reference and membership composition of new regulatory and advisory committees. Ministerial approval was granted later in March 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"> ▪ Assessment Committee ▪ Curriculum Committee ▪ Initial Teacher Education Committee ▪ Quality Teaching Committee ▪ School Registration Committee 	<ul style="list-style-type: none"> ▪ Aboriginal Education Committee ▪ Finance Committee ▪ Research and Technical Committee ▪ Special Education Committee

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	Ms Rose-Marie van Raad , Consultant to Schools: Curriculum and Pedagogy K–12, Catholic Education Diocese of Bathurst (from 1 November 2018) Mr Paul Cahill , Head of Curriculum, Secondary Catholic Education

Membership composition	Appointed member
	Office, Sydney (until 3 September 2018)
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 (until 28 May 2019) Mr Bob Willetts , Principal, Berry Public School
A Catholic school principal	Mr Anthony Gleeson , Principal, St Leo's Catholic College, Wahroonga (from 14 August 2018) Ms Denise Gersbach , Principal, Holy Family School, Parkes (until 31 July 2018)
An Independent school principal	Mr Peter Moulds , Principal, Bishop Tyrrell Anglican College
A person with data science expertise	Emeritus Professor Neville Weber , School of Mathematics and Statistics, University of Sydney (from 21 May 2019)
A person with educational assessment expertise	Professor Manula Sharma , Professor of Science Education, University of Sydney (from 21 May 2019) Emeritus Professor Patrick Griffin , Founding Director, Assessment Research Centre (until 12 February 2019)
A person with psychometrics, online and adaptive testing expertise	Currently vacant Dr Goran Lazendic , Senior Manager, Research and Development, Australian Curriculum, Assessment, and Reporting Authority (until 11 December 2018)
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 James Tognolini , Director, Educational Measurement and Assessment Hub, University of Sydney
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)
- reporting and advising on matters relating to the functions of NESAs.

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 NESAs 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
- works within the NESAs Charter and the annual Statement of Expectations.

Membership

Membership of the Curriculum Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity).

The Chairperson of the Curriculum Committee is an appointed member of the Board. Table B3 lists the membership of the Curriculum Committee.

Table B3: Membership of the Curriculum Committee

Membership composition	Appointed member
A member of the NESAs Board	Mr Denis Fitzgerald (Chair)
A nominee of the NSW Department of Education	Ms Georgina Harrison , Deputy Secretary, Educational Services, NSW Department of Education
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 Julie Ross , Principal, Kogarah High School (from 21 May 2019) Ms Kylie Dawson , Assistant Principal, Lavington Public School (until 25 January 2019)
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

Membership composition	Appointed member
An Independent school principal	Ms Jennifer Allum , Head of School, SCEGGS Darlinghurst
A person with expertise in early childhood education and care	Ms Gabrielle Holden , Manager, Policy and Research, KU Children's Services (from 3 July 2018)
A person with expertise in special education	Dr Sally Howell , Principal, Macquarie University Special Education Centre
A person with expertise in Aboriginal education	Ms Lea Harlow , Curriculum Officer, NSW Aboriginal Education Consultative Group Inc., and Teacher, Gibberagong Environmental Education Centre, North Turrumurra
A parent representative	Mr Timothy Spencer

Initial Teacher Education Committee

Terms of 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
- 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 consistency and effectiveness of processes and outcomes
- 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)
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 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 (until 14 February 2019) Ms Kylie Campbell , A/Executive Director, Human Resources, NSW Department of Education (from 27 February 2018)
A non-government teacher employer representative	Ms Robyn Yates OAM , Associate Chief Executive, 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, Wellington Ms Berlinda Cook , Principal, Campsie Public School Ms Kuldip Khehra , Head Teacher Mathematics, Quakers Hill High School Mr Benjamin Oxley , Leader of Learning – K–6, Holy Family Primary School, Emerton

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
- 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
- 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:
 - in connection with the exercise of the NESAs functions under the education and teaching legislation
 - on policies and strategic direction in relation to teacher accreditation
 - on the development, content and application of the professional teaching standards
 - on the appropriate use of teacher accreditation funds
 - on any of the Minister's functions under the education and teaching legislation
- advise and help 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 help 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. The QTC will appoint members of the sub-committees. 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)
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)	<p>Ms Anna Dickinson, Principal, Loreto Kirribilli</p> <p>Ms Catherine Garrett-Jones, Parent Liaison and Resource Officer, Catholic Schools Office, Maitland-Newcastle (until 27 May 2019)</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>
Five 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>Mr David Roach, Head Teacher, Kandos High School</p> <p>Ms Brigid Taylor, Deputy Principal, Marist College North Shore</p>

School Registration Committee

Terms of reference

The following NESA 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 NESA 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 NESA 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 NESA 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	Currently vacant (from 29 March 2019) Mr Mark Grant , Executive Director, Leadership and High Performance, NSW Department of Education (until 28 March 2019)
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 OAM , Associate Chief Executive, The Association of Independent Schools of New South Wales
A nominee of the NSW Teachers Federation	Ms Gemma Ackroyd , Former 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 Parish School, Albury
An Independent non-government school principal	Ms Raquel Charet , Principal, Georges River Grammar, Georges Hall
A Government school parent representative	Ms Nicole Mottlee , Councillor, Central Coast electorate, NSW Federation of Parents and Citizens Associations (from 1 November 2018 until 11 June 2019)
A non-government school parent representative	Ms Linda McNeil , Executive Director, Council of Catholic School Parents (until 13 September 2018) Mr Peter Grace , Executive Director, Council of Catholic School Parents (from 9 April 2019)

Advisory Committees

Four advisory committees 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 Manager, Policy and Programs, 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	Mr Vincent Cooper , Aboriginal Education Support Teacher, St Joseph's High School, Aberdeen (from 3 July 2019)
A nominee of the NSW Aboriginal Education Consultative Group Inc.	Ms Cindy Berwick , President, NSW Aboriginal Education Consultative Group Inc.
A nominee of the Commonwealth Department of Prime Minister and Cabinet	Mr Leon Donovan , Regional Manager - Eastern NSW/ACT, Regional Network Division, National Indigenous Australians Agency
Four current Aboriginal teachers	Ms Monica McKenzie , Kincumber Public School (from 21 May 2019) Mr Eli Pietens , Byron Bay High School (from 21 May 2019)

Membership composition	Appointed member
	Mr John Ralph , Head of Gawura, St Andrew's Cathedral School (from 21 May 2019)

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 Paul Martin – Acting Chief Executive Officer (from 25 February 2019) Mr David de Carvalho (until 22 February 2019)

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
- work within the NESAs Charter and the Minister's annual Statement of Expectations.

Membership

Membership of the Research and Technical Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity). The Chairperson of the Research and Technical Committee is an appointed member of the Board. Table 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	<p>Dr Ian Oppermann, CEO and Chief Data Scientist, NSW Data Analytics Centre, ICT and Digital Government Division, Department of Finance, Services and Innovation</p> <p>Dr Jessica Stewart, Executive Director, FACS Insights Analysis and Research, NSW Department of Family and Community Services (from 26 February 2019)</p>

Special Education Committee

Terms of reference

The Special 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 Special Education Committee will:

- provide advice to the Board regarding the exercise of the NESAs functions under the education and teaching legislation
- provide advice on broad policy issues relating to special education
- provide advice on special education issues relating to curriculum, assessment, teaching and school regulation
- work within the NESAs Charter and the annual Statement of Expectations.

Membership

Membership of the Special Education Committee is for a fixed-term tenure of up to two terms of three years (with the possibility of a third term where required for Committee continuity). The Chairperson of the Special Education Committee is an appointed member of the Board.

The Special Education Committee will be convened bi-annually. Table 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 Robyn Bale , Director, Student Engagement and Interagency Partnerships, NSW Department of Education (until 20 May 2019)
A nominee of Catholic Schools NSW	Ms Mary Creanaune , Head Student Services Catholic Education Office, Diocese of Parramatta
A nominee of the Association of Independent Schools of NSW	Ms Lisa Ridings , Division Head: 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 , Executive 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	Mr Peter Grace , Executive Director, Council of Catholic School Parents NSW (from 9 April 2019) Ms Neisha Licitra , Chair, Council of Catholic School Parents NSW (until 18 March 2019)
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	Mr Troy Freeburn , Project Officer, Casino High School (from 16 July 2018)

Appendix C – Board meetings and attendance of members of the NESA Board in 2018–19

The governing Board of the NSW Education Standards Authority met on eight occasions between July 2018 and June 2019. Table C1 details Board members' attendance at meetings during 2018–19.

Table C1: Board members' attendance at NESA Board meetings from 1 July 2018 to 30 June 2019

Member	2018							2019
	3 Jul	14 Aug	25 Sep	30 Oct	4 Dec	26 Feb	9 April	21 May
Mr Tom Alegounarias (Chairperson)	Leave of absence	✓	✓	✓	✓	✓	✓	✓
Member from the government school sector								
Mr Mark Scott AO	Leave of absence	✓	Leave of absence	Leave of absence	✓	Leave of absence	✓	✓
Ms Georgina Harrison (observer)	n/a	n/a	n/a	n/a	n/a	✓	n/a	n/a
Ms Leslie Loble (observer)	n/a	n/a	✓	✓	n/a	n/a	n/a	n/a
Mr Peter Riordan (observer)	✓	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Member from the catholic school sector								
Mr Ian Baker (until 3 December 2018)	✓	✓	Leave of absence	✓	✓	n/a	n/a	n/a
Mr Dallas McInerney (from 4 December 2018)	n/a	n/a	n/a	n/a	n/a	✓	✓	✓
Ms Danielle Cronin (observer)	n/a	n/a	✓	n/a	n/a	n/a	n/a	n/a
Member from the independent school sector								
Dr Geoff Newcombe AM	✓	Leave of absence	Leave of absence	✓	✓	Leave of absence	✓	Leave of absence
Ms Robyn Yates OAM (observer)	n/a	✓	✓	n/a	n/a	✓	n/a	✓
Two members from teacher unions								
Mr Denis Fitzgerald	✓	✓	✓	✓	✓	✓	✓	✓
Mr Mark Northam	✓	✓	✓	✓	✓	✓	✓	✓
A member from Aboriginal education								
Professor Paul Chandler	✓	✓	✓	✓	✓	✓	✓	✓
Persons appointed with regard to teachers, school leaders, universities, vocational education and training parents of school children, early childhood education, special education business acumen and strategic advisory skills								
Emeritus Professor Susan Dockett	✓	✓	✓	✓	✓	✓	✓	✓
Ms Katherine Grace	✓	✓	Leave of absence	✓	✓	✓	✓	✓
Ms Robyn McKerihan PSM	✓	Leave of absence	Leave of absence	✓	✓	✓	✓	✓
Ms Iris Nastasi	✓	✓	✓	✓	✓	✓	✓	✓

Mr Craig Petersen	✓	✓	✓	✓	✓	✓	✓	✓
Ms Carol Taylor	✓	✓	✓	✓	✓	✓	✓	✓
The Chief Executive Officer								
Mr David de Carvalho (until 22 February 2019)	✓	✓	✓	✓	✓	n/a	n/a	n/a
Mr Paul Martin (from 25 February 2019)	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 2018 to 30 June 2019.

Assessment Committee

Table D1: Assessment Committee meetings and attendance of members from 1 July 2018 to 30 June 2019

Member	2018			2019		
	21 Aug	16 Oct	11 Dec	5 March	2 May	28 May
Ms Carol Taylor (Chair)	✓	✓	✓	✓	✓	Apology
Ms Robyn McKerihan PSM (Acting Chair)	n/a	n/a	n/a	n/a	n/a	✓
Mr Paul Cahill	✓	n/a	n/a	n/a	n/a	n/a
Dr Jenny Donovan	✓	✓	✓	✓	Apology	Apology
Mr Anthony Gleeson	✓	Apology	✓	Apology	✓	✓
Emeritus Professor Patrick Griffin	Apology	Apology	Apology	n/a	n/a	n/a
Ms Holly Gyton	✓	✓	✓	✓	✓	Apology
Dr Goran Lazendic	✓	Apology	✓	n/a	n/a	n/a
Ms Leiza Lewis	✓	✓	Apology	✓	✓	Apology
Dr Cathy Little	Apology	✓	Apology	Apology	✓	Apology
Mr Peter Moulds	✓	✓	Apology	✓	Apology	✓
Professor James Tognolini	✓	✓	✓	✓	✓	✓
Ms Jacqui Van de Velde	✓	✓	✓	✓	✓	✓
Ms Rose-Marie van Raad	n/a	n/a	✓	✓	✓	✓
Emeritus Professor Neville Weber	n/a	n/a	n/a	n/a	n/a	✓
Professor Manjula Sharma	n/a	n/a	n/a	n/a	n/a	✓
Mr Bob Willetts	✓	✓	✓	✓	✓	✓

Curriculum Committee

Table D2: Curriculum Committee meetings and attendance of members from 1 July 2018 to 30 June 2019

Member	2018					2019
	31 Jul	18 Sept	23 Oct	3 Dec	12 Mar	25 June
Mr Denis Fitzgerald (Chair)	✓	✓	✓	✓	✓	Leave of absence
Ms Jennifer Allum	✓	✓	✓	Apology	✓	✓
Ms Fran Bonanno	Apology	✓	Apology	✓	✓	✓
Mr Darryl Buchanan	Apology	Apology	Apology	✓	✓	✓
Ms Kylie Dawson	Apology	✓	Apology	Apology	n/a	n/a
Mr Larry Grumley	✓	✓	✓	✓	✓	✓
Ms Lea Harlow	✓	✓	✓	✓	✓	✓
Ms Georgina Harrison	Apology	✓	Apology	✓	Apology	✓
Ms Sally Hogan	Apology	Apology	Apology	Apology	Apology	n/a
Ms Gabby Holden	✓	✓	✓	✓	✓	✓
Dr Sally Howell	✓	✓	✓	✓	✓	✓
Mr Gary Johnson	✓	✓	✓	✓	✓	✓
Ms Julie Ross	n/a	n/a	n/a	n/a	n/a	Apology
Mr Tim Spencer	✓	✓	✓	Apology	✓	Apology
Ms Suzanne Walsh	✓	✓	✓	Apology	Apology	Apology

Initial Teacher Education Committee

Table D3: Initial Teacher Education Committee meetings and attendance of members from 1 July 2018 to 30 June 2019

Member	2018			2019
	26 Sept	28 Nov	27 Feb	29 May
Emeritus Professor Susan Dockett (Chair)	✓	✓	✓	✓
Professor Nanette Bhar	✓	✓	Apology	✓
Ms Kylie Campbell	n/a	n/a	✓	Apology
Ms Leanne Clarke	✓	✓	✓	Apology
Ms Berlinda Cook	✓	✓	✓	✓
Professor Greg Craven	Apology	Apology	Apology	✓
Professor John Fischetti	✓	✓	✓	✓

Ms Kuldip Khehra	Apology	✓	✓	Apology
Mr Ben Oxley	✓	✓	✓	✓
Prof Mary Ryan	✓	✓	✓	✓
Ms Trina Schmidt	✓	✓	n/a	n/a
Prof Michelle Simons	✓	✓	✓	✓
Ms Robyn Yates OAM	Apology	✓	✓	✓

Quality Teaching Committee

Table D4: Quality Teaching Committee meetings and attendance of members from 1 July 2018 to 30 June 2019

Member	2018				2019
	1 Aug	19 Sept	13 Dec	19 March	30 April
Mr Tom Alegounarias (Chair)	✓	✓	✓	Leave of absence	Leave of absence
Mr Paul Martin (Acting Chair)	n/a	n/a	n/a	✓	✓
Ms Gabrielle Connell	✓	✓	✓	Apology	✓
Ms Anna Dickinson	✓	✓	Apology	✓	✓
Mr Andrew Finlay	✓	✓	Apology	✓	✓
Ms Catherine Garrett-Jones	Apology	Apology	Apology	Apology	Apology
Ms Donna Loughran	Apology	Apology	Apology	✓	Apology
Mr Maurie Mulheron	✓	Apology	✓	✓	Apology
Mr John Quessy	✓	✓	✓	✓	✓
Mr David Roach	n/a	n/a	✓	✓	✓
Mr Graeme Ross	✓	✓	✓	✓	Apology
Ms Brigid Taylor	✓	✓	✓	✓	✓

School Registration Committee

Table D5: School Registration Committee meetings and attendance of members from 1 July 2018 to 30 June 2019

Member	2018					2019	
	25 July	12 Sept	17 Oct	21 Nov	13 Mar	1 May	12 June
Ms Robyn McKerihan PSM (Chair)	✓	Leave of absence	✓	✓	✓	✓	✓
Ms Iris Nastasi (Acting Chair)	n/a	✓	n/a	n/a	n/a	n/a	n/a

Ms Gemma Ackroyd	✓	✓	✓	✓	✓	✓	✓
Ms Raquel Charet	✓	✓	✓	✓	✓	Apology	✓
Ms Christine Del Gallo	✓	Apology	Apology	✓	✓	✓	Apology
Mr Peter Grace	n/a	n/a	n/a	n/a	n/a	✓	✓
Mr Mark Grant	✓	✓	✓	Apology	✓	n/a	n/a
Mr Liam Griffiths	Apology	✓	✓	✓	✓	✓	✓
Ms Karen Maraga	Apology	✓	✓	✓	✓	Apology	✓
Ms Linda McNeil	Apology	✓	n/a	n/a	n/a	n/a	n/a
Ms Nicole Mottlee	n/a	n/a	n/a	✓	Apology	Apology	Apology
Mr Robert Unsworth	Apology	✓	✓	✓	✓	✓	✓
Ms Rosemary Vellar	✓	✓	✓	✓	✓	✓	✓
Ms Robyn Yates OAM	✓	✓	Apology	✓	✓	✓	✓

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 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 relevant advice from subject representatives – usually judges, the Chief Examiner and the Supervisor of Marking – for each course. Membership consisted of selected Assessment Committee members and/or non-Assessment Committee members, chosen for their expertise in educational measurement. Standards Committee members were appointed for a tenure of three years, with the option of an extension of a further two terms. Two Assessment Committee members, one of whom is also a Board member, were included in the membership of the HSC Standards Committee for the 2018 Higher School Certificate.

Membership of the committee for the 2018 Higher School Certificate

Assessment Committee members

Ms Carol Taylor

Chair, Assessment Committee
NESA Board

Professor James Tognolini

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

Non-Assessment Committee members

Dr Dennis Alonzo

School of Education, University of New South Wales

Adjunct Professor John Bennett

School of Education, University of New South Wales

Dr Kellie Buckley-Walker

University of Wollongong

Emeritus Professor George Cooney

Macquarie University

Associate Professor Pamela Coutts

School of Education, Macquarie University

Dr Daniel Daners

School of Mathematics and Statistics, University of Sydney

Dr Mark Melatos

School of Economics, University of Sydney

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 Rodney Yager

Department of Mathematics, Macquarie University

Examination Rules Committee

The NESAs Board's Assessment Committee established an Examination Rules 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 28 cases relating to the 2018 HSC examinations. The Examination Rules Committee also made determinations and applied penalties for examination projects that the principal were unable to certify, or for non-serious attempts at an examination. In the 2018 HSC, 114 students received reduced or zero marks for submitting a project that was late or contained unacknowledged work of others. A further 198 students had one or more courses cancelled for not making a serious attempt at the examination.

Membership of the Examination Rules Committee for the 2018 Higher School Certificate examinations**Peter Moulds**

Principal, Bishop Tyrrell Anglican College

Laetitia Richmond

Principal, Catherine McAuley Westmead
(Currently relieving Principal Patrician Brothers Blacktown)

Susie Mobayed

Principal, Condell Park High School

Independent Appeals Committee

The NESAs Board's Assessment Committee established an Independent Appeals Committee (IAC) to consider and make a determination under delegation from the NESAs 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 2018 Higher School Certificate, four appeals were referred to the committee.

Membership of the Independent Appeals Committee for the 2018 Higher School Certificate examinations**Ms Holly Gyton**

Deputy Head of School, SCEGGS Darlinghurst

Mr Dwayne Hopwood

Principal, Ashfield Boys High School

Ms Vivienne Awad

Principal, Domremy College Five Dock

Sub-committees of the Curriculum Committee

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

Vocational Education Board Endorsed Course Panel

The Vocational Education Board Endorsed Course Panel considers and endorses proposals for Stage 5 and Stage 6 VET Board Endorsed courses, against 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 3 and Term 4 and as required throughout the year.

Membership

Membership consists of the NESAs Curriculum Inspector, Vocational Education or their delegate, plus one or two Project Officer(s) as deemed necessary by the Curriculum Inspector.

School Developed Board Endorsed Course Panel

The School Developed Board Endorsed Course Panel considers and endorses school proposals for courses for Years 7 to 12 against criteria as outlined in the [School Developed Board Endorsed Courses – Course Proposal Guidelines](#). This occurs primarily during Term 2 and Term 3 and throughout the year as applicable.

Membership

Membership consists of NESAs Curriculum 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 criteria as outlined in the [University Developed Board Endorsed Courses – Course Proposal Guidelines](#). The panel meets in Term 2.

Membership

Membership consists of NESAs Curriculum Inspectors and a representative from the university sector. Members are appointed annually. A senior officer from Curriculum Standards Directorate chairs the panel.

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 criteria for approval outlined in the [Guidelines for Equivalent and Alternative Courses of Study](#), endorsed by the NESAs Board and approved by the Minister. The panel meets in Term 1 and Term 3 as required.

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.

A senior officer from Curriculum Standards Directorate chairs the panel.

Appendix F – Other Committees and Panels of NESA

NESA constituted a number of additional committees and panels to administer specific expert examination, curriculum and teacher accreditation functions. 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. The chief examiner:

- sets examination papers
- responds to all issues raised in the evaluation of the paper
- prepares marking guidelines
- prepares answers for objective questions and sample solutions/answers
- maps the examination to course outcomes and content
- provides 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 95 HSC examination committees for the 2018 Higher School Certificate.

Technical Advisory Group

A Technical Advisory Group (TAG) is a small group of experts in assessment and/or educational measurement who are convened on a needs-basis to advise the Assessment Committee on measurement issues associated with HSC assessment.

Two TAGs were convened in 2018 related to the HSC.

Membership team 1

Board members

Carol Taylor

Non-board members

Dr Goran Lazendic

Senior Manager Measurement and Research, Australian Curriculum, Assessment and Reporting Authority

Professor Jim Tognolini

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

Emeritus Professor Neville Weber

School of Mathematics and Statistics, University of Sydney

Membership team 2

Board members

Carol Taylor

Non-board members

Professor John Dale

Professor, Creative Writing Program, Director, A/DEE Centre for New Writing, University of Technology Sydney

Dr Susan Green

Deputy Principal, Hornsby Girls High School

Steven Holz

Deputy Principal, Strathfield South High School

Associate Professor Rebecca Johnke

Associate Dean Student Affairs, Faculty of Arts and Social Sciences, University of Sydney

Professor Jim Tognolini

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

Board curriculum committees

The role of Board curriculum committees is to:

- provide advice to project teams at defined stages throughout the syllabus development project
- provide advice on the groups or individuals to be consulted during the development of the syllabus document
- review documentation prepared during the curriculum development process
- recommend syllabus documents to NESA for endorsement.

Board curriculum committees advise NESA on:

- whether the agreed processes have been followed
- whether due attention has been given to the views identified during consultation whether the syllabus development processes have been followed
- the quality of the syllabus in relation to the writing brief endorsed by NESA.

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 NESA 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 is to support consistent higher-level accreditation decisions by considering submissions along with their recommendations from teacher accreditation authorities in a state-wide context. A cross-sectoral committee comprising representatives of various stakeholder groups considers all submissions.

Membership

Dr Bruce Mowbray

Chair (appointed June 2018)

Mr Murray Campbell

Teacher accreditation authorities representative – Government

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 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 Corinna Robertson

Principal – government

Ms Anna Tsoutsas

Principal – government

Mr Richard Wiseman

Deputy Principal – 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 disability
- learning across the curriculum
- school-based 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. These 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 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 syllabuses
- designs and delivers the Higher School Certificate (HSC) and Record of School Achievement (RoSA)

- administers the National Assessment Program - Literacy and Numeracy (NAPLAN) in NSW
- supports the development of cross-sectoral thematic reviews and other strategic and innovative projects to deliver K–12 school-based assessment initiatives
- is responsible for conducting the Australian Music Examinations Board (AMEB) examinations in NSW.

Quality Teaching Division

Acting Executive Director: Lyn Kirkby

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
- 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 long-term strategy, transforming the organisation's culture, systems and capabilities, and ensuring the work of NESA 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:

- servicing the needs of Parliament, Minister, Board and NESA senior executive
- providing research and analytical services and supporting strategic policy development
- coordinating data sharing arrangements with other NSW Government agencies, the non-government school authorities, and other relevant education stakeholders
- supporting cultural change and performance within NESA through People and Culture initiatives.

Communications, Media and Events

Director: Mark Sullivan

Communications, Media and Events develops and implements internal and external engagement and communications strategies and activities including sector-wide school liaison, events administration and management as well as media and issues management. Communications, Media and Events undertake these functions to protect and enhance the reputation of NESA and build community and sector understanding and support for NESA policies and programs.

Appendix H – NESA Strategy (2017–21)

Charter

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

Legislative mandate

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

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

Focus on standards

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



Appendix I – Obligations under the Government Information (Public Access) Act

Agency Name:	NSW Education Standards Authority
Principal Department:	Not Applicable
Reporting Period:	2018–19

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
- support the management of government information as a strategic asset.

The NESA Agency Information Guide is 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 available publicly. This review must occur at least once every 12 months.

The NESA program for proactive release of information involves the review and identification of information and data by key stakeholders.

NESA proactively released information on identified key activities and developments that occurred during the current reporting period:

- 2018 HSC Facts and Figures
- 2018 HSC Merit Lists: a list of students who achieved outstanding results in the HSC
- 2018 Disability Provisions statistics
- targeted stakeholder consultation on the NSW Curriculum Review and launch of NSW Curriculum Review site
- key findings from Highly Accomplished and Lead Teacher Survey
- Endorsement of Professional Development Providers and Courses Policy
- Interactive Support Guide for Potential and Existing NESA Endorsed Providers
- a list of stakeholder consultations NESA is undertaking during 2019.

Number of access applications received – Clause 7(b)

During the reporting period, NESA received 13 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 refused only one access application, in part, because the information requested was information referred to in Schedule 1 to the GIPA Act.

Statistical information about access applications – Clause 7(d) and Schedule 2

Tables I1 to I9 provide details of information access applications to NESAs during 2018–19.

Table I1: Number of information access applications by type of applicant and outcome, 2018–19

	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	0	1	1	1	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	0	0	0	0	0	0	0	0
Members of the public (application by legal representative)	0	0	0	0	0	0	0	0
Members of the public (other)	4	6	5	3	5	0	0	0

Note: More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table I2.

Table I2: Number of information access applications by type of application and outcome, 2018–19

	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	1	4	4	1	5	0	0	0
Access applications (other than personal information applications)	3	2	2	3	1	0	0	0
Access applications that are partly personal information applications and partly other	0	0	0	0	0	0	0	0

Note: A **personal information application** is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

The total number of decisions in Table I2 should be the same as Table I1.

Table I3: Invalid information access applications, 2018–19

Reason for invalidity	Number of applications
Application does not comply with formal requirements (section 41 of the Act)	0
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	0
Invalid applications that subsequently became valid applications	0

Table I4: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2018–19

Public interest consideration	Number of times consideration used
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	1
Excluded information	1
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

Note: More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table I5.

Table I5: Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2018–19

Public interest consideration	Number of occasions when application not successful
Responsible and effective government	5
Law enforcement and security	0
Individual rights, judicial processes and natural justice	4
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 I6: Timeliness of decisions on information access applications, 2018–19

Timeline of decision	Number of applications
Decided within the statutory timeframes (20 days plus any extensions)	13
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	13

Table I7: Number of applications reviewed under Part 5 of the GIPA Act, by type of review and outcome, 2018–19

Type of review	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 I8: Applications for review under Part 5 of the GIPA Act, by type of applicant, 2018–19

Applications for review	Number of applications
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 I9: Applications transferred to other agencies, 2018–19

Transfers to other agencies	Number of applications
Agency-initiated Transfers	1
Applicant-initiated Transfers	0

Appendix J – Statutory disclosure requirements

Funds granted to non-government community organisations

NESA did not grant funds to non-government community organisations during 2018–19.

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, and the associated regulations made under that legislation.

There were no changes to the education and teaching legislation in relation to the functions of NESA during the reporting period.

Economic/other factors affecting the achievement of operational objectives

There were no specific economic factors affecting the achievement of objectives during 2018–19. The body of this report covers other factors.

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 2018–19.

Subsidiaries, partnerships, joint ventures and other associations

NESA 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.

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 2019 and prior to the submission of the annual report that were expected to have a significant effect on the operations or clientele of NESA.

Appendix K – Multicultural policies and services

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

During 2018–19, NESA promoted these multicultural principles through the initiatives and programs outlined below.

Key achievements in 2018–19

Through NESA activities during the reporting year, as outlined below, NESA has addressed the 2018–19 reporting themes.

Improving outcomes for women in leadership

NESA is committed to increasing the proportion of women in leadership positions and women from culturally and linguistically diverse (CALD) backgrounds. In 2018–19, NESA has continued to support and improve the outcomes for women in leadership, with nine women in senior leadership or executive roles.

Language services

NESA provides an extensive range of language curriculum in NSW schools. In 2019, NESA released new Kindergarten to Year 10 languages syllabuses for Arabic, Modern Greek, Turkish and Vietnamese.

In 2019, NESA is finalising development of the Hindi, Macedonian, Persian, Punjabi and Tamil K–10 syllabuses in collaboration with the NSW Department of Education and the University of Sydney. Developing these syllabuses follows extensive consultation with the relevant communities.

Significantly, the Kindergarten to Year 10 Persian syllabus now includes both Dari and Farsi language examples to cater to Dari-speaking students from Afghanistan in NSW schools.

In 2019, NESA has also begun the process of developing three Stage 6 in Context language syllabuses for Korean, Japanese and Chinese.

In 2018–19, NESA was represented on the Community Languages Schools Board of NSW and the Sydney Institute for Community Languages Advisory Group.

Services for humanitarian entrants

NESA meets the needs of refugee and humanitarian entrants into NSW through its support for English as an Additional Dialect (EAL/D) students. NESA continues to ensure curriculum is accessible to a diverse range of students, including CALD students.

All syllabuses developed since 2012 include opportunities for students to develop intercultural and ethical understanding in the content of the subject. Syllabuses provide advice to teachers on supporting students who are learning EAL/D in their classroom, and links to ACARA's EAL/D Learning Progression. These Learning Progressions assist teachers to identify and support students' language development.

NESA has revised its Years 11–12 English EAL/D course, which was first implemented with Year 11 in 2018. NESA also provides a range of support materials to assist teachers in delivering the course.

Priorities for 2019–20

Planned activities relating to the development of new NESA policies and strategies in the 2019–20 reporting year will consider the *Multicultural NSW Act 2000*. NESA supports the principles contained in the *Multicultural NSW Act 2000* and will continue to be cognisant of these as we undertake strategies and activities in the year ahead.

Appendix L – Disability Inclusion Action Plan

NESA demonstrates continued commitment to the objectives of the NSW Government's Disability Policy Framework by the:

- review of K-10 and Stage 6 syllabuses to ensure Life Skills outcomes and content provide appropriate and meaningful curriculum pathways for students with disability
- review and update of support materials to assist teachers to personalise learning for students with disability
- review and update of advice in line with current disability legislation, in relation to meeting the needs of students with disability within the curriculum
- activities of the NESA Special Education Committee, which continues to provide advice on issues pertaining to students with disability
- continuing evaluation and response to the needs of students with 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 works 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 2018–19, NESA continued to review and revise its Disability Action Plan in line with changes to legislation and any revised policy guidelines issued by the NSW Department of Ageing, Disability and Home Care.

Appendix M – NSW Aboriginal Education Consultative Group Incorporated

Mission and goals

The NSW Aboriginal Education Consultative Group (AECG) is recognised as the principal advisory body to the NSW Government on all matters relating to Aboriginal people from preschool to higher education.

The vision of the AECG is to:

- be the political voice of Aboriginal people in regards to quality education
- provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint
- promote respect, empowerment and self-determination – the AECG believes the process of collaborative consultation is integral to equal partnership and is fundamental to the achievement of equality
- advocate cultural affirmation, integrity and the pursuit of equality to ensure that the unique and diverse identity of Aboriginal people is recognised and valued.

The NSW AECG aims to provide opportunities for Aboriginal people to be actively involved in all decision-making that is relevant to education and training through a collaborative and consultative process. This is central to developing the highest level of informed decision-making to ensure culturally appropriate delivery of education and training programs for Aboriginal learners and to ensure that all Australians are better informed on Aboriginal history, culture and relevant current issues.

Additionally, in 2018–19 the NSW AECG has continued 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 NESA 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.

Professional Development

NAIDOC Workshops

During 2018–19, three NSW AECG Members collaboratively developed a new NAIDOC themed workshop to support NSW teachers' understanding of NAIDOC and embedding of the NAIDOC themes of 'Because of her we can' and 'Voice Treaty Truth' into schools and teaching and learning. NAIDOC workshops were delivered for approximately 140 teachers across numerous locations during 2018–19 including Bermagui, Nowra, Broken Hill, Liverpool, Lismore and Newcastle.

NESA Commissioning Program

The NSW AECG has continued to deliver a raft of professional development programs across the state during 2018–19. As part of this, during 2019 the NSW AECG worked with NESA on the NESA Commissioning Program to support the delivery of three Connecting to Country, four Healthy Culture Healthy Country and four Engaging with Aboriginal Communities professional development programs across regional and urban NSW. Under the NESA Commissioning Program more than 300 teachers, principals and executive Department of Education staff will be subsidised to participate in these three professional development programs. Each of the programs contribute to QTC Registered Professional Development for those who participate in it.

Engaging with Aboriginal Communities

Engaging With Aboriginal Communities (EWAC) is a professional development workshop the NSW AECG developed and trialled in 2017. Engaging With Aboriginal Communities is a one-day programme and is NESA registered professional development for teachers.

The program is structured into four sessions: Culture, Family, Community and Communication.

Connecting to Country

The Connecting to Country program continued to be rolled out across NSW during 2018–19. 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. The program offers teachers 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.

Healthy Culture Healthy Country

The NSW AECG continued to deliver the Healthy Culture Healthy Country (HCHC) program to all education sectors during 2018–19. 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.

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 2018–19, 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 and expanded to establish a satellite Dunghutti Language and Culture Nest. 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.

During 2018–19, the NSW AECG also supported, in partnership with the NSW Department of Education’s Aboriginal Education and Communities Directorate, the delivery of Language and Culture Camps to actively support Aboriginal student identity and belonging through education. More than four hundred Aboriginal students attended Language and Culture Camps during 2018–19, which were held on Wiradjuri, Bundjalung, Paakantji, Gamilaraay and Dharawal Country.

The NSW AECG will continue to support Aboriginal languages and culture in education in 2019–20 across NSW.

STEM and STEAM Camps

During 2018–19, the NSW AECG Inc. continued its partnership 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 urban, regional and remote NSW settings. During 2018–19, NSW AECG delivered STEM camps across NSW including at Berry, Lake Ainsworth, Sydney and Rathmines.

Over the past year, the NSW AECG also continued its partnership with the Sydney Motorway Corporation to deliver Science Technology Engineering Arts and Maths (STEAM) Camps at Youthworks in Sydney and YMCA Camp in Yarramundi.

During 2018–19, the NSW AECG also developed and coordinated a Sports Health Opportunities and Wellbeing (SHOW) Camp program. SHOW Camps were also delivered across regional remote and urban NSW locations during 2018–19 including Toukley, Yarramundi and Lake Burrendong.

The NSW AECG’s STEM, STEAM and SHOW camps continue to be a huge success in fostering students’ interest in the STEM/STEAM and SHOW subjects and providing school teacher participants with educational insights into how Aboriginal peoples have always applied and continue to apply valuable educational concepts associated with STEM/STEAM and SHOW. The NSW AECG will continue to deliver and coordinate STEM, STEAM and SHOW Camps to support educational outcomes for NSW students and teachers during the 2019–20 financial year.

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 the [NESA 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.

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, fulfill their potential, achieve excellence and contribute with integrity to improving Australia’s future.

Accountability: NESA, schools, sectors, partnering agencies, communities, and other stakeholders need to be willing to be held accountable for their efforts and contribution to the achievement of improved outcomes

Reciprocity: NESA will seek to ensure that engagements between agencies and communities are reciprocal in terms of demand, action and benefit.

Planning: NESA’s commitment to these principles will be reflected in a systematic and practical way through NESA’s Strategic Plan 2017– 2021 and related initiatives.

The NSW AEGG Inc. commits to supporting and working closely with NESA on this journey.

Appendix N – Financial Statements

NSW Education Standards Authority

Year ended 30 June 2019

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 2019;
- 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 2019; and
- d) there are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.



Paul Martin

Acting Chief Executive Officer
NSW Education Standards Authority
27 September 2019

Independent Auditor's Report – NSW Education Standards Authority



The Hon. Sarah Mitchell MLC
Minister for Education and Early Childhood Learning
GPO Box 5341
SYDNEY NSW 2001

Contact: Jan-Michael Perez
Phone no: 02 9275 7115
Our ref: D1922755/FA1647

30 September 2019

Dear Minister

STATUTORY AUDIT REPORT

for the year ended 30 June 2019

NSW Education Standards Authority

I have audited the financial statements of the NSW Education Standards Authority (the Authority) as required by the *Public Finance and Audit Act 1983* (PF&A Act). This Statutory Audit Report outlines the results of my audit for the year ended 30 June 2019, and details matters I found during my audit that are relevant to you in your role as one of those charged with the governance of the Authority. The PF&A Act requires me to send this report to the Authority, the Minister and the Treasurer.

This report is not the Independent Auditor's Report, which expresses my opinion on the Authority's financial statements.

My audit is designed to obtain reasonable assurance the financial statements are free from material misstatement. It is not designed to identify and report all the matters you may find of governance interest. Therefore, other governance matters may exist that I have not reported to you.

My audit is continuous. If I identify new significant matters, I will report these to you immediately.

Audit result

I expressed an unmodified opinion on the Authority's financial statements and I have not identified any significant matters since my previous Statutory Audit Report.

Misstatements in the financial statements

Misstatements (both monetary and disclosure deficiencies) are differences between what has been reported in the financial statements and what is required in accordance with the Authority's financial reporting framework. Misstatements can arise from error or fraud.

I have certain obligations for reporting misstatements:

- the PF&A Act requires agencies to obtain the Auditor-General's approval for all changes to the financial statements originally submitted for audit. The more significant/material changes are reported in a Statutory Audit Report
- the Auditing Standards require matters of governance interest and significant misstatements identified during the audit to be communicated to those charged with governance
- statutory obligations require the Auditor-General to report misstatements resulting from or not detected because of failures in internal controls and/or systemic deficiencies which pose a significant risk to the Authority.

The Appendix lists and explains the nature and impact of the misstatements contained in the financial statements.

- Table one reports significant corrected misstatements and disclosure deficiencies
- Table two reports the effect of misstatements on the reported net result
- Table three reports the corrected monetary misstatements and disclosure deficiencies.

Based on my evaluation, none of the misstatements reported are due to fraud.

Compliance with legislative requirements

My audit procedures are targeted specifically towards forming an opinion on the Authority's financial statements. This includes testing whether the Authority complied with key legislative requirements relevant to the preparation and presentation of the financial statements. The results of the audit are reported in this context. My testing did not identify any reportable instances of non-compliance with legislative requirements.

Auditor-General's Report to Parliament

The 2019 Auditor-General's Report to Parliament will incorporate the results of the audit.

Management Letter

In October 2019 I expect to send a Management Letter from the final phase of my audit to the Acting Chief Executive Officer which includes observations from my audit. This letter will also include management's responses to the matters raised.

I believe the observations in the letter are not significant and have therefore not mentioned them in this report. Please contact the Acting Chief Executive Officer for a copy of the letter.

Acknowledgment

I thank the Authority's staff for their courtesy and assistance.

Yours sincerely



Jan-Michael Perez
Director, Financial Audit

Delegate of the Auditor-General for New South Wales

NSW Education Standards Authority

Financial statements for year ended June 2019

Contents

Statement of Comprehensive Income for the year ended 30 June 2019	144
Statement of Financial Position as at 30 June 2019	145
Statement of Changes in Equity for the year ended 30 June 2019	146
Statement of Cash Flows for the year ended 30 June 2019	147
Notes to the financial statements	148
1 Summary of significant accounting policies	148
2 Budget review	150
3 Expenses excluding losses	151
4 Revenue	152
5 Current assets – cash and cash equivalents	154
6 Current / Non-current assets - receivables	154
7 Current assets – inventories	156
8 Property, plant and equipment	156
9 Intangible assets	158
10 Current liabilities – payables	159
11 Current / Non-current liabilities – provisions	160
12 Equity	162
13 Commitments	162
14 Contingent liabilities and contingent assets	162
15 Reconciliation of cash flows from operating activities to net result	162
16 Non-cash financing and investing activities	163
17 Financial instruments	163
18 Related party disclosures	169
19 Restricted assets	169
20 Program group statements for the year ended 30 June 2019	170
21 Trust funds	171
22 Events after the Reporting Period	172

Statement of comprehensive income for the year ended 30 June 2019

	Notes	Actual Consolidated Entity 2019 \$'000	Actual Parent Entity 2019 \$'000	Budget Consolidated Entity 2019 \$'000	Actual Consolidated Entity 2018 \$'000	Actual Parent Entity 2018 \$'000
Expenses excluding losses						
Operating expenses						
Employee-related	3(a)	121,784		119,763	109,599	-
Personnel Services	3(b)	-	116,918	-	-	109,599
Other operating expenses	3(c)	46,451	46,451	40,244	42,609	42,609
Depreciation and amortisation	3(d)	1,776	1,776	1,361	1,716	1,716
Total expenses excluding losses		170,011	165,145	161,369	153,924	153,924
Revenue						
Sale of goods and services	4(a)	29,445	29,445	30,450	24,736	24,736
Investment revenue	4(b)	-	-	208	90	90
Grants and contributions	4(c)	139,784	139,784	128,081	120,280	120,280
Acceptance by the Crown Entity of employee benefits and other liabilities	4(d)	4,866		2,815	2,428	-
Other income	4(e)	2,958	2,958	518	2,325	4,753
Total revenue		177,053	172,187	162,072	149,859	149,859
Operating result		7,042	7,042	703	(4,065)	(4,065)
Gains / (losses) on disposal		-	-	10		
Net result		7,042	7,042	713	(4,065)	(4,065)
Other comprehensive income	-	-	-	-	-	-
Total other comprehensive income	-	-	-	-	-	-
TOTAL COMPREHENSIVE INCOME		7,042	7,042	713	(4,065)	(4,065)

The accompanying notes form part of these financial statements.

Statement of financial position as at 30 June 2019

	Notes	Actual Consolidated Entity 2019 \$'000	Actual Parent Entity 2019 \$'000	Budget Consolidated Entity 2019 \$'000	Actual Economic Entity 2018 \$'000	Actual Parent Entity 2018 \$'000
ASSETS						
Current Assets						
Cash and cash equivalents	5	5,506	5,506	7,879	1,816	1,816
Receivables	6	10,460	10,460	4,629	11,191	11,191
Inventories	7	1,180	1,180	1,779	1,494	1,494
Total Current Assets		17,146	17,146	14,288	14,501	14,501
Non-Current Assets						
Receivables	6	3	3	-	8	8
Property, plant and equipment						
– Leasehold Improvements	8	1,535	1,535	1,650	2,181	2,181
– Plant and equipment	8	468	468	277	264	264
Intangible assets	9	8,076	8,076	6,955	7,826	7,826
Total Non-Current Assets		10,082	10,082	8,881	10,279	10,279
Total Assets		27,228	27,228	23,168	24,780	24,780
LIABILITIES						
Current Liabilities						
Payables	10	5,904	5,904	9,773	10,676	10,676
Payables – Employee Related	10	207	-	-	632	-
Payables – Personnel Services	10	-	207	-	-	632
Other	10	9,526	9,526	8,294	9,811	9,811
Provisions – Employee Related	11	6,661	-	4,532	5,818	-
Provisions – Personnel Services	11	-	6,661	-	-	5,818
Total Current Liabilities		22,298	22,298	22,599	26,937	26,937
Non-Current Liabilities						
Provisions – Employee Related	11	166	-	122	121	-
Provisions – Personnel Services	11	-	166	-	-	121
Other non-current liabilities		-	-	-	-	-
Total Non-Current Liabilities		166	166	122	121	121
Total Liabilities		22,464	22,464	22,721	27,058	27,058
Net Assets / (Liabilities)		4,764	4,764	447	(2,278)	(2,278)
EQUITY						
Accumulated funds / (Losses)		4,764	4,764	447	(2,278)	(2,278)
Total Equity		4,764	4,764	447	(2,278)	(2,278)

The accompanying notes form part of these financial statements.

Statement of changes in equity for the year ended 30 June 2019

	Notes	Consolidated Entity Accumulated Funds \$'000	Total \$'000	Parent Entity Accumulated Funds \$'000	Total \$'000
Balance at 1 July 2018		(2,278)	(2,278)	(2,278)	(2,278)
Net result for the year		7,042	7,042	7,042	7,042
Other comprehensive income		-	-	-	-
Total other comprehensive income		-	-	-	-
Total comprehensive income for the year		7,042	7,042	7,042	7,042
Balance at 30 June 2019		4,764	4,764	4,764	4,764

	Notes	Consolidated 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)

The accompanying notes form part of these financial statements.

Statement of cash flows for the year ended 30 June 2019

	Notes	Actual Consolidated Entity 2019 \$'000	Actual Parent Entity 2019 \$'000	Budget Consolidated Entity 2019 \$'000	Actual Consolidated Entity 2018 \$'000	Actual Parent Entity 2018 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES						
Payments						
Employee related		(116,916)	-	(116,948)	(107,410)	-
Personnel Services		-	(116,916)	-	-	(107,410)
Supplies for goods and services		(55,658)	(55,658)	(43,444)	(42,285)	(42,285)
Total Payments		(172,574)	(172,574)	(160,393)	(149,695)	(149,695)
Receipts						
Sale of goods and services		31,804	31,804	30,450	25,150	25,150
Interest received		-	-	208	196	196
Grants and contributions		139,256	139,256	128,081	116,247	116,247
Other		6,946	6,946	7,826	4,721	4,721
Total Receipts		178,006	178,006	166,565	146,314	146,314
Net cash flows (used) / from operating activities	15	5,432	5,432	6,172	(3,381)	(3,381)
CASH FLOWS FROM INVESTING ACTIVITIES						
Proceeds from sales of property, plant and equipment		-	-	30	-	-
Purchases of plant and equipment, leasehold improvements		(308)	(308)	-	(1,126)	(1,126)
Purchase of intangibles		(1,434)	(1,434)	-	(3,987)	(3,987)
Proceeds from Investments		-	-	-	7,332	7,332
Other		-	-	(1,584)	-	-
Net cash flows from investing activities		(1,742)	(1,742)	(1,554)	2,219	2,219
Net increase / (decrease) in cash and cash equivalents		3,690	3,690	4,618	(1,162)	(1,162)
Opening cash and cash equivalents		1,816	1,816	2,233	2,978	2,978
Reclassification of Cash Equivalents		-	-	1,028	-	-
Closing cash and cash equivalents	5	5,506	5,506	7,879	1,816	1,816

The accompanying notes form part of these financial statements.

Notes to the financial statements for the year ended 30 June 2019

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 2019 have been authorised for issue by the Chief Executive Officer on 19 September 2019.

(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	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
(a) EMPLOYEE RELATED EXPENSES				
Salaries and wages (including annual leave)	102,472	-	94,290	-
Superannuation – defined benefit plans	603	-	604	-
Superannuation – defined contribution plans	7,834	-	7,213	-
Long service leave	4,629	-	1,783	-
Workers' compensation insurance	255	-	207	-
Payroll tax and fringe benefit tax	5,991	-	5,502	-
	121,784	-	109,599	-
(b) PERSONNEL SERVICES				
Personnel services	-	116,918	-	109,599
	-	116,918	-	109,599
(c) OTHER OPERATING EXPENSES INCLUDE THE FOLLOWING:				
Auditor's remuneration – audit of the financial statements	68	68	67	67
Computing expenses	3,190	3,190	3,990	3,990
Couriers	284	284	347	347
Fees for services	1,977	1,977	2,817	2,817
Furniture and equipment	1,196	1,196	964	964
Insurance	48	48	52	52
Legal fees	331	331	142	142
Maintenance	1,299*	1,299*	1,077*	1,077
Marking centre rental	3,538	3,538	3,727	3,727
Motor vehicles	473	473	621	621
Operating lease rental expense – minimum lease payments	4,319	4,319	4,050	4,050
Other contractors	17,654	17,654	11,463	11,463
Other expenses	2,960	2,960	4,147	4,147
Postage	1,411	1,411	1,076	1,076
Printing and publishing	2,554	2,554	2,368	2,368
Security	1,683	1,683	1,601	1,601
Staff development	251	251	531	531
Stationery and consumables	277	277	545	545
Telephones	836	836	863	863
Travel and accommodation	2,102	2,102	2,161	2,161
	46,451	46,451	42,609	42,609

* Refer to Reconciliation – Total maintenance

Reconciliation – Total maintenance	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
*RECONCILIATION – TOTAL MAINTENANCE				
Maintenance expense – contracted labour and other (non-employee related), as above	1,299	1,299	1,077	1,077
Employee related maintenance expense included in Note 3(a)	-	-	-	-
Total maintenance expenses included in Note 3(a) + 3(b)	-	-	-	-
* Reconciliation – Total maintenance	1,299	1,299	1,077	1,077

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	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
DEPRECIATION AND AMORTISATION EXPENSE				
Depreciation				
Leasehold improvements	646	646	739	739
Plant and equipment	76	76	230	230
	722	722	969	969
Amortisation				
Software intangibles	1,054	1,054	747	747
	1,054	1,054	747	747
Total depreciation and amortisation expense	1,776	1,776	1,716	1,716

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	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
(a) SALE OF GOODS AND SERVICES:				
Publication and copyright fees	874	874	967	967
Rendering of services:				
Higher School Certificate user charges	1,329	1,329	1,165	1,165
NAPLAN user charges	6,164	6,164	5,814	5,814
Australian Music Examination Board fees	3,966	3,966	3,641	3,641
Exhibition fees	669	669	636	636
Accreditation fees	16,093	16,093	12,155	12,155
Other	350	350	358	358
	29,445	29,445	24,736	24,736

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	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
(a) INVESTMENT REVENUE				
Interest	-	-	90	90

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	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
(b) GRANTS AND CONTRIBUTIONS:				
Vocational education and training	347	347	347	347
Crown Entity Redundancy Grant	528	528	102	102
Department of Education	137,150	137,150	116,495	116,495
Eligibility of Accreditation Grant	1,696	1,696	1,816	1,816
NAPLAN	-	-	1,364	1,364
Other	63	63	156	156
	139,784	139,784	120,280	120,280

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	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
(c) ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES				
Superannuation – defined benefit	603	-	604	-
Long service leave	4,230	-	1,791	-
Payroll tax	33	-	33	-
	4,866	-	2,428	-
(d) OTHER INCOME				
Project Services	43	43	175	175
Insurance	59	59	-	-
Mark Manager	2,779	2,779	2,125	2,125
Overseas fees	32	32	-	-
Personnel Services	-	-	-	2,428
Miscellaneous	45	45	25	25
	2,958	2,958	2,325	4,753

5. Current assets – cash and cash equivalents

Current assets – cash and cash equivalents:	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Cash at bank and on hand	5,506	5,506	1,816	1,816
	5,506	5,506	1,816	1,816

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)	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Cash and cash equivalents (per Statement of Cash Flows)	5,506	5,506	1,816	1,816
	5,506	5,506	1,816	1,816

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 19 for detail.

6. Current / Non-current assets – receivables

Current / Non-current assets – receivables	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Sale of goods and services	618	618	1,873	1,873
Accreditation Fees receivable	4,545	4,545	5,711	5,711
Less Allowance for impairment **	(500)	(500)	(934)	(934)
Sundry government debtors	-	-	(583)	(583)
Crown Entity Redundancy Grant	630	630	102	102
NSW Treasury LSL receivable	-	-	172	172
Accrued fees	4,996	4,996	4,667	4,667
Prepayments – Current	171	171	183	183
Prepayments – Non-Current	3	3	8	8
	10,463	10,463	11,199	11,199

*Movement in the allowance for expected credit losses

*Movement in the allowance for expected credit losses	Consolidated Entity \$'000	Parent Entity \$'000
Balance at 1 July	934	934
Amounts restated through opening accumulated funds Balance at 1 July 2018 under AASB 9	-	-
Amounts written off during the year	(752)	(752)
Amounts recovered during the year	-	-
Increase / (decrease) in allowance recognised in net result	318	318
Balance at 30 June	500	500

****Movement in the allowance for impairment**

*Movement in the allowance for impairment	Economic Entity		Parent Entity	
	2018		2018	
	\$'000		\$'000	
Balance at 1 July		971		971
Amounts written off during the year		(73)		(73)
Amounts recovered during the year		-		-
Increase / (decrease) in allowance recognised in net result		36		36
Balance at 30 June		934		934

Details regarding credit risk, liquidity risk and market risk, including financial assets that are either past due or impaired, are disclosed in Note 17.

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 timeframe 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.

7. Current assets – inventories

Current assets – inventories	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Held-for-distribution				
Publications stock – at cost	234	234	208	208
	234	234	208	208
Held-for-resale				
Publications stock – at cost	946	946	1,286	1,286
	946	946	1,286	1,286
	1,180	1,180	1,494	1,494

A provision for obsolescence of \$0.181m 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.

8. Property, plant and equipment

Non-current assets – property, plant and equipment	Leasehold improvements \$'000	Plant and equipment \$'000	Total \$'000
AT 1 JULY 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
AT 30 JUNE 2019 – FAIR VALUE			
Gross carrying amount	9,683	11,454	21,137
Accumulated depreciation and impairment	(8,148)	(10,986)	(19,134)
Net carrying amount	1,535	468	2,003

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:

Property, plant and equipment	Leasehold improvements \$'000	Plant and equipment \$'000	Total \$'000
YEAR ENDED 30 JUNE 2019			
Net carrying amount at beginning of year	2,181	264	2,445
Additions	-	280	280
Depreciation expense	(646)	(76)	(722)
Net carrying amount at end of year	1,535	468	2,003

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

Property, plant and equipment	Leasehold improvements \$'000	Plant and equipment \$'000	Total \$'000
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:

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
Disposals	-	(20)	(20)
Depreciation expense	(739)	(210)	(949)
Net carrying amount at end of year	2,181	264	2,445

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 12).

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.

Major inspection costs

When a major inspection is performed, its cost is recognised in the carrying amount of the plant and equipment as a replacement if the recognition criteria are satisfied.

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.

9. Intangible assets

Intangible assets	Software \$'000	Total \$'000
AT 1 JULY 2018		
Cost (gross carrying amount)	18,809	18,809
Accumulated amortisation and impairment	(10,983)	(10,983)
Net carrying amount	7,826	7,826
AT 30 JUNE 2019		
Cost (gross carrying amount)	20,113	20,113
Accumulated amortisation and impairment	(12,037)	(12,037)
Net carrying amount	8,076	8,076
YEAR ENDED 30 JUNE 2019		
Net carrying amount at beginning of year	7,826	7,826
Additions	1,304	1,304
Amortisation (recognised in 'depreciation and amortisation')	(1,054)	(1,054)
Net carrying amount at end of year	8,076	8,076

Intangible assets	Software \$'000	Total \$'000
AT 1 JULY 2017		
Cost (gross carrying amount)	14,823	14,823
Accumulated amortisation 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 amortisation 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

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.

10. Current liabilities – payables

Current liabilities – payables	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Accrued salaries, wages and on-costs	207	-	632	-
Creditors	5,700	5,700	10,676	10,676
Sundry Government creditors	204	204	-	-
Relief staff costs	97	97	44	44

Current liabilities – payables	Consolidated	Parent	Consolidated	Parent
	Entity	Entity	Entity	Entity
	2019	2019	2018	2018
	\$'000	\$'000	\$'000	\$'000
Unearned revenue	9,329	9,329	9,731	9,731
Personnel Services	-	207	-	632
Other	100	100	36	36
	15,637	15,637	21,119	21,119

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 17.

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.

11. Current / Non-current liabilities – provisions

Current / Non-current liabilities – provisions	Consolidated	Parent	Consolidated	Parent
	Entity	Entity	Entity	Entity
	2019	2019	2018	2018
	\$'000	\$'000	\$'000	\$'000
EMPLOYEE BENEFITS AND RELATED ON-COSTS				
Annual leave	4,748	-	4,427	-
Long service leave on-costs	1,341	-	942	-
Payroll tax on LSL payable	738	-	570	-
	6,827	-	5,939	-
OTHER PROVISIONS				
Personnel Services		6,827	-	5,939
		6,827	-	5,939
Total provisions	6,827	6,827	5,939	5,939

Aggregate employee benefits and related on-costs

Aggregate employee benefits and related on-costs	Consolidated	Parent	Consolidated	Parent
	Entity	Entity	Entity	Entity
	2019	2019	2018	2018
	\$'000	\$'000	\$'000	\$'000
Provisions – current	6,661	-	5,818	-
Provisions – non-current	166	-	121	-
Accrued salaries, wages and on-costs (Note 10)	207	-	632	-
	7,034	-	6,571	-

The total for annual leave above includes \$2.091m expected to be settled after more than 12 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 12 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
- 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.

12. Equity

Recognition and measurement

Accumulated funds

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

13. 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	Consolidated	Parent	Consolidated	Parent
	Entity	Entity	Entity	Entity
	2019	2019	2018	2018
	\$'000	\$'000	\$'000	\$'000
Within one year	-	-	190	190
Total (including GST)	-	-	190	190

(b) Operating lease commitments

Future minimum rentals payable under-non-cancellable operating leases as at 30 June:

Operating lease commitments	Consolidated	Parent	Consolidated	Parent
	Entity	Entity	Entity	Entity
	2019	2019	2018	2018
	\$,000	\$,000	\$,000	\$,000
Within one year	5,019	5,019	10,238	10,238
Later than one year and not later than five years	2,293	2,293	10,146	10,146
Later than five years.	-	-	-	-
Total (including GST)	7,312	7,312	20,384	20,384

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

'The total "Operating Lease Commitments" above includes input tax credits of \$0.665m that are 'expected to be recoverable from the 'Australian Taxation Office'.

14. Contingent liabilities and contingent assets

The entity is unaware of any contingent liabilities existing as at 30 June 2019.

The entity is unaware of any contingent assets existing as at 30 June 2019.

15. 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:

Reconciliation of cash flows from operating activities to net result	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Net cash (used) / from operating activities	5,432	5,432	(3,381)	(3,381)
Depreciation and amortisation expense	(1,776)	(1,776)	(1,716)	(1,716)
Decrease / (increase) in provisions	(888)	(888)	(624)	(624)
Increase / (decrease) in receivables	(735)	(735)	4,208	4,208
Decrease / (increase) in payables	5,323	5,323	(2,412)	(2,412)
Increase / (decrease) in inventories	(314)	(314)	(140)	(140)
Net result	7,042	7,042	(4,065)	(4,065)

16. Non-cash financing and investing activities

Non-cash financing and investing activities	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Liabilities and expenses by assumed by the Crown Entity	4,866	-	2,428	-
	4,866	-	2,428	-

17. 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

As at 30 June 2019 under AASB 9

Financial assets	Note	Category	Carrying Amount	Carrying Amount
Class:			Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000
Cash and cash equivalents	5	N/A	5,506	5,506
Receivables *	6	Amortised cost	9,658	9,658

* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7)

**Excludes statutory receivables and prepayments (ie not within the scope of AASB 7)

Financial liabilities	Note	Category	Carrying Amount	Carrying Amount
Class:			Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000
Payables**	10	Financial liabilities measured at amortised cost	6,004	6,004

As at 30 June 2018 under AASB 139 (comparative period)

Financial assets	Note	Carrying Amount	Carrying Amount
Class:		Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Cash and cash equivalents	5	1,816	1,816
Receivables *	6	11,315	11,315

* Excludes statutory payables and unearned revenue (ie not within the scope of AASB 7)

**Excludes statutory receivables and prepayments (ie not within the scope of AASB 7)

Financial liabilities	Note	Carrying Amount	Carrying Amount
Class:		Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Payables**	10	11,220	11,220

The entity determines the classification of its financial assets and liabilities after initial recognition and, when allowed and appropriate, re-evaluates this at each financial year end.

(b) Derecognition of financial assets and financial liabilities

A financial asset (or, where applicable, a part of a financial asset or part of a group of similar financial assets) is derecognised when the contractual rights to the cash flows from the financial assets expire; or if the entity transfers its rights to receive cash flows from the asset or has assumed an obligation to pay the received cash flows in full without material delay to a third party under a 'pass-through' arrangement; and either:

- the entity has transferred substantially all the risks and rewards of the asset, or
- the entity has neither transferred nor retained substantially all the risks and rewards of the asset, but has transferred control.

When the entity has transferred its rights to receive cash flows from an asset or has entered into a pass-through arrangement, it evaluates if, and to what extent, it has retained the risks and rewards of ownership.

Where the entity has neither transferred or retained substantially all the risks and rewards or transferred control, the asset continues to be recognised to the extent of the entity's continuing involvement in the asset. In that case, the entity also recognises an associated liability. The transferred asset and the associated liability are measured on a basis that reflects the rights and obligations that the entity has retained.

Continuing involvement that takes the form of a guarantee over the transferred asset is measured at the lower of the original carrying amount of the asset and the maximum amount of consideration that the entity could be required to repay.

A financial liability is derecognised when the obligation specified in the contract is discharged or cancelled or expires. When an existing financial liability is replaced by another from the same lender on substantially different terms, or the terms of an existing liability are substantially modified, such an exchange or modification is treated as the de-recognition of the original liability and the recognition of a new liability. The difference in the respective carrying amounts is recognised in the net result.

(c) Offsetting financial instruments

Financial assets and financial liabilities are offset and the net amount is reported in the Statement of Financial Position if there is currently enforceable legal right to offset the recognised amounts and there is an intention to settle on a net basis, or to realise the assets and settle the liabilities simultaneously.

(d) 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.

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 entity is exposed to a concentration of credit risk to a major group of debtors due to the legislative restrictions limiting the entity to billing fees from all teachers in New South Wales. This exposure is deemed to be material (\$3.867m).

The debtors of the entity represent a large number of individual teachers whose particular credit ratings will vary and are unknown to the entity.

	Current	<30 days	30-60 days	61-90 days	>91 days	Total
Expected credit loss rate	1%	1%	1%	1%	13%	
Estimated total gross carrying amount at default	2	174	10	5	4,002	4,193
Expected credit loss	-	1	-	-	499	500

1. Notes: the analysis excludes statutory receivables, prepayments, as these are not within the scope of AASB 7. Therefore, the 'total' will not reconcile to the receivables total in Note 6.

The entity is not materially exposed to concentrations of credit risk to a single trade debtor as at 30 June 2019.

Accounting policy for impairment of fees receivable under AASB 139 (comparative)

Collectability of fees is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debtors 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.

For the comparative period 30 June 2018, the ageing analysis of trade debtors is as follows:

Past due but not impaired	
< 3 months overdue	1,300
3 months – 6 months overdue	204
> 6 months overdue	2,805
Total	4,309
Impaired	
< 3 months overdue	266
3 months – 6 months overdue	42
> 6 months overdue	575
Total	883

Notes: the analysis excludes statutory receivables, prepayments, as these are not within the scope of AASB 7. Therefore, the 'total' will not reconcile to the receivables total in Note 6.

The entity is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors as at 30 June 2018.

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.

The entity applies the AASB 9 simplified approach to measuring expected credit losses, which uses a lifetime expected loss allowance for all trade debtors.

To measure the expected credit losses, trade receivables have been grouped based on shared credit risk characteristics and the days past due.

The expected loss rates are based on historical observed loss rates. The historical loss rates are adjusted to reflect current and forward-looking information on macroeconomic factors affecting the ability of the customers to settle the receivables. The entity has identified [the GDP and the unemployment rate] to be the most relevant factors, and accordingly adjusts the historical loss rates based on expected changes in these factors.

Trade debtors are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include, amongst others a failure to make contractual payments for a period of greater than 90 days past due.

AASB 7R.35M AASB 7R.35N The loss allowance for trade debtors as at 30 June 2019 and 1 July 2018 (on adoption of AASB 9) was determined as follows:

	Current	<30 days	30-60 days	61-90 days	>91 days	Total
Expected credit loss rate	0%	0%	0%	0%	0%	
Estimated total gross carrying amount at default	398	101	4	-	68	571
Expected credit loss	-	-	-	-	-	-

Notes: the analysis excludes statutory receivables, prepayments, as these are not within the scope of AASB 7. Therefore, the 'total' will not reconcile to the receivables total in Note 6.

The entity is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors as at 30 June 2018.

Accounting policy for impairment of fees receivable under AASB 139 (comparative)

Collectability of fees is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debtors 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.

For the comparative period 30 June 2018, the ageing analysis of trade debtors is as follows:

Past due but not impaired	
< 3 months overdue	961
3 months – 6 months overdue	239
> 6 months overdue	
Total	1,200
Impaired	
< 3 months overdue	-
3 months – 6 months overdue	-
> 6 months overdue	-
Total	-

Notes: the analysis excludes statutory receivables, prepayments, as these are not within the scope of AASB 7. Therefore, the 'total' will not reconcile to the receivables total in Note 6.

The entity is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors as at 30 June 2018.

ii Liquidity risk

Liquidity risk is the risk that the entity will be unable to meet its payment obligations when they fall due. The entity continuously manages 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 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 entity's 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.

The table below summarises the maturity profile of the entity's financial liabilities based on contractual undiscounted payments, together with the interest rate exposure.

	Weighted Average Effective Int. Rate %	Nominal Amount 1 \$'000	Interest rate exposure		Maturity dates	
			Fixed Interest Rate \$'000	Variable Interest Rate \$'000	< 1 year \$'000	1-5 years \$'000
2019 payables	-	6,004	-	-	-	-
2018 payables	-	11,220	-	-	-	-

Notes:

1. The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities based on the earliest date on which the entity can be required to pay. The tables include both interest and principal cash flows and therefore will not reconcile to the amounts in the Statement of Financial position.

iii 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. The entity has no exposure to foreign currency risk and does not enter into commodity contracts.

Interest rate risk

The entity has minimal exposure to interest rate risk from its holdings in interest bearing financial assets. The entity does 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 entity is set out below.

2019	Carrying Amount (\$'000)	-1% Profit (\$'000)	Equity (\$'000)	1% Profit (\$'000)	Equity (\$'000)
Financial assets					
Cash and cash equivalents	5,506	(55)	(55)	55	55
Receivables	9,658	-	-	-	-
Other financial assets	-	-	-	-	-
Financial liabilities					
Payables	6,004	-	-	-	-

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	11,219	-	-	-	-

18. 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:

	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Short-term employee benefits:				
Salaries	6,096	6,096	5,056	5,056
Other monetary allowances	139	139	183	183
Non-monetary benefits	-	-	-	-
Other long-term employee benefits	-	-	-	-
Post-employment benefits	-	-	-	-
Termination benefits	262	262	-	-
Total remuneration	6,497	6,497	5,239	5,239

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 (Recurrent and capital grant funding)
- Crown Entity (Long service leave, defined benefit superannuation and payroll tax assumed)
- Office of State Revenue (Payroll Tax)
- SiCorp (Insurance)
- Property NSW (Property rentals)
- The Crown Solicitor (Legal fees)
- The Audit Office of NSW (Financial audit)

19. Restricted Assets

The NESAs Fund

The Educational Standards Authority Act 2013 ('the NESAs Act') at Section 15 established the Education Standards Authority Fund ('the NESAs Fund') into which is to be paid teacher accreditation fees. The value of this fund at 30 June 2019 is \$1.780m.

Section 15(3) of the NESAs Act stipulates that only costs incurred by NESAs for the accreditation of teachers and the oversight, maintenance and development of teacher quality are to be paid from the NESAs Fund. Such costs include employee related expenses, operating expenses and other expenditure incurred by NESAs in relation to those functions under that Act.

All teacher fees and charges are deposited into the NESAs fund for which a separate operating bank account is held. Interest earned from the investment of money in the NESAs Fund is reinvested in the NESAs Fund.

Section 15 (4) provides that NESA 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.

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 PAFA Act. Part 1 of Schedule 4 of the PAFA Act authorises among other investments, deposits with a bank or the Treasury Corporation.

20. Program group statements for the year ended 30 June 2019

	Program Group 1*		Program Group 2*		Program Group 3*		Program Group 4*		Total	
ENTITY'S EXPENSES & INCOME	2019	2018	2019	2018	2018	2018	2019	2018	2019	2018
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
EXPENSES EXCLUDING LOSSES										
Operating expenses										
• Employee related	15,832	11,539	12,178	10,115	77,942	74,409	15,832	13,536	121,784	109,599
• Other operating expenses	7,010	6,661	3,163	3,141	29,478	24,915	6,800	7,892	46,451	42,609
Depreciation and amortisation	231	257	213	205	870	791	462	463	1,776	1,716
Total expenses excluding losses	23,073	18,457	15,554	13,461	108,290	100,115	23,094	21,891	170,011	153,924
REVENUE*										
Sale of goods and services	883	858	589	279	11,778	9,589	16,195	14,010	29,445	24,736
Investment revenue	-	-	-	-	-	-	-	90	-	90
Grants and contributions	20,968	14,515	16,774	10,266	90,860	76,756	11,182	18,743	139,784	120,280
Acceptance by the Crown Entity of employee benefits and other liabilities	924	256	487	224	2,822	1,649	633	299	4,866	2,428
Other income	30	-	-	-	2,899	2,325	29	-	2,958	2,325
Total revenue	22,805	15,629	17,850	10,769	108,359	90,319	28,039	33,142	177,053	149,859
Gains / (losses) on disposal	-	-	-	-	-	-	-	-	-	-
Net result	(268)	(2,828)	2,296	(2,692)	69	(9,796)	4,945	11,251	7,042	(4,065)
OTHER COMPREHENSIVE INCOME										
Increase / (decrease) in revaluation surplus	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Other Comprehensive income	-	-	-	-	-	-	-	-	-	-
TOTAL COMPREHENSIVE INCOME	(268)	(2,828)	2,296	(2,692)	69	(9,796)	4,945	11,251	7,042	(4,065)

	Program Group 1*		Program Group 2*		Program Group 3*		Program Group 4*		Total	
ENTITY'S EXPENSES & INCOME	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000
CURRENT ASSETS										
Cash and cash equivalents	275	91	110	36	3,029	999	2,092	690	5,506	1,816
Receivables	523	560	209	224	5,753	6,155	3,975	4,252	10,460	11,191
Inventories	708	896	-	-	472	598	-	-	1,180	1,494
Total current assets	1,506	1,547	319	260	9,254	7,751	6,067	4,942	17,146	14,501
NON-CURRENT ASSETS										
Receivables	1	2	1	2	1	2	-	2	3	8
Property, plant and equipment	200	245	160	196	1,382	1,687	261	318	2,003	2,446
Intangible assets	565	548	646	626	3,634	3,521	3,231	3,130	8,076	7,825
Total non-current assets	766	795	807	824	5,017	5,210	3,492	3,450	10,082	10,279
TOTAL ASSETS	2,272	2,342	1,126	1,084	14,271	12,961	9,559	8,392	27,228	24,780
CURRENT LIABILITIES										
Payables	313	422	313	422	6,880	9,292	8,131	10,983	15,637	21,119
Provisions	1,399	1,222	1,332	1,164	2,331	2,036	1,599	1,396	6,661	5,818
Other current liabilities	-	-	-	-	-	-	-	-	-	-
Total current liabilities	1,712	1,644	1,645	1,586	9,211	11,328	9,730	12,379	22,298	26,937
NON-CURRENT LIABILITIES										
Provisions	35	25	33	30	58	42	40	24	166	121
Other non-current liabilities	-	-	-	-	-	-	-	-	-	-
Total non-current liabilities	35	25	33	30	58	42	40	24	166	121
TOTAL LIABILITIES	1,747	1,669	1,678	1,616	9,269	11,370	9,770	12,403	22,464	27,058
NET ASSETS	525	673	(552)	(532)	5,002	1,591	(211)	(4,012)	4,764	(2,279)

* 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.

21. Trust Funds

	Consolidated Entity 2019 \$'000	Parent Entity 2019 \$'000	Consolidated Entity 2018 \$'000	Parent Entity 2018 \$'000
Cash balance at the beginning of the financial year	36	36	33	33
Add: receipts	5	5	5	5
Less: expenditure	5	5	2	2

Cash balance at the end of the financial year	36	36	36	36
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22. Events after the reporting period

There are no events occurring after reporting date which provide new information that relates to conditions existing at reporting date.

End of audited financial statements

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
ATAR	Australian Tertiary Admission Rank
BOSTES	Board of Studies, Teaching and Educational Standards NSW
CSNSW	Catholic Schools 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
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
PIIP 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)
SLNSW	State Library of NSW
STEM	science, technology, engineering and mathematics
TA Act	Teacher Accreditation Act 2004
TAA	Teacher Accreditation Authority
TAA	Test Administration 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 2017–18 and 2018–19	25
Table 2.2	Number of teachers accredited at the Proficient Teacher level through recognition of their interstate teacher registration by jurisdiction during 2018–19	26
Table 2.3	Maximum time to achieve Proficient Teacher accreditation for full-time, part-time and casual teachers	27
Table 2.4	Total number of potential providers by career stage during 2018–19	30
Table 2.5	Total number of established providers by career stage, who broadened their scope of endorsement during 2018–19	30
Table 2.6	Total number of school-based potential providers by career stage during 2018–19	31
Table 2.7	Participation at potential provider session during 2018–19	31
Table 2.8	Participation at school-based information sessions during 2018–19	32
Table 2.9	Participation at Highly Accomplished and Lead Teacher provider sessions during 2018–19	33
Table 2.10	Participation at newly endorsed provider sessions during 2018–19	33
Table 2.11	Number of teachers whose accreditation was revoked or suspended for misconduct (under section 24 of the <i>Teacher Accreditation Act 2004</i>) during 2018–19	36
Table 2.12	Number of teachers whose accreditation was revoked or suspended for not obtaining a Working with Children Check clearance (under section 25A of the <i>Teacher Accreditation Act 2004</i>) during 2018–19	37
Table 2.13	Number of teachers who applied to voluntarily cancel their accreditation (under section 25E of the <i>Teacher Accreditation Act 2004</i>) during 2018–19	37
Table 2.14	Stages of learning in NSW schools – Kindergarten to Year 12	38
Table 2.15	Organisation of the NSW curriculum – Kindergarten to Year 12	38
Table 2.16	Number of applications for HSC disability provisions during 2015–18	51
Table 2.17	Number of modified HSC examination papers due to approved disability provisions during 2015–18	51
Table 2.18	HSC illness/misadventure applications during 2015–18	52
Table 2.19	NESA School Registration Committee recommendations on school registrations, during 2015–16 to 2018–19	64
Table 2.20	NESA School Registration Committee recommendations on accreditation, recognition for schools outside NSW and other matters during 2015–16 to 2018–19	65
Table 2.21	New schools granted initial registration in 2018 to commence in the 2019 calendar year	66

Table 2.22	Schools closed during 2018–19	67
Table 2.23	Complaints about non-government schools investigated by NESAs officers during 2015–16 to 2018–19	67
Table 2.24	Number of children with home schooling registration at the end of reporting period, during 2015–16 to 2018–19	68
Table 2.25	Number of children with exemption from home schooling registration at the end of reporting period, 2015–16 to 2018–19	68
Table 3.1	Membership of the Audit and Risk Committee	82
Table 3.2	Distribution of NESAs staff by category 30 June 2016 to 30 June 2019	86
Table 3.3	Number of NESAs Public Service senior executives, by gender and band level, at 30 June 2018 and 30 June 2019	87
Table 3.4	Average total remuneration for NESAs Public Service senior executives per band at 30 June 2018 and 30 June 2019	87
Table 3.5	Trends in representation of workforce diversity groups in NESAs during 2016–17 to 2018–19	88
Table 3.6	Trends in distribution of workforce diversity groups in NESAs during 2016–17 to 2018–19	88
Table 3.7	Time for payment of accounts, 2018–19	91
Table 3.8	Details of accounts due or paid within each quarter, 2018–19	91
Table 3.9	Property, plant and equipment acquisitions, 2018–19	93
Table 3.10	Intangible asset acquisitions, 2018–19	93
Table B1	Committees of the NESAs Board	99
Table B2	Membership of the Assessment Committee	100
Table B3	Membership of the Curriculum Committee	102
Table B4	Membership of the Initial Teacher Education Committee	104
Table B5	Membership of the Quality Teaching Committee	106
Table B6	Membership of the School Registration Committee	107
Table B7	Membership of the Aboriginal Education Committee	108
Table B8	Membership of the Finance Committee	109
Table B9	Membership of the Research and Technical Committee	110
Table B10	Membership of the Special Education Committee	111
Table C1	Board members' attendance at NESAs Board meetings from 1 July 2018 to 30 June 2019	112
Table D1	Assessment Committee meetings and attendance of members from 1 July 2018 to 30 June 2019	114
Table D2	Curriculum Committee meetings and attendance of members from 1 July 2018 to 30 June 2019	115
Table D3	Initial Teacher Education Committee meetings and attendance of members from 1 July 2018 to 30 June 2019	115

Table D4	Quality Teaching Committee meetings and attendance of members from 1 July 2018 to 30 June 2019	116
Table D5	School Registration Committee meetings and attendance of members from 1 July 2018 to 30 June 2019	116
Table I1	Number of information access applications by type of applicant and outcome, 2018–19	129
Table I2	Number of information access applications by type of application and outcome, 2018–19	129
Table I3	Invalid information access applications, 2018–19	130
Table I4	Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2018–19	130
Table I5	Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2018–19	130
Table I6	Timeliness of decisions on information access applications, 2018–19	131
Table I7	Number of applications reviewed under Part 5 of the GIPA Act, by type of review and outcome, 2018–19	131
Table I8	Applications for review under Part 5 of the GIPA Act, by type of applicant, 2018–19	131
Table I9	Applications transferred to other agencies, 2018–19	131
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 2019	19

Compliance checklist

Access, 183

Aims and objectives, 9

Additional matters, 132

Charter, 9, 97

Consultants, 92

Consumer response, 85

Digital information security annual attestation statement, 95

Disability Inclusion Action Plan, 134

Disclosure of controlled entities, 132

Economic/other factors affecting the achievement of operational objectives, 132

Financial statements, 139

Funds granted to non-government community organisations, 132

Government Information (Public Access) Act, 128

Human resources, 86

Identification of audited financial statements, 140-141

Internal audit and risk management policy attestation, 84

Investment performance, 132

Land disposal, 132

Legal change, 132

Letter of submission, 5

Liability and management performance, 132

Management and activities, 22-69

Management and structure, 11-19, 87, 99-117, 125

Major works in progress, 93

Multicultural policies and services program, 133

Numbers and remuneration of senior executives, 87

Payment of accounts, 91

Privacy and Personal Information Protection Act, 94

Production costs, 181

Promotion, 70

Public interest disclosures, 85

Research and development, 22, 34, 48, 60

Recreation leave and extended leave liability, 90

Risk management and insurance activities, 82

Summary review of operations, 9-10, 23-80

Time for payment of accounts, 91-92

Website address, 183

Work health and safety, 89

Workforce diversity, 88

Index

Aboriginal education, 42, 73, 135

Acronyms and abbreviation, 172

Audit and risk management, 82

Australian curriculum support, 39-41

Australian Music Examinations Board (AMEB), 57

Board meetings and attendance of members of the NESA Board in 2018–19, 112

BOSTES review, 22-24

Charter, 10, 97

Code of Ethics and Conduct, 90

Committee meetings and attendance of regular committees of the NESA Board in 2018–19, 114

Committees of the NESA Board, 99

Communications, 82

Compliance checklist, 177

Consultancies, 92

Contracting and market testing, 92

Curriculum overview, 38

Digital information security annual attestation statement, 95

Disability Inclusion Action Plan, 134

Financial management, 91

Financial statements, 139

Government Information (Public Access) Act, 128

Higher School Certificate, 48

Home Schooling, 68

Human resources, 86

Information security management, 94

Initial teacher education, 24

International initiatives, 71

Members of the NESA Board, 14

Minister's Statement of Expectations 2018, 20, 22

Multicultural policies and services, 133

National Assessment Program – Literacy and Numeracy (NAPLAN), 56

NESA Strategy, 127

Organisational structure of NESA, 19

Overseas travel, 71

Overseas visitors to NESA, 70

Payment of accounts, 91
Professional development, 29
Protection of personal information, 94
Public Service Senior Executive (PSSE) staff, 87

Record of school achievement, 54
Recreation leave and extended leave liability, 90
Rural and remote education, 74

School registration and accreditation, 11
Staffing and recruitment, 86
Stakeholder engagement, 72
Standards of service, 85
Statutory disclosure requirements, 132
Sub-committees of the committees of the Board, 118

Teacher accreditation, 26
Teaching standards, 26

Vocational education and training, 45, 49

Work health and safety, 89

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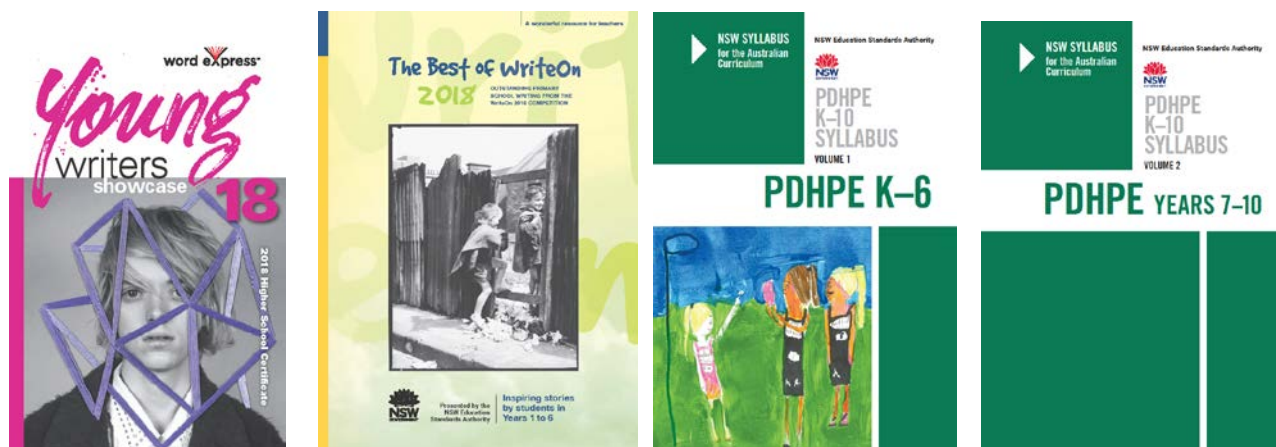
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NESA publications



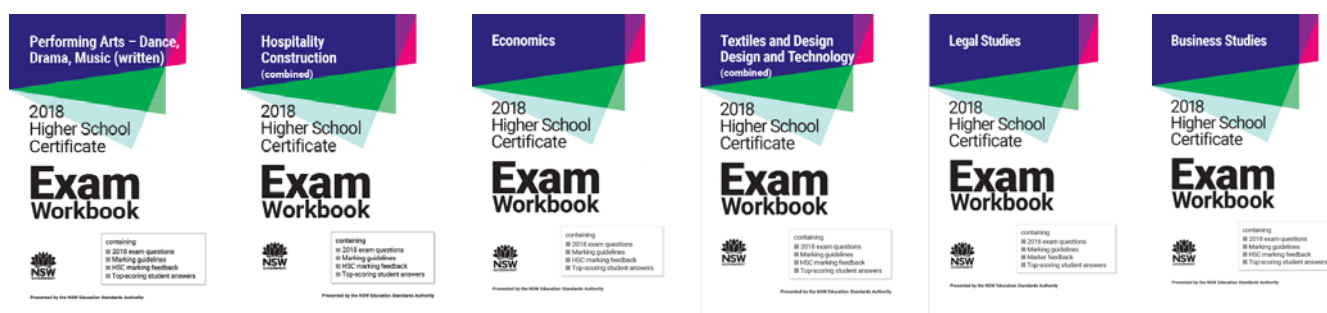
The Digital Strategies and Services Directorate (DSS) published a wide and diverse range of documents in the reporting period – incorporating the work of graphic designers, content management officers, website and copyright staff. In line with the continuing increase in the use of electronic and interactive publishing, more documents were published on the NESA websites 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 2018 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 18, The Best of WriteOn 2018, as well as a range of 2018 HSC Exam workbooks in both print and electronic formats.

The ENCORE 2018 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 2018 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