



2001-02

ANNUAL REPORT

# Victorian Curriculum and Assessment Authority

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



7 October 2002

The Hon. Lynne Kosky, MP  
Minister for Education and Training  
2 Treasury Place  
East Melbourne Victoria 3002

Dear Minister

I have pleasure in submitting the annual report of the Victorian Curriculum and Assessment Authority. All reporting is conducted in accordance with the *Financial Management Act 1994*.

Yours sincerely



Professor Kwong Lee Dow  
Chair

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# 2001–02

## Report of the Chair



The first full year of operation for the Victorian Curriculum and Assessment Authority (VCAA) has seen exciting work in Victorian education including the trialing of Year 7 online benchmark testing (Achievement Improvement Monitor (AIM) Online); the development of block credit in the Victorian Certificate of Education (VCE); and the VCE Season of Excellence events, which attracted attendance of over 130,000 people.

The Authority was established in 2001 as an integral part of the Government's clearly articulated vision for Victorian education, and is responsible to the Minister for Education and Training for the development of curriculum and assessment for all Victorian schools. The Authority's unique statutory role allows it direct and constructive relationships with all three school sectors – government, Catholic and independent – as well as the broader education community. It is committed to the provision of a high-quality, creative and accessible curriculum with fair and accurate assessment to support a strong education and training system.

Vigorous and productive relationships have developed throughout the education community – between students, teachers, parents, schools, unions, new statutory authorities and existing education bodies – and have engendered positive, innovative approaches to achieving the Government's specific goals and targets.

### Membership changes

Authority membership reflects the eclectic nature of the Victorian education community and was as follows in 2001: Professor Merran Evans, Director, Planning and Academic Affairs, Monash University; Mr Stuart Hamilton, Secretary, Department of Education & Training; Mr Leon Kildea, Principal, Wangaratta High School; Mr John Maddock, Chief Executive Officer, Box Hill Institute of TAFE;

Mr Garry McLean, Coordinating Chair, Curriculum and Support Services, Catholic Education Office; Ms Jane O'Shannessy, Teacher, Santa Maria College; Professor Robert Pargetter, Principal, Haileybury College; Professor Helen Praetz, Chair, Victorian Qualifications Authority (VQA) and Pro Vice-Chancellor RMIT; Mr Andrew Skourdoumbis, Teacher, Williamstown High School; Mr John Sweetman, Group General Manager Member Relations, Victorian Employers' Chamber of Commerce and Industry (VECCI); Ms Bronwyn Valente, Principal, University High School; and Ms Lynette Watts, Principal, Springvale South Primary School.

At the end of 2001, Professor Merran Evans resigned from the Authority membership, and in May 2002 the membership terms of Mr Andrew Skourdoumbis, Mr John Sweetman, Ms Bronwyn Valente and Ms Lynette Watts expired. The Authority gratefully acknowledges the significant contribution of these members to the Authority's work.

In June 2002, the Governor-in-Council approved the appointment of five new members to the Authority: Ms Christine Burnup, Chief Executive Officer, Australian Minerals and Energy Environment Foundation; Mr Peter McMullin, lawyer and council member, Victoria University; Ms Joanne Roberts, Assistant Principal, The Grange P-12 College; Ms Kylie Sanders, teacher, Red Cliffs East Primary School; and Professor Sue Willis, Dean, Faculty of Education, Monash University.

This annual report outlines the Authority's strategies, progress and achievements in fulfilling its legislative role and responsibilities. Equally important, the Authority recognises with appreciation the immense contribution to this work from dedicated teachers, academics, business and community representatives.

A handwritten signature in dark ink, reading 'Kwong Lee Dow'.

Professor Kwong Lee Dow

# 2001–02

## Report of the Chief Executive Officer



The Authority's Strategic Plan, launched in February this year, outlined the organisation's responsibility for the development of internationally benchmarked curriculum and assessment for schools across year levels P–12, and the monitoring and reporting of student participation and performance. The combination of principles of improved accessibility, innovation and flexibility with high-quality curriculum and assessment, represents a conscious strategy to enhance the participation and achievement of Victorian students.

During the last year, the Authority has been proactive in identifying and implementing sound progressive approaches to fulfilling its core responsibilities with the VCE, the Curriculum and Standards Framework (CSF) and the AIM.

### **VCE**

Two VCE studies – Accounting and Information Technology – have been revised to reflect current trends in Information and Communication Technology (ICT), ensuring students are familiar with leading-edge developments relevant to industry needs. The Authority has commenced the review of the suite of 41 VCE studies to maintain currency and academic rigour with seven studies reviewed in the first half of 2002.

Together with the VQA, the Authority is reviewing VCE graduation requirements with a view to maximising flexibility and study options for all students.

The Season of Excellence highlighted the exemplary work of VCE students in all categories of art, design and the performing arts. The expanding profile of Season events demonstrates the vibrancy of students' work and provides

a showcase of high-quality arts events. Overwhelming public response to Top Designs resulted in a six-week extension of the program at the Melbourne Museum.

### **CSF**

Annotated work samples developed by the Authority for the CSF were launched on 14 November 2001. Sample programs and teacher professional development focused on engaging students in the middle years of schooling who are at risk of leaving the education system.

### **AIM**

The opportunity for Year 7 students to participate in the AIM was offered to government, Catholic and independent schools on a voluntary basis in 2001. Over 31,000 Year 7 students in more than 50 per cent of all Victorian schools participated in the tests. In addition, 74 schools participated in the AIM Online program on a voluntary basis.

Delivery of the Years 3, 5 and 7 AIM has been brought in-house from 2002, and there has been strategic strengthening of research and measurement expertise throughout the organisation to guarantee efficient conduct of the testing program and accurate and timely reporting.

### **Post-compulsory years**

The Authority's ongoing commitment to the Government's targets of increased participation in the post-compulsory years of study engenders broader possibilities for VCE delivery. There are now 32 VCE VET programs and

15 part-time apprenticeships available. The introduction of block credit for VCE VET studies allows for increased diversity via pathways. Students in future will be able to obtain credit in the VCE from a range of other programs, including the Victorian Certificate of Applied Learning (VCAL) and VET qualifications.

To offer students information on the full range of study options, the Authority has worked with the Department of Education & Training and the VQA to develop *Where to now?*. This comprehensive guide for Year 10 students includes information on part-time apprenticeships and the VCAL as well as the VCE, and explains the wide range of study options available.

Authority staff have worked closely with colleagues in the VQA to ensure that respective responsibilities for curriculum and accreditation, assessment and certification are conducted efficiently. Where responsibilities are shared, such as monitoring participation and outcomes in the post-compulsory phase, the Authority is liaising with the VQA and relevant Department of Education & Training divisions to ensure comprehensive and consistent data collection.

## New structure

The senior staff of the Authority have been engaged in a wide-ranging operational and structural review during 2001–02. (The new structure is outlined on page 18.) External consultants reviewed the research capacity, operational effectiveness, and communications and online capability of the Authority. Staff have been trained in business process re-engineering and all units have reviewed their business processes and introduced improvements where appropriate. In addition, relevant senior and administrative staff have been trained in activity-based costing and budgets have been restructured to reflect the true cost of the operation. Senior staff of the Authority have overseen these improvements.

## International perspectives

The Authority's commitment to fostering the highest quality educational outcomes positions it well internationally. International recognition of the standard of the VCE and the CSF continues to grow. New projects include a licence agreement with Haileybury College to provide the VCE at the Tianjin Wansheng Senior School in China, the first time the VCE will be delivered in that country. Sekolah Ciputra in Indonesia delivered VCE examinations for the first time in June 2002.

The Director General of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), Mr Koichiro Matsuura, visited the Authority in May. Mr Matsuura met with senior educators and academics and visited a school to speak with students on values education.

## Outlook

The Authority views investment in research as vital to an increased understanding of students' participation and accomplishments. With its new division of Educational Measurement and Research, future work of the Authority will be underpinned by rigorous empirical and theoretical investigation. This will help ensure school curriculum and assessment supports optimal learning opportunities for Victorian students. In 2002–03, the Authority will also investigate possible commercial markets for its products.



Susan Pascoe



# 2001–02 AT A GLANCE



## Achievements

The Authority's Strategic Plan defines the core values and objectives of the Authority. The following lists achievements under the six Key Result Areas.

### 1 Curriculum flexibility in the compulsory years

**To improve student engagement with schooling through the development of curriculum material and the provision of support for teachers.**

- CSF annotated work samples in English, Mathematics and Science were launched on 14 November 2001.
- A statewide professional development strategy was developed for teachers and curriculum leaders to accompany annotated work samples.
- Sample programs were designed that engage students in the middle years at risk of not continuing on to post-compulsory education.
- Sample units were prepared integrating vocational learning and ICT across the CSF.



### 2 Post-compulsory study options

**To improve student retention and prepare students for successful transition to post-school pathways through the broadening of post-compulsory study options.**

- The steady increase in VCE completion rate continued over 2001–02.
- Two Expert Studies Committees were established in 2002 to advise on reaccreditation, use of ICT and pathways for VCE English and Mathematics studies.
- The VQA was provided with support in the coordination of VCAL development and trialing.
- 27,919 VCE students undertook a VCE study in Year 10, allowing for a broader program of study over three years. This means 46 per cent of Year 10 students are doing at least one VCE study.
- Accounting and Information Technology studies were revised, emphasising the use of ICT and learning activities.
- Review of seven VCE studies commenced in 2002.





- Teachers of 35 languages other than English (LOTE) studies were provided with workshops and resource materials to support their delivery of curriculum.
- VET certificates were broadened to encourage more students to continue with post-compulsory schooling and a number of training packages were redeveloped.
- High-quality support materials, workshops and briefings were provided to those delivering VCE VET programs.
- Coursework task designs were developed and published for VCE VET Arts (Interactive Multimedia), Business, Electronics and Furnishing.



All students should have access to knowledge and skills irrespective of background or circumstances



## 3 Assessment of student performance

**To provide students with increased flexibility of assessment delivery which is valid, fair and equitable.**

- Year 7 statewide sample testing in English and Mathematics was conducted in August 2001 with 306 schools (154 government, 64 Catholic and 90 independent).
- Block credit arrangements were approved, broadening access to VCE VET programs.
- VCE graduation requirements were reviewed to maximise flexibility and study options.
- Implementation of study scores for eight VCE VET programs continued, including development of 2002 examinations and revised Assessment Guides.
- Scored Assessment for VCE VET programs was reviewed and monitored.
- Computer-adaptive testing was delivered to Year 7 students in 74 schools from government, Catholic and independent sectors.



## 4 Educational measurement

**To improve the assessment of student performance via the VCE and the AIM by strengthening the assessment practices of Victorian teachers.**

- Specialist staff were appointed, including a new Assistant General Manager, to build up expertise in educational measurement.
- Improvement of feedback was given to schools on their VCE performance through the VCE Data Service.
- Consultation occurred with the education community on the Draft Paper on Assessment and Reporting and work commenced on the follow-up paper on Assessment within the CSF.
- AIM tests in literacy and numeracy were conducted for over 120,000 students in Years 3 and 5 and nearly 32,000 students in Year 7 in government, Catholic and independent sectors, with comprehensive reporting to parents and schools for 2001.
- Professional development activities were delivered to support implementation of the AIM to over 2000 teachers, principals and curriculum leaders at 71 venues across the State.

## 5 Research and reporting

**To provide accurate information to the Government and to the community on the performance of Victorian students in relation to government targets and international best practice on curriculum and assessment.**



- A working party was convened in 2002 to review the reporting of information on the VCE to schools, resulting in the VCE Data Service.
- Expert advice was provided to the Working Party on the Publication of VCE Performance Data.
- Expert advice was provided to the Department of Education & Training on national benchmarking.
- Presentations were delivered at national and international forums on the AIM statewide testing service.



## 6 Organisational capability

**To ensure that the resources of the Authority are effectively managed in support of its educational goals.**

- The organisation was restructured, budgets realigned and new senior staff appointed.
- Business process re-engineering activity was conducted and activity-based costing put in place for the preparation of unit budgets.
- Computer systems were reviewed to ensure efficient delivery of statistical moderation and the AIM Online program.
- IT training and professional development was provided to 300 new school users and 12,000 help desk transactions were attended to.
- Information Services answered 7148 enquiries and exhibited at expos and public events to ensure widespread public understanding of the Authority's role and programs.
- The VCAA Strategic Plan 2002–2004 was launched to ensure that schools and the general public were kept informed of Authority activities and directions.



# 2001–02

## FINANCIAL POSITION



This is the first full year of the Authority's operation so there are no comparisons with the Authority's financial position in previous years. The comparisons in the financial report represent a four-month operating period only.

The main source of funding for the Authority's operations is the Department of Education & Training through appropriation funding and project grants. The balance is derived from external sources including overseas student fees, publication sales and student services.

Total revenue received for the 2001–02 financial year was \$28,196,883. However, it is important to note that \$2,975,000 relates to project grants, and a further \$2,000,000 is a Treasury advance. The \$2,000,000 is to be repaid from the 2002–03 and 2003–04 financial year's appropriation funding and will be used during the 2002–03 financial year to assist bringing AIM testing for Years 3, 5 and 7 in-house.

The expenditure totalled \$30,350,066 and included project costs of \$4,049,050 for the development of AIM computer-adaptive testing, VCE Administrative Software System (VASS), and VCE and CSF developments.

Expenditure exceeded revenue by \$2,153,183 for the reporting period.

The accumulated surplus at balance date was \$2,126,972.

There are presently no known events that could adversely affect the operations of the Authority during the next reporting year.

In 2002–03, the Authority will investigate possible commercial markets for its products, as well as the way it records intellectual property in future years.



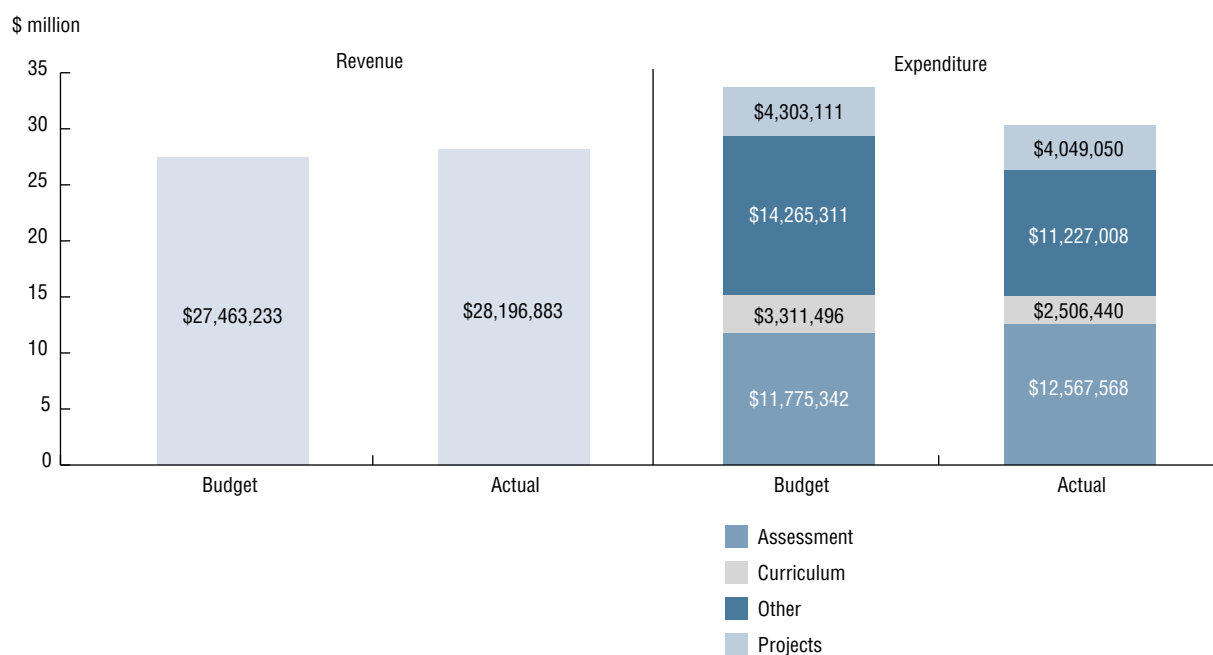
### Summary of financial position

	Surplus (Deficit)	Revenue	Expenses	Assets	Liabilities
30 June 2002	(2,153,183)	28,196,883	30,350,066	9,998,502	7,871,530

### Performance against budgetary objectives as at 30 June 2002

	Budget \$	Actual \$
<b>Revenue</b>	27,463,233	28,196,883
<b>Expenditure</b>		
Assessment	11,775,342	12,567,568
Curriculum	3,311,496	2,506,440
Other	14,265,311	11,227,008
Projects	4,303,111	4,049,050
<b>Total</b>	33,655,260	30,350,066
<b>Operating result</b>	(6,192,027)	(2,153,183)

### Comparison of budget and actual revenue and expenditure, 2001–02



# Overview of the Victorian Curriculum and Assessment Authority



The Authority's unique statutory role allows it direct and constructive relationships with all three school sectors – government, Catholic and independent – as well as with the broader education community.

## Governance

### Establishment

The *Victorian Curriculum and Assessment Authority Act 2000* was assented to on 5 December 2000, and the Authority came into operation on 1 March 2001. The Authority was established in response to the final report of the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria that had been released in 2000, and is the successor to the Board of Studies. Under the Act all assets and liabilities vested in the former Board of Studies are now vested in the Authority.

The Authority has curriculum and assessment capabilities across all school sectors. Its role includes the maintenance of the CSF and VCE curriculum, the administration of the VCE assessments, and the conduct of statewide testing, as directed by the Government. It also supports and facilitates cross-sectoral curriculum and resource development collaboration with other national and state authorities where appropriate, and curriculum development work commissioned by education and training authorities. The Authority is responsible to the Minister for Education and Training.

## Objectives

The objectives of the Authority, set out in section 5 of the Act, are to:

- develop high-quality courses and curriculum and assessment products and services
- develop courses normally undertaken in, or designed to be undertaken in Years 11 and 12, including courses leading to the issue of the VCE that will prepare students for successful transition to employment, tertiary education, vocational education and training and further education
- provide linkages that will facilitate movement between those courses and other courses.



## Functions

The functions of the Authority, set out in section 6 of the Act, are to:

- develop policies, criteria and standards for curriculum, assessments and courses for students, including courses leading to recognised qualifications
- develop, evaluate and approve:
  - curriculum for courses normally undertaken in, or designed to be undertaken in, Years 11 and 12, which are accredited under the *Victorian Qualifications Authority Act 2000* or which could be accredited under that Act and assessment procedures for those courses
  - courses for students at other school years
- oversee the delivery of, and conduct assessments for, the VCE and any other qualification available to a student in a school except a qualification in vocational education and training or further education that is a recognised qualification
- develop and maintain the CSF and other standards for measuring and reporting on student performance
- conduct assessments against the CSF and other standards for measuring and reporting on student performance
- do any of the following by arrangement with other persons, bodies or agencies:
  - design, develop and evaluate a curriculum or course (whether leading to a recognised qualification or not) and an assessment or assessment method for the course or any other course (whether leading to a recognised qualification or not)
  - oversee the delivery of the course and conduct assessments of students undertaking the course
  - design, develop and evaluate curriculum and assessment products and services
- monitor:
  - patterns of participation by school students in courses including VCE VET courses
  - the quality of outcomes of courses including VCE VET courses for school students
- advise the VQA about patterns of participation and quality of outcomes relating to courses in schools normally undertaken in Years 11–12, including VCE VET courses and the qualifications relating to those courses
- give advice or make recommendations to the Minister about any educational policy or strategy relating to its objectives or functions
- prepare and maintain records of student assessment and, on request, provide a copy of a student's record to the student or a person authorised by the student to receive it
- make available to the general public information collected by the Authority on results of schooling as measured by assessments of student performance; and other statistical information relating to its functions
- commission or conduct research on matters related to its functions
- provide professional development activities related to its functions
- provide information services about its practices and functions
- report on student performance to the Minister, the Secretary of the Department of Education & Training and other relevant bodies
- undertake any other function conferred on or delegated to the Authority under this or any other Act.

The Authority may issue a qualification relating to any course undertaken by a school student in any year up to and including Year 10.

## Powers

Section 7 of the Act sets out the powers of the Authority. For the purpose of performing its functions, the Authority may:

- enter into contracts, agreements or arrangements
- charge fees (not exceeding any amount fixed for the purpose by an Order made by the Governor-in-Council and published in the *Government Gazette*) for services provided by it
- publish and sell any information acquired by it
- apply for, obtain and hold, whether on its own behalf or jointly with another person, any intellectual property rights
- enter into agreements or arrangements for the commercial exploitation of the rights referred to in the preceding paragraph, whether by assignment, licensing or otherwise
- do any other thing that is necessary or convenient to be done for or in connection with or as incidental to the performance of its functions including any function delegated to it.



## Mission statement

The mission of the Authority is to provide all Victorian school students with the highest quality curriculum and assessment and to recognise their educational achievements. The actions of the Authority are underpinned by the following core values:

- **leadership** – by providing leadership to schools, and being responsive to community needs, in the areas of curriculum, assessment and reporting
- **excellence** – in fostering world-class standards of curriculum, assessment, reporting and performance, and the equitable delivery of high-quality, efficient services
- **innovation, creativity and design** – through services and programs that demonstrate innovative thinking, creative problem solving, a design orientation and continuous improvement
- **professionalism** – by developing the highest level of expertise and competence and adopting strict standards of confidentiality, transparency and accountability
- **international perspective** – through the development of programs and services that are internationally oriented and benchmarked
- **quality management** – by promoting a strong education focus, a positive and supportive work environment, and management practices that promote efficient expenditure of public monies for the benefit of the Victorian community.

## Guiding principles

In carrying out its functions as set out in clause 6 of the Act, the Authority is guided by the following principles:

- all students should have access to knowledge and skills irrespective of background or circumstances
- the establishment of strong learning foundations is crucial to the successful participation of individuals in changing work and social environments
- innovative, inclusive programs enable the needs of students and their communities to be met and result in a high standing globally
- the provision of detailed and reliable information on student achievement leads to improved learning and to continuing collaboration with the entire education community
- policies and procedures that govern the organisation should be clearly documented and regularly evaluated
- the Victorian public should have an understanding of the curriculum, assessment and standards frameworks being used in Victorian schools.

## Authority membership



**Professor Kwong Lee Dow, AM, Chair**  
BSc (Hons), BEd, FACE, FIPA

Professor Kwong Lee Dow is Deputy Vice-Chancellor at the University of Melbourne. He was Dean of Education at that university from 1978 to 1998. He was appointed Chair of the Authority at its inception, having earlier been Chair of the Authority's predecessor, the Board of Studies, since 1997. Other current appointments include Chair of Asia Education Foundation, member of the Hong Kong Council for Academic Accreditation and member of the Australian Multi-cultural Foundation. In 1984 he was appointed a Member of the Order of Australia for services to education and in 1994 received the Sir James Darling Medal from the Australian College of Education.



**Ms Christine Burnup**  
BA, DipEd

Ms Christine Burnup is the Chief Executive Officer of the Australian Minerals and Energy Environment Foundation and has almost 30 years experience in the fields of education, training, policy, government, business, mining and the environment. From 1985 to 1990, Ms Burnup held various senior government positions. Between 1990 and 1993 she was Assistant Director of the Business Council of Australia, and from 1993 to 1999 held various positions with Pasminco Ltd, most recently as Executive General Manager of Corporate Affairs. She is a member of the Institute of Company Directors and a board member of Earthwatch Australia.



**Mr Stuart Hamilton**  
AO, BA (Hons), BEc

Mr Stuart Hamilton has been Secretary, Department of Education, Employment and Training (now Education & Training) since February 2001. He was Executive Director of the Australian Vice-Chancellors' Committee, the national representative organisation for Australia's universities, from 1996 to 2001. Mr Hamilton joined the Australian Public Service in 1975 and worked in several departments, including the Department of the Prime Minister and Cabinet; Health, Housing and Community Services (Secretary 1988-93), and Environment, Sport and Territories (Secretary 1993-96). Mr Hamilton has held several board appointments including the International Association of Universities, the Australian Qualifications Framework Advisory Board and the Australian Council for Educational Research.



**Mr Leon Kildea**  
BEc, DipEd, GradDipEd

Mr Leon Kildea was a teacher for 23 years and is currently the Principal of Wangaratta High School. His involvement in curriculum development has included membership of the Principals Group for the Revised VCE Implementation, the CSF II Steering Committee, and a Regional VCE VET Consultative Committee. He has headed the Curriculum Committee of the Victorian Association of State Secondary Principals as well as being secretary for that association in his region. In this role he has been responsible for writing policy statements and sub-missions related to the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria, the revised VCE and development of the CSF. Mr Kildea was responsible for the development of four units of the VCE Study in Outdoor Education and related support material. He is currently the Convenor of the Authority's Curriculum Committee.



**Mr John Maddock**  
GradDipBus, GradDipEd, FAICD, FAITD, MASTD

Mr John Maddock is the Chief Executive Officer of Box Hill Institute of TAFE, which has in excess of 7000 students in the 15-19-year-old category. His involvement in the VET sector has included membership and chairing of committees at both state and national levels. Mr Maddock is a trustee on the Committee of Economic Development of Australia and a member of the Institute of Public Administration Australia, Victoria; the Australian Institute of Company Directors; the American Society of Training and Development, and the Australian Institute of Training and Development. He was also a member of the Government's ICT Task Force, and is an executive member of the Post Compulsory International Network for presidents and chief executive officers.



**Mr Garry McLean**  
DipT, BEd, GradDipRE, MACE, MACEA, AIMM

Mr Garry McLean taught at a number of Catholic parish primary schools before being appointed Principal of St Mary's School, West Melbourne in 1984. He was appointed Principal of St Joseph the Worker School, Reservoir North in 1990 and was awarded life membership of the Australian Primary Principals' Association. In 1995 Garry McLean was appointed to the Catholic Education Office in the role of Chair, Special Programs. He was appointed to his current position as Coordinating Chair, Curriculum and Support Services in June 2001. Mr McLean was elected to the executive of the Australian Curriculum Studies Association in 1999 and was a member of the CSF Advisory Committee. He is an executive member of the Catholic Education Commission of Victoria.



**Mr Peter McMullin**  
LLB, BCom, FAIM

Mr Peter McMullin is a legal practitioner specialising in commercial law and mediation. Mr McMullin was elected to the Melbourne City Council in 1996, serving as Deputy Lord Mayor, and Chair of the Council's Finance Committee and Planning Committee. Mr McMullin is Deputy President of the Museums Board of Victoria and Chair of the Immigration Museum Advisory Committee. He is a council member of Philanthropy Australia, a director of the Melbourne Community Foundation, a director of Turning Point, a member of the Centenary of Federation Victoria Committee, a director of the Education Foundation Inc. and a council member of Victoria University.



**Ms Jane O'Shannessy**  
BEd (TEFL), GradDipEd

Ms Jane O'Shannessy is a teacher of English, Literature and Drama at Santa Maria College, Northcote where she holds the position of English Coordinator. Ms O'Shannessy's extensive teaching experience has spanned more than 20 years in Catholic education where she has gained wide leadership experience in the areas of pastoral care and subject and curriculum coordination. She is presently a member of the Victorian Independent Education Union Education Committee.



**Professor Robert Pargetter**  
BSc, DipEd, MA, PhD

Professor Robert Pargetter is Professor of Philosophy at Monash University and Principal of Haileybury College. He was formerly Deputy Vice-Chancellor at Monash University and Dean of Arts. He was Chair of the Management Committee of the Victorian Tertiary Admissions Centre (VTAC) for four years.



**Professor Helen Praetz**  
BA, DipEd, MEd, PhD

Professor Helen Praetz is Pro Vice-Chancellor (Access and Equity) and Director of TAFE at RMIT and Chair of the VQA. Professor Praetz has more than 20 years' experience in education as an academic and senior manager in education. She was Dean of the Faculty of Education and Training and Pro Vice-Chancellor (Higher Education) at RMIT.



**Ms Joanne Roberts**  
DipEd, GradDipCompEd

Ms Joanne Roberts has worked in the primary, secondary and tertiary sectors, and is Assistant Principal, The Grange P-12 College. Ms Roberts' work with the Australian National Schools Network and the Department of Education & Training has involved her in planning and facilitating professional development of other educators at school-based, regional and national conferences. She has undertaken curriculum research within state and national projects to improve student learning in the middle years of schooling. Her research work continues in middle years curriculum review and reform.





**Ms Kylie Sanders**  
BEd, DipEd

Ms Kylie Sanders joins the Authority with extensive experience as a primary teacher. Currently Ms Sanders teaches at Red Cliffs East Primary School. She is the Middle Years Literacy Leader and Civics and Citizenship Leader for the Loddon Campaspe Mallee area. Ms Sanders' area of expertise is in the middle years of schooling and civics and citizenship. She has authored two middle years programs, *Hand in Hand* and *From Red Earth to .com*, and runs professional development on middle years programs statewide.



**Professor Sue Willis**  
BSc, DipEd, PhD

Professor Sue Willis is the Dean of the Faculty of Education at Monash University. Her area of expertise is in mathematics education relating to children's development of key mathematical ideas and the development of informed numeracy in children and adults. Professor Willis has an interest in gender reform programs in schools, particularly secondary schools. She has written state and national curriculum frameworks for mathematics, developing cross-curriculum policies and practices in outcomes-based education and in enhancing teacher judgement and professional accountability. Professor Willis is a member of the Australian Association of Mathematics Teachers, the Australian Association for Research in Education, the Australian Council of Adult Literacy and the Australian Curriculum Studies Association.

## Committees

### Executive Committee

As required by the Act, an Executive Committee has been established consisting of the Chair, the Chief Executive Officer and three other members – Mr Michael White, Director of School Education, Department of Education & Training; Professor Robert Pargetter, Principal of Haileybury College and Mr Garry McLean, Coordinating Chair, Curriculum and Support Services at the Catholic Education Office.

The establishment and membership of an Assessment Committee, a Curriculum Committee and other committees have been approved. Other committees may be established subsequently with the approval of the Minister. All Authority members are members of both the Curriculum and Assessment Committees.

### Assessment Committee

In addition to Authority members, there are three coopted members of the Assessment Committee – Mr Tony Mackay, Director, Incorporated Association of Registered Teachers of Victoria (IARTV); Mr Rob Stowell, Executive Director, VETASSESS and Associate Professor Peter Stacey, Head, Department of Mathematics and Associate Dean, Faculty of Science, Technology and Engineering, La Trobe University.

The Assessment Committee provides advice to the Authority on the design and implementation of the Authority's assessment programs for P–10 and the VCE. This includes all aspects of assessment associated with the VCE and the AIM. It meets monthly and reports to the Authority after each meeting.

### Curriculum Committee

In addition to Authority members, there are three coopted members of the Curriculum Committee: Dr Jill Blackmore, Associate Professor in the Faculty of Education, Deakin University; Ms Patricia Keenan, Principal, Holy Spirit Primary School; and Mr Tony Mackay, Director, IARTV.

The Curriculum Committee makes recommendations to the Authority on matters relating to the development of policies, standards and criteria for curriculum for students in P–12, and the evaluation and approval of curriculum for courses for students in these years. It receives reports from various Authority working parties, reference groups and projects and provides direction for the work of these groups. The committee meets regularly and reports to the Authority after each meeting.

A Vocational Education Reference Group, chaired by Mr Tony Mackay, provides advice to the Authority through the Curriculum Committee on a range of issues related to VCE VET programs and broader aspects of vocational education.



## VCE Review committees

The Authority commissions expert VCE Review committees to review and evaluate VCE studies and to prepare proposals for new and revised studies for the approval of the Authority. These committees include practising VCE teachers from each sector, academic and curriculum experts, and business and training sector representatives. In accordance with the accreditation periods of VCE studies, the Authority established review committees for 15 VCE studies in 2001: Accounting, Art, Economics, English Expert Studies, Health and Human Development, Information Processing and Management, Information Systems, Information Technology Expert Studies, International Studies, Mathematics Expert Studies, Physics, Political Studies, Psychology, Studio Arts and Visual Communication and Design. The list of review committee members appears in Appendix 3.

## Audit Committee

The Authority's Audit Committee comprises the Chair, Professor Robert Pargetter, Principal, Haileybury College; Ms Susan Pascoe, Chief Executive Officer, VCAA; Mr Stuart Alford, Partner, Ernst & Young; Mr John Hall, Chief Finance Officer, Department of Education & Training; Mr Michael Lindsay, Internal Auditor, Department of Education & Training; Mr Vincent McPhee, Assistant General Manager, Operations; and Ms Jenny Jones, Manager, Finance, Human Resources and Administration, VCAA.

The Audit Committee is a fundamental part of the Authority's corporate governance. The prime functions of the committee are to ensure that internal control structures and processes are appropriate for the Authority's activities and that risk management strategies are adequate and appropriate. The committee is currently in the process of developing a charter for adoption by the Authority.

The Risk Register was being reviewed and reconfigured with new ratings during the course of the reporting period. The resulting amended Risk Register will comprehensively manage risks associated with new projects such as the in-house management of the AIM assessments.

Internal audit is also an important corporate governance function. These services are provided by the Department of Education & Training.

## Special working party

In February 2002, the Authority established the Working Party on the Publication of VCE Data to provide advice to the Assessment Committee on issues associated with such publication. The Working Party comprised representatives of key education groups – principals, sector authorities, unions and parents – as well as experts in educational measurement. Key tasks for the Working Party were to examine the nature and design of the VCE Achievement Index, the role of the General Achievement Test (GAT) in

the quality assurance of VCE assessments and in the development of the VCE Achievement Index and the impact on schools identified in the print media as 'under-performing' on the basis of the publication of VCE data. The Working Party completed its report by 30 June 2002 and forwarded it to the Assessment Committee for its consideration and for the development of advice for the Minister by the Authority.

## Senior officers



Senior staff

(from left) front row: Glenn Rowley, Elaine Wenn  
2nd row: Vincent McPhee, John Firth

## Chief Executive Officer

### Ms Susan Pascoe

BA, MEd (Hons), FACE, FACEA, FAIM

Ms Susan Pascoe is the Chief Executive Officer of the Authority. Prior to this appointment Ms Pascoe was the Coordinating Chairperson in the Catholic school system in Victoria with operational responsibility for services to schools. Ms Pascoe is a member of the Australian National Commission for UNESCO, the Senate of the Australian Catholic University, and the Civics Education Group. She led the Australian delegation to the United Nations

Education Forum in Senegal in May 2000. Ms Pascoe has worked at Harvard University as a researcher and as a Visiting Scholar, and has undertaken research on educational standards, implementing educational change and systemic reform for bodies such as the World Bank and the Australian Federal Government. Her key educational interests are in the areas of educational standards, school improvement, systemic reform and equitable outcomes of schooling.

### Assistant General Manager, Curriculum

**Mr John Firth**  
BCom, DipEd

Mr John Firth is responsible for the operations of the Curriculum Branch, leadership of project teams and coordination of Key Learning Area committees and VCE Review committees. These committees provide advice and recommendations to the Authority on the development and implementation of the VCE and development, implementation and monitoring of the CSF.

Mr Firth manages the development and implementation of policies and procedures for VCE VET. He is a member of the National Working Group on VET Recognition established by the Australian National Training Authority and a member of the Australian Quality Training Framework Reference Group.

### Assistant General Manager, Operations

**Mr Vincent McPhee**  
BA, DipTeaching

Mr Vincent McPhee is responsible for managing the operational units that support the conduct of the Authority's business. Specific areas that he oversees include Corporate Governance, Executive Services, Finance and Administration, Human Resources, Project Coordination, Information Technology, Information Services, Authority Promotions, Production and Publication, the Season of Excellence, Overseas programs and Authority Accommodation.

### Assistant General Manager, Educational Measurement and Research

**Dr Glenn Rowley**  
BSc, BEd, MA, PhD

Dr Glenn Rowley is responsible for the direction of educational measurement for the VCE and P–10 programs, and for directing research, evaluation and reporting activities. Key functions include coordination of research, test development, statistical moderation, data management and records analysis.

### Assistant General Manager, Assessment

**Ms Elaine Wenn**  
BSc, DipEd, GradDipSocSc

Ms Elaine Wenn is responsible for VCE assessment operations of the Authority and the development, implementation and monitoring of the Authority's VCE assessment policies and procedures. Ms Wenn manages the enrolment, school assessment and examination programs for the VCE and the processing and reporting of results.

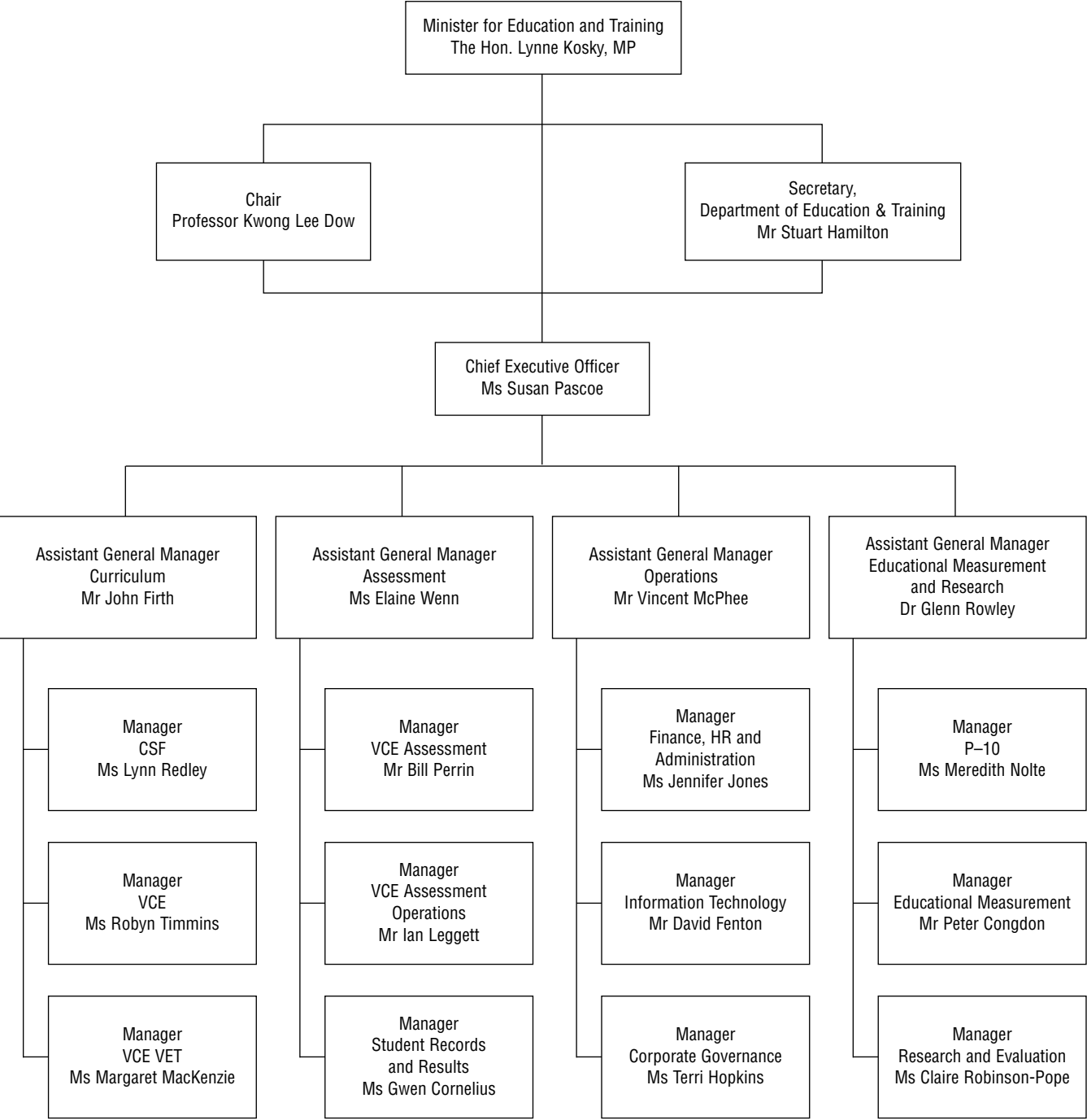
### VCAA staff establishment

During the 2001–02 financial year, the Authority operated with an establishment of 143.1 equivalent full-time (EFT) positions. For filled positions, the gender distribution was 63 per cent female and 37 per cent male. This compared with an establishment of 121.7 EFT positions in the previous year, with the same gender distribution of 63 per cent female and 37 per cent male.





Organisation chart





# Review of operations



The establishment of strong learning foundations is crucial to the successful participation of individuals in changing work and social environments.

## Strategic Plan

The Government has identified education as a high priority and has articulated a clear education agenda with specific goals and targets. It has set the following five goals as its priorities for education in Victoria:

- improve the standards of literacy and numeracy in primary schooling
- increase the percentage of young people who successfully complete Year 12 or its equivalent
- have more adults take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- make near-universal participation in post-school education training the norm in our society.

The Authority's Strategic Plan outlines the key outcomes that it is committed to achieve in order to fulfil its responsibilities under the *Victorian Curriculum and Assessment Authority Act 2000*, meet the Government's goals and targets, and meet the needs of students, teachers, schools and the Victorian community.

The Authority has identified six Key Result Areas.

Achievement within these areas will assist schools to establish the foundations of knowledge, skills and attitudes required by Victorian school students to meet the competitive challenges of the 21st century.

Each of the six Key Result Areas following contains a number of outcome measures. While the achievement of these outcome measures is not solely the responsibility of the Authority, they are used by the Authority to demonstrate that its work is assisting in the attainment of the Government's education goals and targets.

### 1 Curriculum flexibility in the compulsory years

**To improve student engagement with schooling through the development of curriculum material and the provision of support for teachers.**

#### Outcome measures

- Students in Years P–10 become more engaged in their schools' programs.
- Schools report an increase in the skills of students in reading, writing and numeracy.
- The Authority undertakes review and development of the CSF with a renewed emphasis on pedagogy.
- National and international standards in curriculum are considered and incorporated, where appropriate, for use within the CSF.



- The CSF continues to be supported and endorsed by schools, sectors and the community as appropriate for the engagement of young people and to be responsive to the learning needs of students.
- Teachers engage in professional development delivered by the Authority.
- Teachers integrate components of the CSF and make use of the resources developed by the Authority for the design of learning programs to suit their local needs.

## 2 Post-compulsory study options

**To improve student retention and prepare students for successful transition to post-school pathways through the broadening of post-compulsory study options.**

### Outcome measures

- Number of students completing Year 12 or its equivalent increases.
- Number of post-compulsory students in rural and regional Victoria engaged in education and training increases.
- Quality of outcomes of courses for post-compulsory students improves.
- National and international trends and standards in post-compulsory courses are considered and incorporated, where appropriate, for use within Victoria.
- New studies and courses that can be accredited by the VQA are developed.
- Structure of VCE studies is reviewed to ensure that they continue to serve the needs of students, schools, universities, training providers and employers.

## 3 Assessment of student performance

**To provide students with increased flexibility of assessment delivery which is valid, fair and equitable.**

### Outcome measures

- Students access a broader range of assessment tools through the introduction of online assessment.
- Students in regional and rural areas have improved access to assessment tools through the use of online assessment.
- Assessment tools are developed that cater for higher order thinking skills and provided online.
- Centrally developed assessments are accommodated into classroom practice through online assessment advice.
- Improved service delivery flexibility and efficiencies for schools increase as a result of the implementation of online assessment.

## 4 Educational measurement

**To improve the assessment of student performance via the VCE and the AIM by strengthening the assessment practices of Victorian teachers.**

### Outcome measures

- The AIM and VCE assessments are benchmarked against international standards.
- Teachers and schools have confidence in the Authority's AIM and VCE assessment data.
- Assessment practices of teachers within all sectors are informed by teacher professional development delivered by the Authority and other professional development providers.
- Teachers and schools involved in the professional development delivered by the Authority improve their assessment practices.
- School-based VCE student assessments and AIM evaluation data are distributed by schools to parents in a useable form and in a timely manner.
- School communities increase their awareness and confidence in assessment of student performance related to VCE and AIM.

## 5 Research and reporting

**To provide accurate information to the Government and to the community on the performance of Victorian students in relation to Government targets and international best practice on curriculum and assessment.**

### Outcome measures

- Records of student assessment are accurately maintained and statements of results are correctly distributed to students by published dates.
- Student results transmitted to the VTAC are accurate and delivered in accordance with agreed timelines.
- Patterns of student participation in the post-compulsory phase of schooling are monitored.
- Information on the attainment of literacy and numeracy targets is maintained.
- Information on the results of schooling and other statistical information is made available to the public.
- The Authority manages, analyses and reports on its own student performance data to the Minister, the Department of Education & Training and to other relevant bodies.
- Teachers, schools, training providers and universities access information and advice from the Authority on curriculum and assessment in Victorian schools and on the performance, participation and quality of outcomes of Victorian students.

## 6 Organisational capability

To ensure that the resources of the Authority are effectively managed in support of its educational goals.

### Outcome measures

- The Authority fulfils its statutory objectives and functions through the leadership provided by its members and the assistance, expertise and operations provided by its staff.
- Authority policies, priorities and procedures are implemented in accordance with agreed strategies and timelines.
- Budgetary, personnel and other administrative matters are implemented in accordance with the requirements set down by the Department of Education & Training Secretary and in a cost-effective manner.
- The requirements of the *Public Sector Management and Employment Act 1998* and the *Financial Management Act 1994* are met in relation to the employment of Authority staff and the financial management of the organisation and compliance with other relevant legislation is achieved.

VCAA Strategic Plan 2002-2004

## Victorian Certificate of Education

The VCE covers a broad range of studies across the curriculum. Over 130 options are available at Year 12 level, including more than 40 LOTE, 32 VCE VET programs and 15 part-time apprenticeships. Implementation of revised VCE studies continued over 2002. VCE VET programs are fully integrated and provide students with credit within the VCE and nationally through training credentials issued within the Australian Qualifications Framework.

### Post-compulsory study options

The VCE curriculum is subject to rigorous quality assurance processes through annual monitoring activities, cyclical evaluation and reaccreditation. This ensures that the highest quality curriculum is available to all Victorian students regardless of location and background. Support for the delivery of the VCE curriculum includes advice and resources for teachers and free access to all curriculum materials and resources of the Authority that are on the website.

In 2001, two studies, Accounting and Information Technology, were reviewed and approved for reaccreditation and distributed to all schools early in 2002. Both studies were substantially revised in response to trends in

technology, research findings and changes in the workplace. A greater emphasis on ICT and learning activities to increase student engagement were incorporated into both studies. A support program for teachers, including statewide workshops, underpinned the implementation of these changes in 2002. The Authority routinely provides all key stakeholders with 12 months' notification of any changes to the VCE curriculum.

Thirty-five revised LOTE studies were implemented in 2002. Support was provided for teachers in the form of workshops, an implementation support kit, videos and teacher resource materials.

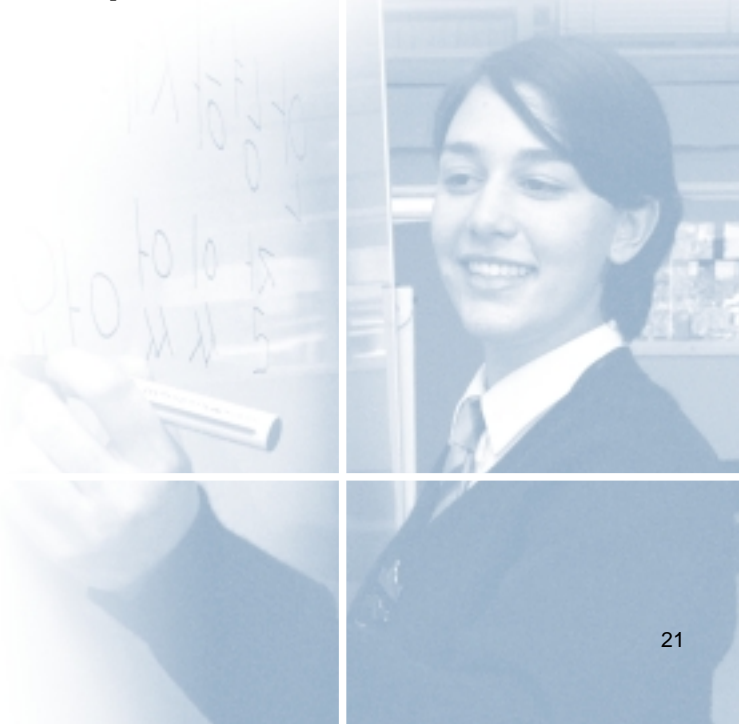
Two Expert Studies Committees were established in November 2001 to provide advice on reaccreditation, use of ICT and pathways for students in English and Mathematics studies.

Increasing numbers of students are choosing to utilise the flexibility of the VCE by commencing their VCE studies earlier in their secondary schooling. In 2001, 46 per cent of Year 10 students undertook a VCE study. This allowed for a broader program of study taken over three years rather than two.

Extension studies are university studies taken with the VCE. In 2001, 1010 students were enrolled in the University Extension Study program and 388 achieved the maximum increment for their ENTER.

### Forward strategies

A reaccreditation schedule for VCE studies (which includes over 40 languages in the LOTE study, and multiple offerings in Mathematics, History, Music and Information Technology) was approved by the VQA and is being implemented by the Authority. Evaluation and review of seven studies commenced in 2002 and should be completed and the results published by February 2003. A further 22 studies are currently scheduled to commence the review process in the second half of 2002.





The graduation requirements of the VCE are currently under investigation by a working party with a view to maximising flexibility and study options within the program for all senior secondary students.

In 2001, the Authority engaged a consultant to investigate the feasibility of online assessment in the VCE. Following discussion of the consultant's report at the Assessment Committee, working groups were convened in Accounting and Information Technology to explore online assessment in these software-based courses.

Complementing this work was the initiation of a project to explore flexible delivery of the VCE and another to review the Authority's data systems. Options for increased flexibility include further modularisation of VCE units, online assessment and flexible starting and finishing points. This work will continue in 2002.

### VCE participation 2002

There were 155,439 students enrolled in the VCE in May 2002. These included 31,846 students in Year 10 (or earlier) undertaking an initial VCE study. About 52 per cent of all students are females. A total of 515 secondary schools offer the VCE (312 government, 87 Catholic and 116 independent) as well as 25 adult providers (TAFE institutes and community learning centres), 70 single-language providers and two overseas providers.

### Premier's attainment target

In October 2000, the Premier set three benchmark targets for education and training, one of which related to the educational achievement of young Victorians:

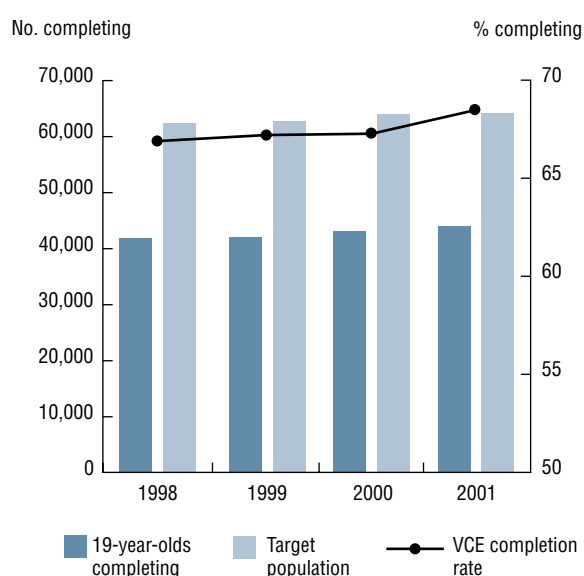
*By 2010, 90 per cent of young people in Victoria will successfully complete Year 12 or its equivalent.*

Consistent with nationally agreed definitions, young people have been defined as under and including 19-year-olds. Completing Year 12 means completing the VCE or its equivalent.

The number of VCE completions increased between 1995 and 2001.

#### VCE completion rate, 1998–2001

VCE completion is the major contributor to the Premier's target of 90 per cent successful completion, which also includes a variety of equivalent qualifications.



#### VCE completions by age at 30 June, 1995–2001

Year	Younger than 16	16	17	18	19	Older than 19	Total
1995	14	774	33,054	6,275	845	1,381	42,343
1996	16	686	33,248	6,539	834	1,154	42,477
1997	25	667	33,340	6,953	811	1,049	42,845
1998	23	663	33,318	7,298	793	781	42,876
1999	23	621	33,433	8,200	786	733	43,796
2000	25	618	33,438	8,886	854	601	44,422
2001	23	747	34,333	9,626	1,028	665	46,422

#### VCE completion rates for 19-year-olds, 1998–2001

	19-year-olds successfully completed	Total 19-year-olds	Percentage of 19-year-olds completed
1998	41,768	62,433	66.9
1999	42,110	62,679	67.2
2000	43,039	63,946	67.3
2001	44,010	64,244	68.5



## VCE examination snapshot

Students undertaking VCE examinations are enrolled in Unit 3-4 sequences of VCE studies and receive an examination score and a grade for each examination and three component scores for the GAT.

All assessors were trained and monitored in the consistent application of marking schemes for the examinations. A total of 3246 assessors were engaged for the June and October-November assessment period, including 594 LOTE oral assessors and 252 performance assessors.

In October, 5500 arts performance examinations for six studies were completed over 27 days and 9900 students undertook 43 LOTE oral examinations in 16 days. In November, 72 written examinations were scheduled over 15 days and all student examinations were processed, assessed and completed over a period of 32 days.

### Assessment operations by numbers

<b>Total number of examinations</b>	125
Number of assessors – written examination (June and Oct-Nov 2001)	2,400
Number of assessors – LOTE oral examination (Oct-Nov 2001)	594
Number of assessors – performance examination (Oct-Nov 2001)	252
<b>Total number of 2001 assessors</b>	3,246
Number of examination centres (June 2002)	508
Number of examination centre supervisors (June 2002)	5,800
Number of examination centres (Oct-Nov 2001)	629
Number of examination centre supervisors (Oct-Nov 2001)	20,600
<b>Total number of examination papers marked (June-Nov 2001)</b>	446,488
<b>Total number of written examination 1st, 2nd and 3rd markings</b>	1,029,453
Number of students sitting examinations interstate (Nov 2001)	18
Number of students sitting examinations interstate (June 2002)	16
Number of students sitting examinations overseas (Nov 2001)	61
Number of students sitting examinations overseas (June 2002)	504
Number of students with special examination arrangements (Nov 2001)	1,470

## VET in Schools

The broadening of the VCE to include the study of Vocational Education certificates has encouraged more Victorian young people to continue with post-compulsory schooling. The following tables show participation in the VCE VET by sector for 2002 and by certificate for 2001. A number of students are enrolled in more than one certificate in a school year.



### VCE VET providers, students and certificate enrolments by sector, 2002

Sector	VET providers	% of all providers	Students	Certificate enrolments
Adult	8	27.6	90	91
Catholic	82	94.3	4,713	4,988
Government	280	89.7	16,790	18,394
Independent	90	77.6	3,211	3,460
All	460	84.6	24,804	26,933

The most popular VCE VET areas of study are Arts (Interactive Multimedia), Automotive Technology, Business (Office Administration), Hospitality, Information Technology and Sport and Recreation, all with over 1000 enrolments.



**VCE VET and part-time apprenticeship certificate enrolments, 2001**

Certificate name	Enrolment
Certificate I in Engineering Technology	932
Certificate II in Agriculture	359
Certificate II in Arts (Interactive Multimedia)	1,370
Certificate II in Automotive (Mechanical – Underbody)	13
Certificate II in Automotive (Mechanical – Vehicle Servicing)	5
Certificate II in Automotive (Sales – Replacement Parts and Accessories)	1
Certificate II in Automotive (Vehicle Body – Paint/Panel Preparation)	2
Certificate II in Automotive Repair, Services and Retail	29
Certificate II in Automotive Technology	1,547
Certificate II in Bicycles (Services)	1
Certificate II in Business (Office Administration)	1,938
Certificate II in Clothing Design and Production	234
Certificate II in Dance	89
Certificate II in Desktop Publishing	81
Certificate II in Electronics	470
Certificate II in Engineering – Production	26
Certificate II in Food Processing (Wine)	8
Certificate II in Food Retail (McDonald's)	60
Certificate II in Furnishing (Cabinet Making)	686
Certificate II in General Construction	608
Certificate II in Horse Studies	656
Certificate II in Horticulture	402
Certificate II in Hospitality (Operations)	4,879
Certificate II in Information Technology	717
Certificate II in Music Industry Skills	838
Certificate II in Outdoor Power Equipment (Services)	2
Certificate II in Printing (Production & Graphics Support)	2
Certificate II in Retail Operations	316
Certificate II in Small Business Practice	751
Certificate II in Sport and Recreation	1,971
Certificate III in Automotive (Mechanical – Light Vehicle)	1
Certificate III in Automotive Repair, Services & Retail	9
Certificate III in Community Services (Aged Care Work)	24
Certificate III in Community Services (Community Work)	611
Certificate III in Financial Services	52
Certificate III in Information Technology	1,299
Certificate III in Information Technology (General)	1,294
Certificate III in Information Technology (Network Administration)	248
Certificate III in Information Technology (Software Applications)	851
Certificate III in Laboratory Skills	67
Certificate III in Music Industry Skills (Performance/Composition)	200
Certificate III in Music Industry Skills (Technology)	272
Certificate IV in Food Technology	16
Cisco Networking Academy program	457
VCE Retail Operations	279
<b>Total</b>	<b>24,673</b>

## Most popular studies in 2002

The table below shows the most popular Unit 3 studies in 2002 by Key Learning Area. It indicates the number of enrolments as well as the number of providers (schools, TAFE institutes and adult community education providers).

Shading indicates gender bias. The most extreme gender bias is found in Systems and Technology, where more than 98 per cent of enrolments are male.

### Most popular<sup>1</sup> VCE Studies Unit 3, 2002

Key Learning Area	Study	Enrolment		Providers
		1996	2002	
<b>The Arts</b>	Art	4,441	4,219	291
	Drama	1,367	1,768	162
	Media	3,376	4,476	187
	Music Performance: Solo	1,005	1,098	233
	Studio Arts	5,162	6,765	358
	Theatre Studies	790	1,357	115
	Visual Communications	5,772	6,661	400
<b>English</b>	English	44,822	46,242	510
	English (English as a second language)	2,521	3,011	285
	English Language	–	975	46
	Literature	4,896	5,961	367
<b>Health and Physical Education</b>	Health and Human Development	–	9,787	383
	Outdoor & Environmental Studies	–	2,430	153
	Physical Education	6,334	7,051	396
<b>Languages other than English</b>	Chinese <sup>2</sup>	960	2,142	67
	French	1,037	1,385	140
	Indonesian <sup>2</sup>	666	1,082	103
	Japanese <sup>2</sup>	698	1,348	131
<b>Mathematics</b>	Further Mathematics	15,029	21,003	490
	Mathematical Methods	17,456	18,266	483
	Specialist Mathematics	5,881	6,229	397
<b>Science</b>	Biology	11,539	11,135	471
	Chemistry	8,711	8,359	456
	Physics	7,642	7,641	452
	Psychology	11,837	14,034	429
<b>Society and Environment</b>	Accounting	7,222	6,273	383
	Business Management	8,475	11,482	377
	Economics	4,175	3,164	185
	Geography	3,595	2,771	174
	History: Australian	2,168	2,255	142
	History: Revolutions	2,014	3,598	211
	International Studies	1,061	1,427	64
	Legal Studies	9,365	8,427	413
	Political Studies	1,243	1,099	68
	Religion and Society	1,469	2,381	52
<b>Technology</b>	Design and Technology	–	4,203	305
	Food and Technology	–	4,473	300
	Info Tech: Information Systems	1,811	3,229	184
	Info Tech: Processing and Management	12,462	12,292	447
	Systems and Technology	1,798	1,430	131

<sup>1</sup> approximately greater than 1000 enrolments

<sup>2</sup> includes first and second language speakers

Enrolment more than 60% female

Enrolment more than 60% male



## Program review

VCE VET programs continued to be updated or replaced as national training packages were endorsed or reviewed for currency. The following programs were modified or redeveloped:

- Certificate II in Desktop Publishing
- Certificate II in Sport and Recreation
- Certificate II in Business (Office Administration) – VCE VET program and part-time apprenticeship
- Certificate II in Hospitality (Operations) – VCE VET program and part-time apprenticeship
- Certificate II in Arts (Interactive Multimedia)
- Certificates II and III in Music Industry Skills

## Program development

Development of a new VCE VET and part-time apprenticeship program was completed for Certificate II in the Seafood Industry (Aquaculture, Seafood Processing, Sales and Distribution).

## Scored assessment

Provision of study scores for VCE VET programs continued in Arts (Interactive Multimedia), Business (Office Administration), Community Services, Dance, Electronics, Furnishing, Hospitality (Operations) and Information Technology. Development commenced for 2002 examinations for these eight programs, supported by industry training bodies and expert practitioners from industry.

Eight detailed Assessment Guides were revised for 2002, providing tools, detailed procedures and information for assessors in schools and registered training organisations on the implementation of scored assessment.

Exemplary coursework task designs were developed and published for Arts (Interactive Multimedia), Business, Electronics and Furnishing. The development of exemplary material for Community Services commenced.

Arrangements for recognition and use of study scores continued to be developed in collaboration with the VTAC.

Provision of study scores commenced for two new VCE VET programs in Financial Services and Laboratory Skills. This initiative required the development of:

- detailed Assessment Guides, providing information for assessors in schools and registered training organisations on the implementation of scored assessment, with tools and detailed procedures
- examinations supported by considerable involvement of industry training bodies and expert practitioners from industry.

## Monitoring and evaluation of scored assessment

In the latter part of 2001, the Authority commissioned two reports on scored assessment of VCE VET programs:

- Review of Scored Assessment for VCE VET Programs 2001 (Deakin University), which focused on the implementation of the assessment process
- Monitoring of VETASSESS, which focused on the design of the assessment model.

These reports reflected positively on the model and the favourable outcomes for students. Recommendations for the refinement of design elements and more focused professional development activities and support materials were reported to the Authority's Curriculum and Assessment Committees.

## New policy initiative – block credit

As part of the Authority's commitment to broadening access to VCE VET programs, detailed work was undertaken to develop block credit for studies completed outside the approved VET and part-time apprenticeship suite of programs. It is expected that access to block credit arrangements will be available in the latter part of 2002.

In June 2002, schools were informed of the policy and procedures relating to students applying for block credit towards the VCE for work completed in vocational education certificates currently not accredited in the VCE. Students are able to apply for credit for work already completed and for work in progress. The Authority expects an increase in the number of students achieving satisfactory completion in 2002 due to this policy decision.

The future focus of VCE VET will be to:

- evaluate the full suite of VCE VET programs in light of the implementation of the block credit policy
- build on the successes of current VCE VET programs and increase the number of students undertaking them
- stimulate growth in part-time apprenticeships and traineeships
- continue to enhance the status of VCE VET programs and remove barriers to engagement by students
- retain and further develop connections between the VCE and other pathways
- further develop arrangements for scored assessment, and extend this option to a wider range of VCE VET studies in 2003–04
- further develop support materials for scored VCE VET programs
- devise and implement a wider communication strategy for all stakeholders



- develop ways of recognising vocational learning through programs developed for the pre-VCE or preparatory years and through assessment of achievements against key competencies
- continue involvement in national forums on assessment and program development
- develop proposals for VCE VET programs in areas of skills shortage.

### Professional development and educational leadership

Authority staff participated in the following information sessions and professional development activities for VCE VET programs and wider vocational education issues.

- Briefings on VCE VET programs and changes to be implemented in 2002 were delivered to VCE coordinators, VET coordinators and teachers in all regions.
- Substantial workshops on scored assessment for assessors in registered training organisations and schools were delivered in each region and continue to be available on request. These were well received and attracted good participation from private providers and TAFE staff, as well as schools.
- High-quality support materials were developed for the implementation of training packages. Authority staff participated in professional development sessions for teachers.
- Regular participation occurred in Workplace Learning Coordinator Forums, subject association events, career education forums and industry-sponsored professional development events.

Authority staff also collaborated closely with the Office of Training and Tertiary Education, the Office of School Education and Catholic and independent sector authorities, as well as industry training boards and national industry training advisory bodies.

### Development of administrative arrangements

In 2001, the VQA developed a new credential for the post-compulsory phase of education, the VCAL. By May 2002, there were 349 students from 20 schools enrolled in the pilot VCAL. These VCAL students accounted for 461 VCE unit enrolments, 106 VCAL unit enrolments and 67 VET certificate enrolments. School administrators entered the student data on the Authority's database via VASS. The Authority developed the software and procedures for the VQA. The experience of the pilot program will guide the development of the administrative processes for the VCAL in 2003.

### Contribution to national and international forums

The Authority contributed to national forums on vocational education through:

- engagement with the Australian National Training Authority
- participation in forums on development and implementation of national training packages
- refinement and evaluation of a new assessment model
- contribution to dialogue on assessment across sectors
- presentation of information to international visitors.

### Research and reporting

Records of students' VCE assessments are accurately maintained and statements of results are correctly distributed to students by published dates. Student results that are transmitted to VTAC are accurate and delivered in accordance with agreed timelines.

### VCE results 2001

In the period December 2001 to May 2002, a total of 76,617 Statements of Results were delivered to students at their home addresses and 62,868 via the students' home schools. Home schools distributed 46,281 Victorian Certificates of Education.

The Authority and VTAC again cooperated to provide a telephone and Internet results service. The telephone service received 30,598 calls and 14,029 students accessed the Internet service.

Proposed improvements for 2002 include the provision of a facility for students to access their results by Short Message Service (SMS) on their mobile phones.

### VCE enrolments and results 2002

Schools use VASS to enter enrolment and results data. On 29 April there were 1,213,966 unit enrolments for 139,364 students. In June, schools recorded assessments for Studio Arts and indicative grades for the June examinations.

In seeking to improve participation and achievement in education and training, the flexibility of the VCE program allows for students who are disadvantaged in some way during their enrolment period. In 2001, 7866 students were granted Consideration of Disadvantage and a further 154 were granted Interrupted Studies status.

State Government priorities include expanding opportunities for training and learning all through life. There are 309 students aged 50 or older enrolled in the VCE in 2002. One hundred and twenty-five of these students have no previous VCE enrolment.



### Additional VCE enrolment data

The study with the smallest number of enrolments – LOTE (Classical Greek, Lithuanian and Slovenian)	1
The study with the smallest number of enrolments – non-LOTE* (Music Styles)	183
Number of schools with VCE enrolments	557
Number of English Unit 1 enrolments	56,661
Number of English Unit 3–4 sequence enrolments	45,968
Number of full fee-paying overseas students	3,300
Number of schools with full fee-paying student enrolments	191
Number of students participating in VCE VET programs	26,933

\*Does not include VCE VET or pilot VCE studies

### Other enrolment services

	Applications processed
English as a Second Language	85
Chinese as a Second Language	744
Indonesian as a Second Language	1071
Japanese as a Second Language	1418
Korean as a Second Language	34
Overseas and interstate credit towards the VCE	more than 600

Post-result services	Applications processed
Statement of Marks	2214
Statement of Study Score	849
Replacement Statement of Results	more than 1230
Replacement Certificates	more than 330

There were more than 200 equivalent qualification statements issued.

### VCE Season of Excellence

The Season of Excellence provides an opportunity for the Authority to demonstrate student achievement in technology and the visual and performing arts to schools, parents and the community in some of Melbourne's most prominent cultural venues. The associated education programs and publications also offer professional development and learning opportunities to teachers and students.

The high standard of performances and visual material presented is assured through the involvement of the Authority's chief assessors, state reviewers and senior staff in the planning, selection and delivery of Season events. The Authority facilitates the participation of regional students by making reduced-price tickets available for Top Class and Top Screen.



In 2002, the VCE Season of Excellence consisted of the following programs.

#### Top Designs: Melbourne Museum – 8 March – 14 July 2002

An exhibition of VCE Media, Design and Technology, Food and Technology, Systems and Technology, Visual Communication and Design ran for over four months.

The Hon. Lynne Kosky, MP, Minister for Education and Training, officially launched the VCE Season of Excellence 2002 at the opening of Top Designs at Melbourne Museum. Over 700 guests attended. A 24-page full-colour catalogue was produced.

Due to overwhelming public response, Top Designs was extended until 14 July. Eight thousand students booked in to visit the exhibition, an 82 per cent increase on last year's attendance. The number of people attending the exhibition period reached 120,000.

#### Top Class: ABC Iwaki Auditorium, Southbank – 16 and 23 March 2002

Eight concerts presenting Dance, Dance Styles, Drama, Theatre Studies, Music: Solo and Music: Group performances were held at the ABC Iwaki Theatre. An eight-page two-colour program was produced and attendance reached 2532, a 21 per cent increase on last year.

### Top Screen: Kaleide, RMIT Union Theatre – 18–20 March 2002

Six screenings of short fiction, animation and documentary films produced in VCE Media were launched by the Australian Teachers of Media Education Officer, John Long. Guests enjoyed 17 short films in various genres. A double-sided program was produced and the attendance was 615, which was comparable to previous years.

### Top Acts: Melbourne Concert Hall – 1 May 2002

VCE Music, Dance, Theatre Studies and Drama performances selected from Top Class were selected to produce the Top Acts concert.

Launched by dancer and choreographer Luke George, the Top Acts concert presented a program of 23 performances of VCE Music, Dance, Theatre Studies and Drama. An eight-page two-colour program with images of each performer was produced. Attendance reached 1139, which was comparable to the attendance in 2001.

### Top Arts: National Gallery of Victoria on Russell – 8 May – 30 June 2002

Managed by the Education and Public Programs Department at the National Gallery of Victoria, Top Arts exhibited work by VCE Art and Studio Arts students. A 48-page full-colour catalogue was produced. A total of 8767 students booked to view the exhibition, which was comparable to 2001.

## Key achievements

Participants in the 2002 Season of Excellence represented a cross-section of the most innovative, creative and technically proficient students in Victoria. Students, teachers, parents, school communities and the general public joined in Season events.

School and community commitment to high-quality curriculum and assessment was expressed through Season events.

Quality publications highlighted the outstanding standard of work presented. Two catalogues, three programs and online material were produced in conjunction with Season events. A video of the Top Acts concert was made available to schools through mail order.

Extensive promotion of the 2002 Season of Excellence included the following:

- The Season program guide was distributed to all Victorian schools, venues and subject associations.
- Events were outlined on the Authority's website and the website address listed promotional material.
- Season updates appeared regularly in the *VCE Bulletin* and *Education Times* and were forwarded to schools by email.

- The Department of Education & Training Media Unit provided assistance with the media launch for Top Designs and circulated media releases for all events, resulting in extensive coverage in the regional and local print media.
- The Season contract photographers created a dynamic record of events, and these images were disseminated through the media and Authority publications.

Evaluation and feedback from participants and their families, current students, teachers and the general public attending Season events indicated very favourable responses. De-brief and feedback meetings with Chief Assessors, and State and Assistant Reviewers provided equally positive outcomes and valuable discussion for future initiatives.

## Forward strategies

Two Season of Excellence events will be held at the newly opened facilities at Federation Square in 2003: Top Arts at the National Gallery of Victoria Ian Potter Centre for Australian Art in March and Top Screen at the Centre for the Moving Image in May. Education programs including panel discussions with industry representatives will be held in association with Top Screen.

Exhibition dates for Top Designs and Top Arts have been scheduled to overlap to benefit students wishing to visit both exhibitions. Melbourne Museum is currently committed to hosting Top Designs annually in tandem with a range of education programs. The reduced-price ticket introduced for regional students in 2002 will be continued for Top Class and Top Screen. Top Class performances in Dance, Drama and Theatre Studies will be presented at the National Theatre in St Kilda to accommodate the large audiences.

## Discipline and appeals relating to VCE assessment

The Manager, Corporate Governance administers VCE discipline processes, handles student appeals against school-imposed penalties on VCE results due to breaches of rules and convenes formal hearings of the Discipline Committee for these matters. The Discipline Committee is composed of three members: the Chair, who is an Authority member, and two other members who can be either Authority members or senior Authority staff. The proceedings are formal and a solicitor attends to assist the Committee.

Penalties available to schools if a student breaches the rules for school-assessed coursework range from a reprimand or demand for resubmission of work to a refusal to accept all or part of the work in question. In such cases the student has the right to appeal to the Authority on two grounds: that the breach did not occur and/or that the penalty imposed was too severe.



From July 2001 to June 2002 there were six appeals by students against disciplinary actions taken by schools on school-assessed coursework. Of these, one appeal was withdrawn due to the student resolving the matter with the school, three appeals were found to be related to school decisions on unsatisfactory completion of a unit, for which there is no appeal to the Authority, and two appeals were resolved by administrative review by the Manager, Corporate Governance.

For the same time period, the Manager, Corporate Governance received 32 reports from schools, assessors and examination supervisors of alleged breaches of examination rules. Where the breach was relatively minor and the student's results were not affected, the Manager, Corporate Governance reprimanded the student and the allegation was not taken to the Discipline Committee. Minor breaches included students mistakenly bringing into the examination material that was quickly removed by the supervisor or talking during the examination.

Of the 13 cases that went before the Discipline Committee, two students had their examination result cancelled and both other assessments in that study reduced by one grade, one student had the examination result cancelled, one student had the examination result reduced by four grades, two students had their exam result reduced by two grades, and five students by one grade. Two students received a formal reprimand.

The number of breach-of-rules reports received by the Authority in relation to examinations represents a minority of the number of students who sit VCE examinations.

## Curriculum and Standards Framework

The CSF describes what P-10 students should know and be able to do in the eight Key Learning Areas. It provides sufficient detail for schools and the community to be clear about the major elements of the curriculum and the standards expected of successful learners. Each school determines the best way to organise its own teaching and learning program, taking into account Government policies and the school community's priorities, resources and expertise.

The P-10 Curriculum Branch develops curriculum and effective curriculum and assessment resources to enhance the utility of the CSF.

## Achievements

During 2001-02, work focused on the development of high-quality curriculum and assessment resources and professional development programs designed to support schools in the flexible implementation of the CSF and in their efforts to improve student engagement.



Major projects included the development of:

- annotated work samples exemplifying the standards of the CSF in each of the Key Learning Areas
- sample programs designed to engage middle years students who might not proceed to post-compulsory education
- sample units integrating vocational learning and ICT across the CSF.

The development of annotated work samples in English, Mathematics and Science culminated in the launch of these resources in Term 4, 2001. The resources, comprising a print publication and a CD-ROM, provided clear examples of student work at the expected standard in selected CSF levels and strands. Schools welcomed the resources as valuable aids in assisting with the accuracy of their assessment of student work against the CSF.

To support teacher use of these resources, the Authority developed a statewide professional development strategy utilising the train-the-trainer model. Reference materials and workshop activities were published in print and on the Authority website. Using these resources, the Authority conducted regional professional development programs for school curriculum leaders and teachers.



Work on the second phase of the annotated work samples project continued. Editing, design and quality assurance of annotated work samples in LOTE (French, Chinese and Indonesian) concluded, and publication and distribution to schools was scheduled for Term 3, 2002.

Following the trial of assessment tasks in a sample of Victorian schools in the Arts (Music), Health and Physical Education, Studies of Society and Environment and Technology, student work was collected, marked and calibrated. Work samples that best exemplified the standards of the CSF were selected and annotated. Editing and design work was completed and quality assurance processes for both print and electronic publications commenced. Publication of the assessment tasks and annotated work samples in these Key Learning Areas is scheduled for Term 4, 2002.

Development of exemplary programs has commenced for Years 8, 9 and 10 students who are at risk of discontinuing schooling. Units of work are being written for English and Mathematics designed to engage students in their learning and assist schools to better prepare for post-compulsory studies or successful post-school transition. Following trials with students and teachers in a sample of schools, the materials were edited and a publication and communications strategy developed.

Work continued on two projects that integrated vocational learning and ICT with the Key Learning Areas. Sample units were developed to assist schools to deliver vocational education at Years 9 and 10, showing relationships between the CSF, key competencies, enterprise skills and pathways to VCE studies and VET programs.

Other resources published during the year included:

- a LOTE compendium containing selected CSF levels for Korean, Chinese (first language), Auslan, Latin and Arabic. The compendium provides language-specific learning outcomes and indicator examples to supplement the generic LOTE framework.
- sample programs in Mathematics for Years 3 and 4 that translate the CSF into suggested teaching programs across the two year levels.

Work commenced on the production of a teacher resource in the Reasoning and Strategies strand of Mathematics and the development of sample programs in Years 7-10 Mathematics.

### Forward strategies

Resources developed in the first part of 2002 will be published progressively. These will support schools in reviewing their program delivery. They include:

- a teacher resource in the Reasoning and Strategies strand of Mathematics
- annotated work samples in LOTE (French, Chinese and Indonesian)
- exemplary assessment tasks and annotated work samples in the Arts (Music), Health and Physical Education, Studies of Society and Environment. and Technology
- sample units that integrate vocational learning and ICT across the CSF
- sample programs in English and Mathematics for students in Years 8 to 10.





The dissemination of these resources will be supported by professional development strategies to encourage more flexible CSF implementation at the school level.

## Achievement Improvement Monitor

The AIM is an integrated set of assessment and monitoring programs for measuring student progress and achievement.

In December 2001, the Authority announced the decision to bring the development and delivery of the statewide testing component in-house. This has resulted in the recruitment of additional staff and careful and detailed planning in order to meet testing dates. Participation rates increased in 2002, the second year of implementation at Year 7, as more schools from the independent sector have accepted the invitation to take part in the testing.

### Achievements

Key achievements in the reporting period include:

- delivery of the AIM in literacy and numeracy to over 120,000 students in Years 3 and 5 and nearly 32,000 students in Year 7 in government, Catholic and independent sectors, and comprehensive reporting to parents and schools in 2001 and early 2002
- delivery of the AIM to Years 3 and 5 internationally in Saudi Arabia, involving students at the Saudi Arabian International School
- delivery of computer-adaptive testing (AIM Online) to Year 7 students in 74 schools from government, Catholic and independent sectors in 2001, involving over 10,000 students
- delivery of professional development activities to over 2000 teachers, principals and curriculum leaders at 71 venues across the State, to support implementation of the AIM and promote data analysis and school improvement
- establishment of external and internal committees and a reference group to facilitate consultation, and promote understanding of and support for the AIM within the wider educational and Victorian community
- presentations to interstate and international educational communities on the AIM statewide testing program and computer-adaptive testing.

### Forward strategies

A major strategic program, AIM Online will continue to be developed and enhanced to provide the capacity to conduct formal statewide tests in any Key Learning Area at any year level from P-10, and to deliver anywhere, any time, calibrated tests for teachers to use in their classrooms. Seventy additional schools will be provided with servers for AIM Online in 2002.

The Authority will deliver the AIM at Years 3, 5 and 7 on 6 and 7 August 2002, employing quality-assured testing tools, accurate assessment and correct distribution of results by published dates.

Research and equating studies will be undertaken to provide comparative data on student achievement for both pen-and-paper and computer-based assessment.

Professional development programs will be provided for teachers, principals and curriculum leaders to support implementation of the AIM, understanding of results employing in-house data, and results analysis services.

The Authority will review the conduct of the AIM in-house after 12 months. The review will focus on the operation of the statewide assessment in August, the procedures for item development, the psychometric analysis, and the reporting to parents, schools and system authorities.

## Overseas projects

Educational services were provided internationally through a variety of projects which included:

- the granting of CSF, AIM and GAT licences
- recognition of schools as VCE providers
- examination equivalence and moderation services.

### Indonesia

#### Sekolah Global Jaya

Sekolah Global Jaya, an independent school in Tangerang, Indonesia, is a recognised VCE provider. Ten students completed their VCE at the end of the 2001 school year.

#### Sekolah Ciputra

Sekolah Ciputra in Surabaya, Indonesia, is the sister school of Sekolah Global Jaya. The Authority recognised the school as a VCE provider from the commencement of the 2002 school year and 13 students participated in the VCE June exams and the GAT.

### South Africa

#### Crawford Schools

Authority moderators evaluated the exam papers in 15 subjects and provided advice on the equivalence of the South African examinations with VCE examinations in similar subjects. The moderators also marked a sample of end-of-year exam papers to determine that the marking standards were equivalent to those of VCE examinations.

Approximately 400 Crawford School students elected to sit the GAT in 2002, a worthwhile educational exercise that benefited both the students and their teachers.

### Combined Trials Examinations Project, Durban

A group of ten South African government schools work as a network to develop the annual South African Combined Trials Examinations. These are school-level exams which precede South Africa's external final examinations. The Authority moderates the Combined Trials Examinations, and teachers at the Durban schools call on Authority expertise during the writing of these exams.

In 2002, the Authority moderated the examinations in two subjects, Biology and Mathematics.

### Saudi Arabia

#### Saudi Arabian International School

The Authority, in partnership with the Department of Education & Training's International Division, has a licensing agreement with the Saudi Arabian International School in Riyadh to use the CSF as the basis of their P–10 curriculum. Students at the school also undertake the AIM at Years 3 and 5. Discussions have begun on the introduction of the VCE at the school.

### China

#### Haileybury College proposal

The Authority has provided Haileybury College with a licence to deliver the VCE in China through an offshore VCE campus in Tianjin. This will be the first time that the VCE is provided in China. Students will commence their VCE at the start of the 2003 school year.

### Thailand

The Authority, in partnership with the Department of Education & Training's International Division, is in the process of negotiating a licensing agreement with St Mark's International School in Bangkok to use the CSF as the basis of its P–10 curriculum. Students will also undertake the AIM at Years 3 and 5.



# Focus on people



Innovative, inclusive programs enable the needs of students and their communities to be met and result in a high standing globally.

## Curriculum Branch

The Curriculum Branch is responsible for the development of high-quality curriculum for Victorian students from P–12. This includes the CSF in the compulsory years (P–10) and the VCE in the post-compulsory years. The Branch also develops resource materials and provides professional development to support teachers in their implementation of the curriculum and assessment of student work. Key Learning Area managers work across P–12. Small teams focusing respectively on P–10, VCE and VCE VET complement their work.

### VCE Curriculum Unit

The VCE Curriculum Unit manages the ongoing maintenance, review, development and implementation of VCE studies. This includes related professional development activities and publications.

The Unit has undertaken significant research in the use of ICT in the VCE curriculum to support understanding of the impact of new technology on teaching and learning. This will improve the capacity of the Authority to enhance learning and develop high-quality curriculum and assessment in the senior secondary years.

With the introduction of the pilot VCAL in 2002, the work of the Unit will increasingly broaden into senior secondary curriculum generally.

### P–10 Unit

The current major work of the P–10 Unit is in the development of support materials and professional development for teachers that will assist them to improve student engagement with their schooling, better prepare students in secondary schools for post-compulsory studies or successful post-school transition, and improve the accuracy of their assessment of student work against the CSF.

### VET Unit

The VET Unit is responsible for the development of programs and maintenance of the approved suite of 32 VCE VET programs and 15 part-time apprenticeships and traineeships for school students. Staff provide detailed and timely advice to all stakeholders in the vocational education and training sector engaged in delivery of vocational certificates to students.

The Authority has continued to broaden the options for students in the post-compulsory years and to improve participation and achievement in education and training.



LOTE Curriculum Unit  
(from left) Bernadette  
Brouwers, Vicki Marinelis,  
Anna Coveos, Marie Clair,  
Adrienne Horrigan



## Assessment Branch

The Assessment Branch is responsible for the assessment and reporting of students' educational achievements in the VCE. The Branch comprises the VCE Assessment Unit, the Assessment Operations Unit, and the Student Records and Results Unit.



VCE Assessment Unit  
(from left) front row: Cathy Peters, Pauline Rule, Gillian Le  
2nd row: Kathryn White, Kris Allen, Amanda McKillop  
back row: Robert Hunt, Paul Nicholls

## VCE Assessment Unit

The VCE Assessment Unit operates on two sites: East Melbourne and Camberwell. The Unit prepares and assesses all VCE written examinations, including VET examinations, performance examinations in the Arts and LOTE, and school-assessed tasks in a number of studies. The Unit provides the data that is used to prepare certificates for Victorian VCE students. The Unit also conducts audits of school coursework and prepares reports to schools on the outcomes of the reviews.

The Unit also provides operational requirements of the AIM tests, including contracts, appointments, marking and the provision of data.

The VCE Assessment Unit aims to effectively and efficiently deliver the VCE assessment program, support the AIM program and provide schools and students with valid and accurate assessments.

## Assessment Operations Unit

The Assessment Operations Unit was formed in 2001 to manage the processing of VCE examinations, as part of the VCE Assessment Unit. The Assessment Operations Unit is responsible for:

- receiving, dispatching and collecting VCE examination papers in June and November
- administering examination centres and supervisor requirements and grants for written examinations
- processing and awarding special examination arrangements
- packing, dispatching and receiving materials for Arts Performance and LOTE oral examinations
- processing of student examination responses



- distributing and collecting materials for assessors
- developing the written examination timetable and scheduling all assessor training meetings, assessment processing, error resolution and final examination score calculations
- processing student multiple-choice answer sheets and assessor marking sheets
- managing centrally assessed studies and assessors
- monitoring and updating the Authority database to achieve final examination scores and grades for all students in all studies.

### Student Records and Results Unit

The Student Records and Results Unit has responsibility for the record-keeping of enrolments and results of VCE and VCAL students. The Unit processes over 1.2 million enrolment records and the results of VCE examinations and school-assessed tasks.

The Unit is also responsible for the delivery of Statements of Marks and VCE certificates to students' homes.

The Unit has a range of associated responsibilities, including processing applications for second-language status, Consideration of Disadvantage and the formation of partnerships between schools with study enrolments of less than five students. It also plays a key role in the moderation of school results.

#### P-10 Assessment Unit

(from left) Harold Dover, Sonia Soltys, Anna Rerakis, Kate Moody, Ann Scriven, Meredith Nolte, Judy Dohrmann, Neal Varghese, Alex Lachowicz, Kin Ip, Ian Malloy, Michael Evans, Cait Ramsdale, Roy Ho

## Educational Measurement and Research Branch

The Educational Measurement and Research Branch is responsible for the provision of research and measurement expertise in all aspects of the Authority's work, and for the development of research and measurement capacity within the Authority. The Branch brings together the work of the P-10 Assessment Unit, the new Educational Measurement Unit and the existing Research and Evaluation Unit.

### P-10 Assessment Unit

The P-10 Assessment Unit has responsibility for the in-house implementation of the AIM, which until 2002 was handled by external contractors under the management of Unit staff. The Unit has also managed the development and trialing of the AIM Online program, which, apart from facilitating the online administration of statewide AIM testing at Year 7 level, will also provide teachers with the opportunity to develop and administer online tests of their own choosing, at times that they choose.

The AIM testing was brought in-house at the start of 2002, and this has placed heavy demands on the staff of the Unit. The development, trialing and production of the 2001 AIM tests have all been completed within budget and within an extremely tight schedule. The success of this enterprise reflects well on the staff of the Unit.

The AIM Online program has been successfully managed, and by the end of 2002 will provide over 70 schools with facilities for online adaptive testing to meet their own needs as well as the requirements of statewide testing.



AIM testing is universal at Years 3 and 5, and, although not mandatory at Year 7, has achieved an 80 per cent take-up rate by schools, which clearly value the information that it provides. In the immediate future, the Unit seeks to consolidate and improve the facilities in place and to maintain the improvement in participation at Year 7.

Once its development and implementation is completed, the AIM Online program will be thoroughly evaluated and, on the basis of the evaluation, strategies developed to make the facility available on a wider basis.

### **Educational Measurement Unit**

The Educational Measurement Unit was formed to bring together a nucleus of measurement expertise that will meet the needs of the Authority's P–10 and VCE assessment programs, as well as providing measurement support and advice throughout the Authority.

Initially, the major responsibility of the Unit has been the analysis of data and preparation of reports for the AIM testing program at Years 3, 5 and 7, and for the AIM Online program. Additionally, the Unit has provided measurement support for VCE activities through the Working Party on the Publication of VCE Data, the VCE Data Service, assistance in examination setting, data analysis and statistical issues that arise in moderation, Consideration of Disadvantage and maintenance of data quality.

The Unit seeks to provide a regular service to the AIM and VCE assessment programs, and to expand its provision of measurement and research advice and assistance throughout the Authority.

### **Research and Evaluation Unit**

The Research and Evaluation Unit contributes to the operations of the Authority by providing research and information services to internal units, including data extraction from administrative systems, and advice and assistance in evaluation and monitoring of the Authority's programs.

The Unit implements the statistical procedures essential to the VCE examination process, including statistical moderation of school-assessed coursework, item analysis and the monitoring of grade distributions and identification of assessments that require review.

It also provides an information service for parents, teachers, schools and school sectors in relation to student outcomes and curriculum provision; and to the Government about curriculum and student outcomes for accountability and reporting purposes.

In 2001–02, the Unit provided an efficient and accurate service to all parts of the Authority, both in provision of information and in the operational aspects of VCE assessments.

The Unit will seek to play a more proactive role in research within the Authority, and, through professional development, to further develop its expertise in measurement and research. Immediate priorities are the development of research priorities for the Authority and the setting up of structures that encourage and facilitate research within the Authority. Successful implementation of these strategies will not only assist the Authority to improve the performance of its regular responsibilities, but will also enable the Authority to achieve a higher profile within the educational community in its areas of expertise.

### **Operations Branch**

As part of the new organisational structure of the Authority, an Operations Branch has been established under the direction of the newly appointed Assistant General Manager.

The new Branch has operational responsibility for the delivery of key products and services of the Authority. It incorporates the work of the following:

- Finance, Human Resources and Administration Unit
- Information Technology Unit
- Executive Services Unit
- Information Services Unit
- Production Unit
- VCE Season of Excellence.

The main work of the Branch includes the following activities:

- preparation and monitoring of budgets, annual statement of accounts, human resource functions and maintenance of the Authority's two locations
- coordination of the management of Authority contracts
- provision of IT services that are timely and accurate and best meet the needs of the organisation
- provision of administrative support and governance advice to the Authority itself, its members and its Committees, so that the Authority's statutory obligations are achieved
- communication of the Authority's key activities to the public through a responsive information service and engaging print and website publications.

In 2002, the Operations Branch consolidated financial and contract management, established risk and contract registers and developed clear business processes to promote a businesslike culture within the organisation and more effectively manage resources in support of the Authority's educational goals.



Finance, Human Resources and Administration Unit  
(from left) Carl Cramer, Vanh Sourintha, David O'Neill,  
Rajani Dharmabalan, Jenny Jones, Katrina Tjong

### Finance, Human Resources and Administration Unit

The Finance, Human Resources and Administration Unit provides financial, administration and human resources support services, contributing to the Authority's efficient and effective delivery of services to students, teachers, parents and the general community.

The past 12 months have seen the appointment of a new unit manager who has coordinated the implementation of a change agenda, including the training of Authority staff in business process re-engineering, accrual accounting and activity-based costing processes. This investment in financial and business management effectiveness was implemented with a view to identifying efficiencies aligned to the Authority's strategic agenda and the Government's overall targets. These new processes will also assist the Authority to articulate its accountability and value to the general community.

The development of intellectual property assets were identified during the year in preparation for potential commercialisation in the 2002–03 financial year.

### Information Technology Unit

The Information Technology (IT) Unit provides the following services:

- computer systems development
- central computer facilities management
- central technical infrastructure support
- end-user applications support
- professional development for the VCE Assessment Processing System used within the Authority; various office applications used within the Authority; and VASS, which is used in schools.

The Authority is required to conduct, in an efficient and effective manner, the annual VCE, VET and GAT assessment programs, and to deliver assessment outcomes on time, accurately and within budget. The following projects were major contributors to these objectives as the Unit:

- enhanced many features and introduced new functionality in the administrative applications used by both school and Authority staff, including the addition of the VCAL sub-system
- maintained very high availability and performance of these systems
- provided hands-on training to more than 300 new school users of these systems and serviced more than 12,000 help-desk transactions
- increased data storage capacity and provided the ability to service more concurrent school users, by replacing the database server with a more powerful computer.

The IT Unit contributed to the efficiency of the Authority's organisational and resource management by:

- enhancing many features and introducing new functionality in computer systems used by Authority staff, including major revisions to statistical moderation software
- maintaining very high availability and performance of the Authority's local area network, file servers, PCs and printers
- increasing data security and data storage capacity by replacing the PC file server and upgrading to the Windows 2000 operating system.

The IT Unit is also very proud to report that one of its members, Ms Margaret Corker, was awarded the Public Service Medal for her work in education software development.

In continuing to underpin the efficient delivery of the VCE VET, GAT, VCAL and the AIM and improve the Authority's administrative structure, the IT Unit will assist with the achievement of the Authority's outcomes identified in the Strategic Plan 2002–04 by:

- assisting with the completion of the VCE online assessment report



- assisting with pilot online assessment program delivery for the compulsory years of schooling
- strengthening assessment practices by ensuring that the assessment software systems distribute assessment results in a timely and cost-effective manner
- assisting with the cost-effective delivery of the AIM by taking over many of the previously outsourced processes involved in the production and delivery of AIM reports to schools
- enhancing systems to enable VTAC to quickly and securely retrieve data
- ensuring that assessment software systems are enhanced to improve statistical data
- ensuring that data security and integrity are maintained at a very high level
- reviewing information systems and technology used in the Authority and upgrading the Information Technology Strategic Plan
- upgrading PCs used by Authority staff to the more powerful and reliable Windows 2000 operating system.

### Executive Services Unit

The Executive Services Unit protects the legal and corporate interests of the Authority and works to ensure compliance with legislation and guidelines in the following areas:

- Freedom of Information (FOI)
- Equal Employment Opportunity and anti-discrimination legislation
- the Authority's regulations for the administration of the VCE
- contractual matters
- intellectual property legislation and privacy legislation
- overseas projects.

The Unit provides administrative and policy support to the Authority, its committees and the Authority's senior managers and is responsible for ensuring that policy development keeps abreast of current legislative frameworks and trends.

### Information Services Unit

The Information Services Unit delivers customer service to the education sector and wider community through the provision of pertinent and essential information. The Unit provides an accurate and prompt information and referral service using telephone, facsimile, electronic and postal mail.

Information Services Unit

(from left) Suyin Lam, Carole Lander, Shell Pocock



Executive Services Unit

(from left) Terri Hopkins, Karen Page, Vera Hemkes, Vincent McPhee, Rachel Collier, Imelda Cadiente





The Unit plays a key role in ensuring that the Authority fulfils its responsibilities to provide better links between schools, business and communities by:

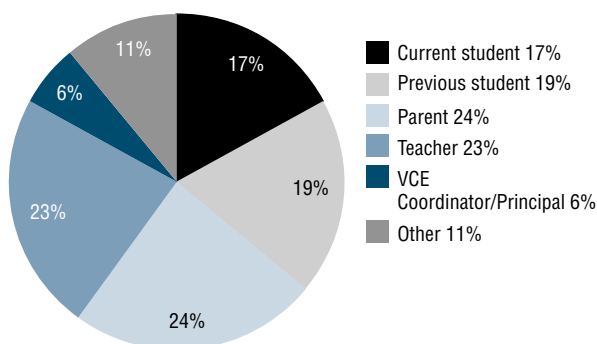
- providing accurate and relevant information to all Victorians who contact the Authority
- producing publications that provide information on Authority curriculum and assessment policies and procedures
- organising events that promote the Authority
- playing a key role in producing and promoting the VCE Season of Excellence events
- providing Authority branch managers with media articles to keep them informed of developments in the education sector.

Information Services performs a vital role in ensuring that there is a widespread public understanding of, and support for, the role of the Authority. Often it is the first point of contact for enquiries to the organisation. Seventy per cent of these enquiries were responded to by unit staff and 30 per cent were referred to the appropriate unit for response.

Information Services staff:

- responded to 6447 telephone calls and 701 emails in 2001–02. The range of enquirers can be seen in the pie chart opposite
- organised a range of events, including the VCE Expo, the launch of the Authority's Strategic Plan and the Authority's Art Acquisition Ceremony
- conducted the Post Results Enquiry Service jointly with VTAC between 17 and 20 December. During this four-day period a total of 4722 calls were made to the service, an increase of 411 on the previous year
- produced a new guidebook entitled *Where to Now?*, a guide to the VCE, the VCAL and apprenticeships and traineeships. This project was undertaken in collaboration with the VQA and the Office of Training and Tertiary Education. The book replaces *The Guide to the VCE*
- collaborated with the Multicultural Education Branch of the Department of Education & Training in the production of a document entitled *Preparing for the VCE*, which provides information for students learning English as a second language and their parents. This document is translated into 14 languages
- established a partnership with Adult, Community and Further Education, VTAC and the Centre for Adult Education to produce the book *VCE for Adults*
- produced and marketed a professional development video for drama teachers to assist them in teaching VCE coursework
- provided administrative and production support for the VCE Season of Excellence events.

**Enquirers, July 2001 – June 2002**



## Production Unit

The Production Unit provides in-house expertise in editorial, design and desktop publishing services along with managing the supply of externally contracted providers of these services. It provides online publishing for the Authority through the Internet and administers the supply of printing and distribution services. Broad publishing activities include the following program areas:

- VCE assessment support material, bulletins and guides, reports for teachers, advice for teaching and production of reaccredited study designs
- CSF II LOTE publications, annotated work samples and professional development kits
- VCE VET program booklets and task sample books
- AIM testing material and publications for teachers and principals.

A full list of publications and resource materials is available in Appendix 5.

The Unit has endeavoured to increase the efficiency of its functions, including:

- reviewing and redefining publishing procedures in line with the corporate business planning process
- analysing new technology in information communication and the development of initiatives in both print and online publishing activities
- increasing expertise by recruitment in print publishing capabilities and online content management.

During 2001–02, there has been a substantial increase in the volume of online publishing, with a greater emphasis on multimedia production. This growth has seen more material delivered in an increasingly efficient communication mode to teachers, students, parents and the community.

Future strategies will focus around further developing capabilities in print and online publishing to enhance the speed of information delivery for the key Authority operational areas of the VCE, CSF, VET and AIM.

### VCE Season of Excellence

The VCE Season of Excellence team manage an annual program of exhibits and performances representing outstanding work by VCE visual, performing arts and technology students from government, Catholic and independent schools.

The Season is managed by a project manager working with Information Services staff. Additional contract staff appointed included a graphic designer, artistic director, production manager, exhibition designer and technical support. Casual staff assisted with assembly, processing and dispersal of artworks and bookings for performing arts programs.



(from left) Ivan Bagaric, Building Services, and Michael Evans, P-10 Unit





# Wider policy frameworks



The provision of detailed and reliable information on student achievement leads to improved learning and to continuing collaboration with the entire education community.

## Multiculturalism

The Authority continued to ensure that the aims of the Government's Multicultural Policy for Victorian Schools were reflected in the curriculum and assessment documents and procedures it provided for schools, as well as within its own administrative structures and procedures.

The policy seeks to ensure that all school programs help students to develop:

- proficiency in English
- competency in a language or languages other than English
- in-depth knowledge and awareness of their own and other cultures
- understanding of the multicultural nature of Australia's past and present history, and of the interdependence of cultures in the development of the nation
- skills and understandings to interact comfortably and competently in intercultural settings
- an awareness of the reality of the global village and national interdependence in the areas of trade, finance, politics and communication and that the development of international understanding and cooperation is essential.

The revision of both the CSF and the VCE included a focus on defining knowledge and skills – what students should know and be able to do as a result of their learning.

As a result of extensive consultation and advice from those with specific expertise in the field of multiculturalism, every attempt has been made to ensure that the knowledge and skills identified in the multicultural policy were included across all areas of the curriculum and were accessible to all students.

The focus in 2001–02 has been on the provision of curriculum and assessment support materials, professional development and monitoring of the implementation of the CSF and the VCE. This has included close liaison with the VCE Liaison Leaders, the Ministerial Advisory Council on Languages other than English, English as a Second Language and Multicultural Education and other peak bodies, community representatives and those members of the Authority working groups and committees who have specific multicultural expertise.

In 2001–02:

- German, Japanese, Greek, Italian and Vietnamese CSF supplements were published
- A CSF Compendium for LOTE, including selected levels for Arabic, Korean Second Language, Chinese First Language, Auslan and Latin was published and distributed to schools.

Work is continuing on the development of an Indigenous Languages of Victoria: Retrieval and Reclamation Pathway study design. The Authority is at the forefront in developing materials in this new field.



## Merit and equity

Merit and equity principles were included in performance management plans, personnel practices and professional development. Forty-six members of staff were trained in merit and equity accreditation procedures. Authority managerial personnel participated in an induction training program.

All Authority position descriptions are in the process of being reviewed to ensure staff are correctly classified according to VPS guidelines.

Authority staff members from each VPS level were engaged in focus groups as part of a Department of Education & Training Human Resources Strategy Review. The review provides the basis for the development of a VPS and EO accountability and capability framework supported by appropriate learning and development interventions.

## Whistleblowers Protection Act 2001

The Department of Education & Training has appointed a Protected Disclosure Coordinator and established procedures in accordance with Part 6 of the Act. Guidelines have been developed applicable to all Department staff.

The Act commenced operation on 1 January 2002. To date the Department has not received any disclosures made under the Act nor has the Ombudsman referred any disclosures made under the Act to the Department for investigation.

## Freedom of Information

### Publication requirements

The information required to be published pursuant to section 7 of the *Freedom of Information Act 1982* (the FOI Act) follows, except for information required by that section but published elsewhere in this report.

Queries about the availability of and charges for other material prepared under Part II of the FOI Act should be directed to the authorised officer:

Ms Janice Adams  
Freedom of Information Officer  
Victorian Curriculum and Assessment Authority  
41 St Andrews Place  
East Melbourne Victoria 3002  
Telephone (03) 9651 4535

### Categories of documents

The following are the general categories of documents maintained by the Authority:

- correspondence, administrative and policy documents
- paper records maintained on registered files
- minutes, agendas and papers.

### Personnel documents

Paper records on remuneration and appointments for the Authority are maintained in registered files.

### Accounting records

Accounting records are maintained on a computerised accounting system. The records deal with general ledger entries, accounts payable, payroll and other accounting functions. Paper records are also kept as registered files.

### Student records

VCE enrolment records, school assessment grades and examination grades for current and past students of the Victorian Year 11 and 12 are maintained on VASS21, a web-based system which provides direct communication between the Authority and VCE provider schools.

Other categories of documents maintained internally include records associated with curriculum and examinations. Some records will be protected from public release on the grounds of personal privacy, others by the restrictions placed on examination materials.

Information provided by the Authority about its operations covered VCE areas of study, school assessment, examinations, curriculum and standards for P-10, the AIM, GAT and other more general information. A list of the Authority's publications appears in Appendix 5.

The Authority sent the *VCE Bulletin* to schools regularly and copies are available from the Authority's Information Services on request. The Authority also ran a telephone information service, produced CD-ROMs and videos, and responded to letters, emails and telephone calls from students, parents and teachers, and published previous VCE examinations on its website.

### Freedom of Information arrangements

#### Access to records

Access to some records held by the Authority, for example for VCE students wishing to obtain replacement statements and/or certificates, can be organised via established routine procedures. The Authority's Information Services staff can provide initial information to people regarding such protocols. Applicants seeking access to documents that are not the subject of routine access procedures should address their request to the VCAA Information Services Unit.

#### Forms of request for access

Applicants are required by the FOI Act to submit applications requesting access to documents in writing in a way that clearly describes the document(s) sought.



The letter should specify that the application is a request made under the FOI Act and should not form part of a letter on another subject. The applicant should provide the following information:

- name
- address
- telephone number (where applicant can be contacted during business hours)
- details of document(s) requested
- the form of access required; that is, copies of documents, inspection of files or other (specify).

#### Correction of personal information

A request for correction or amendment of personal information in a document held by the agency must be made in writing. It should specify particulars of how and why the person making the request believes the information to be incorrect, incomplete, misleading or out of date. It should also specify the amendments they wish to make.

#### Charges

An application fee of twenty dollars is required unless evidence of hardship is provided. Applicants are advised that other charges may be made in respect of requests for access to documents.

#### Appeals

Applicants may appeal against a decision made in response to requests for access to documents, for the amendments of records or against the cost levied for allowing access to documents. Information about the appropriate avenue of appeal will be conveyed to the applicant in the letter advising of the initial decision. Applicants are advised to consult Part VI of the FOI Act for further information about appeal rights.

#### Summary for year

For the year ending 30 June 2002, five applications were received under the FOI Act.

Full access was granted for one request and partial access for another three. The fifth request was still being processed at the end of the reporting period.

Where full access was not granted to a document, the decision to exempt material was based on one or more of the following sections of the Act:

- section 30 (opinions, advice and recommendations that are against the public interest to release)
- section 33 (avoidance of infringement of the privacy of the personal affairs of others)
- section 34 (documents relating to business or trade secrets).

Two applicants sought an internal review. In both cases the original decision was confirmed. There was one appeal to the Victorian Civil and Administrative Tribunal for review of a decision made under the Act, but this was withdrawn prior to a final hearing.

### Public accountability and compliance

Under the accrual output-based appropriation, budgeting, performance monitoring and reporting model introduced by the Government through the 1998–99 Budget, the accountability loop for Departments and Government agencies commenced with the publication of budget portfolio financial statements in the annual Budget Paper No. 3 and ended with the publication of actual results in the respective annual reports.

The Authority, in conjunction with the Department of Education & Training, reported to the Department of Treasury and Finance its performance against outputs on a quarterly basis and on a monthly basis for financial aggregates.

### Best practice

During 2001–02, several major projects were undertaken to achieve better customer service and a financial framework was implemented that reflects best practice in meeting the new business structures being implemented in the Authority.

The following are indicative of the service standards:

- Management budget reports were produced and distributed to managers within five days of the end of the month.
- Monthly input to the Department of Treasury and Finance via the Department of Education & Training in relation to financial performance and position was done within 12 working hours of the end of the month.
- Payment of suppliers was made within 30 days of receipt of invoice.
- The annual financial report was ready for audit within 12 working days of the end of the financial year.
- The financial audit was completed by 31 July.
- The financial report was signed-off by the Auditor General in October.
- Approximately 4000 payment summaries/group certificates were issued to sessional and casual staff within ten working days of the end of the financial year.
- Pay As You Go payments to the Australian Taxation Office were made within one week of deduction.

- A Goods and Services Tax Assurance Review by Ernst & Young concluded that the Goods and Services Tax, Fringe Benefits Tax and Pay As You Go processes and procedures employed by the Authority complied with the Tax Compliance framework.
- The Business Activity Statement was submitted to the Australian Taxation Office within ten working days of the end of the month.
- Superannuation Guarantee Contributions were paid within one week of the end of the month.

## Human resources management

The Authority adopted the Department of Education & Training's Human Resources Management policies including:

- the introduction of a new induction and orientation process
- performance appraisals
- professional development
- merit and equity.

The Authority and its managers are committed to these principles.

Authority staff members contributed towards the development of the Department of Education & Training's initiative 'People Principles' and the draft Capability and Managerial Leadership Framework.

## Competitive neutrality

In a report to the Department of Education & Training on the National Competition policy, the Authority is identified as not subject to the Competition Code. The report found that the Authority had little, if any, potential to be involved in anti-competitive practices. Although the Authority's activities are mainly regulatory in nature, the Authority is empowered to charge fees for the services it provides.

## Building Act 1993

The building occupied by the Authority at 41 St Andrews Place is a government-owned building. A formal occupancy arrangement with the Department of Education & Training is current.

The Authority is committed to providing a safe and secure building for staff and visitors, and full compliance with the provisions of the *Building Act 1993*.

## Occupational health and safety

The Authority is committed to the health and well-being of all staff. An Occupational Health and Safety (OHS) committee met regularly to oversee all OHS issues and to ensure a safe and healthy workplace environment. An OHS officer was elected by staff and served as executive officer on this committee.

OHS issues were also tabled at relevant Accommodation Working Party meetings, ensuring that the major building alterations that occurred in 2001 were compatible with staff needs.

Performance targets and major initiatives indicated the Authority's ongoing commitment to OHS standards.

### Performance indicators

- The number of standard WorkCover claims with year 2001 injury dates received in the collection period July 2001 – June 2002 divided by the number of EFT staff as at June 2002.
- The number of Improvement and Prohibition Notices issued by the Victorian WorkCover Authority in the financial year 2001–02 divided by the number of EFT staff as at June 2002.

### OHS target

In 2001–02, the Authority recorded no standard WorkCover claims. The target for 2002–03 is to reasonably maintain this standard.

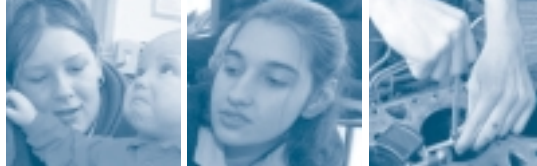
### Major initiatives

- An OHS Committee was formed for the designated work group.
- Two staff were provided with training and inducted as first-aid officers.
- Free influenza immunisation shots were offered to all staff.
- Non-smoking signage was positioned around the building.

## Consultancies and major contracts

There were no consultancies with an individual value greater than \$100,000 commissioned by the Authority during 2001–02. There were five consultancies costing less than \$100,000 at a total cost of \$160,780 for the same period.

The Authority did not enter into contracts greater than \$10 million in value during 2001–02.



## Industrial disputes and time lost due to injury

### Industrial disputes

There were 171 staff hours lost due to industrial disputes during the financial year.

### Industrial accidents

There were no staff hours lost due to industrial accidents.

## Additional information

Consistent with the requirements of the *Financial Management Act 1994*, the Authority has prepared material on the following topics, details of which, if not published in the annual report, are available to the public on request.

Information retained by the Authority includes details, where applicable, of:

- changes in prices, fees, charges, rates and levies
- major research and development activities
- major promotional, public relations and marketing activities
- shares held by senior officers as nominees or held beneficially in a statutory authority or subsidiary
- declaration of pecuniary interests
- occupational health and safety assessments and measures
- industrial relations issues
- intellectual property
- major committees sponsored by the Authority
- major external reviews carried out on the Authority
- details of overseas visits undertaken including a summary of the objectives and outcomes of each visit.

Enquiries regarding details of this information should be addressed to the following officer:

Ms Terri Hopkins  
Manager, Corporate Governance  
Victorian Curriculum and Assessment Authority  
41 St Andrews Place  
East Melbourne Victoria 3002  
Telephone (03) 9651 4311



# Financial report 2001–02



The Authority ensures that its resources are effectively managed in support of its educational goals.

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## Statement of financial performance

for the year ended 30 June 2002

		Year ended 30 June 2002 \$	Period ended 30 June 2001 \$
	Note		
<b>Revenues from ordinary activities</b>			
Operating appropriation		20,291,813	6,233,698
Resources received free of charge	2	1,363,169	590,604
Capital appropriation		5,175,000	1,011,363
Interest		161,930	79,817
User charges	3	1,202,881	766,890
Proceeds from disposal of fixed assets	4	2,090	1,773
		<b>28,196,883</b>	<b>8,684,145</b>
<b>Expenses from ordinary activities</b>			
Employee costs	5	14,706,956	3,872,250
Depreciation and amortisation provided	6	487,972	165,239
Supplies and services	7	15,152,587	5,059,743
Written-down value of assets disposed	4	2,550	5,250
		<b>30,350,065</b>	<b>9,102,482</b>
<b>Net results for the reporting period</b>		<b>(2,153,182)</b>	<b>(418,337)</b>
<b>Total changes in equity other than those resulting from transactions with the Victorian State Government as owner</b>		<b>(2,153,182)</b>	<b>(418,337)</b>

The above statement of financial performance should be read in conjunction with the accompanying notes.

## Statement of financial position

as at 30 June 2002

	Note	Year ended 30 June 2002 \$	Period ended 30 June 2001 \$
<b>Current assets</b>			
Cash assets		4,260,132	4,943,080
Receivables	8	3,450,251	2,842,916
Inventories		72,360	93,646
Other		796,647	106,872
		<b>8,579,390</b>	7,986,514
<b>Non-current assets</b>			
Equipment	9	649,311	474,699
Leasehold improvements	10	769,801	987,157
		<b>1,419,112</b>	1,461,856
<b>Total assets</b>		<b>9,998,502</b>	9,448,370
<b>Current liabilities</b>			
Payables	11	5,721,502	3,155,236
Provision for employee entitlements	12	646,165	565,558
		<b>6,367,667</b>	3,720,794
<b>Non-current liabilities</b>			
Provision for employee entitlements	12	1,503,862	1,447,421
<b>Total liabilities</b>		<b>7,871,529</b>	5,168,215
<b>Net assets</b>		<b>2,126,973</b>	4,280,155
<b>Net equity</b>			
Contributed capital	13	4,698,492	4,698,492
Accumulated deficit	14	(2,571,519)	(418,337)
<b>Total equity</b>		<b>2,126,973</b>	4,280,155

The above statement of financial position should be read in conjunction with the accompanying notes.



## Statement of cash flows

for the year ended 30 June 2002

Note	Year ended		Period ended	
	30 June 2002	30 June 2001		
	\$	\$		
<b>Cash flows from operating activities</b>				
<b>Receipts</b>				
Government contributions			25,269,454	4,754,011
Interest			161,930	79,817
User charges			1,656,936	714,107
<b>Payments</b>				
Employee costs			(14,435,389)	(3,506,462)
Supplies and services			(12,897,410)	(2,817,966)
Net cash outflow from operating activities		A	(244,479)	(776,493)
<b>Cash flows from investing activities</b>				
Payments for equipment			(438,469)	(21,777)
Proceeds from sale of equipment			–	1,773
Net cash used in investing activities			(438,469)	(20,004)
<b>Net decrease in cash held</b>				
Cash at beginning of the financial period			4,943,080	5,739,577
Cash at end of the financial period		B	4,260,132	4,943,080

The above statement of cash flows should be read in conjunction with the accompanying notes.



## A Reconciliation of net cash used in operating activities to operating result

	Year ended 30 June 2002 \$	Period ended 30 June 2001 \$
Operating result	(2,153,182)	(418,337)
Add back		
<b>Non-cash flows in operating results</b>		
Depreciation of equipment	270,616	91,807
Amortisation of leasehold improvements	217,356	73,432
Fixed assets received free of charge	—	(10,923)
Leasehold improvements received free of charge	—	(39,214)
Written-down stock	21,317	(7,816)
Loss on sale of assets	460	3,477
Provision for doubtful debts	32,750	26,018
Bad debts	—	545
<b>Decrease/(increase) in assets</b>		
Receivables	(637,995)	(2,461,567)
Inventories	(31)	11,293
Other current assets	(689,775)	(22,824)
<b>Increase/(decrease) in liabilities</b>		
Accounts payable	2,556,957	1,904,147
Recreation leave provision	1,397	106,004
Long-service leave provision	135,651	(32,535)
	<b>1,908,703</b>	<b>(358,156)</b>
<b>Net cash used in operating activities</b>	<b>(244,479)</b>	<b>(776,493)</b>

## B Reconciliation of cash

For the purposes of the statement of cash flows the Authority considers cash to include amounts on hand and amounts held in the bank and investment accounts. Cash at the end of the reporting period as shown in the statement of cash flows is reconciled to the related items in the statement of financial position as follows:

	Year ended 30 June 2002 \$	Period ended 30 June 2001 \$
Cash on hand	800	500
Cash at bank	4,259,332	4,942,580
Total cash at end of period	<b>4,260,132</b>	<b>4,943,080</b>



## **Notes to and forming part of the financial statements**

for the year ended 30 June 2002

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## Note 1 Reporting period

The current reporting period figures relate to a 12-month period, whereas the comparative previous year figures relate to a four-month period. Where practicable, the comparative amounts are classified on a basis consistent with the current year.

### (a) Statement of significant accounting policies

This general purpose financial report has been prepared in accordance with the *Financial Management Act 1994*, Australian accounting standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group Consensus Views.

It is prepared in accordance with the historical-cost convention, unless otherwise stated. The accounting policies adopted, and the classification and presentation of items, are consistent with those of the previous year.

The Authority has not been established to make a profit and relies on financial support from the Government. Subject to the Authority complying with agreed procedures, a letter of comfort is in place signed by the Secretary.

### (b) Cash

Cash includes cash at bank and bank deposits that are brought to account at cost. Funds in the Authority's bank account at balance date were covered by a corporate facility with the National Australia Bank, which achieved competitive investment returns.

### (c) Receivables

Receivables are recorded at amounts to be received, settlement terms are 30 days. A provision for doubtful debts is raised based on a review of outstanding amounts at balance date. Bad debts that have been specifically provided for in previous years are recorded against the provision for doubtful debts.

### (d) Inventories

Inventories, which comprise finished items of publications for sale, are stated at the lower of cost (first-in, first-out method) and net realisable value.

### (e) Depreciation of plant and equipment

The Authority's policy is to record in the asset register items with a value in excess of \$1,000. Material and attractive items with an individual value less than \$1,000 are recorded in the register as having no value.

Depreciation is calculated on a straight-line basis to write off the net cost or deemed net cost of each item of property over its expected useful life. Estimates of the remaining useful lives for all assets are reviewed at least annually.

These rates have not changed from prior years. The expected useful lives are as follows:

Computer equipment	3 years
General equipment	5 years

### (f) Leasehold improvements

The cost of improvements to or on leasehold properties is amortised over the unexpired period of the lease or the estimated useful life of the improvement, whichever is the shorter. Leasehold improvements held at the reporting date are being amortised over five years.

### (g) Revenue recognition

Government appropriation is recognised as revenue in the period when the Authority gains control of the contributions. Control is recognised upon receipt or notification by the Department of Treasury and Finance of the right to receive the monies.

Fees from overseas students are recognised over the period that the service is provided. Where student fees of a reciprocal nature have been received in respect of services to be delivered in the following financial year, such amounts are deferred and disclosed as fees in advance.

Publication and other miscellaneous revenue received is recognised as revenue on provision of service.

Interest received is recognised in the statement of financial performance when earned.

### (h) Employee entitlements

Provision is made for the Authority's liability for employee entitlements arising from services rendered by employees to balance date. Employee entitlements expected to be settled within one year have been measured at their nominal amount. Other employee entitlements payable later than one year have been measured at the present value of the estimated future cash outflows to be made. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. The present value determination of the non-current, long-service leave liability has been based on a forecast inflation rate of 4.9 per cent per annum discounted by the future bond rates as at 30 June 2002.

### (i) Leases

Operating lease payments, where substantially all the risks and benefits remain with the lessor, are charged to the statement of financial performance in the periods in which they are incurred.



## Note 1 Reporting period (continued)

### (j) Superannuation

The Authority participates in several superannuation funds, which provide benefits upon the disability, retirement or death of employees.

The unfunded superannuation liability in respect to members of the State Superannuation Fund and the Victorian Superannuation Fund is shown as a liability by the Department of Treasury and Finance.

Payments to the State Superannuation Fund and the Victorian Superannuation Fund in respect to ongoing staff employed by the Authority were made by the Department of Education & Training. The Department was reimbursed an amount of \$720,116 at balance date for these contributions, which have been calculated at an average rate of 10.62 per cent of actual salaries.

In addition to the above, the Authority paid contributions of \$357,030 direct to VicSuper and \$5,620 direct to the Tertiary Education Super Scheme on behalf of eligible

casual and sessional employees at a rate of 8 per cent pursuant to the provisions of the *Superannuation Guarantee Act 1992*.

The Authority has no loans from the employee superannuation funds.

### (k) Resources provided and received free of charge

Contributions of resources and resources provided free of charge are recognised at their fair value. Contributions in the form of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

### (l) Accounts payable

Accounts payable, including accruals, are recorded when future payments are required to be made as a result of a purchase of asset or service. Trade liabilities are normally settled on 30-day terms.

## Note 2 Resources received free of charge

		2002 \$	2001 \$
Property rentals and outgoings	(a)	1,363,169	459,081
Leasehold improvements		–	39,214
Fixed assets		–	10,923
Relocation expenses		–	81,386
		<b>1,363,169</b>	<b>590,604</b>

(a) These amounts relate to two separate building occupancy arrangements:

- a lease on the Authority's Assessment Centre at Camberwell.
- occupancy of 41 St Andrews Place, East Melbourne.

Property rentals and outgoings were paid on the Authority's behalf by the Department of Education & Training. These amounts have been recognised in the statement of financial performance as expenditure offset by an increase to revenue as resources received free of charge.



### Note 3 User charges

	2002 \$	2001 \$
Fee-paying overseas students	633,168	633,436
Publication sales	86,732	40,622
Student services	178,654	58,466
VCE results hotline	63,141	—
Miscellaneous income	241,186	34,366
	<b>1,202,881</b>	<b>766,890</b>

### Note 4 Disposal of fixed assets

	2002 \$	2001 \$
<b>Equipment</b>		
Proceeds from sale of fixed assets	2,090	1,773
Less written-down value of fixed assets disposed	2,550	5,250
	<b>(460)</b>	<b>(3,477)</b>

### Note 5 Employee costs

	2002 \$	2001 \$
Salaries and allowances	7,990,265	2,383,132
Fees for setting, vetting and assessing examinations	4,684,382	942,981
Associated salary oncosts	1,943,276	516,831
Other	89,033	29,306
	<b>14,706,956</b>	<b>3,872,250</b>



## Note 6 Depreciation and amortisation provided

	2002 \$	2001 \$
Amortisation of leasehold improvements	217,356	73,432
Depreciation of equipment	270,616	91,807
	<b>487,972</b>	<b>165,239</b>

## Note 7 Supplies and services

Major items of expenditure included the following:

	Note	2002 \$	2001 \$
Audit fees – Auditor-General		19,909	15,000
Audit fees – Internal auditor (DE&T)		2,546	12,000
Consultants and contractors		1,967,882	1,181,205
Grants to schools – examination supervision		1,411,519	305,575
Grants to schools		937,365	259,695
Computer maintenance and upgrades		473,230	235,763
Travel and accommodation expenses		241,068	45,169
Printing and production		1,657,653	572,366
Freight and cartage		410,117	76,233
Hire and leasing of venues for exams		116,866	10,499
Utilities		541,110	94,049
AIM development		5,035,402	1,409,249
Property rentals and outgoings	2(a)	1,363,169	459,081
Relocation expenses		–	81,386
Doubtful debts		32,750	26,018
Bad debts		–	545
Operating leases – motor vehicles		48,016	12,417
Other expenses		893,985	263,493
		<b>15,152,587</b>	<b>5,059,743</b>

## Note 8 Receivables

	2002 \$	2001 \$
Fee-paying overseas students	82,011	90,634
Operating appropriation receivable	2,889,355	2,691,997
Other	519,257	86,303
	3,490,623	2,868,934
Less provision for doubtful debts	40,372	26,018
	3,450,251	2,842,916

## Note 9 Equipment

	2002 \$	2001 \$
At cost	2,288,149	1,942,080
Less accumulated depreciation	1,638,838	1,467,381
	649,311	474,699

Movements during the reporting period

Equipment	Opening written-down value \$	Additions \$	Disposals \$	Depreciation \$	Closing written-down value \$
At cost	474,699	447,778	(2,550)	(270,616)	649,311
Total	474,699	447,778	(2,550)	(270,616)	649,311

## Note 10 Leasehold improvements

	2002 \$	2001 \$
At cost	1,086,778	1,086,778
Less accumulated amortisation	316,977	99,621
	769,801	987,157

Movements during the reporting period

Leasehold improvements	Opening written-down value \$	Additions \$	Disposals \$	Amortisation \$	Closing written-down value \$
At cost	987,157	—	—	(217,356)	769,801
Total	987,157	—	—	(217,356)	769,801



## Note 11 Payables

Trade creditors  
Accrued salaries  
Fees in advance

2002 \$	2001 \$
4,469,805	2,612,636
823,238	542,600
428,459	–
<b>5,721,502</b>	<b>3,155,236</b>

## Note 12 Provision for employee entitlements

Current liability – long-service leave  
Current liability – recreation leave  
  
Non-current liability – long-service leave

2002 \$	2001 \$
205,073	125,863
441,092	439,695
<b>646,165</b>	<b>565,558</b>
<b>1,503,862</b>	<b>1,447,421</b>

## Note 13 Contributed capital

Balance 1 July 2001  
Contributions of equity from the Board of Studies  
  
Balance 30 June 2002

2002 \$	2001 \$
4,698,492	–
–	4,698,492
<b>4,698,492</b>	<b>4,698,492</b>

## Note 14 Accumulated deficit

Accumulated deficit at 1 July 2001  
Net result  
  
Accumulated deficit at 30 June 2002

2002 \$	2001 \$
(418,337)	–
(2,153,182)	(418,337)
<b>(2,571,519)</b>	<b>(418,337)</b>



## Note 15 Leasing commitments

As at 30 June 2002 the Authority had neither operating nor financial lease liabilities.

Not later than one year  
Later than one year and not later than five years

2002 \$	2001 \$
–	50,095
–	–
–	50,095

Lease details of Camberwell premises paid by the Department of Education & Training are as follows:

Not later than one year  
Later than one year and not later than five years

2002 \$	2001 \$
158,108	632,430
–	158,108
158,108	790,538

## Note 16 Financial instruments

### (a) Interest rate risk

The Authority's exposure to interest rate risks and the effective interest rates of financial assets and financial liabilities, both recognised and unrecognised at balance date, are as follows:

Financial instruments	Floating interest rate		Non-interest bearing		Total carrying amount as per statement of financial position	
	\$ 2002	\$ 2001	\$ 2002	\$ 2001	\$ 2002	\$ 2001
<b>(i) Financial assets</b>						
Cash	4,259,332	4,942,580	800	500	4,260,132	4,943,080
Receivables	–	–	3,450,251	2,842,916	3,450,251	2,842,916
Total financial assets	4,259,332	4,942,580	3,451,051	2,843,416	7,710,383	7,785,996
<b>(ii) Financial liabilities</b>						
Payables	–	–	5,293,043	3,155,236	5,293,043	3,155,236
Total financial liabilities	–	–	5,293,043	3,155,236	5,293,043	3,155,236
<b>(iii) Weighted average interest rate</b>						
Interest	4.3%	4.5%				



## Note 16 Financial instruments (continued)

### (b) Net fair values

The aggregate net fair value of financial assets and financial liabilities, both recognised and unrecognised at balance date, are as follows:

	Total carrying amount and aggregate net fair value as per statement of financial position	
	2002 \$	2001 \$
<b>(i) Financial assets</b>		
Cash	4,260,132	4,943,080
Receivables	3,450,251	2,842,916
Total financial assets	7,710,383	7,785,996
<b>(ii) Financial liabilities</b>		
Payables	5,293,043	3,155,236
Total financial liabilities	5,293,043	3,155,236

The following methods and assumptions are used to determine the net fair values of financial assets and financial liabilities:

#### Recognised financial instruments

Cash and investments:

The carrying amount approximates fair value because of their short-term maturity.

Receivables and payables:

The carrying amount approximates fair value.

## Note 17 Disclosures relating to Ministers and Responsible Persons

In accordance with the Ministerial Directions issued by the Minister for Finance under the *Financial Management Act 1994*, the following disclosures are made regarding the responsible Ministers and the Responsible Persons for the reporting period.

### (a) Responsible persons

The persons who held the positions of Ministers and Responsible Persons at any time during the financial period are as follows:

#### Responsible Minister

Minister for Education and Training

The Hon. Lynne Kosky, MP 11 February 2002 to 30 June 2002

#### Minister for Education

The Hon. Mary Delahunty, MP 1 July 2001 to 11 February 2002

#### Authority members

Professor Kwong Lee Dow, Chair 1 July 2001 to 30 June 2002

Ms Christine Burnup 18 June 2002 to 30 June 2002

Professor Merran Evans 1 July 2001 to 31 December 2001

Mr Stuart Hamilton 1 July 2001 to 30 June 2002

Mr Leon Kildea 1 July 2001 to 30 June 2002

Mr John Maddock 1 July 2001 to 30 June 2002

Mr Garry McLean 19 November 2001 to 30 June 2002

Mr Peter McMullin 18 June 2002 to 30 June 2002

Ms Jane O'Shannessy 1 July 2001 to 30 June 2002

Professor Robert Pargetter 1 July 2001 to 30 June 2002

Professor Helen Praetz 1 July 2001 to 30 June 2002

Ms Joanne Roberts 4 June 2002 to 30 June 2002

Ms Kylie Sanders 4 June 2002 to 30 June 2002

Mr Andrew Skourdoumbis 1 July 2001 to 31 May 2002

Mr John Sweetman 1 July 2001 to 31 May 2002

Ms Bronwyn Valente 1 July 2001 to 31 May 2002

Ms Lynette Watts 1 July 2001 to 31 May 2002

Professor Sue Willis 4 June 2002 to 30 June 2002

Ms Susan Pascoe as Chief Executive Officer was in attendance and remuneration for the CEO is included under the Executive Officers' remuneration.



## Note 17 Disclosures relating to Ministers and Responsible Persons (continued)

### (b) Remuneration of Responsible Persons

The numbers of Responsible Persons are shown below in their relevant income bands:

Income band
\$0–\$9,999
\$10,000–\$19,999
\$50,000–\$59,999
<b>Total remuneration received, or due and receivable by Responsible Persons amounted to:</b>

2002	2001
17	11
–	1
1	–
<b>\$84,121</b>	<b>\$27,746</b>

The remuneration of the Responsible Minister is reported separately in the financial statements of the Department of Premier and Cabinet.

The increase in the number of members is due to changes in the Authority membership during the reporting period 30 June 2002.

### (c) Retirement benefits of Responsible Persons

Superannuation contributions of \$5,712 were made on behalf of Responsible Persons.

### (d) Other transactions

Other related-party transactions requiring disclosure under the Directions of the Minister for Finance have been considered and there are no matters to report.

### (e) Executive Officers' remuneration

The number of executive officers, other than Ministers and Responsible Persons, whose total remuneration exceeded \$100,000 during the reporting period (pro rata equivalent \$33,000 for the four-month period to 30 June 2001), are shown in the table below in their relevant income bands. Total remuneration includes bonus payments, long-service leave payments, redundancy payments and retirement benefits.

Several factors have affected the total remuneration payable to executives over the year. During the reporting period Executives received an annual performance bonus.

Income band
\$30,000–\$39,999
\$40,000–\$49,999
\$110,000–\$119,999
\$130,000–\$139,999
\$160,000–\$169,999
Total numbers
Total amount \$

Total remuneration	
2002 No.	2001 No.
–	2
–	1
2	–
1	–
1	–
<b>4</b>	<b>3</b>
<b>\$533,260</b>	<b>\$125,872</b>



VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



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WEB [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)  
ABN 82 628 957 617

## FINANCIAL REPORT FOR THE YEAR ENDED 30 JUNE 2001

In the opinion of the Authority:

- a) the financial report of the VCAA presents fairly the financial transactions during the year ended 30 June 2002 and the financial position as at that date
- b) the financial report has been drawn up in accordance with applicable Australian Accounting Standards, the *Financial Management Act 1994* and all other mandatory reporting requirements.

At the date of signing, we are not aware of any circumstances which would render any particulars in the financial report to be misleading or inaccurate.

For and on behalf of the VCAA:

Professor Kwong Lee Dow  
Chair

Susan Pascoe  
Chief Executive Officer

Jenny Jones  
Principal Accounting Officer

Date: 1 October 2002



AUDITOR GENERAL  
VICTORIA

AUDITOR-GENERAL'S REPORT

**To the Members of the Parliament of Victoria, responsible Ministers and the Members of the Board of the Victorian Curriculum and Assessment Authority**

**Audit Scope**

The accompanying financial report of the Victorian Curriculum and Assessment Authority for the financial year ended 30 June 2002, comprising a statement of financial performance, statement of financial position, statement of cash flows and notes to the financial statements, has been audited. The Members of the Board are responsible for the preparation and presentation of the financial report and the information it contains. An independent audit of the financial report has been carried out in order to express an opinion on it to the Members of the Parliament of Victoria, responsible Ministers and the Members of the Board as required by the *Audit Act* 1994.

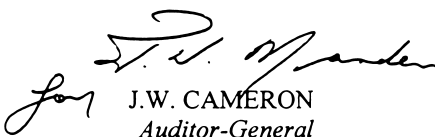
The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial report is free of material misstatement. The audit procedures included an examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial report is presented fairly in accordance with Accounting Standards and other mandatory professional reporting requirements in Australia and the financial reporting requirements of the *Financial Management Act* 1994, so as to present a view which is consistent with my understanding of the Authority's financial position, financial performance and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

**Audit Opinion**

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the financial reporting requirements of the *Financial Management Act* 1994, the financial position of the Victorian Curriculum and Assessment Authority as at 30 June 2002, and its financial performance and cash flows for the year then ended.

MELBOURNE  
4/10/2002

  
J.W. CAMERON  
Auditor-General

Victorian Auditor-General's Office Level 34, 140 William Street, Melbourne Victoria 3000  
Telephone (03) 8601 7000 Facsimile (03) 8601 7010 Email [comments@audit.vic.gov.au](mailto:comments@audit.vic.gov.au) Website [www.audit.vic.gov.au](http://www.audit.vic.gov.au)

150  
Years of Auditing in the Public Interest

# Appendices 2001–02



Broadening of study options such as VCE VET improves student retention and participation in post-school pathways.

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## Appendix 1: Index of compliance

The annual report of the Victorian Curriculum and Assessment Authority is prepared in accordance with the *Financial Management Act 1994* and the Directions of the Minister for Finance. This index has been prepared to facilitate identification of compliance with statutory disclosure requirements.

### Report of operations

Clause	Disclosure	Page
<b>Charter and purpose</b>		
9.1.3 (i) (a)	Manner of establishment and Ministers	10
9.1.3 (i) (b)	Objectives, functions, powers and duties	10–12
9.1.3 (i) (c)	Nature and range of services provided	11–12
<b>Management and structure</b>		
9.1.3 (i) (d) (i)	Name of Chief Executive Officer	16–17
9.1.3 (i) (d) (ii)	Names of senior office holders and a brief description of each office	16–17
9.1.3 (i) (d) (iii)	Organisational structure	18
<b>Financial and other information</b>		
9.1.3 (i) (e)	Statement of workforce data and merit and equity	17, 43
9.1.3 (ii) (a)	Summary of financial results for the year	8–9
9.1.3 (ii) (b)	Significant changes in financial position during the year	8–9
9.1.3 (ii) (c)	Operational and budgetary objectives for the year and performance against objectives	4–7, 19–33
9.1.3 (ii) (d)	Major changes or factors affecting achievement	19–33
9.1.3 (ii) (e)	Subsequent events	8
9.1.3 (i) (f)	Application and operation of the <i>Freedom of Information Act 1982</i>	43–4
9.1.3 (ii) (f)	Details of consultancies over \$100,000	45
9.1.3 (ii) (g)	Details of consultancies under \$100,000	45
9.1.3 (ii) (h)	Compliance with building and maintenance provisions of the <i>Building Act 1993</i>	45
9.1.3 (ii) (k)	Statement on National Competition policy	45
9.1.3 (ii) (i)	Statement of availability of other information	46
9.1.3 (ii) (j)	Compliance index	66–7
9.6.2 (i) (ii) (iii) (iv)	Disclosure of major contracts	45
9.8.2	Occupational health and safety	45



## Financial statements

Clause	Disclosure	Page
<b>Basis of preparation and other compliance details</b>		
9.2.2 (ii) (a)	Accrual basis of accounting	53–4
9.2.2 (ii) (b)	Compliance with Australian Accounting Standards and other authoritative pronouncements	53
9.2.2 (ii) (c)	Compliance with Ministerial Directions and Accounting and Financial Reporting Bulletins	53
9.2.2 (ii) (d)	Adoption of the historical cost convention, except for specified assets	53
9.2.2 (iii)	Rounding of amounts	n/a
9.2.2 (i) (d)	Notes to the financial statements (contents page)	52
9.2.2 (iv)	Accountable officer's declaration	63
<b>Statement of financial performance</b>		
9.2.2 (i) (a)	Statement of financial performance	48
9.2.3 (ii) (a)	Operating revenue by class	48, 54–5
9.2.3 (ii) (b)	Investment income by class	48
9.2.3 (ii) (c)	Other material revenue, including disposal of non-current assets	48, 55
9.2.3 (ii) (e)	Depreciation	48, 56
9.2.3 (ii) (f)	Bad and doubtful debts	56
9.2.3 (ii) (g)	Financing costs	n/a
9.2.3 (ii) (h)	Net increment or decrement on revaluation recognised in the statement of financial performance	n/a
9.2.3 (ii) (i)	Audit expense	56
9.7.2 (i) (ii)	Motor vehicle lease commitments	56
<b>Statement of financial position</b>		
9.2.2 (i) (b)	Statement of financial position	49
9.2.3 (iii) (a) (i)	Cash at bank and funds held in trust	49, 50–1, 53, 59–60
9.2.3 (iii) (a) (ii)	Inventories by class	49, 53
9.2.3 (iii) (a) (iii)	Receivables, including trade debtors, loans and other debtors	49, 51, 53, 57, 59–60
9.2.3 (iii) (a) (iv)	Other assets, including prepayments	49, 51
9.2.3 (iii) (a) (v)	Investments	53
9.2.3 (iii) (a) (vi)	Property, plant and equipment	49, 50, 57
9.2.3 (iii) (a) (vii)	Intangible assets	n/a
9.2.3 (iii) (b) (i)	Overdrafts	n/a
9.2.3 (iii) (b) (ii)	Other loans	n/a
9.2.3 (iii) (b) (iii)	Trade and other creditors	49, 51, 54, 58, 59–60
9.2.3 (iii) (b) (iv)	Finance lease charges	n/a
9.2.3 (iii) (b) (v)	Provisions, including employee entitlements	49, 51, 53, 54, 58
9.2.3 (iii) (c) (i) (ii)	Contributed capital	49, 58
9.2.3 (iii) (d) (i) (iv)	Reserves, and transfers to and from reserves	n/a
<b>Statement of cash flows</b>		
9.2.2 (i) (c)	Statement of cash flows during the year	50–1
<b>Other disclosures in notes to the financial statements</b>		
9.2.3 (iv) (a)	Liability secured by a charge over assets	n/a
9.2.3 (iv) (b)	Contingent liabilities	n/a
9.2.3 (iv) (c)	Commitments for expenditure	59
9.2.3 (iv) (d)	Government grants received or receivable	48, 50, 57
9.2.3 (iv) (e)	Employee superannuation funds	54
9.2.3 (iv) (f)	Assets received without adequate consideration	n/a
9.4	Responsible person-related disclosures	61–2



## Appendix 2: VCE convenors

### Performing Arts

Ms Sue Tweg Monash University

### Visual Arts

Dr Christopher Marshall University of Melbourne

### English

Professor Peter Austin University of Melbourne

### Health and PE

Dr Sara Glover Centre for Adolescent Health

### LOTE

Professor Philip Thomson Monash University

### Mathematics

Dr Michael Evans Scotch College

### Science

Dr John Loughran Monash University

### Physical Sciences

Mr Robert Taylor Victorian University of Technology

### Studies of Society and Environment: Business

Mr Mike Rowland Victorian Commercial Teachers' Association

### Studies of Society and Environment: Humanities

Dr Adrian Jones La Trobe University

### Technology

Mr Robert Timmer-Arends Brighton Secondary College

### VCE VET

Ms Pamela St Leger University of Melbourne

## Appendix 3: VCE Review committees 2001–02

### VCE Accounting Review Committee

Ms Vicki Baron Korowa Anglican Girls' School

Ms Kerry Canty Scoresby Secondary College

Ms Patricia Daniels Killester College

Ms Mary Faraone Business Skills Victoria

Mr Geoff Ferris Mill Park Secondary College

Mr David Fraser Holmesglen Institute of TAFE

Mr Timothy Habben Melbourne Grammar School

Mr Phillip Hutton Camberwell Grammar School

Mr Keith King Diamond Valley Secondary College

Mr Mike Rowland Victorian Commercial Teachers' Association

Dr Trevor Wise University of Melbourne

### VCE Art Review Committee

Dr Christopher Marshall University of Melbourne

Ms Patricia McCormack St Bede's College

Mr Larry Parkinson Swinburne University of Technology TAFE Division

Mr Greg Smith Geelong College

Ms Lena Torikov Thomastown Secondary College

Mr Bruce Wilson Kingswood College

### VCE Economics Review Committee

Mr Ross Booth Monash University

Mr David Bradshaw Catholic Ladies' College

Ms Anita Forsyth Monash University

Mr Peter Kerwan University of Ballarat

Ms Shula Lazar Leibler Yavneh Secondary College

Mr Chris Mannix Wesley College

Mr Jeff Oughton National Australia Group

Mr Mike Rowland Victorian Commercial Teachers' Association

Ms Wendy Smith Mac.Robertson Girls' High School

Ms Robyn Stanton Lyndale Secondary College

#### VCE English Expert Studies Committee

Dr Catherine Beavis	Deakin University
Mr Dale Bennett	Carey Baptist Grammar School
Ms Karen Dymke	Donvale Living and Learning Centre
Ms Prue Gill	Victorian Association for the Teaching of English
Ms Fiona Gordon	Wesley College
Mr David Grant	North Geelong Secondary College
Ms Meredith Maher	Mullauna Secondary College
Ms Valerie Mayer	Lilydale High School
Ms Rosemary McLoughlin	Catholic Education Office
Ms Marion Meiers	Australian Council for Educational Research
Mr Jim Murphy	Parade College
Mr Denis O'Donnell	Department of Education & Training
Ms Caroline Thomas	Camberwell High School

#### VCE Health and Human Development Review Committee

Ms Meredith Fettling	Bendigo Senior Secondary College
Dr Sara Glover	Centre for Adolescent Health
Ms Sonia Goodacre	Catholic Regional College Sydenham
Ms Simone Ledwidge	Department of Human Services
Mr Bernie Marshall	Deakin University
Ms Jenny Proimos	Centre for Adolescent Health
Ms Margaret Sheehan	Vic Health
Ms Kate Webb	Montmorency Secondary College
Ms Kim Weston	Methodist Ladies' College
Ms Pamela Williams	Consultant (co-opted member)
Mr Alex Wilson	The Knox School
Ms Liz Wright	Department of Human Services

#### VCE Information Processing and Management Review Committee

Ms Lisa Bolton	Swinburne University
Mr Peter Dalman	Department of Education & Training
Mr David Dimsey	Ivanhoe Grammar School
Associate Professor Carolyn Dowling	Australian Catholic University
Mr Ern Reichelt	Mill Park Secondary College
Mr Mark Stanton	Marcellin College
Ms Charmaine Taylor	Australian Children's Television Foundation
Mr Robert Timmer-Arends	Brighton Secondary College

#### VCE Information Systems Review Committee

Mr Allan Barnes	Kew High School
Ms Claudia Graham	Overnewton Anglican Community College
Ms Maggie Iaquinto	Mazenod College
Mr Kevork Krozian	Forest Hill College
Mr Sean McCormick	Effective Training Strategies
Ms Judy McIlree	Inner Eastern Melbourne Division, General Practitioners
Ms Kris Thatcher	Swinburne University of Technology
Mr Robert Timmer-Arends	Brighton Secondary College
Mr John Warner	University of Melbourne

#### VCE Information Technology Expert Studies Committee

Mr Peter Dalman	Department of Education & Training
Mr David Dimsey	Ivanhoe Grammar School
Associate Professor Carolyn Dowling	Australian Catholic University
Ms Claudia Graham	Overnewton Anglican Community College
Mr Sean McCormick	Effective Training Strategies
Mr Mark Stanton	Marcellin College
Ms Charmaine Taylor	Australian Children's Television Foundation
Mr Robert Timmer-Arends	Brighton Secondary College

#### VCE International Studies Review Committee

Mr Ron Anderson	Scotch College
Ms Andrea Balsillie	Avila College
Ms Janet Goud	Gilmore College
Dr Damien Kingsbury	Deakin University
Mr Damian Puglisi	RMIT University
Mr Robert Sieminski	Bayside Secondary College
Ms Anne Stewart	Swinburne Senior Secondary College



#### VCE Mathematics Expert Studies Committee

Ms Karen Baker	University of Melbourne
Professor Bill Blyth	RMIT University
Ms Margo Carruthers	Maffra Secondary College
Mr Tom Daly	Wantirna College
Dr Michael Evans	Scotch College
Ms Debra Goldman	Department of Education & Training
Professor Peter Jones	Swinburne University of Technology
Associate Professor Barry McCrae	Australian Council for Educational Research
Ms Beth Price	Canterbury Girls' Secondary College
Associate Professor Peter Stacey	La Trobe University
Dr Max Stephens	Mathematical Association of Victoria
Mr David Tynan	Our Lady of Sion College
Dr Cristina Varsavsky	Monash University
Ms Judy Walker	Holmesglen TAFE

#### VCE Physics Review Committee

Mr Gary Bass	Eltham High School
Mr Ranjith Dediwalage	St Leonard's College
Mr Colin Hopkins	Balwyn High School
Dr Michelle Livett	University of Melbourne
Ms Helen Lye	Australian Council for Educational Research
Dr Alex Mazzolini	Swinburne University of Technology
Mr Lachlan Thompson	RMIT University
Mr Ian Watkins	Mooroolbark Heights Secondary College
Ms Dianne Wilkinson	Lilydale High School
Dr Greg Wilmoth	Haileybury College

#### VCE Political Studies Review Committee

Dr Verity Burgmann	University of Melbourne
Ms Polly Flanagan	Sacred Heart Girls' College
Ms Patricia Hincks	Department of Education & Training
Mr Glenn Marchant	University High School
Ms Maureen O'Flaherty	Footscray City College
Dr Rod Wise	Mt Waverley Secondary College
Ms Diana Wolowski	Resources for Courses

#### VCE Psychology Review Committee

Ms Nadija Anin	Lowther Hall Anglican Grammar School
Mr Dan Brodrick	Catholic Education Office
Associate Professor Simon Crowe	La Trobe University
Mr Ross Down	Sandringham College (co-opted member)
Mr Roger Hewitt	Warrandyte High School
Mr Gerard Houlihan	St Michael's Grammar School
Ms Toula Papadimitropoulos	Melbourne Girls' College
Ms Teresa Perri	Gisborne Secondary College
Associate Professor Michael Saling	University of Melbourne
Ms Maria Spackman- Williams	Methodist Ladies' College
Professor Con Stough	Swinburne University of Technology
Ms Helene Van Iersel	Catholic Regional College

#### VCE Studio Arts Review Committee

Ms Melissa Bedford	Presentation College Windsor
Ms Mary Cushnahan	Kangan Batman TAFE
Ms Maree Gibson	Our Lady of Mercy College
Dr Christopher Marshall	University of Melbourne
Ms Helen McCormack	Tintern Schools
Ms Colleen Morris	Northern Melbourne Institute of TAFE
Ms Judy Petch	Glen Waverley Secondary College
Ms Katherine Smith	Kew High School

#### VCE Visual Communication and Design Review Committee

Mr Greg Branson	Mackay Branson Design
Ms Kristen Guthrie	Woodleigh School
Ms Dorothy Henwood	Parkwood Secondary College
Mr Michael Kan	Mentone Girls' Secondary College
Ms Christine Lloyd	Mac.Robertson Girls' High School
Ms Jeanette McWhinney	RMIT University TAFE Design Group
Mr David Murray	RMIT University
Ms Patricia Portbury	Mount Lilydale Mercy College



## Appendix 4: Student participation in the VCE Season of Excellence

### Top Designs

Sarah Allardice	Eltham College	Dorothy Jelonkiewicz	Star of the Sea College
Will Barry	Swinburne Senior Secondary College	André Jewson	Western Heights College
Krizia Bergamin	Methodist Ladies' College	Robyn-Jane Lacey	Santa Maria College
Bonnie Birkett-Rees	Eltham High School	Zev Landes	Mount Scopus College
Barry Brauer	Oberon High School	Amanda Leonardia	Swinburne Senior Secondary College
Simon Brook	Carey Baptist Grammar School	Ben Liney	Upper Yarra Secondary College
Mark Cameron	Catholic Regional College	Catherine Linklater	Eltham College
Angelle Camilleri	Marian College	Charlene Loh	Catholic Regional College Sydenham
Sophie Canter	Our Lady of Sion College	Georgia Manderson	Methodist Ladies' College
Stephanie Caruso	Wangaratta High School	Thomas Marminc	Mt Lilydale Mercy College
Adrian Cerbu	Maranatha Christian School	Virginia Martin	Swinburne Senior Secondary College
Richard Chandler	Carey Baptist Grammar School	Erin Mathews	Siena College
Ronald Chong	Parade College	Amy Mattes-Harris	Canterbury Girls' Secondary College
Lee Cohen	Macleod College	Gillian McDermott	Billanook College
Zara Costello	Ballarat Grammar School	Brent McKee	Caulfield Grammar School
Jarrold Crivelli	St Helena Secondary College	Dougal McMurchy	Swinburne Senior Secondary College
Lauren Daly	Swinburne Senior Secondary College	Keiran McSwiney	Swinburne Senior Secondary College
Ashley Dearden	Healesville High School	Morgan Metius	Swinburne Senior Secondary College
Chris Drobnik	Emmaus College	Nick Milwright	Eltham High School
Melanie Dry	Yarra Valley Grammar School	Fergus Munro	Preshil, The Margaret Lyttle Memorial School
Caitlin Eakin	Star of the Sea College	Ray Mutch	St Helena Secondary College
Thomas Firth	Swinburne TAFE	Bianca Nichols	Methodist Ladies' College
Kate Fisher	Star of the Sea College	Jacqueline O'Brien	Mount Lilydale Mercy College
Wesley Franklin	Plenty Valley Christian School	Sunni Overend	Healesville High School
Megan Gallagher	Ave Maria College	Zaiga Padoms	St Leonard's College
David Gardner	St Leonard's College	Peter Pan	Camberwell Grammar School
Adam Gaspari	Wangaratta High School	Alice Patterson	Methodist Ladies' College
Matthew Gonzalez	Emmaus College	Sarah Payne	Princes Hill Secondary College
Charles Gordon	Geelong College	David Pelling	Lilydale High School
Jessie Graham	Swinburne Senior Secondary College	Sonia Pezzano	Ave Maria College
Kerryn Greenham	St Joseph's College	Holly Pleming	Healesville High School
Nicole Hay	Healesville High School	Daniel Pusvacietis	Huntingtower School
Sam Haywood	Ballarat Grammar School	Sharlene Rapa	Marian College
Holly Hockley	Lauriston Girls' School	Claire Reuss	Strathcona Baptist Girls Grammar School
Keir Houghton	Swinburne Senior Secondary College	Kate Richardson	Methodist Ladies' College
Julian Hutchens	Xavier College	Vanessa Riley	Methodist Ladies' College
Tina Huynh	Mac.Robertson Girls' High School	Nicole Robinson	Carey Baptist Grammar School
Amy Ingles	Oberon High School	Eleanor Russell	Methodist Ladies' College
Elisa Irvin	Siena College	Sophia Saly	Penola Catholic College
Meagan Jamieson	Box Hill Senior Secondary College	Elizabeth Sarsfield	Our Lady of Sion College
Amy Janetzki	Ballarat Grammar School		



Dario Schiavone	Parade College
Christopher Sciberras	Emmaus College
Katrina Scott	Wangaratta High School
Andrew Serong	Swinburne Senior Secondary College
Jun-Chul (David) Shin	St Joseph's College
Amber Stewart	Strathcona Baptist Girls' Grammar School
Christopher Stewart	Scotch College
Erin Stewart	Preshil, The Margaret Lyttle Memorial School
Loren Stewart	Box Hill Senior Secondary College
Barney Stonier	Melbourne Grammar School
Diana Szabo	Mount Lilydale Mercy College
Danusia Szafranski	Tintern School
Mia Timpano	Melbourne Girls' College
Hanh Trieu	Marian College
James Try	Camberwell Grammar School
Anna Van Gremert	Methodist Ladies' College
Peter Voidis	Banksia Secondary College
Vy Vu	Emmaus College
Laurine Walker	Overnewton College
Stephen Wallace	St Kevin's College
Jennifer Walsh	Eltham College
Natalie Walsh	Dromana Secondary College
Rachel Ward	Methodist Ladies' College
Rebecca Warren	Mentone Girls' Secondary College
Larissa Watt	Bendigo Senior Secondary College
Scott Whelan	Woodleigh School
Matthew White	Upwey High School
Jeff Williams	St Paul's Anglican Grammar
Hayley Wilkins	Swinburne Senior Secondary School
Dale Wilson	St Joseph's College
Jeanine Yeoh	Santa Maria College

#### Top Screen

Sarah Allardice	Eltham College
Will Barry	Swinburne Senior Secondary College
Barry Brauer	Oberon High School
Sophie Canter	Our Lady of Sion College
Thomas Firth	Swinburne TAFE
Julian Hutchens	Xavier College
Robyn-Jane Lacey	Santa Maria College
Zev Landes	Mount Scopus College
Charlene Loh	Catholic Regional College Sydenham
Georgia Manderson	Methodist Ladies' College

Nick Milwright	Eltham High School
Elizabeth Sarsfield	Our Lady of Sion College
Mia Timpano	Melbourne Girls' College
Laurine Walker	Overnewton College

#### Top Class Performance of Dance, Drama, Music Performance: Solo, Group and Theatre

Caitlin Adams	Genazzano FCJ College
Elenor Adams	Our Lady Of Sion College
Ozgur Akdeniz	Balwyn High School
Samuel Anderson	Xavier College
Timothy Blossfelds	Geelong Grammar School
Michael Brooks Reid	Melbourne High School
Anthony Callea	Mackillop Catholic Regional College Werribee
Stephanie Caruso	Wangaratta High School
Chantelle Casey	Sacre Coeur
Nicholas Casey	Maffra Secondary College
Marion Chan	Tintern Schools
Alinta Chidzey	VCA Secondary School
Julia Cleghorn	Ruyton Girls' School
Andrew Collyer	Luther College
Emma Cotsell	Christian College, Highton
Jacob Cunningham	St Leonard's College
Jenna Cute	Sandringham College
Huw Dann	Blackburn High School
Philippa Davis	Ballarat Grammar School
Felicity Dendle	Methodist Ladies' College
Tegan Dimble	VCA Secondary School
Quang Dinh	Xavier College
John Disisto	Catholic Regional College Traralgon
Glenn Doig	Wangaratta High School
Annabel Eastham	Canterbury Girls' Secondary College
Thomas Edwards	St Francis Xavier College
Ruwanie Ekanayake	Hampton Park Secondary College
Emma Ford	Caulfield Grammar School Whealers Hill
Chantel Galea	Keilor Downs College
Anne Genio	Catholic Ladies' College
Ryan Goodwin	Mullauna Secondary College
Timothy Grace	Newcomb Secondary College
Esther Guin	Wesley College
Sheridan Harbridge	Traralgon Secondary College
Isobel Harper	Melbourne Girls' Grammar

Jane Harrison	Wangaratta High School	Holly Smart	Academy of Mary Immaculate
Ye Lian He	Scotch College	Kim Smith	Traralgon Secondary College
Galen Herten-Crabb	VCA Secondary School	Kathryn Smyth	Balwyn High School
Melissa Higgins	Geelong Grammar School	Kate Speechley	Caulfield Grammar School Wheelers Hill
Carl Hirst	St Francis Xavier College	James Stephens	Camberwell High School
Carly Hobbs	Sandringham Secondary College	Anthony Street	Brighton Grammar School
Clinton Holt	Rowville Secondary College	Rebecca Sullivan	Tintern Schools
Olan Horner	VCA Secondary School	Pei-Jun Tan	Caulfield Grammar School Wheelers Hill
Yi-Yin Hsu	VCA Secondary School	Kathryn Tassone	Melbourne Girls' College
Nicole Jacobsson	Damascus College	Joshua Terlich	Wodonga High School
André Jewson	Western Heights College	Samuel Tovey	Xavier College
Stefanie Kechayas	Eltham High School	Jacqueline Uren	Ivanhoe Girls' Grammar School
Galit Klas	Mac.Robertson Girls' High School	Jesse Velic	Bialik College
Simone Krause	Bialik College	Renee Von Senden	Mount St Joseph Girls' College
Thomas Lambert	VCA Secondary School	Allen Wang	Scotch College
Irena Laska	Melbourne Girls' Grammar School	Yi Ning Wang	Mac.Robertson Girls' High School
Leah Lim	Loreto Mandeville Hall	Kingsley Williams	St Michael's Grammar School
Oscar Lopaczuk	Billanook College	Jonathan Wong	St Michael's Grammar School
Thomas Mainwaring	University High School	Agatha Yim	Genazzano FCJ College
Kimberley Mannaa	Essendon East Keilor District Secondary School	Mimi Zaetta-Thomas	Ruyton Girls' School
Kate Martin	Christian College, Highton	Scott Zimmer	St Francis Xavier College
Cassandra Mason	Luther College	Top Acts	
Jessica Matthews	Brauer College	Samuel Anderson	Xavier College
Verity Maxwell	VCA Secondary School	Stephanie Caruso	Wangaratta High School
Erin McNamara	Bendigo Senior Secondary College	Nicholas Casey	Maffra Secondary College
Sylvie Meltzer	Mowbray College	Andrew Collyer	Luther College
Jennifer Molloy	Notre Dame College	Jacob Cunningham	St Leonard's College
Christopher Morrissey	VCA Secondary School	Huw Dann	Blackburn High School
Heidi Norindr	Dandenong High School	Glenn Doig	Wangaratta High School
Lauren Oldham	Mooroolbark Heights Secondary College	Anne Genio	Catholic Ladies' College
Glen Oliver	VCA Secondary School	Timothy Grace	Newcomb Secondary College
Jensen Overend	Brighton Grammar School	Jane Harrison	Wangaratta High School
Adam Pallozzi	Eltham College	Ye Lian He	Scotch College
Jules Pascoe	McKinnon Secondary College	Nicole Jacobsson	Damascus College
Bonnie Piesse	Melbourne Rudolf Steiner School	André Jewson	Western Heights College
Elizabeth Powis	St Michael's Grammar School	Leah Lim	Loreto Mandeville Hall
Gideon Preiss	McKinnon Secondary College	Christopher Morrissey	VCA Secondary School
Alice Ramshaw	Lowther Hall Anglican Grammar School	Adam Pallozzi	Eltham College
Joshua Richardson	Brighton Grammar School	Bonnie Piesse	Melbourne Rudolf Steiner School
Ellen Rijs	Marist-Sion College	Alice Ramshaw	Lowther Hall Anglican Grammar School
Carlye Rogan	VCA Secondary School	Ellen Rijs	Marist Sion College
Eric Ronald	Brauer College	Steven Russell	Melbourne High School
Steven Russell	Melbourne High School	Holly Smart	Academy of Mary Immaculate
Anatoly Sawenko	Girton Grammar School	Kim Smith	Traralgon Secondary College
Derek Shi	Melbourne High School	Mimi Zaetta-Thomas	Ruyton Girls' School
Eve Silver	VCA Secondary School		



## Top Arts

Lisa Accadia	St Helena Secondary College
Esther Akselrud	Shelford Anglican Grammar School
Edward Alderson	Kingswood College
Merryn Allen	Geelong College
James Atkins	Geelong Grammar School
Elizabeth Barnett	Melbourne Girls' Grammar School
Latoya Barton	Swinburne Senior Secondary College
Felicity Bath	Colac College
Simone Bennett	Kew High School
Nicholas Briggs	St Helena Secondary College
Nigel Brown	St Paul's Anglican Grammar School
Anna Clark	Preshil, The Margaret Lyttle Memorial School
Sarah Clark	Catholic Regional College
David Coghill	Geelong College
Anthony Coletta	Sunbury Downs Secondary School
Chris Collin	Box Hill Senior Secondary College
Luke Compston	Sunbury Downs Secondary School
Melanie Cousipetcos	Mill Park Secondary College
Nicholas Dale	Carey Grammar School
Autumn Daly-Holt	McKinnon Secondary College
Lucy Davidson	Wodonga High School
Carla Del Porto	Star of the Sea College
Danielle Di Giovanni	Mowbray College
Chris Drummond	Carey Grammar School
Thomas Edwards	St Francis Xavier College
Chris Ellis	Bendigo Senior Secondary College
Georgia Ensor	Presentation College Windsor
Tarkan Erturk	Camberwell Grammar School
Lily Feng	Canterbury Girls' Secondary College
Vaiya Fermanis	The Melbourne Rudolf Steiner School
Charlotte Ghaie	Ballarat Grammar School
Brent Greene	Melbourne Grammar School
Jennifer Grindrod	Fintona Girls' School
Christian Hart	Flinders Christian Community College
Jessica Henderson	Tintern Schools
Daniel Ippoliti	Carey Baptist Grammar School
Andrew Johnson	Berwick Secondary College
Pia Johnson	Tintern Schools
Tim Joiner	Strathmore Secondary College
Daniel Keil	Princes Hill Secondary College

Mark Kwong

Yani Lathouris

Sean Layh

Michelle Lee

XiaXi (Lucy) Liu

Katya Livaditis

Charlene Loh

Kristian Lukas

Marc Lyons

Emily Mackie

Benjamin Malin

Sonia Marinelli

Virginia Martin

Willy Maurice-Beluite

Lucy McNamara

Chase Morilly

Laura Nelson

Garth Nichol

Lauren Pimm

Chloe Podalokin

Michael Porter

Kate Powers

Liana Raschilla

Leah Robertson

Jake Ryan

Katherine Sainsbery

Shona Scott

Rene Sephton

Nadia Sharaf

Olivia Rose Sheed

Madeleine Simson

Matthew Skinner

Deane Sobey

Erin Stewart

Stephen Stupuras

Glenn Triggs

Irene Vincent

Jessica Williamson

Kate Woolley

David Yule

Scotch College

The Melbourne Rudolf Steiner School

Billanook College

Presbyterian Ladies' College

Presentation College Windsor

Camberwell Girls' Grammar

Catholic Regional College

Sunbury Downs Secondary School

St Helena Secondary College

St Catherine's School

Camberwell Grammar School

McKinnon Secondary College

Swinburne Senior Secondary College

Albert Park College

Loreto Mandeville Hall

Luther College

Caulfield Grammar School

Wodonga High School

Berwick Secondary College

Loreto Mandeville Hall

Presentation College Windsor

Box Hill Senior Secondary College

Ballarat Grammar School

Bayside Christian College

The Melbourne Rudolf Steiner School

Ivanhoe Girls' Grammar School

Kooweerup Secondary College

Ivanhoe Girls' Grammar School

Melbourne Girls' College

Ballarat Grammar School

St Catherine's School

Galen College

Westbourne Grammar

Preshil, The Margaret Lyttle Memorial School

Seymour Technical High School

Box Hill Senior Secondary College

Beechworth Secondary College

Box Hill Senior Secondary College

Ivanhoe Girls' Grammar School

Scotch College

## Appendix 5: Publications

A number of Authority publications are sold through Information Victoria. These include the *CSF Overview*, the eight Key Learning Area publications, the CSF II CD-ROM and charts for ICT in the CSF.

### VCE

*VCE Bulletin* including *Supplements* and *Lift-outs* for July, August, September, October, November, December and Exam Issue 2001: February, March, April, May, June 2002

*VCE Administrative Handbook 2002*

*Guide to the VCE 2002*

*2002 VCE Calendar*

*Report for Teachers 2001: Mid-year Examinations*

*2000: End-of-year Examinations*: English, Health and Physical Education, LOTE, Mathematics, Science, Studies of Society and Environment, Technology, the Arts

*Getting your VCE* brochure

*Statement of Results* brochure

*Results and PRES* brochure

*GAT brochure 2002*

*ACACA Conference* brochure

*Statistical Moderation* brochure

*VCE for Adults* booklet

*VCE Examinations and GAT 2001* CD-ROM

*2002 VCE Examination and GAT Student Information* booklet and Timetable

*Advice for Teaching VCE 2002*

*Auslan Grammar* video

*VCE Assessment Support Material*: Contemporary Australian Society; Drama; Industry and Enterprise Studies; Outdoor and Environmental Studies; Philosophy; Religion and Society; Technology – Design and Technology, Food and Technology; Theatre Studies

*VASS 21 Users Guide* CD-ROM

*e-merging Perspectives on Information and Communications Technology – Teaching and Learning in the VCE*

*VCE study designs*

*Auslan*

*Reaccredited study designs*: Accounting and Information Technology

### VCE VET

*Task Samples*: Business (Office Administration), Arts (Interactive Multimedia), Furnishing

*Program booklets*: Certificate IV in Food Technology, Seafood Industry, Sports and Recreation

### VCE Season of Excellence

*Top Designs 2002* catalogue

*Top Arts 2002* catalogue

*Top Acts 2002* program

*Top Class 2002* program

*Annual Program Guide 2002* brochure

### CSF II

*Annotated Work Samples Professional Development Program 2002*: English, Mathematics, Science

*LOTE Compendium*

*Sample programs* Maths Years 3–4

### AIM

*Year 7 English and Mathematics Assessment Program* brochure

*Information for Principals*: Year 3 and Year 5 Statewide Testing Program 2002

*Information for Principals*: Year 7 Statewide Testing Program 2002

*2002 Guide for Principals and Teachers* – English and Mathematics Testing Component Year 3 and Year 5

*2002 Guide for Principals and Teachers* – English and Mathematics Testing Component Year 7

Most Authority titles can be found on the Authority's website at <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>. The site also contains other material and advice regarding all aspects of the Authority's curriculum and assessment programs.

## Acknowledgements

The Authority would like to thank all government, Catholic and independent schools and their students for appearing in photographs in this annual report.





## Acronyms and abbreviations

AIM	Achievement Improvement Monitor
CSF	Curriculum and Standards Framework
EFT	Equivalent full-time
FOI	Freedom of Information
GAT	General Achievement Test
IARTV	Incorporated Association of Registered Teachers of Victoria
ICT	Information and communication technology
LOTE	Languages other than English
OHS	Occupational Health and Safety
TAFE	Training and Further Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VASS	VCE Administrative Software System
VCAA	Victorian Curriculum and Assessment Authority
VQA	Victorian Qualifications Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre



2001-02

# 2001-02



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