

Victorian Curriculum and Assessment Authority



ANNUAL REPORT 2003-2004



Contents

October 2004

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 (VCAA). All reporting is conducted in accordance with the *Financial Management Act 1994*.



Yours sincerely
Stuart Hamilton
Chair

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MISSION

The mission of the VCAA is to provide all Victorian students with the highest quality curriculum and assessment, and to recognise their educational achievements.

The actions of the VCAA 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 providing services and programs which demonstrate innovative thinking, creative problem solving, 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.

WHO WE ARE

The VCAA is an independent statutory body that is responsible for providing the curriculum and assessment used across year levels in Prep to Year 12 (P-12) school years in all government, Catholic and independent Victorian schools.

WHAT WE DO

The VCAA is responsible for the development and monitoring of the Victorian Certificate of Education (VCE), the Curriculum and Standards Framework (CSF) and the Achievement Improvement Monitor (AIM). The VCAA is responsible for the curriculum and assessment of the VCE and the Victorian Certificate of Applied Learning (VCAL).

The VCAA also facilitates cross-sectoral curriculum and resource development in collaboration with other national and State education and training authorities.

As part of its responsibilities the VCAA:

- monitors patterns of participation in schools
- maintains records of student achievements
- provides information to the public on general student performance within Victorian schools
- conducts research relating to its core functions
- provides professional development.

GOVERNMENT TARGETS

The VCAA plays a vital role in the development of an outstanding education system for all Victorians. This assists in achieving the following education goals and targets set by the Government.

- By 2005 Victoria will be at or above national benchmark levels for reading, writing and numeracy, as they apply to primary students.
- By 2010 90 per cent of young people in Victoria will complete Year 12 or its equivalent.
- By 2005 the percentage of young people aged 15 to 19 in rural and regional Victoria engaged in education and training will increase by six per cent.

REPORT OF THE CHAIR



The VCAA's commitment to quality school education was highlighted by a year of significant achievements for the organisation.

The VCAA plays a major role in giving effect to the Government's vision for a highly skilled, innovative workforce through its commitment to quality education and training. As part of the Blueprint for Government Schools, the VCAA is developing a framework of essential learning that will cater for the needs of all students. After consultation with key stakeholders and parents, work has commenced on developing a framework that will maximise students' learning development in diverse settings (see page 31).

The VCAA provides a range of flexible learning options that further improve on learning outcomes. With over 130 study options in the VCE and expanding access to the VCAL and VCE VET programs, students can access a variety of educational programs to meet their needs.

In keeping with the Government's vision for 90 per cent of students to complete Year 12 or its equivalent, completions have steadily increased over the past five years. This demonstrates the VCAA's contribution to the Government's targets (see page 22).

The VCAA ensures that VCE examinations are conducted in a secure environment and employs rigorous quality assurance strategies to guarantee all examination papers are of the highest standard.

THANK YOU TO PROFESSOR KWONG LEE DOW

Professor Kwong Lee Dow's term of appointment as Chair of the VCAA ended in February 2004. On behalf of the VCAA, I take this opportunity to thank him for his outstanding leadership of both the VCAA and its predecessor, the Board of Studies. His leadership was integral to the expansion of an internationally recognised VCE and the development of curriculum programs that provide young people with the knowledge and skills necessary for a productive future.

Kwong Lee Dow chaired the 1997 VCE Review that resulted in a comprehensive senior secondary curriculum suited to the needs of the majority of VCE students. He strongly encouraged the growth of VET courses within the VCE and the development of graded VET results, which now contribute to tertiary entrance. His reputation and respect within the education community ensured the ready acceptance of reform and enhanced the quality of education programs.

A handwritten signature in black ink, appearing to read 'Stuart Hamilton AO'.

Stuart Hamilton AO

REPORT OF THE CHIEF EXECUTIVE OFFICER



During the past 12 months, the VCAA has continued to support the provision of high-quality education to thousands of Victorian and international students by setting standards, monitoring progress, conducting research and delivering professional development to teachers and principals.

The VCAA has taken the initiative in leading Curriculum Reform in P-10 and in providing schools, teachers and parents with reliable information on student achievements. This information is crucial to assisting teacher and parents to guide their children's learning.

KEY INITIATIVES JULY 03 – JUNE 04

The Blueprint for Government Schools

In November 2003, the Minister for Education and Training asked the VCAA to identify and develop a broad framework of essential learning for all Victorian students. The VCAA has taken up the challenge to produce a framework for student learning which will equip them to be successful in the demanding world they will enter as young adults.

The VCAA developed the Victorian Curriculum Reform 2004 Consultation Paper which was widely distributed throughout the community. Over 1200 responses were received and were collated and analysed by Deakin University. The responses are being used as a tool to assist with

defining standards of learning at key points of schooling, providing schools with the flexibility to develop school-based curriculum programs that offer essential knowledge for students within a local context. The Framework will be completed in the 2004-05 year.

Updated study designs

As part of the VCAA's ongoing commitment to provide high quality education to Victorian students, studies in Media, History, Business Management, Psychology and 17 Languages other than English (LOTEs) were reviewed, consultation conducted, study designs completed and distributed to schools.

In 2004, over 130 study options were available to students in the VCE including 48 VCE LOTE studies, 30 VCE VET programs and 14 school-based apprenticeships. Additionally, Arts, Studio Art, Visual Communication and Design, Health and Human Development, Physics (Units 1 and 2) and Economics were implemented in 2004.

Fourteen studies were reviewed in 2004, including Food and Technology, Agricultural and Horticultural Studies, Physical Education, Outdoor and Environmental Studies, Biology, Environmental Science, Music Performance and Styles, English, English Language, Literature, Industry and Enterprise Studies, Legal Studies, Mathematics and Religion and Society. Five new LOTE studies for Punjabi, Yiddish, Bosnian, Indigenous Languages and Classical Hebrew were prepared for implementation in 2005.

Flexible Post-Compulsory Studies

The VCAA has been working closely with the Victorian Qualifications Authority (VQA) to ensure that our young people complete Year 12 studies. During the year the VCAA has taken increasing responsibility for the Victorian Certificate of Applied Learning as it moves from its initial development within the VQA to an ongoing role in the range of pathways to future learning for our young people. In addition we have continued to shape the VCE as a flexible qualification for students. For example this year the VCAA Board recommended to the VQA the

full removal of restrictions on the number of Vocational Education and Training studies which can be counted for graduation in the VCE.

Reporting to Parents and Schools

The VCAA is committed to providing the best and most comprehensive information on student performance to enable parents and schools to guide students' learning. This year the VCAA implemented the Minister's commitment to provide parents with national comparisons for their own child's achievement by showing the national benchmark in the reports to parents on the Year 3, 5 and 7 testing programs. In addition the VCAA implemented the VCE Data Service which provides schools with detailed information on the school performance on VCE studies.

The VCAA was also funded by the Government to commence the upgrading of its databases of student achievement to ensure that individual student performance can be reliably tracked over the years of schooling.

Amendment to the Victorian Curriculum and Assessment Authority Act 2000 (VCAA Act)

In October 2003, the Victorian Curriculum and Assessment Authority Act 2000 was amended to strengthen the VCAA's powers to conduct investigations, hear allegations of breaches to assessments and exam rules and to impose penalties. The amendments enable the Authority to establish a Review Committee to alter or cancel results subsequent to them being issued if it is discovered that they have been fraudulently obtained.

The amendments include a power to appoint an Appeals committee, external to the Authority, to consider student appeals if a student is dissatisfied with the outcome of a Review Committee hearing.

In 2003, the VCAA introduced new security arrangements, including stricter requirements for packing and storage of examination papers, mandatory training for examination supervisors and security audits for schools on a rolling three-year schedule. One hundred and sixty-one schools were audited during 2003 and school principals are now required to sign agreements to meet the new school requirements before being approved as VCE examination centres.

November 2003 and June 2004 examinations

During the November 2003 examination period, 77,985 students sat 109 examinations. 47,585 students successfully received their VCE (from 50,276 students eligible to complete the VCE). Of these, 18 students were based interstate and 69 students were based overseas.

In June 2004, 49,938 students sat examinations in Accounting, Biology, Chemistry, Environmental Science, Physics, Physics Pilot and Psychology. Sixteen students sat their examinations overseas while 10 students sat their examinations interstate.

Achievement Improvement Monitor (AIM)

The AIM is designed to measure a student's progress and achievements in numeracy and literacy and is delivered to students in Years 3, 5 and 7. The results provide information used to plan new programs and provide a useful source of feedback and guidance to students, parents and teachers. The reports to parents provide them with information on how their child compares with other Victorian students including their average score on the AIM test, the national benchmarks and where they are expected to be at each year level.

This year, 10,264 Year 7 students in over 73 secondary schools joined the AIM Online state-wide testing program. 3142 students in Years 3 and 5 in over 42 schools will participate in the Years 3-5 AIM Online pilot.

CHAIR OF THE VCAA

I would like to personally acknowledge the leadership and expertise that Kwong Lee Dow has provided as Chair of the VCAA and in a broader collegial capacity. I would like to thank him for his support during my first full year as Chief Executive Officer.

I would like to welcome the new Chair of the VCAA, Mr Stuart Hamilton AO and I look forward to a close association in managing the future directions of educational reform in the school curriculum and its assessment.



Michael White

HIGHLIGHTS

The VCAA's Strategic Plan articulates the goals and targets set by the Government for education and training and outlines the VCAA's contribution towards achieving the Government's education agenda.

The VCAA's goals and targets are highlighted under the key areas of the VCAA Strategic Plan 2002–2004.

<i>Objective</i>	<i>Achievement outcome</i>	<i>Progress</i>
<i>Curriculum flexibility in the compulsory years</i>	To improve student engagement with schooling through the development of curriculum material and the provision of support for teachers.	<ul style="list-style-type: none">Provided leadership and direction in development of nationally consistent curriculum outcomes.Commenced development of compulsory years' curriculum incorporating broad framework of essential learnings for Victorian students including:<ul style="list-style-type: none">preparation of consultation paperextensive consultation process with stakeholder groups.Developed first draft of the new framework.Produced and disseminated curriculum and assessment resources for teachers including annotated work samples with a focus on ICT.Conducted workshops for French, Chinese and Indonesian work samples to support teachers in developing assessment tasks and work samples.51 sample units integrating ICT across key learning areas published on VCAA website.
<i>Post-compulsory study options</i>	To improve student retention and prepare students for successful transition to post-school pathways through the broadening of post-compulsory study options and the provision of support for teachers.	<ul style="list-style-type: none">Commenced handover of operational aspects of the VCAL including curriculum and professional development support to schools for the delivery of the VCAL.Reviewed, published and disseminated 22 VCE studies and nine VCE VET programs.Reviewed structure of post-compulsory curriculum design rules, including VCE studies, VET studies, extension studies and the VCAL.Investigated the options and implications of standards-referenced reporting of the VCE.Investigated the feasibility of formal recognition of generic skills within senior secondary certification.Further developed initiatives in ICT-based delivery and assessment of VCE studies.Provided professional development for teachers of new VCE studies in 2004.
<i>Assessment of student performance</i>	To provide increased flexibility of assessment delivery which is valid, fair and equitable and to report on students' educational outcomes.	<ul style="list-style-type: none">Implemented processes to ensure that individual achievement can be reliably tracked across Years 3–7.Established guidelines and compliance checks for schools for AIM/VCE administrative processes and for supervision of students during the testing period.Developed AIM Online vision statement and strategy (Years 3–5) to provide for full cohort testing and/or interactive formative evaluations and online reporting to schools and parents on AIM data.Conducted an internal review of AIM in-house testing program.Developed an assessment and reporting process for the essential learnings of the new P–10 curriculum.Further strengthened the security and quality assurance of VCE examinations.Completed a feasibility study of online marking for VCE exams.Conducted trials in ICT-based assessment for the VCE in English, Mathematics, Information Technology and Accounting.Established structures and processes for assessment within the VCAL including the provision of administrative advice.Developed a Data Service for schools for Years 3–7 AIM statewide assessment.

<i>Objective</i>	<i>Achievement outcome</i>	<i>Progress</i>
<i>Educational measurement</i>	To improve the assessment of student performance via the VCE and AIM by strengthening the assessment practices in Victorian schools.	<ul style="list-style-type: none"> Developed the capacity to use longitudinal achievement data to inform school program effectiveness and system performance. Reviewed the equating procedures for literacy assessments data 1997–2003. Investigated the feasibility of mapping existing measures at P–10 onto a common achievement scale in order to improve reporting of student achievement against the CSF. Conducted a scoping project for extending AIM below Year 3 and above Year 7. Investigated international benchmarking (ISA/PISA) for statewide AIM literacy and numeracy assessments. Undertook a review of the VCE Data Service.
<i>Research and reporting</i>	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.	<ul style="list-style-type: none"> Undertook analysis of student participation and achievement (VCE, AIM and VCAL) data in relation to Government targets. Undertook sectoral and schools data analysis to provide value-added services, and to support school performance, accountability and school effectiveness. Developed a research publications program to include background papers on: <ul style="list-style-type: none"> the reporting of GAT scores and study scores below 20 Alternative Approaches to Like School Group comparisons. Reporting of system-wide achievement. Established a VCAA Strategic Reporting Framework and schedule consistent with VCAA's responsibilities under the VCAA Act.
<i>Organisational capability</i>	To ensure that the resources of the VCAA are effectively managed and support the achievement of the organisation's educational goals.	<ul style="list-style-type: none"> Developed a new Strategic Plan 2004–07 that outlines key directions for the next three years. Developed a VCAA Data Access policy and protocols for releasing information collected and maintained by the VCAA to external parties. Commenced the redevelopment of the VCAA Assessment Processing System (APS) to enable the linking of student assessment details and more effective management of historical data. Reviewed, restructured and redeveloped the VCAA website to enable improved client service. Conducted a strategic analysis of international engagement for the VCAA. Completed the review of the VCAA Risk Management Framework to manage ongoing monitoring of risks. Introduced Objective Records Management system.

SUMMARY OF FINANCIAL RESULTS

The 2003–04 financial year was the third full operating year for the VCAA.

The main source of funding for the VCAA's operations is the Department of Education & Training through operational and project grants. Revenue was also derived from a number of external sources, including overseas student fees, publication sales and student services.

The 2003–04 revenue totalled \$33.4 million. This compared with 2002–03 revenue of \$31.9 million. This was due to increases in grants, overseas student fees and free-of-charge resources offset against expenditure.

The 2003–04 expenditure totalled \$34.6 million, compared with \$32.8 million in the previous year, as a result of a 3 per cent salary increase, transfer of employee liability provisions, teacher release grants, agency staff and contractors, printing and distribution of VCE and AIM examination material, depreciation and amortisation.

The 2003–04 net result was a \$1.1 million deficit, compared with a \$0.9 million deficit in the previous year. The \$1.1 million deficit reduced the VCAA's accumulated surpluses to \$0.1 million down from \$1.2 million in the previous year.

The deficits recorded are consistent with the Department's request that the VCAA draw on its accumulated reserves as a source of revenue over this period. This reflects the view that it is unnecessary for the VCAA to hold substantial accumulated reserves.

During 2003–04, the VCAA began implementing an electronic document and records management system, continued to improve VCE exam security measures, commenced the curriculum reform project, undertook a pilot testing project using electronic marking for the June Chemistry exam and further developed AIM Online by undertaking a pilot testing project for Year 6.

The management systems used by the VCAA are an essential component of its operations and serve to meet all client requirements, reduce risk, improve performance and demonstrate responsible administration to all stakeholders. The VCAA was successful in securing \$6 million over the next two years to develop its APS system so that the VCAA's systems could be integrated with its business operations.

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

SUMMARY OF FINANCIAL POSITION

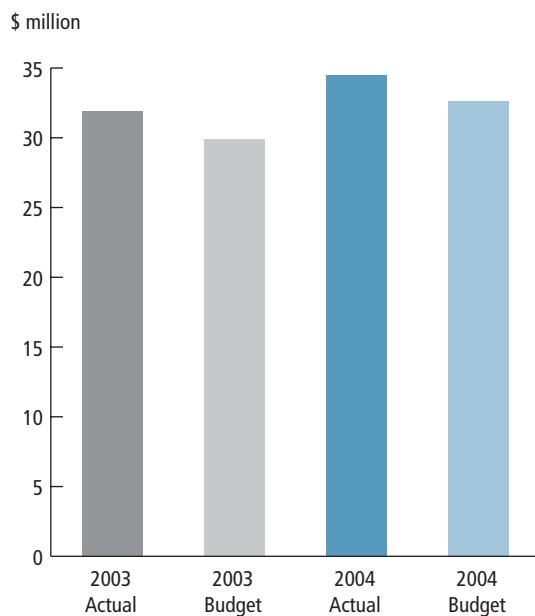
	<i>Surplus (Deficit)</i>	<i>Revenue</i>	<i>Expenses</i>	<i>Assets</i>	<i>Liabilities</i>
30 June 2004	(1,096,829)	33,456,701	34,553,530	6,022,471	5,925,308
30 June 2003	(932,981)	31,910,252	32,843,233	7,830,662	6,636,670
30 June 2002	(2,153,183)	28,196,883	30,350,066	9,998,502	7,871,530

Performance against budgetary objectives as at 30 June 2004

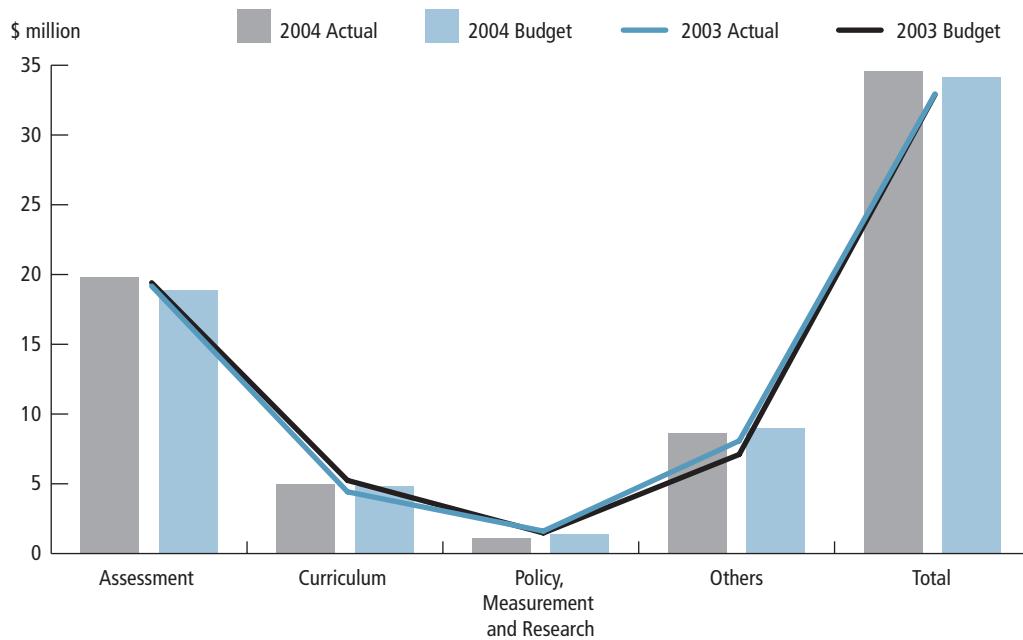
	<i>Actual \$</i>			<i>Budget \$</i>		
	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>
Revenue	33,456,701	31,910,252	28,196,883	32,602,068	29,914,572	27,463,233
Expenditure						
Assessment	19,795,102	19,055,325	18,760,935	18,854,798	19,298,002	19,784,688
Curriculum	4,997,610	4,312,240	3,875,185	4,826,053	5,129,491	5,755,264
Policy, Measurement and Research	1,101,853	1,498,505	429,502	1,412,866	1,365,923	427,992
Other	8,658,965	7,977,163	7,284,443	9,026,232	6,989,272	7,687,316
Total	34,553,530	32,843,233	30,350,065	34,119,949	32,782,688	33,655,260
Operating result	(1,096,829)	(932,981)	(2,153,182)	(1,517,879)	(92,868,116)	(6,192,027)

Note: Assessment Branch and Policy, Measurement and Research Branch restructure resulted in previous years' figures being realigned to allow similar comparison.

VCAA revenue



VCAA expenditure



OVERVIEW OF THE VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

GOVERNANCE

Establishment

The VCAA came into operation on 1 March 2001 and was the successor to the Board of Studies. The VCAA is responsible to the Minister for Education and Training.

Objectives

The objectives of the VCAA are to:

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

BOARD MEMBERSHIP

The members of the VCAA Board are drawn from educationalists and community representatives.

In 2003–04, Professor Kwong Lee Dow's appointment as Chair expired and he was replaced by Mr Stuart Hamilton. Three new Board members were appointed (Ms Esmerelda Bambrell, Ms Catherine Pianta and Ms Jennifer Haynes) and Mr Leon Kildea's term of appointment also ended.



MR STUART HAMILTON AO

*Chair (appointed May 2004)
BA(Hons), BEc*

Mr Stuart Hamilton is Chief Executive, Open Learning Australia, and a Board member of the Council for the Humanities, Arts and Social Sciences. Mr Hamilton previously held the positions of Secretary of the Victorian Department of Education & Training and Chief Executive Officer of the Victorian Innovation Economy Advisory Board. He also chaired the Australian Education Systems Officials Committee and the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Taskforce on Teacher Quality and Educational Leadership, was Deputy Chair of the Australian Council for Educational Research and has been a member of the recent national inquiry into teaching and teacher education. A former Executive Director of the Australian Vice-Chancellors' Committee, Mr Hamilton worked for many years for the Australian Public Service. This included appointments as Secretary of the Health and Environment departments. He has been a member of several other boards including the Australian Heritage Commission, Australian Sports Commission and Health Insurance Commission.



PROFESSOR KWONG LEE DOW AM

*Previous Chair (appointment concluded February 2004)
BSc(Hons), BEd, FACE, FIPA*

Professor Kwong Lee Dow has been Vice-Chancellor and Principal of the University of Melbourne since 1 February 2004.

Previously, Professor Lee Dow had been Deputy Vice-Chancellor with responsibility for oversight of human resource management policies and practices, and with broad responsibilities for students and staff. He had previously provided 20 years of academic and administrative leadership to the University's Faculty of Education as its Dean.

Until early 2004, Professor Lee Dow served as Chair of the VCAA from its inception and chaired its predecessor, the Board of Studies from 1987.

Professor Lee Dow has also had extensive input into Commonwealth Government education policy reviews and organisations, most recently chairing the Commonwealth Review responsible for the report, *Australia's Teachers; Australia's Future: Advancing Innovation, Science, Technology and Mathematics*. He was a member of the Higher Education Council of the National Board of Employment, Education and Training from its inception in 1988 until 1994.

Internationally, Professor Lee Dow has served on OECD and World Health Organization committees and was a founding member of the Hong Kong Council for Academic Accreditation (1992–2003). He has been an Adviser in the establishment, and later Council Member (1994–98), of the Hong Kong Institute of Education.



MS ESMERELDA BAMBLETT

DipT, GradDipArts, MEd

Ms Esmerelda Bamblett is a member of the Bangerang and Wiradjuri Aboriginal nations. She has a long and distinguished career in Aboriginal education and development. She was an inaugural member of the Council for Aboriginal Reconciliation 1991–94 and sat on the Australian Council of Women 1993–96. She has been Vice-President of the Aboriginal Advancement League since 1998. Ms Bamblett commenced her career in education working as a primary school teacher. She lectured in Indigenous Studies at the University of Melbourne in 1998. She was a Koorie Education Development Officer for the Department of Education & Training 1989–2003, Research Manager for the Institute of Koorie Education at Deakin University 2000–02 and Acting Manager of the Koorie Education Strategy Team for the Department of Education & Training in 2003. Currently, Ms Bamblett is the Director of Neenann Multimedia and Consultancy.



MR JOHN FRY

BA, DipEd, GradDipCareersEd, MAICD

Mr John Fry has taught in secondary schools since 1980. He has held year level, faculty and curriculum coordinatorships and is currently coordinator of the VCAL at Lalor North Secondary College. Mr Fry is Chair of the Whittlesea Youth Commitment and is Deputy Chair of the Hume/Whittlesea Local Learning and Employment Network. He has been a councillor at the City of Whittlesea since 1989, having served three terms as mayor. Mr Fry is a member of the Australian Education Union Council and State Branch Executive. He also serves on the Victorian Institute of Teaching Council.



MS JENNIFER HAYNES
*BA, DipEd, MEd, MACE,
MAICD*

Ms Jennifer Haynes has primary, secondary and tertiary teaching experience. She is Deputy Principal (Administration, Curriculum and Welfare) at Mentone Girls' Grammar, a K-12 school.

Ms Haynes is a life member of the Victorian Association for the Teaching of English and a past President of the Australian Association. She was a writer of the VCE English and Literature study designs, has been a member of the first Council of the Victorian Institute of Teaching and is a member of its Standards and Professional Learning Committee. She is also a member of the Victorian Independent Education Union and a director of the Incorporated Association of Registered Teachers of Victoria.



MR GRANT HEHIR

Mr Grant Hehir was appointed as Secretary of the Department of Education & Training in May 2003 and plays a crucial role in assisting the Department to provide, fund, purchase and regulate education and training services for Victorians

of all ages. His responsibilities encompass schools, TAFE institutes, registered training organisations, adult community education (ACE) providers, adult education institutions and higher education institutions.

Mr Hehir joined the Department of Education & Training following a career in public sector policy development and budget management. His most recent position was as Deputy Secretary, Strategic, Economic and Social Policy, at the Department of Premier and Cabinet, in which capacity he advised the Premier on social and economic policy matters. He had previously been appointed as the Deputy Secretary, Budget and Financial Management Division at the Department of Treasury and Finance, where he provided advice to Government on State budget strategy and management, and advised on emerging policy issues.



MR LEON KILDEA
*(appointment concluded
February 2004)*
BEc, DipEd, GradDipEd

Mr Leon Kildea was a teacher for 23 years and the Principal of Wangaratta High School for six years. 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 and acted as secretary for that association in his region. In this capacity he was responsible for writing policy statements and submissions 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 instrumental in the development of four units of the VCE study in outdoor education and the production of related support material. He was the Convenor of the VCAA's Curriculum Committee and is currently a Senior Education Officer.



MR JOHN MADDOCK
*GradDipBus, GradDipEd,
FAICD, FAITD, MASTD*

Mr John Maddock is the Chief Executive Officer of Box Hill Institute of TAFE. His involvement in the VET sector has included membership and chairing of committees at both State and national levels. Mr Maddock is a member of the Deakin University Council, the Victorian Tertiary Admissions Centre (VTAC) Board of Trustees and Management Committee, the IT Skills Hub Board, the Innovation and Business Industry Skills Council Board, and the Centre for Economics of Education and Training, VET Advisory Committee. He is an executive member of the Post-Secondary International Network for Presidents and Chief Executive Officers.



MR GARRY McLEAN
DipT, BEd, GradDipRE, MACE, MACEA, AIMM

Mr Garry McLean is Assistant Director (School Services) at the Catholic Education Office. Mr McLean taught at a number of 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 has been awarded life membership of the Australian Primary Principals' Association. In 1995, Mr McLean was appointed to the Catholic Education Office in the role of Chairperson, Special Programs. He was appointed to his current position in June 2001. Mr McLean was elected to the executive of the Australian Curriculum Studies Association in 1999 and is a member of the Programme for International Student Assessment (PISA) National 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 as 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 Director of the Education Foundation Inc. and a council member of Victoria University.



PROFESSOR ROBERT PARGETTER
BSc, DipEd, MA, PhD

Professor Robert Pargetter is Professor Emeritus at Monash University and Principal of Haileybury College. He is also a Director of the Australian Institute of Management. He was formerly Deputy

Vice-Chancellor at Monash University, Dean of Arts and Professor of Philosophy. He was Chair of the Management Committee of the VTAC for four years.



MS CATHERINE PIANTA

BA, BLit, Hon, GradDipEd

Ms Catherine Pianta has held a variety of positions with the Department of Education & Training including curriculum consultant, teacher and principal at primary and secondary schools. Ms Pianta acts as a facilitator and mentor for several leadership development programs. Currently Principal of Benalla College, Ms Pianta has a keen interest in promoting opportunities for rural youth. She is a member of the Australian Principals' Federation and the Victorian Association of Secondary School Principals. She is a Fellow of the Williamson Community Leadership Program of Victoria, and also involved in a number of Skillsbank programs for Leadership Victoria.



PROFESSOR HELEN PRAETZ

BA, DipEd, MEd, PhD

Professor Helen Praetz was Chair of the Victorian Qualifications Authority and Pro Vice-Chancellor (Students) at RMIT University until April 2004 and has extensive experience in education. She was a senior manager in the Victorian Education Department and Dean, Faculty of Education and Training and Pro Vice-Chancellor (Higher Education) at RMIT. A professor of education, she has served on numerous boards and reviews dealing with post-compulsory education and training. She is a member of the Victorian Learning and Employment Skills Commission.



MS JOANNE ROBERTS

CertAEd, DipEd, GradDipCompEd

Ms Joanne Roberts has worked in the primary, secondary and tertiary sectors, and is Assistant Principal at 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 the 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 joined the VCAA with extensive experience as a primary teacher. Currently Ms Sanders teaches at Tallangatta Secondary College. She is a trained Middle Years Literacy Leader and Civics and Citizenship Leader. 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. 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 Evaluation, the Australian Council of Adult Literacy and the Australian Curriculum Studies Association.

BOARD COMMITTEES

Executive Committee

The Executive Committee consists of the VCAA Chair, Mr Stuart Hamilton, the Chief Executive Officer, Mr Michael White, and three Board members: Professor Robert Pargetter, Mr Garry McLean and Mr Grant Hehir.

The Executive Committee carries out business directed to it by the VCAA, oversees projects and policy development for consideration by the VCAA, acts for the VCAA in matters of urgency and provides advice to the CEO on policy and its implications.

Audit Committee

In 2003, the VCAA Audit Committee was reconstituted as a subcommittee of the VCAA with membership comprising three Board members (Mr Peter McMullin, Committee Chair, Professor Sue Willis and Mr John Maddock) and one non-Board member (Mr Stuart Alford, Partner, Ernst & Young).

The Board approved a new Audit Charter that clearly articulated the Committee's corporate governance and audit functions:

- to foster an ethical culture within the VCAA
- to monitor compliance with relevant acts and regulations and with any agreements negotiated with funding bodies
- to provide advice to the VCAA Board on governance matters
- to improve the credibility and objectivity of the accountability process (including financial reporting)
- to provide a formal forum for communication between the VCAA Board and senior financial management
- to improve the effectiveness of the internal and external audit functions, providing a forum for communication and reporting between the VCAA Board and internal and external auditors
- to monitor the quality of internal and external reporting of financial and non-financial information.

P–10 Curriculum and Assessment Committee

The P–10 Curriculum and Assessment Committee provides expert advice and makes recommendations to the VCAA Board on:

- policies, standards and criteria for the development of curriculum and assessment programs for students in Years P–10
- the ongoing development and evaluation of the CSF for Years P–10
- the relationship between P–10 curriculum and post-compulsory pathways in education and training, including the VCE
- the design and implementation of the AIM pen and paper program (Years 3, 5 and 7) and AIM Online
- the monitoring and reporting of student participation and performance in P–10 assessment programs
- the provision of material for schools, and of professional development for teachers, to support the implementation of VCAA P–10 curriculum and assessment programs
- research on matters relating to P–10 curriculum, standards and assessment.

The P–10 Curriculum and Assessment Committee consists of VCAA Board members and two coopted members, Mr Tony Mackay, Executive Director, Incorporated Association of Registered Teachers of Victoria and Ms Patricia Keenan, regional manager, Catholic Education Office.

Post-Compulsory Curriculum and Assessment Committee

The Post-Compulsory Curriculum and Assessment Committee provides expert advice and makes recommendations to the VCAA Board on:

- the development, evaluation and approval of curriculum for courses normally undertaken in the post-compulsory years
- policies, criteria and standards for curriculum, assessments and courses designed to be undertaken in the post-compulsory years
- policy and procedures for the design, delivery and evaluation of assessments and assessment products and services for the VCE, VCAL and other post-compulsory qualifications available to students
- patterns of participation and quality of outcomes relating to courses of study in the post-compulsory years

- the provision of material for schools and professional development for teachers to support the implementation of post-compulsory curriculum and assessment programs
- research on matters relating to post-compulsory curriculum and assessments.

The Post-Compulsory Curriculum and Assessment Committee consists of the VCAA Board plus three coopted members, Mr Tony Mackay, Executive Director, Incorporated Association of Registered Teachers of Victoria, Dr Jillian Blackmore, Associate Professor, Deakin University and Professor Peter Stacey, La Trobe University.

Review Committee

Following a review of the disciplinary process for VCE examination breach of rules and changes to the VCAA Act, the VCAA established the Review Committee (formerly the Discipline Committee) to investigate a suspected contravention of the examination rules or an allegation that a student's assessment by the VCAA was obtained by fraudulent, illegal or unfair means.

If the Review Committee is satisfied on the balance of probabilities that a student has contravened the examination rules of the VCAA or has obtained an assessment by the VCAA through fraudulent, illegal or unfair means, the Committee may:

- reprimand the student
- amend or cancel the student's grade for the examination in which the contravention occurred
- amend or cancel the student's grade for the examination in which the contravention occurred, and amend or cancel any or all of the student's assessments in the same study, including satisfactory completion of the study
- amend or cancel the student's grade for examinations and other assessments in one or more other studies including cancellation of satisfactory completion of a study
- cancel all the student's grades for examinations or other assessments conducted by the VCAA during the year in which the contravention occurred or the assessment was obtained, including cancellation of satisfactory completion of the course.

A Review Committee consists of three persons who are either members of the VCAA Board or staff of the VCAA. A Board member chairs Review Committee hearings.

Appeals Committee

A student affected by a decision of a Review Committee may apply for review of the decision by an Appeals Committee on one or both of the following grounds:

- the decision was unreasonable
- the penalty imposed was too harsh.

An application must be made in writing to the CEO of the VCAA not later than 14 days after the day on which the Review Committee gave its decision orally at the hearing.

The CEO of the VCAA must refer an application to an Appeals Committee for determination.

Student appeals and breaches of rules

For this reporting period, 48 breaches of rules were reported to the VCAA. Of these, 15 cases proceeded to a hearing and all 15 were found to have breached VCE examination rules. In 2003–04, there were no appeals against the decisions of the Review Committee.

For this reporting period, there were three appeals by students against action taken by schools on school-assessed coursework.

Educational Measurement Committee

The Educational Measurement Committee:

- monitors the assessments used in the VCE and P–10 and reports periodically to the VCAA Board on statistics and other evidence of quality
- monitors and advises upon the statistical procedures used for the scaling, statistical moderation, equating, benchmarking and reporting of AIM and VCE assessments
- advises the P–10 and Post-Compulsory Curriculum and Assessment Committees on measurement and/or statistical issues that may arise in relation to their work.

The Committee is composed of five members of the VCAA Board and one coopted member. A Board member chairs the Committee.

OTHER COMMITTEES

VCE Reference Groups and Review Committees

VCAA Reference Groups oversee the development of new VCE studies. In 2003–04, the VCAA commissioned five VCE Reference Groups to

develop studies in Bosnian, Classical Hebrew, Environmental Studies, Punjabi and Yiddish.

Study Review Committees were established to review and evaluate VCE studies and to prepare proposals for new and revised studies for the approval of the VCAA Board. These committees comprise 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 VCAA established 27 Study Review committees in 2003–04.

VCE Study Review Committees were established for Agricultural and Horticultural Studies, Australian History, Biology, Chemistry, Contemporary Australian Society, English/English as a Second Language, English Language, Environmental Studies, Food and Technology, Foundation Mathematics/General Mathematics, Further Mathematics, Geography, Industry and Enterprise, International Politics, Legal Studies, Literature, Mathematical Methods, Mathematical Methods (CAS), Music Performance Group, Music Performance Solo, Music Styles, Outdoor and Environmental Studies, Physical Education, Religion and Society, Renaissance History, Revolutions and Specialist Mathematics.

The list of members of these committees and Reference Groups appears in Appendix 2.

SENIOR OFFICERS

Chief Executive Officer

MR MICHAEL WHITE

BA, DipEd, MEd

Mr Michael White is the Chief Executive Officer of the VCAA. From 2000–02, he was the Director of School Education in Victoria. Previously he held the position of Executive Director of Education and Training in the ACT. Mr White commenced his career as a secondary teacher in Victorian government schools before teaching for 15 years in teacher education programs at both pre-service and Masters degree level. In addition to his work in teacher education, Mr White lectured in Human Development with a particular emphasis on early childhood development. He has held a number of senior positions in human services in which he led programs in areas including child protection, youth justice, family support, child-care and community development.

General Manager, Assessment

MS ELAINE WENN

BSc, DipEd, GradDipSocSc

Ms Elaine Wenn is responsible for the operations of the Assessment Branch of the VCAA and the development, implementation and monitoring of the VCAA's VCE assessment policies and procedures. Ms Wenn oversees the Assessment Branch in the development, production, conduct and marking of all VCE examinations and the Years 3, 5 and 7 AIM tests. The Branch manages the quality assurance and moderation programs for school-based assessments in the VCE. Ms Wenn manages the collection and processing of students' enrolment and assessment data for the VCE, VCAL and AIM, the maintenance of student records and, under delegation from the Victorian Qualifications Authority, the issuing of students' VCE and VCAL certificates.

General Manager, Curriculum

MR JOHN FIRTH

BCom, DipEd

Mr John Firth is responsible for the operations of the Curriculum Branch, leadership of project teams, VCE Expert Studies and Review committees, VCE Convenors and the Vocational Education Reference Group and the Curriculum and Assessment committees of the Board. These committees provide advice and recommendations to the VCAA on the development and implementation of the VCE and the VCAL, and development, implementation and monitoring of the P-10 curriculum including the CSF. He also manages the development of the Framework of Essential Learning.

Mr Firth is a member of the national working group on VET Recognition established by the Commonwealth Department of Education, Science and Training, the VET group of the Australian Curriculum Assessment and Certification Authorities, and of the Enterprise and Vocational Education Working Group of the MCEETYA Taskforce on Transition from Schools.

General Manager, Corporate Services

MR VINCENT MCPHEE

BA, DipT, GAIDC

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

General Manager, Policy, Measurement and Research

DR GLENN ROWLEY

BSc, BEd, MA, PhD

Dr Glenn Rowley is responsible for the operations of the Policy, Measurement and Research Branch, and for maintaining and improving the quality of educational measurement and statistical analysis in the VCE and P-10 programs and the strategic reporting of VCAA data. This includes the accurate reporting of achievement data within the VCAA and to the public, as well as the provision of strategic and policy advice that arises from VCAA research and reporting.



↑ Senior staff (back row): Michael White, Vincent McPhee
(front row): John Firth, Glenn Rowley, Elaine Wenn

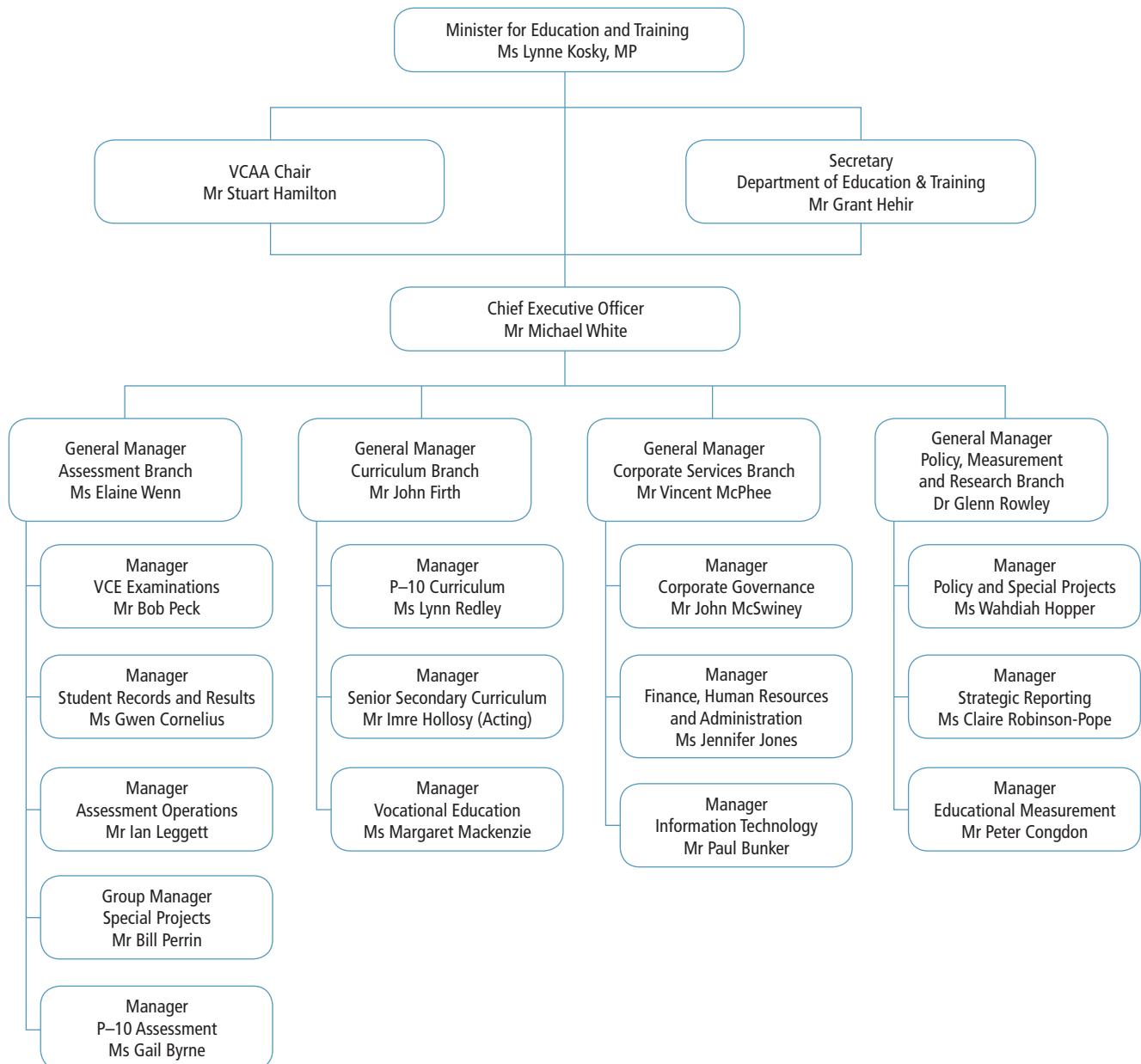
STAFF ESTABLISHMENT

During 2003–04, the VCAA operated with an establishment of 161.9 full-time equivalent (FTE) positions. For filled positions, the gender distribution was 62 per cent female and 38 per cent male. This compared with an establishment of 149.7 FTE in the previous year, and a gender distribution of 61 per cent female and 39 per cent male. The VCAA also employed approximately 320 casual employees, 600 special arrangement supervisors, and over 3000 sessional employees. Sessional employees

were mainly engaged in the following employment categories:

- assessors of written examinations
- school-based assessment (State reviewers, visitation, audit panels)
- setting/vetting panels
- oral exam assessors
- AIM markers
- AIM item writers
- AIM experts
- study writers.

Organisation chart



REVIEW OF OPERATIONS

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 48 VCE LOTE studies, 30 VCE VET programs and 14 school-based new apprenticeships. Implementation of revised VCE studies continued over 2003–04. 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.

VCE study options

The VCE curriculum is subject to rigorous quality assurance processes through both annual monitoring activities and cyclical evaluation and reaccreditation. This ensures that the highest quality curriculum is available to all Victorian students.

The VCAA supports the delivery of the VCE curriculum through its provision of advice and resources for teachers, including access to all VCAA curriculum materials and resources on the VCAA website. Statewide professional development sessions were conducted to accompany the introduction of the revised VCE studies.

Achievements

In 2003, Media, History, Business Management, Psychology and 17 LOTE studies were reviewed and study designs published and distributed to schools. The reaccredited studies of Art, Studio Arts, Visual Communication and Design, Health and Human Development, Physics (Units 1 and 2) and Economics were implemented in 2004. Assessment handbooks for these studies were distributed to schools.

Broad-based consultation with key stakeholders formed an integral part of the development of VCE study designs. In 2004, consultation with teachers and other relevant parties and individuals took place for the following studies: Food and Technology, Agricultural

and Horticultural Studies, Physical Education, Outdoor and Environmental Studies, Biology, Environmental Science, Music Performance and Styles, English, English Language, Literature, Industry and Enterprise Studies, Legal Studies, Mathematics, and Religion and Society. Five new LOTE studies were also prepared: Punjabi, Yiddish, Bosnian, Indigenous Languages and Classical Hebrew.

Professional Development workshops introducing teachers to new study designs were held for Business Management, Psychology, History, Media, LOTE and Physics. These workshops focused on changes to the curriculum and assessment handbooks.

Strengthened security for VCE examinations

The VCAA has continued to strengthen security arrangements in regard to the administration, dispatch, collection and processing of VCE examinations. This included:

- establishing operating procedures for the conduct and administration of VCE examinations
- visiting all schools conducting VCE examinations for the first time and continuing a rolling visit program to ensure that each VCE school is visited at least once every three years



↑ Michael Strasser, Wangaratta High School and James Rogers, Wesley College

- training new Chief Supervisors of examinations and producing a training video for experienced supervisors
- monitoring VCAA-specified minimum secure storage requirements in schools for VCE examination materials
- improving security packing and delivery services to examination centres.

Implementation of Derived Examination Scores in 2003

In 2003, the VCAA introduced new procedures for students whose VCE assessments were affected by illness or other personal circumstances.

Under the new policy, schools continue to provide special arrangements to assist students but now determine a score for all school-based assessments that takes into account each student's circumstances and report this to the VCAA as the final score. They no longer report Consideration of Disadvantage or provide estimated grades and scores to the VCAA.

If a student becomes ill or experiences an accident or personal trauma at the time of their external examinations he or she may apply for a Derived Examination Score. A VCAA-appointed expert panel assesses each application and can approve the use of a Derived Examination Score.

Derived Examination Scores are calculated statistically from the student's other available assessments:

- moderated coursework scores/School Assessed Tasks scores
- General Achievement Test scores
- other examination scores if applicable
- indicative grades provided by the school.

The final grade reported for the examination will be the grade which corresponds to the higher of either the Derived Examination Score or the student's achieved examination score.

In 2003, 3750 students applied for a Derived Examination Score in one or more of their examinations, a total of 9540 applications. Sixty-seven per cent of applications were approved, either on the basis of the initial application or on appeal. Two-thirds of these approvals (4253) resulted in a Derived Examination Score that was higher than the achieved examination score and was therefore used as the final examination score.

Enrolments 2004

VCE participation and completion 2003

Nearly 145,000 students participated in the VCE in 2003; just over half of them were female.

VCE results summary

	2002	2003
<i>All students</i>		
Eligible to complete the VCE	49,361	50,276
Students satisfactorily completing the VCE	47,626	47,585
Percentage	96.5	94.6
<i>Females</i>		
Eligible to complete the VCE	26,613	26,794
Students satisfactorily completing the VCE	25,865	25,529
Percentage	97.2	95.3
<i>Males</i>		
Eligible to complete the VCE	22,746	23,482
Students satisfactorily completing the VCE	21,761	22,056
Percentage	95.7	93.9

The number of students satisfactorily completing the VCE each year is not a direct measure of the contribution of the VCE to the Government's targets, which relate to the number of completions of the VCE or its equivalent by age 19 (see page 22).

50,276 students were eligible to complete the VCE in 2003; 53.3 per cent of these were female. Overall, 47,585 graduated successfully in 2003, 94.6 per cent of those who were eligible.

Most students study more than one unit so the number of unit enrolments is greater than the number of students. The average number of units per student is between 10 and 11 for Units 1 and 2, and between six and seven units per student for Units 3 and 4. The total number of unit enrolments in 2003 was over 1.25 million; with 94.8 per cent of these completed successfully.

Unit results by gender and level, 2003

		<i>Unit 1</i>			<i>Unit 2</i>		
Unit outcome		S	N	Total	S	N	Total
Females		173,670	9,375	183,045	166,972	9,034	176,006
Female %		94.9	5.1		94.9	5.1	
Males		163,325	13,834	177,159	154,730	13,304	168,034
Male %		92.2	7.8		92.1	7.9	
Total		336,995	23,209	360,204	321,702	22,338	344,040
Total %		93.6	6.4		93.5	6.5	

		<i>Unit 3</i>			<i>Unit 4</i>		
Unit outcome		S	N	Total	S	N	Total
Females		145,505	2,798	148,303	141,934	2,608	144,542
Female %		98.1	1.9		98.2	1.8	
Males		127,353	3,671	131,024	123,225	3,147	126,372
Male %		97.2	2.8		97.5	2.5	
Total		272,858	6,469	279,327	265,159	5,755	270,914
Total %		97.7	2.3		97.9	2.1	

s = satisfactory n = not satisfactory

Outcomes of graded assessment, 2003

Students undertaking Units 3 and 4 sequences may participate in graded assessment. The outcomes of each graded assessment are shown below.

Aggregate grade distribution – all graded assessments, 2003

Grade	A ⁺	A	B ⁺	B	C ⁺	C	D ⁺	D	E ⁺	E	UG	All
Total	108,428	125,087	118,919	111,007	100,206	81,371	58,427	39,864	24,925	14,487	7,741	790,462
Percentage	13.7	15.8	15.0	14.0	12.7	10.3	7.4	5.0	3.2	1.8	1.0	

From the table below it is apparent that the number of grades awarded has increased by 4 per cent between 2001 and 2003.

VCE grades, 2001–03

	2001	2002	2003
Total number of grades	808,104	830,287	831,337
Number of A ⁺ grades	107,274	109,312	108,427
Percentage of A ⁺ s	13.3	13.2	13.0
Percentage of As	15.0	15.1	15.0

VCE study scores, 2001–03

	2001	2002	2003
Number of study scores	254,709	262,055	263,653
Students with at least one study score	72,005	74,240	75,543
Students with at least one study score of 40+	14,023	14,410	14,652
Students with at least one study score of 50	591	610	625
Number of study scores of 50	651	677	696

A study score indicates how a student performed in relation to all others who took the study. It is reported using a scale of 0–50 with a mean of 30 and standard deviation of 7.

Government's school attainment target

The Government has set three benchmark targets for education and training, including a target for levels of educational achievement of young Victorians.

The percentage of 19-year-olds who have completed the VCE has increased from 66.9 per cent in 1998 to 71.7 per cent in 2003.

These figures contribute the major part of the data used to monitor progress towards the achievement of the Government's target, which is framed in terms of the completion of Year 12 or its equivalent by 19-year-olds. The data following provides details of completion of the VCE to which completion of equivalent qualifications, including vocational education and training, should be added for a full picture.

Successful completions¹ of the VCE by age at 30 June 1995–2003

Year	Under 16	16 years	17 years	18 years	19 years	Over 19 years ²	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	46,442
2002	24	687	34,952	10,214	1,088	661	47,626
2003	25	705	34,342	10,608	1,216	689	47,585

¹ Students who have already completed the VCE successfully in a previous year are excluded.

² Students who are over 19 years are adult VCE students.

VCE completion rates for 19-year-olds, 1998–2003

Year	19-year-olds who have successfully completed	Target population ¹	VCE completion rate (%)
1998	41,768	62,433	66.9
1999	42,110	61,469	68.5
2000	43,039	62,110	69.3
2001	44,010	62,529	70.4
2002	44,796	63,774	70.2
2003	46,404	64,716	71.7

¹ Source ABS statistics, revised in 2003

Most popular Unit 3 studies 2004

The table following shows the most popular Unit 3 studies in 2004 by Key Learning Area. It shows the number of enrolments as well as the number of providers (schools, TAFE institutes,

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

Most popular¹ VCE studies Unit 3, 2003–2004

Key Learning Area	Study	Enrolments		Providers
		2003	2004	
The Arts	Studio Arts	6,584	6,483	375
	Media	4,443	4,455	196
	Art	3,847	3,729	255
	Drama	1,887	1,773	173
	Music Performance: Solo	1,170	1,204	242
	Theatre Studies	1,170	1,168	108
	Visual Communication and Design	6,909	6,789	402
English	Literature	5,810	5,754	358
	English	45,594	44,786	510
	English (ESL)	3,323	3,544	280
	English Language	1,183	1,413	51
Health and Physical Education	Health and Human Development	10,091	10,591	389
	Physical Education	7,326	7,691	409
	Outdoor and Environment Studies	2,493	2,149	138
Languages other than English	Chinese ²	2,547	2,673	98
	French	1,551	1,569	145
	Japanese ²	1,228	1,285	126
	Indonesian ²	1,022	933	115
Mathematics	Further	22,108	22,755	496
	Methods	18,154	17,992	479
	Specialist	6,376	6,295	399
Science	Psychology	14,787	14,928	441
	Biology	11,579	11,597	466
	Chemistry	8,725	8,811	459
	Physics	7,876	7,009	416
Studies of Society and Environment	Business Management	11,279	11,519	381
	Legal Studies	8,595	8,779	407
	Accounting	6,043	6,497	367
	History: Revolutions	4,000	4,257	249
	Economics	2,834	2,721	166
	Geography	2,720	2,673	166
	Religion and Society	2,439	2,309	63
	Australian History	2,042	1,961	133
	International Studies	1,426	1,576	74
Technology	Info Tech: Processing and Management	10,215	7,961	405
	Food and Technology	4,329	4,139	288
	Design and Technology	4,316	4,334	311
	Info Tech: Information Systems	2,986	2,560	174
	Systems and Technology	1,303	1,189	110

¹ Approximately greater than 1000 enrolments

² Includes first and second language speakers

Enrolment more than 60% female

Enrolment more than 60% male

VCE examinations

Students undertaking VCE examinations were enrolled in Unit 3–4 sequences of VCE studies and received 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 3270 assessors were engaged for the October–November 2003 and June 2004 assessment periods. This total included 600 LOTE oral assessors and 255 performance assessors. One hundred and fifty casual staff and 100 venue coordinators were employed to support the examination processing, as well as over 5900 examination supervisors in schools.

In October 2003, there were 5500 arts performance examinations for six studies completed over 30 assessing days at 52 venues across metropolitan and regional areas. LOTE oral examinations in 42 languages were completed by 10,000 students over 17 days at 14 venues across metropolitan and regional areas. Forty-five LOTE written examinations were also conducted.

During the November examination period, 109 written examinations were conducted over 16 days. All student examinations were processed, assessed and examination scores finalised over a period of 32 days.

The table below highlights the scope of assessment processing for 2003–04:

Key examination facts

Total number of written examinations	109
Number of examination setters	380
Number of examination vettors	290
Number of assessors – written examinations (November 2003 and June 2004)	2,420
Number of assessors – LOTE oral examinations (October and November 2003)	600
Number of assessors – performance examinations (October and November 2003)	255
Total number of assessors	3,561
Number of examination centres	486
Number of examination centre supervisors (June 2004)	5,950
Number of examination centre supervisors (October and November 2003)	21,200
Number of examination papers marked	455,000
Number of written examination markings	1,210,000
Number of students sitting examinations interstate (November 2003)	29
Number of students sitting examinations interstate (June 2004)	10
Number of students sitting examinations overseas (November 2003)	69
Number of students sitting examinations overseas (June 2004)	635
Number of students with special examination arrangements (June 2004)	1,500
Number of students with special examination arrangements (November 2003)	2,000
Number of students with applications for Derived Examination Score (November 2003 and June 2004)	3,750

Distribution of VCE results 2003

In December 2003, 166,947 statements of VCE, VCAL, VET and GAT results were delivered to students at their home address and 84,220 via the students' home schools. Home schools distributed 47,715 Victorian Certificates of Education and 2226 Victorian Certificates of Applied Learning.

The VCAA and VTAC again cooperated to provide a telephone and Internet results service. The telephone service received 16,100 calls and 77,550 students accessed the Internet service on the first day of the 2003 service. The VCAA provides the option of students accessing their results by SMS and 4787 students took advantage of this option.

Student enrolments in post-compulsory programs 2004

Schools use the Victorian Assessment Software System to enter enrolment and results data on the VCAA database. By 1 July 2004, there were 23,420 male students and 26,632 female students enrolled in programs that should lead to the award of the VCE in 2004, and an additional 97,191 students enrolled in programs leading to completion in 2005 and beyond. VCAL enrolments totalled 8066 students.

VET in Schools

VET in Schools is the national term that broadly describes the diverse range of structures whereby States and Territories provide vocational education and training to senior secondary students. In Victoria, the term VCE VET has been adopted to describe how VET programs have been incorporated in the VCE.

The VCAA continued to broaden the options for students in the post-compulsory years and to improve participation and achievement in education and training. Students are able to gain credit in their VCE for vocational education and training undertaken in any industry and in any training setting, through VCE VET programs or block credit recognition.

The VCAA develops VCE studies based on National Training Package VET qualifications so that these can contribute directly as VCE studies. Students are able to select from a suite of vocational certificates accredited by the Victorian Qualifications Authority for inclusion in the VCE.

Block credit recognition is made available to those students who are undertaking vocational education and training outside the suite of approved VCE VET and school-based new apprenticeships. Block credit recognition enables student access to a greater range of VET certificates. It is particularly responsive to Local Learning and Employment Network and local industry initiatives, and encourages growth in student uptake of school-based new apprenticeships.

Students are able to gain credit in the VCAL for vocational education and training undertaken in any industry and in any training setting through the Industry Skills and Work Related Skills strands of the VCAL.

Students value VET in Schools programs because they:

- allow them to combine general and vocational studies
- provide vocational pathways into TAFE institutes
- provide pathways into employment
- give them direct experience of business and industry.

Employers value VET in Schools programs because they:

- contribute to the development of entry-level skills for their industry
- provide students with a practical and focused introduction to workplace requirements

- enable employers to use the program for recruitment purposes
- enable industry to influence educational programs in schools
- provide useful training and supervisory experience for existing employees
- enable industry to participate in local community networks.

VCE VET programs

VCE VET programs provide direct recognition in the VCE. They offer students industry-supported training programs that have clear vocational and employment outcomes.

Students may engage in a VCE VET program at school, at a TAFE institute or at a private registered training organisation. Recognition is provided at both Unit 1–2 and Unit 3–4 levels in the VCE. In the VCAL, contribution of VCE VET components to completion of the certificate is through the Industry Skills and Work Related Skills strands.

There are 30 approved VCE VET programs and 14 approved school-based new apprenticeships. In 2003, there were 37,685 certificate enrolments in VET in Schools.

Program review

As part of the ongoing work of the VET Unit, programs were updated or replaced as national training packages were endorsed or reviewed for currency and curriculum was reaccredited or replaced. In 2003–04, programs were revised and program booklets published in Concept Development for Clothing Products, Food Processing (Wine), and Small Business (Operations/Innovation). An updated and revised guide to school-based new apprenticeships was published for Victorian students.

Projects for revising VCE VET Agriculture, Horticulture, Community Services, Furnishing, CISCO Networking, Electro-technology and Engineering are nearing completion.

Scored assessment

In 2003–04, 12 VCE VET programs provided students with the option of undertaking scored assessment of the designated Unit 3–4 sequence. The study score for a VCE VET program is calculated through assessments on levels of performance on a set of coursework tasks and an examination at the end of the year. The score allows the student to use their VCE VET program to directly contribute to their Equivalent National Tertiary Entrance Rank (ENTER).

In 2003, there were 37,685 certificate enrolments in VET in Schools. The number of enrolments for each industry area is shown below.

Certificate enrolments in VET in Schools

<i>Industry area</i>	<i>Enrolments</i>
Agriculture, Animal Studies and Conservation	486
Land Management	
Automotive	2,234
Business	2,419
CISCO and Computer Systems	1,231
Clothing Industry	442
Community Services and Health	1,414
Construction	1,057
Dance	202
Desktop Publishing and Printing	102
Electronics	455
Engineering	1,361
Entertainment and Broadcasting	56
Equine and Racing Industries	517
Financial Services	85
Food Processing	68
Furnishing	1,133
General Education (includes ATSIC and Education for Adults programs)	3,561
Horticulture	711
Hospitality and Tourism	5,938
Information Technology	5,315
Laboratory Skills	26
Multimedia and Visual Arts	3,026
Music	1,421
Plastics	11
Public Safety	11
Retail, Floristry, Beauty and Hairdressing	1,711
Seafood Industry	21
Sport and Recreation	2,659
Telecommunications	9
Transport and Distribution	3
Total	37,685

Scored assessment is available in the following VCE VET programs: Business Administration, Community Services, Dance, Electronics, Equine Industry, Financial Services, Furnishing, Hospitality (Operations), Information Technology, Laboratory Skills, Multimedia and Music Industry.

Assessment guides were written and published for the new scored programs in Music Industry and Equine Industry, and for the revised Business Administration and Multimedia programs. The Task Samples booklet for Information Technology was published.

Professional development and educational leadership

VCAA staff participated in information dissemination and professional development activities for VCE VET programs and contributed to wider vocational education issues:

- briefings on new developments in VCE VET programs were delivered to over 800 VCE coordinators, VET coordinators and teachers during November 2003
- scored assessment information forums for 250 new assessors were conducted in December 2003 and February 2004
- consensus moderation workshops were conducted in nine scored VCE VET programs over five days in April and May 2004 for 190 assessors from private providers, TAFE institutes and schools
- high-quality materials were developed to support the implementation of training packages in VCE VET programs
- professional development was delivered to 125 teachers on new or revised VCE VET programs
- participation in Workplace Learning Coordinator forums; the Post-Compulsory Pathways Regional Working Party subject association events; TAFE network meetings; Department of Education & Training regional briefings; Career Education forums; Group Training Australia and industry-sponsored professional development events
- collaboration with the Office of Training and Tertiary Education, the Office of School Education, Catholic and independent sector authorities, as well as industry training boards and national industry training advisory bodies and curriculum maintenance managers from TAFE institutes.

Key competencies and employability skills

Whole-school assessment and reporting of student achievement of the Mayer Key Competencies, a generic competencies standard for training programs, continued to be trialed. In collaboration with the Australian Council for Educational Research, the VCAA is field-testing software that enables schools to make valid, global judgements on student achievements and abilities outside the formal construct of key learning areas and subject-specific curriculum.

The 2004 trial includes work on a set of generic skills that were generated by synthesising the Mayer Key Competencies and the Employability Skills Framework. Forty schools across the three school sectors have participated, with six schools undertaking targeted research activities to explore the pedagogical implications of this generic skills assessment and reporting construct.

Outlook

In 2004–05, the VET Unit proposes to:

- increase the number of students undertaking VCE VET programs
- develop proposals for VCE VET programs in areas of skills shortage
- stimulate growth in school-based new apprenticeships
- provide advice and information to schools on student programs available in the senior secondary years to examine changes to VCE eligibility rules in collaboration with VCAL and VCE staff
- refine arrangements and support materials for scored assessment and extend the availability of this option to a wider range of VCE VET studies
- refine the methodology for assessment and reporting of student achievement in generic skills and link this work to the Essential Learning Framework
- continue involvement in national forums on program development and assessment.

VICTORIAN CERTIFICATE OF APPLIED LEARNING

The VCAL is a qualification for Year 11 and 12 students. Participating students receive recognition of learning that occurs in schools, through external providers (for example, TAFE institutes) in structured workplace learning placements, locally developed programs, community projects and youth development programs.

Achievements

During 2003–04, the VCAA cooperated with the Victorian Qualifications Authority in the progressive transfer of the operational aspects of the VCAL.

- The review of the VCAL qualification commenced with the final report due in November–December 2004. A VCAL Review Committee, with members drawn from VCAL practitioners and key stakeholders, was established to conduct the review. The Review Committee:
 - conducted consultations with stakeholders
 - organised focus group meetings
 - established a web link for input into the review via the VCAA website.
- A transition strategy was prepared that effected the VCAA assuming responsibility for operational aspects of VCAL in 2004.
- The responsibility for the quality assurance process for all VCAL units was transferred to the VCAA. The quality assurance process ensures that there is a common understanding among teachers regarding the design of assessment tasks for the VCAL levels.
- Statewide professional development and learning programs for both new and existing VCAL providers were conducted.
- Materials to support the implementation of VCAL were published. These include *Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2005* for parents and students in Year 10 and the *VCE and VCAL Administration Handbook 2005*.

Outlook

The VCAA will:

- implement the recommendations of the VCAL review
- take responsibility for all operational aspects of the VCAL
- promote the VCAL with key stakeholders
- manage the VCAL Achievement Awards which recognise the contribution and achievement of VCAL students, teachers and partner organisations that have contributed to the development and delivery of VCAL programs.

The following tables outline VCAL enrolments by sector and certificate level.

VCAL students and providers by sector, 2003

Sector	Providers	Students	%
Adult	25	972	19.0
Catholic	36	421	8.2
Government	172	3,706	72.3
Independent	6	38	0.5
Total	239	5,137	100

With respect to the level of certificate studied, 44.4 per cent of VCAL students were enrolled in foundation-level certificates and 48.8 per cent in intermediate-level certificates. Senior and senior extension enrolments comprised 3.8 per cent and 3.0 per cent of enrolments respectively.

VCAL students by certificate and level, 2003

<i>Certificate name and level</i>	<i>Enrolments</i>
<i>Foundation</i>	2,279
<i>Intermediate</i>	
VCAL	2,372
Automotive Industries	12
Construction Industries	19
Engineering Industries	8
Hospitality Industries	11
ICT Industries	9
Land-based Industries	25
Media and Communications, Broadcasting	7
Media and Communications, Film and TV	9
Print-based Industries	3
Service and Retail Industries	16
Sport and Recreation Industries	17
Total	2,508
<i>Senior</i>	
VCAL	188
Land-based Industries	4
Media and Communications, Film and TV	2
Print-based Industries	2
Total	196
Senior Extension (Folio Enhancement)	154

VCAL enrolments, 2004

	<i>Providers</i>	<i>Foundation</i>	<i>Intermediate</i>	<i>Senior</i>	<i>Senior Extension</i>	<i>Total</i>	<i>%</i>
Government schools	237	1,854	3,329	719	214	6,116	75.8
Catholic schools	47	99	491	122		712	8.8
TAFE institutes	18	341	623	66		1,030	12.8
ACE organisations	9	50	63	16		129	1.6
Independent schools	3		16	34		50	0.6
Other	4	10	19			29	0.4
Total	318	2,354	4,541	957	214	8,066	100

Completions

Because the VCAL was intended to be a program that opens up vocational pathways for students, a traditional measure of completion rate may not, on its own, provide an indicator of the success of the program for individual students. For example, if a student still has one or two VCAL units to complete to achieve the qualification is offered a job or an apprenticeship, he or she may accept that opportunity and start immediately. Thus a successful pathway is achieved, but not a VCAL completion.

In 2003, providers were asked to track VCAL students' destinations. Results from this survey, which included the vast majority of the students, showed that 60 per cent of VCAL students had obtained a pathway into further education and training programs (VCAL, VCE, TAFE, ACE and university) while a further 30 per cent had obtained an employment-related pathway (apprenticeships, traineeships and jobs).

Collectively, this shows that the VCAL provided a base from which 90 per cent of VCAL students in 2003 progressed along an education, training or employment pathway in 2004. That 90 per cent 'pathway rate' data needs to be considered alongside the 'completion rate' data when evaluating the VCAL's success in retaining young people in learning, and in providing vocational opportunities for them.

In 2003, there were 2226 VCAL certificate completions from an estimated cohort of 3976 students. Of these, 2099 students completed a post-compulsory certificate for the first time.

VCAL completions by gender and certificate level, 2003

Level	Female	Male	Total
Foundation	296	500	796
Intermediate	427	756	1,183
Senior and Senior Extension	127	120	247
Total	850	1,376	2,226

VCE SEASON OF EXCELLENCE

The VCE Season of Excellence provides a forum for VCE student work through exhibitions, performances and screenings in technology, design, multimedia, and visual and performing arts studies.

The Season presented a representative sample of outstanding student work, provided low-cost, accessible professional development for teachers, maximised learning opportunities for students, and promoted the VCAA curriculum to the wider public. A number of associated lectures, forums, and online representations provided valuable resources for teachers and extensive curriculum and assessment advice for students.

Two hundred and ninety-eight student artists, designers, film-makers, musicians, dancers, actors and singers participated in Season 2004. In total, audiences for these events exceeded 450,000.

Season events took place in Melbourne's most prestigious cultural venues: Top Designs was held at the Melbourne Museum, Top Screen at the Australian Centre for the Moving Image (ACMI); Top Arts at the Ian Potter Centre: National Gallery of Victoria (NGV), Federation Square; and Top Acts at Hamer Hall, the Arts Centre.

VCAA Chief Assessors and State Reviewers participated in the planning, selection and delivery of Season events and education programs.

Production of high-quality, low-cost catalogues for Top Designs and Top Arts, free programs for Top Class and Top Screen, and the Top Acts program and video ensured the extended use of Season resources in schools. Statewide marketing of events produced a significant increase in audience numbers.

The Age newspaper was the corporate media sponsor for Season 2004 and published a range of display advertisements in the *Saturday Extra*, *Education Age* and *Arts Directory* sections.

Eckersley's Pty Ltd provided over \$5000 worth of plastic sleeves for Top Designs to facilitate folio exhibits.

The Season consisted of the following program of events:

Top Arts

The Ian Potter Centre, NGV Australia, Federation Square, 19 March – 16 May 2004

2004 marked the tenth anniversary of Top Arts at the NGV. The exhibition of works by VCE Art and Studio Arts students was managed by the Education and Public Programs Department at the NGV. Works by 70 artists included paintings, sculptures, short films, ceramics, wearable art, digital imaging, photography and drawings. A 48-page, full-colour catalogue and online resources complemented the exhibition.

The Minister for Education and Training, Lynne Kosky, officially launched the VCE Season of Excellence with the opening of Top Arts on Wednesday 18 March. Over 700 guests, including the artists, their families, art teachers, principals, key representatives from government, Catholic and independent sectors and art educators attended.

Sandringham Secondary College VET Hospitality students catered for the launch.

Six thousand, eight hundred and seventy-five students booked to view the exhibition and attend introductory talks or other education programs and 4495 attended the exhibition in self-staffed groups.

Top Class: Dance and VET Dance

National Theatre, St Kilda, Saturday 13 March 2004

Top Class: Music Performance: Solo and Group

Iwaki Auditorium, Saturday 27 March 2004

Top Class: Drama

National Theatre, Saturday 1 May 2004

Top Class: Drama and Theatre Studies

National Theatre, Saturday 8 May 2004

Top Class performances presented ten concerts over four weekends. Performances in VCE Dance, Drama, Theatre Studies and Music: Solo and Group Performance were compered by the Chief Assessor in each study. A two-page program was distributed free at all concerts. Attendances at Top Class totalled 4823, a 26 per cent increase on 2003.

Top Designs

Melbourne Museum, 26 March – 4 July 2004

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

Works by 122 exhibitors were shown including works in wood, fabrics, metal and plastics, multimedia, photography, short films, print layout, electronic and mechanical projects, and visual design presentations. Most works were accompanied by folios and design plans. A 24-page full-colour catalogue was produced.

David Lancashire, designer and architect, launched the exhibition on Wednesday 26 March to 700 guests including the artists and their families, teachers, principals, representatives from government, Catholic and independent education sectors, and art and design educators. A music group from the Victorian College of the Arts Secondary College entertained guests and catering was done by VET Hospitality students from Sandringham Secondary College.

Student bookings totalled 12,805, an 11 per cent increase on the previous year. Four thousand, six hundred and seven of these students attended introductory talks and study forums. Attendance at six professional development seminars for teachers totalled 240.

Public attendance during the exhibition period was 215,198, with the majority of attendees viewing Top Designs.

Top Screen

Australian Centre for the Moving Image, Federation Square, 27 and 28 April, 6, 7, 10 and 11 May 2004

Fifteen Top Screen sessions presented documentaries, short fictions, animations and experimental films created by VCE Media students. Top Screen was launched by Ingrid Kellenbach, Director, Open Channel.

Sandringham Secondary College VET Hospitality students catered for the launch.

ACMI staff developed and delivered an extensive range of education programs in conjunction with VCAA staff and industry representatives. A highlight of the program were two panel discussions where the young film-makers spoke about their work and responded to questions from students and teachers. An A3 double-sided, 2-colour program was produced. Attendance totalled 1795, which was a 41 per cent increase on 2003 attendance.

Top Acts

Hamer Hall, Friday 11 June

Chair of the VCAA, Mr Stuart Hamilton, launched the Top Acts concert on Friday 11 June with a selection of 28 performers chosen from Top Class Music, Dance, Drama and Theatre Studies performances. An eight-page, two-colour program presented each performer. Attendance totalled 1480 which was comparable to attendance figures in 2003. ArtEd conducted Dance, Drama and Theatre Studies workshops prior to Top Acts, which attracted 60 participants.

Achievements

In 2003–04, the Season significantly expanded its annual program of events, as follows:

- a CD-ROM of images that represent ten years of Top Arts exhibitors was produced to mark the tenth anniversary of the exhibition and will be distributed to secondary schools in 2004
- a young film-maker was contracted to document the installation and openings of Top Arts and Top Designs, to make an education resource for Studio Arts students
- two extra Top Class concerts in Dance and Drama were presented to accommodate larger audiences
- Top Class Dance, in conjunction with AusDance, held a forum entitled 'Destination Dance—Moving through VCE Dance to a Career', and AusDance also produced and distributed a booklet that highlights strategies to avoid dance injuries
- Top Screen sessions were increased in response to regional teachers' demands, resulting in ACMI expanded education programs that are presented in tandem with Top Screen and include industry panels with documentary makers, sound directors, make-up artists and copyright solicitors (information on copyright responsibilities was presented prior to all screenings)
- the results of evaluations conducted at Top Class and Top Screen indicated positive responses to the events, in particular, teachers responded well to curriculum and assessment information disseminated through Season events and publications
- regional visitors were given advance notification of events to assist in forward planning and reduced ticket prices were made available for teachers and students living over 100 kilometres from the CBD.

- Top Designs education programs included demonstrations by some of Melbourne's most notable chefs for Food and Technology study forums and Miele provided display units to allow audience members to view the demonstration clearly
- considerable media coverage was achieved with the assistance of the Department of Education & Training Media Unit, the NGV, the Melbourne Museum and the ACMI. Media kits were provided for Top Arts, Top Designs and Top Acts which included a media release and CD-ROM. Local and regional newspapers covered Season events.

Outlook

In 2004–05, VET Multimedia works will be incorporated into Season events. Negotiations are in progress with the ACMI to host the selection process and the display. VCAA staff will be responsible for the selection criteria, the display of works and associated education programs, as well as advising applicants.

To increase regional access to the Season, the VCAA is investigating the feasibility of Top Class Drama touring a rural centre in 2005.

Teachers will be given free tickets for groups of up to 20 students booked for Top Screen and Top Class in 2005.

CURRICULUM AND STANDARDS FRAMEWORK

The CSF is the curriculum framework for Victorian schools. It describes what students should know and what skills they should have in the eight key learning areas at regular intervals from P–10. The CSF 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.

Curriculum reform

In November 2003, as a key element of the Government's Blueprint for Reform, the VCAA commenced development of a framework of essential learning.

The framework will focus on an approach to the curriculum that recognises and responds to diverse student needs. At the same time,

a range of materials will be developed to support teachers who are implementing the framework and communicating concise information on student achievement to parents.

During 2003–04, a paper was developed following consultation with the profession and wider community on the key elements of the approach. The paper was based on national and international research and the input of leading teachers, principals and key educational organisations. These included an initial series of focus groups with teachers in August 2003 and a series of 18 forums with school leaders in March 2004.

In March, the VCAA hosted a two-day seminar to explore current thinking and stimulate debate on the development and implementation of a quality curriculum for Victorian students. The seminar was designed to complement consultation with the education community on the VCAA's approach to the framework of essential learning. It was attended by 160 educational leaders and included presentations from national and international speakers, followed by panel discussions involving school and education representatives. The Minister for Education and Training launched the *Victorian Curriculum Reform 2004* consultation paper at the seminar.

Following distribution of over 40,000 copies of the consultation paper to all schools, an accompanying guide for parents and the broader community was published and distributed to school councils and community groups. The VCAA conducted a broad-based consultation on the approach to the framework during Term 2. This included gathering feedback from a series of ten regional seminars with curriculum leaders and over 30 forums with principals' groups and education organisations. An online questionnaire was used to gather responses to the consultation paper from schools, individuals and organisations. Over 1200 responses were received, analysed and presented in a report to the VCAA Board. The report will be used to assist with the next stage of developing the framework.

Curriculum resources

In 2003–04, the VCAA continued to publish curriculum and assessment resources for teachers.

Annotated work samples and assessment tasks in the music strand of the Arts at CSF levels 4, 5 and 6 were published on CD-ROM. Work samples included multimedia samples of students' discussion, composition, rehearsal and performance of their own music. This resource

was entered in the 2004 Australian Teachers of Media Awards for best instructional resource for educators.

The VCAA website also published 28 sample units of work for students in Years 8–10. These focused on the English and Mathematics key learning areas and were designed to assist schools in better engaging students in their learning and preparing them for post-compulsory studies or successful post-school transition.

In addition, 51 sample units that integrate ICT across the key learning areas were published on the VCAA website, to assist teachers in enhancing student learning.

Professional development

To support teachers' use of annotated work samples in LOTE and Music, the VCAA conducted two statewide professional development programs.

During July and August 2003, the VCAA conducted 17 full-day workshops that focused on the work samples published in French, Chinese and Indonesian. Activities for language teachers were designed to ensure consistent judgements of student achievement against the LOTE CSF. Overall, 427 teachers participated in the workshops.

Music workshops were offered in 13 locations during October and November 2003. A total of 317 classroom and instrumental music teachers attended these sessions.

Outlook

In 2004–05, the P–10 Curriculum Unit will focus on developing a framework of essential learning. During Term 3, the Unit will draw on responses to the consultation paper and seek advice from teachers and educationalists to develop a draft framework for electronic publication in Term 4. Realignment of the new framework to existing support materials and the development of new support materials will also take place during Term 3.

Classroom resource materials will be developed for the Commonwealth Games School Education program. The project involves the development of curriculum materials to support integrated curriculum for P–10, rich learning units focusing on the middle years, resources for post-compulsory education and a Games Passport program for primary school students. The first stage of the project will be released in October 2004.

ACHIEVEMENT IMPROVEMENT MONITOR

The AIM is an integrated set of assessment and monitoring programs for measuring student progress and achievement. The VCAA delivered statewide AIM assessments at Years 3, 5 and 7 in August 2003, and subsequently delivered AIM results to all participating schools.

Participation rates for the Year 7 testing increased as more schools from government, Catholic and independent sectors joined the assessment program.

Achievements

Key achievements during 2003–04 included:

- For the first time, reports to parents showed their child's performance compared to the national benchmark
- statewide delivery of the AIM English and Mathematics tests to over 124,000 students in Years 3 and 5, and 59,000 students in Year 7
- international delivery of the AIM to Years 3, 5 and 7 students at the Saudi Arabian International School
- provision of comprehensive reporting to parents and schools in 2003
- delivery of computer-adaptive testing (AIM Online) to approximately 6000 Year 7 students
- online delivery of essays to Year 7 students participating in AIM Online
- development of on-demand, online testing to the pilot stage
- provision of professional development activities to over 1400 teachers, principals and curriculum leaders at 60 venues across the State that support implementation of the AIM, promote data analysis and assist school improvement plans
- presentation of the AIM statewide testing program and computer-adaptive testing to interstate and international education communities.

Outlook

In 2004–05, the VCAA will continue to develop and expand its initiative in online assessment:

- approximately 3000 Years 3 and 5 students in 40 schools will complete their AIM statewide test online
- calibrated computer-based tests will be developed for teachers to use in the classroom

across P-10. These will be trialed in about 60 schools, prior to being launched in August 2004

- strategies will be developed for schools to ensure fair and common testing procedures and further increase the validity of the AIM results
- professional development programs will be provided for teachers, principals and curriculum leaders to assist in analysing and interpreting test results.

OVERSEAS PROGRAMS

The VCAA continued to provide educational services to a number of schools overseas. The overseas programs included:

- recognition of schools in China and Indonesia as VCE providers
- provision of CSF, AIM and GAT services to schools in Saudi Arabia and South Africa
- provision of examination equivalence and moderation services to schools in South Africa.

Details of these overseas programs are outlined below.

Indonesia

Sekolah Global Jaya

Sekolah Global Jaya, an independent school in Tangerang, Indonesia, is a recognised VCE provider. Fourteen students completed their VCE at this school at the end of the 2003 school year.

Sekolah Ciputra

Sekolah Ciputra in Surabaya, Indonesia, is the sister school of Sekolah Global Jaya. The school expanded on its recently introduced VCE program, with twelve students completing their VCE at this school in the 2003 school year.

China

Tianjin Economic Development Area International School

The Peninsula School is an independent Victorian school licensed to deliver the VCE in China at the Tianjin Economic Development Area International School. It further extended its program to include VCE Units 3 and 4. The first group of VCE students from this school will sit their VCE examinations in the 2004 school year.

Haileybury College

The VCAA granted offshore provider licences to Haileybury College to deliver the VCE at a number of schools in China. Offshore VCE programs will commence in 2005 at Li Hui Li High School and Qingdao No. 19 Middle School.

South Africa

Crawford Colleges

The VCAA evaluated examination papers in 15 subjects being taught at the Year 12 level at six secondary schools, the Crawford Colleges, in South Africa. Advice was provided to the colleges on the equivalence of South African examinations with VCE examinations in similar subjects. A sample of end-of-year examination papers was marked by the VCAA for each subject to ensure that the marking standards were equivalent to those expected of VCE examinations. Approximately 530 Crawford College students sat the GAT in 2003. The Colleges consider the GAT a worthwhile educational exercise for their Year 12 students.

Saudi Arabia

Saudi Arabian International School

The VCAA continued its partnership with the Department of Education & Training's International Division and the Saudi Arabian International School in Riyadh to use the CSF as the basis of their P-10 curriculum. The Saudi Arabian school expanded its program in 2004 to include Year 7 students in AIM testing. A total of 51 students were administered the AIM test in 2004.

Achievements

In November 2003, the VCAA collaborated with Department of Education & Training International Division, the Victorian Qualifications Authority and the Association of Independent Schools Victoria to establish a project that will conduct a review of provision of curriculum licensing services to offshore international schools.

The review recommendations will provide a basis for future development of international education provided by the VCAA and the Department of Education & Training in three broad categories:

- products and markets
- legislation, regulation and quality assurance
- delivery of products and services.

FOCUS ON PEOPLE

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 worked across P-12 while small teams focused on P-10, the VCE and the VCE VET.

Senior Secondary Curriculum Unit

The Senior Secondary Curriculum Unit is responsible for the ongoing development, review, implementation and evaluation of senior secondary studies. The Unit oversees the implementation of the senior secondary curriculum and undertakes research activities to support curriculum renewal and development.

The Unit manages a range of publications, including study designs, assessment handbooks, implementation support materials, and the VCE study web pages.

The Unit develops procedures and guidelines for the review of senior secondary studies and provides executive support to the VCAA Post-Compulsory Curriculum and Assessment Committee, VCE Convenors meetings, Expert and Study Review Committees and the Senior Secondary management team.



→
Katherine
Dettman,
Siena College

P-10 Curriculum Unit

The P-10 Curriculum Unit is responsible for the development, implementation and standards in the compulsory years of schooling (P-10). During 2003–04, work focused on the development of a framework of essential learning for Victorian schools. The Unit also developed a range of curriculum and assessment resources to assist teachers in improving educational outcomes for students in the compulsory years by developing programs that increased student engagement with their schooling and better prepared students in secondary schools for post-compulsory studies or successful post-school transition. The team supported schools in the use of curriculum and assessment materials by delivering high-quality implementation support programs for teachers.

VET Unit

The VET Unit is responsible for the development of programs and maintenance of the approved suite of 30 VCE VET programs and 14 school-based new apprenticeships.

VCE VET programs were developed and maintained through regular collaboration between the VCAA and industry, TAFE institutes, schools and education sector agencies.

VET Unit staff provide detailed, accurate and timely advice to education and industry stakeholders. The expertise of staff was expanded to include assistance to schools for the delivery of the VCAL with particular reference to VET training.

The Unit supports schools, TAFE institutes and industry to improve student participation and achievement in the senior secondary certificates.

ASSESSMENT BRANCH

The Assessment Branch is responsible for the development, production, conduct and marking of all VCE examinations and the Years 3, 5 and 7 AIM tests.

The Branch manages the quality assurance and moderation programs for school-based assessments of VCE assessment programs.

The Branch is responsible for the collection and processing of students' enrolment data and assessment results for the VCE and VCAL, and for the maintenance of student records. Under delegation from the Victorian Qualifications Authority, the Branch issued VCE and VCAL certificates to students.

The Branch provides technical and professional support to the VCAA Board and schools on assessment and reporting issues and liaises with national and international bodies on these matters.

VCE Examinations Unit

The VCE Examinations Unit delivers the VCE assessment program, supports the AIM program and provides schools and students with valid and accurate assessments.

The Unit operates on two sites: East Melbourne and Camberwell. The Unit prepares and assesses all VCE written examinations, including VCE VET examinations, performance examinations in the Arts and LOTE, and school-assessed tasks in a number of studies. The Unit provides data used to prepare statements of results for VCE students and the final certificates on behalf of the Victorian Qualifications Authority.

The Unit conducts audits of school coursework and prepares reports to schools on the outcomes of these. It also manages the operational requirements of the AIM tests, including contracts, appointments, marking and the provision of data.

Assessment Operations Unit

The Assessment Operations Unit manages the administration, security, conduct and processing of VCE examinations, delivery and processing of AIM tests and VCE school assessment coursework and visitation. This includes working directly with schools on their VCE examination arrangements and governing the conduct and administration of these examinations. The Unit develops schedules for exams and all related assessment procedures.

The Unit is also responsible for processing and distributing all examination papers and administering LOTE Oral and Arts Performance examinations. The Unit manages and processes the AIM tests conducted in Years 3, 5 and 7. In addition, the Unit schedules assessment reviews for 4670 students and conducted audits of school-assessed coursework for 1293 students. Biennial training for Chief Supervisor and school personnel training is provided for personnel new to these roles.

P-10 Assessment Unit

The P-10 Assessment Unit is responsible for implementation of the AIM pencil-and-paper tests and manages development of the AIM Online program and on-demand testing. The Unit facilitates the online administration of statewide Year 7 AIM testing and the Years 3 and 5 AIM Online pilot.

The Unit manages the development, trialing and production of the 2003 AIM tests and facilitates the ongoing improvement of on-demand testing.

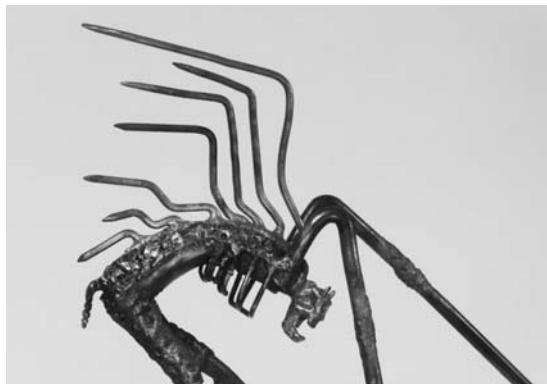
Student Records and Results Unit

This Student Records and Results Unit is responsible for record-keeping and reporting of enrolments and results for VCE and VCAL students. The Unit processed results data for 143,112 VCE students and 5166 VCAL students in 2003 and provided these students with their results via an Internet, telephone and SMS service, printed statements and certificates. The Unit produces the *VCE and VCAL Administrative Handbook for schools*.

This Unit also manages the administration of the VCAL and VET, statistical moderation and the calculation of VCE study scores. The Unit liaises with universities in the provision of the VCE Extension Studies program. Student services include collection of fees from full fee-paying overseas students and provision of equivalent qualification statements for interstate and overseas qualifications.

POLICY, MEASUREMENT AND RESEARCH BRANCH

The Policy, Measurement and Research Branch is responsible for the provision of research and measurement expertise to guide all aspects of the VCAA's work, and for the development of research and measurement capacity within the VCAA. Strategic reporting provided by the Branch provides data that is used to inform government policy, monitor progress towards government targets, inform the public, and assist in policy development within the VCAA. The Branch brings together the work of the Educational Measurement Unit, the Strategic Reporting Unit and the Policy and Special Projects Unit.



↑ Daniel Burr, Ashwood Secondary College

Educational Measurement Unit

The Educational Measurement Unit provides specialist advice and support to the VCAA's assessment and reporting programs. This work includes the provision of data analysis and advice relating to the trialing of AIM tests, the preparation of reports on the results of AIM testing (including AIM Online) to parents, schools, education sectors and the Government, and contributes to the professional development of teachers in the use of AIM reports.

The Unit maintains the VCE Data Service as a means of empowering schools in the use of achievement data for school improvement, and provides professional development to assist schools and regional offices in analysing the data. The Unit provides assistance and advice on measurement issues in relation to examination setting, data analysis, special consideration, statistical moderation and the maintenance of data quality.

During 2003–04, the Unit conducted a survey of statistical procedures used across the VCAA with a view to ensuring and maintaining consistency in the methods used and the manner of reporting. The Unit commenced a program aimed at establishing comparability of assessments conducted by the VCAA with international standards; contributed measurement and statistical advice, and provided achievement data to the Auditor-General's inquiry into literacy standards in Victorian government schools; and commenced a systematic appraisal of the methods used to equate test results from one year to the next and across year levels, and of the feasibility of extending the scales used to report literacy and numeracy beyond Years 3–7.

Strategic Reporting Unit

This Unit contributes to the operations of the VCAA by providing research and information services to internal units, including data extraction from administrative systems, advice and assistance in evaluation and monitoring of implementation strategies; implements statistical procedures that are essential to the VCE assessment process, for example identification of school-assessed task grades for review using the GAT, statistical moderation of school-assessed coursework and analysis of multiple choice examination items; provides information to parents, teachers, schools and school education sectors about senior secondary education; provides information for government about post-compulsory education participation and outcomes for accountability and reporting; and provides information on a cost-recovery basis to commercial businesses involved in selling products and services to schools.

Policy and Special Projects Unit

The Policy and Special Projects Unit work includes:

- research and policy advice, and provision of reports and correspondence to the Minister and senior management
- special projects of strategic importance that have a high impact on the organisation, including the VCAA Strategic Plan 2004–07 and the VCAA Organisational Climate Survey
- planning, leadership and operational support for the VCAA and the VCAA Board
- program development, planning, implementation and evaluation of the quarterly VCAA's Strategic Leadership Forums for senior management
- policy coordination and inter-agency communications for corporate alignment activities
- management of data and information provision for the Victorian Auditor-General's Office Literacy Performance Audit, and the formulation of the VCAA Action Plan to progress its recommendations
- preparing the VCAA Data Access Release Policy Protocols, which outline guidelines and procedures for sharing and releasing information collected and maintained by the VCAA to external parties.

CORPORATE SERVICES BRANCH

The Corporate Services Branch has operational responsibility for the delivery of key products and services of the VCAA, including:

- executive services
- contracting, procurement and project management
- finance, human resources and administration
- information services
- information technology
- overseas programs
- production
- VCE Season of Excellence.
- website.

During 2003-04, the main work of the Branch included the preparation and monitoring of budgets, annual statements of accounts, human resource functions and maintenance of the VCAA's two locations; coordination of the management of VCAA contracts; provision of information technology services to the organisation; provision of administrative support and governance advice to the VCAA Board, its members, its Committees, and senior management; and communication through an information service of the VCAA's key activities to the public using print, website and other forms of publication.

Executive Services Unit

The Executive Services Unit provides administrative and policy support to the VCAA Board, its committees and to the VCAA's executive management. It is responsible for ensuring that the development of policy and procedures complies with all relevant legislation, Government guidelines and Ministerial directions. Specifically, Executive Services protects the legal and corporate interests of the VCAA in:

- strategic planning and annual reporting
- Freedom of Information
- equal opportunity and anti-discrimination legislation
- privacy legislation
- intellectual property matters
- Review Committee process and student appeals
- VCE Achiever Awards.

Contracting, Procurement and Project Management Unit

The Contracting, Procurement and Project Management Unit provides procurement and project management advice to all VCAA business units and executive management services:

- ensuring that all procurement and contracting processes in the VCAA comply with all legislative requirements as well as guidelines provided by the Victorian Government Purchasing Board and the Department of Education & Training
- implementing a project management methodology that incorporates existing government procurement and contracting guidelines, supported by in-house training, an interactive online resource, and contracting, procurement and project management
- administrative support for the VCAA's Risk Management Committee and strategy including ensuring adequate insurance cover for all insurable risks.

Finance, Human Resources and Administration Unit

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

Finance and administration

The Unit is customer-service and best-practice focused. The following are indicative of 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 to 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 September
- approximately 4000 payment summaries/group certificates were issued to sessional and casual staff within ten working days of the end of the financial year
- PAYG payments to the Australian Taxation Office were made within one week of deduction
- a GST Assurance Review by Ernst & Young concluded that the GST, FBT and PAYG processes and procedures employed by the VCAA complied with the Department of Treasury and Finance's Tax Compliance Framework
- Business Activity Statements were 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

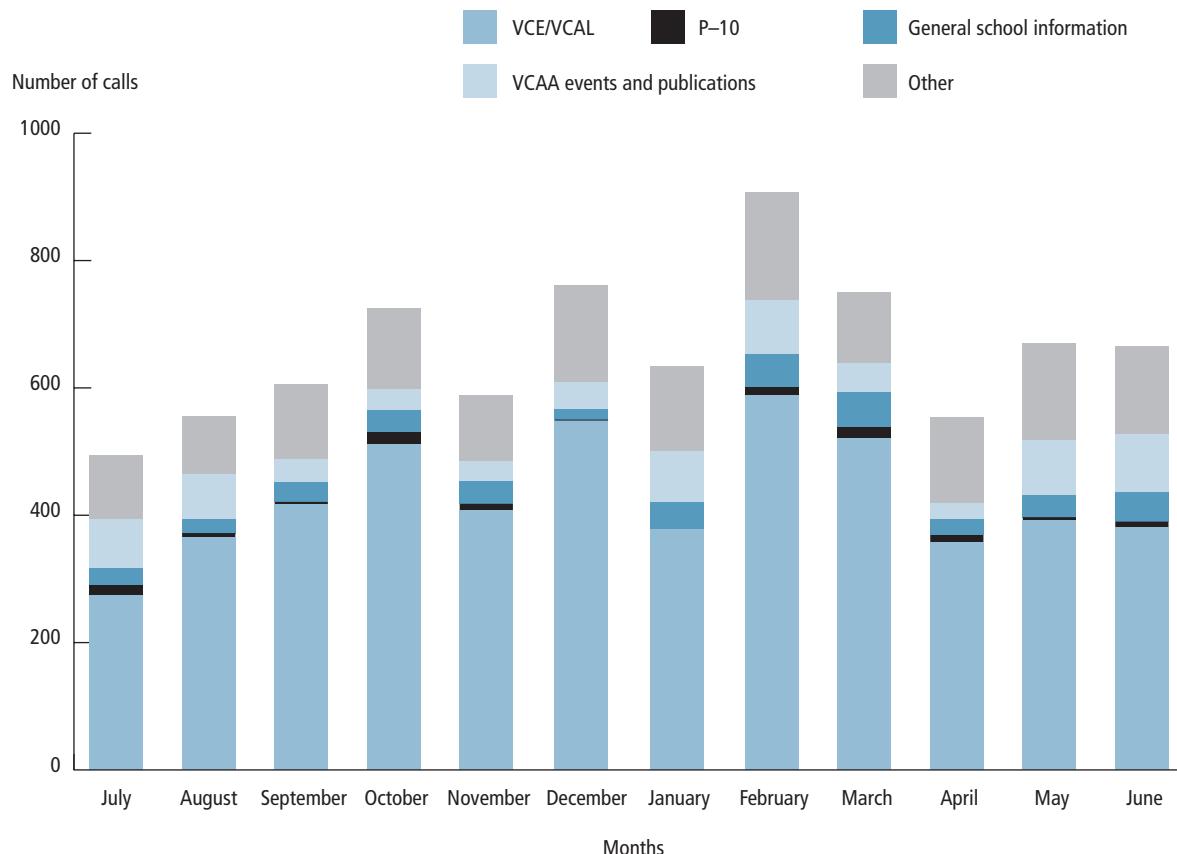
The VCAA completed a project to review the position specifications and the work levels of all VCAA staff as part of its Human Resources strategy. The objectives of the review were to ensure that job specifications were up to date and reflected actual duties undertaken by staff, and to assess the work level of each role to ensure positions were appropriately classified within the five levels of the Victorian Public Service (VPS) structure.

Information Services Unit

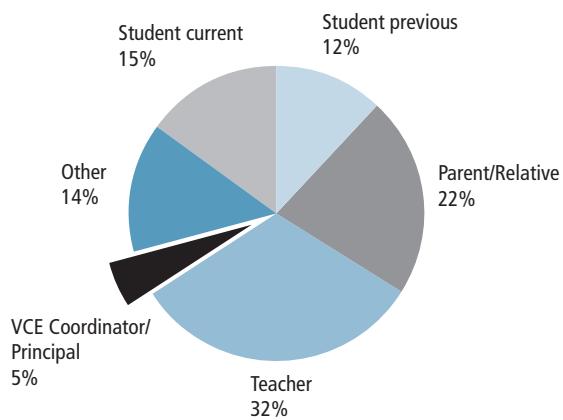
The Information Services Unit plays a key role in providing the Victorian public with a high level of knowledge about the VCAA's policies, procedures and programs. Information Services Unit staff do this by delivering an efficient customer service to the educational sector and the wider community by telephone, facsimile, electronic and postal mail, and personal contact. During 2003–04, the Unit:

- responded to 6549 telephone calls and 1336 emails

Information Services enquiries, 2003–04



Information Services enquiry source summary, 2003–04



- conducted the Post Results Enquiry Service jointly with VTAC between 15 and 18 December during which a total of 3399 calls and 175 emails were received as part of the service.

The Unit also played an active role in promoting the VCAA's policies and procedures at events such as expos, launches and the Plain English Speaking Award. In order to provide published information to the public, the Unit produced:

- Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2005* – in collaboration with the Victorian Qualifications Authority and the Office of Training and Tertiary Education
- VCE for Adults* in collaboration with the Adult, Community and Further Education Division, VTAC and the CAE
- a promotional poster highlighting the VCAA's upgraded website that was distributed to all Victorian schools for display in staff rooms.

The Information Services Unit will continue to keep abreast of new developments in VCAA curriculum and assessment policies in order to provide information to clients.

Information Technology Group

The Information Technology Group provides the following services:

- computer systems development
- central computer facilities management
- central technical infrastructure support
- end-user applications support

- professional development related to the VCAA's Assessment Processing System, other applications used within the VCAA and the Victorian Assessment Software System application used in schools.

The Information Technology Group assists the VCAA to conduct the annual assessment programs deliver assessment outcomes in a timely and efficient manner.

Overseas Programs Unit

The Overseas Programs Unit manages the VCAA's engagement in offshore delivery of education services. In 2004, the Unit administered projects in China, Indonesia, Saudi Arabia and South Africa. The Unit's responsibilities include:

- overseeing the licensing of offshore providers of the VCE and CSF, including evaluation visits to offshore schools and negotiation of offshore provider agreements
- ensuring that offshore delivery of programs complies with VCAA requirements through a process of annual reviews and supervision of examinations
- coordinating multi-disciplinary teams for curriculum and examination development.

Production Unit

The Production Unit supports the organisational capability of the VCAA by communicating with schools, students, parents and the education community through its publishing and distribution services. The Unit also assists in the development of branding and promotional strategies and provides expertise in writing, editing, design and desktop publishing, and the contracting and administration of print and distribution requirements.



Bryan Davidson-Blue, Mildura Senior College



In 2003-04, the Production Unit:

- provided services for the publishing of the *VCE and VCAL Administrative Handbook 2005*
- compiled and published the *VCAA Bulletin* to VCE and VCAL providers
- compiled and distributed the *P-10 Supplement* with the *VCAA Bulletin*. The new supplement, initiated in September 2003, is mailed to all Victorian primary and secondary schools and presents information on P-10 education
- published new versions of the VCAA calendars – one for primary schools and one for VCE and VCAL providers – with important dates highlighted and general VCAA information for schools included
- printed and distributed 2005-accredited study designs for the Senior Secondary Curriculum Unit
- produced material for the Curriculum Reform project leading to the development of the Framework of Essential Learning for Victorian schools
- provided in-house publishing services for AIM pen-and-paper tests and AIM Online projects and associated publications
- assisted with the delivery of the On Track project, tracking destinations of Victorian school leavers in senior secondary years, in association with the Department of Education & Training
- provided publishing services for the *Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2005*.



Aviva Endean,
Victorian College
of the Arts
Secondary College



from subject associations, and teachers. VCAA Reviewers and teachers worked with education staff to deliver education programs at Season events.

Website Unit

The Website Unit provides quality online services to each of the key VCAA operational areas in order to improve information exchange between the VCAA and schools, teachers, students, businesses and communities.

The last twelve months has seen a dramatic shift in the way the VCAA provides information to its key audiences through its corporate website. An evaluation of the website was undertaken that included a thorough audit of all the content on the site, user testing with teachers and students and stakeholder interviews.

The results of the evaluation were used to redesign the website to improve its user-centred communication and meet the VCAA's commitment to providing an online communication tool that is of value to anyone seeking information about primary and secondary education in Victoria.

In addition to the redesign, appropriate measurement tools have been applied to the website. These tools will aid in the future evaluation of the usability and accessibility of the site, as well as measure the return on investment.

To ensure the VCAA websites continually meet the needs of the Victorian public, the Website Unit's future strategic plans are to implement a content management system to ensure that the latest information is always available and further develop the site to enable increased interaction between the VCAA and the public.

VCE Season of Excellence Unit

The VCE Season of Excellence Unit manages the annual program of exhibitions, performances and screenings of work created by students from VCE Art, Dance, Drama, Design and Technology, Food and Technology, Media, Music Performance: Group, Music Performance: Solo, Studio Arts, Theatre Studies, Systems and Technology, and Visual Communication and Design, and selected from government, Catholic and independent schools.

External contractors contributed to production and stage management, graphic, lighting and exhibition design requirements, and photography of events. Technical staff were contracted for installation and production work, and casual staff contributed with assembly, distribution of artworks, bookings and ticket sales. Selection panels comprised State Assessors and State Reviewers, representatives

WIDER POLICY FRAMEWORKS

DIVERSITY

The VCAA is committed to the principles set out in the Government's Valuing Cultural Diversity policy statement that requires Victorians to value, respect and meet the needs of diverse cultural and linguistic communities as well as the special needs of women, youth and Indigenous people.

Cultural and linguistic diversity

The VCAA has an important part to play in ensuring that all curriculum and assessment policies, programs and procedures include respect and appreciation for cultural and linguistic diversity. The VCAA aims to reflect the Government's Multicultural policy for Victorian schools, both in its interaction with schools and within its own administrative structures and procedures. The policy seeks to ensure that all school programs help to assist students in developing:

- proficiency in English
- competency in languages other than English
- in-depth knowledge and awareness of their own and other cultures
- understanding of the multicultural nature of Australia's history and of the interdependence of cultures
- the skills and understandings necessary to interact in multicultural settings
- awareness of the global environment and of national interdependence in the areas of trade, finance, politics and communication; and the necessity for the development of international understanding and cooperation.

Victoria's educational institutions are enhanced by the presence of people from different backgrounds. The VCAA aims to create an education system in which inter-cultural skills are a natural outcome of schooling.

The focus in 2003–04 has been on curriculum renewal at both CSF and VCE levels, the production of support materials and the provision of a wide range of professional development activities.

These initiatives have involved close liaison with the Ministerial Advisory Council on Languages other than English, English as a Second Language and Multicultural Education, the Victorian Aboriginal Corporation for Languages, the Victorian Aboriginal Education Association Incorporated and other peak bodies, community representatives and those members of the VCAA working groups and committees who have specific multicultural expertise.

In 2003–04:

- a LOTE Review Committee reviewed 17 languages and published 17 new VCE study designs
- an extensive professional development program was provided for schools around Victoria on the use of a CD-ROM containing CSF annotated work samples for Chinese, French and Indonesian (workshops based on this model were held in which annotated work samples were produced for many other languages taught at P–10 level)
- professional development sessions on the new VCE LOTE study designs were provided for a wide range of teacher groups
- the new criteria governing students' eligibility to enrol in first and second language VCE LOTE courses were carefully monitored, resulting in some changes that will be implemented for the 2005 school year
- a new study was developed called Chinese Second Language Advanced
- the VCE Auslan grammar video that accompanies the study design was reissued in DVD format
- an extensive professional development program on course writing was provided for teachers and writers of VCE LOTE courses from approximately 80 single-study provider schools.

Indigenous affairs

In 2003–04, considerable support was provided to schools offering the new VCE study Indigenous Languages of Victoria: Revival and Reclamation:

- an Indigenous Languages Implementation Group met regularly to investigate protocols for new programs and develop strategies to support teachers of Indigenous languages, teacher pathways and curriculum and assessment materials
- professional development sessions were provided for schools currently offering Indigenous Languages of Victoria: Revival and Reclamation.

Youth

The VCAA aims for a coordinated approach to skills development across Victoria that will be informed by the needs of individuals, diverse groups of young people, local communities, industries and an innovation economy. To further this aim, the VCAA conducted the Maths Methods (CAS) pilot project that provided youth with access to high-level mathematics studies using the latest developments in ICT.

PLAIN ENGLISH SPEAKING AWARD

In 2003, the VCAA took over the management of the Victorian Plain English Speaking Award, a statewide public speaking competition for students aged 15–18. Many teachers used the Award as a way of incorporating the oral communication aspects of the CSF and VCE into their curriculum.

One hundred and forty-nine students from 83 schools participated in regional finals held at schools in regional and metropolitan Victoria. Eighteen finalists came to Melbourne for the state semi-finals and finals in August. Julien du Vergier, a Year 11 student from Brauer College, Warrnambool became the Victorian representative at the national finals.

The national competition of the Plain English Speaking Award is held in all states and territories on a rotational basis and in 2003 it was Victoria's turn to host this event. Jason Rushton from New South Wales won the competition, with Julien du Vergier from Victoria taking second place. Both Jason and Julien travelled to the United Kingdom in May 2004 to represent Australia at the International Public Speaking Competition held under the auspices of the English Speaking Union. Their trips were funded by a range of sponsors.



Plain English Speaking Award Winner Julien du Vergier



The high level of student participation in the 2003 Award and the successful outcome for a regional Victorian school student (Julien du Vergier) augurs well for the future of the Plain English Speaking Award under the management of the VCAA.

VCE ACHIEVER AWARDS

The VCE Achiever Awards commenced in 1997 to recognise and acknowledge the efforts of VCE students in promoting community involvement in what is already a demanding period of their lives. Each year the VCAA discovers talented and dedicated young people who strive to make a difference in their school and local community.

Students who qualify for these awards demonstrate leadership in such activities as assistance to the disadvantaged, fundraising, public speaking, volunteer work, involvement in media or sporting events and preservation of the environment.

Monthly award winners are presented with a certificate and medallion at Parliament House in November of each year. The overall winner receives a laptop computer donated by IBM Australia Ltd. The *Herald Sun* newspaper also publishes a feature story on each of the monthly finalists.

The overall winner of the VCE Achiever Awards for 2003 was Ann Boyapati from Mac.Robertson Girls' High School. Ann's talents ranged from debating, fundraising and public speaking to participation in sport. Her application also demonstrated her motivation, confidence and passion towards helping less fortunate individuals.

RISK MANAGEMENT

During 2003–04, the VCAA refined its risk profile, revised its Risk Management policy and developed a schedule of Risk Statements with accompanying mitigation and contingency strategies, in consultation with VCAA managers.

There are two significant statutory obligations for the VCAA to comply with regarding risk management. They are the requirements under the:

- *Victorian Managed Insurance Authority Act 1996*
- *Financial Management Act 1994*.

In line with its obligations under these Acts, the VCAA:

- maintained a register of its assets (both held and managed)
- developed and reviewed its Risk Management policy and strategy
- reviewed its Risk Management plan, which details the control activities used to manage risk for the full range of its activities, including financial management.

The Risk Management Committee collates, exchanges and reports information on risk management within the VCAA to the VCAA Audit Committee and management.

Committee members are responsible for assisting with planning and implementing effective risk management within the VCAA. They work with VCAA Unit Managers to facilitate and resource risk management initiatives and report on progress to the Risk Management Committee.

OTHER STATUTORY REQUIREMENTS

Privacy policy

As a Victorian public sector organisation, the VCAA complies with legislation governing the collection, storage, use and disclosure of personal and health information.

The obligations under the *Information Privacy Act 2000* do not supersede the VCAA's obligations to comply with existing legislation such as the *Freedom of Information Act 1982* (governing access to records in the public sector) and other laws that require mandatory reporting or govern the release of personal information.

Privacy protection

Principles

The VCAA supports the Information Privacy and Health Privacy Principles in the following ways.

Collection

Only personal and health information that is necessary for the performance of VCAA functions and activities is collected, and it is only collected with the consent of the person concerned. At or before the time of collection, individuals are informed about the reason for collection, what use the VCAA will make of the information and how they can seek to access it.

Use and disclosure

Personal and health information is used and disclosed for the purposes for which it is collected, or for a secondary purpose that the individual concerned would reasonably expect would occur.

Data quality

The VCAA ensures that personal and health information is accurate, complete, up-to-date and relevant to the purpose for which it is collected.

Data security

Reasonable steps are taken to ensure that personal and health information is not misused, lost, accessed or modified without authority. Information collected is maintained in accordance with the *Public Records Act 1973*.

Openness

The VCAA Privacy policy clearly expresses how personal and health information is managed. This policy is available to the public on request and can also be accessed via the VCAA website at <www.vcaa.vic.edu.au>.

Privacy notices are provided to individuals whenever personal or health information is collected.

Access and correction

Individuals have the right to seek access to the personal and health information held by the VCAA and correct any inaccuracies. Access to documentation is generally handled under the *Victorian Freedom of Information Act 1982*.

Requests for access to personal and health information held by the VCAA should be made in writing to the following postal or email address:

Manager, Corporate Governance

VCAA

41 St Andrews Place

East Melbourne 3002

Email: privacy.vcaa@edumail.vic.gov.au

Unique identifiers

Student IDs have been adopted as unique identifiers to identify all students who have at any time been enrolled in the VCE, the VCE VET or the VCAL, as well as students who have undertaken the GAT. Use of the student IDs enables the VCAA to carry out its functions effectively under the *Victorian Curriculum and Assessment Authority Act 2000*. The IDs are not provided to any other organisation nor are they disclosed to schools.

Anonymity

If practicable and lawful, individuals have the option of not identifying themselves when entering into transactions with the VCAA.

Transborder data flow

Transfer of personal and health information outside Victoria only occurs when the receiving organisation is subject to privacy standards similar to those in Victoria.

Sensitive information

The collection of sensitive personal information, such as an individual's Indigenous status, country of birth and language(s) spoken, is restricted to:

- information collected directly from schools to support student applications for ESL status and for second language status in a number of LOTE studies
- statistical reports compiled under the national standards for Statistics on Cultural and Linguistic Diversity. No individuals are identified in such reports.

Complaints-handling procedures

Contacting the Victorian Curriculum Assessment Authority

The VCAA makes every attempt to settle queries or complaints about privacy through direct communication with the party involved. First contact is made through the Manager of Corporate Governance via email: privacy.vcaa@edumail.vic.gov.au

If, through informal discussion, a complaint is not resolved to the satisfaction of the complainant, then a written complaint is lodged with the VCAA.

Lodging a complaint in writing

Written complaints are lodged with:

Manager, Corporate Governance
VCAA
41 St Andrews Place
East Melbourne 3002

Details that should be provided in the complaint include:

- name and address of person lodging the complaint
- privacy concern(s)
- if applicable, how concern(s) could be remedied.

Confirmation

Within 14 days of receiving a complaint, the Manager, Corporate Governance:

- confirms their receipt of the complaint in writing
- informs the complainant that an investigation will be conducted and a response will be provided as soon as practicable within 45 days of receipt of the complaint
- commences an investigation into the complaint.

Investigation and response

As a result of the investigation of a complaint the Manager, Corporate Governance:

- responds to the complainant informing that no further action will be taken on the matter
- makes a formal apology to the complainant and/or
- takes such remedial action as thought appropriate by the VCAA

and/or

- provides undertakings that the conduct will not occur again

and/or

- implements administrative procedures within the VCAA to ensure that the conduct will not occur again.

In all cases where a written complaint is being lodged against the VCAA or one of its staff, the Manager, Corporate Governance, informs the complainant of his or her right to lodge a complaint with the Office of the Victorian Privacy Commissioner if the dispute is not remedied.

Summary for the year

For the year ending 30 June 2004, no written complaints were lodged with the VCAA.

Competitive neutrality

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

Building Act 1993

The building occupied by the VCAA at 41 St Andrews Place is a government-owned building. A formal occupancy arrangement exists with the Department of Education & Training. The VCAA is committed to providing a safe and secure building for staff and visitors, and full compliance with the provisions of the *Building Act 1993*.

The VCAA extended the lease of its Camberwell site to October 2004. The VCAA has occupation of a single warehouse facility to cater for the organisation's storage needs.

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, accountability 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 respective annual reports.

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

Occupational health and safety

The VCAA is committed to the health and wellbeing of its staff and has demonstrated ongoing commitment in managing its WorkCover responsibilities, including occupational health and safety (OHS) and injury management. The VCAA continued to maintain its obligation and accountability for OHS and WorkCover management performance in accordance with the Budget Sector OHS Improvement strategy.

Objectives

The VCAA's OHS objectives can be listed as follows:

- to prevent injury/illness from occurring in the workplace
- to comply with all statutory requirements under Acts and Regulations, codes of practice and standards.

To fulfil these objectives the VCAA:

- appointed management and employee representatives to the precinct-wide OHS Committee
- consulted with employees on health, safety and wellbeing issues directly as well as through their health and safety representatives
- consulted with employee representative organisations on issues affecting them
- implemented issues resolution procedures, including the Workplace Consultative Committee processes
- developed and applied OHS policies, procedures and practices in accordance with statutory requirements and accepted health and safety standards
- integrated OHS compliance, awareness and prevention strategies into VCAA workplace policies and procedures
- provided instruction, information and training for both management and employee representatives to enable them to perform their OHS roles and responsibilities
- implemented effective reporting, recording and investigation procedures for workplace injuries, illnesses and incidents
- reduced health, safety and wellbeing risks through a documented process of hazard identification, risk assessment and control.



Sophie Allen,
Presentation
College Windsor



Major initiatives

- The OHS Risk Register was updated and refined.
- The Workplace Consultative Committee was established.
- Two VCAA staff members attended Victorian Trades Hall Council OHS training courses.
- Regular OHS inspections of the workplace were conducted to identify any potential problems or issues.
- OHS information was posted on the VCAA's Intranet, including details of OHS representatives on the VCAA Workplace Consultative Committee, dates and minutes of meetings, and links to other useful OHS information.
- Free influenza immunisation shots were offered to all staff.
- A review of first aid provision was conducted and led to the development of a first aid officer position description, planned training for additional first aid staff and review of first aid facilities and kits.

Targets

OHS performance met or exceeded its targets in 2003–04. During the reporting period the VCAA received no standard claims and no Improvement and Prohibition Notices were issued to the VCAA. The target for 2004–05 is to reasonably maintain this standard.

Workplace Consultative Committee

In an ongoing commitment to the health and wellbeing of all staff, the VCAA established the Workplace Consultative Committee to identify and resolve staff-related issues including:

- accommodation
- OHS
- professional development and training
- planned changes to structures/programs
- human resource-related activities.

The Committee comprised eight representative members:

- two Executive Management members
- two Community and Public Sector Union members
- two representatives drawn from VPS levels

- one representative from the Camberwell Assessment Centre
- the VCAA Personnel Officer acting as the Executive Officer.

The Committee meets monthly to:

- develop and recommend policies and practices that promote a healthy and mutually supportive work culture and environment within the organisation
- provide a consultation forum for staff and management and act in an advisory capacity to Executive Management.

Workplace climate survey

As part of an effort to support all staff in the VCAA to build the best possible working environment, a survey was designed to gauge staff viewpoints on the organisation. The outcome of this survey will be used to guide decisions on how to improve the workplace and increase job satisfaction.

Environmental management strategy

In meeting the Premier's directive that all government departments instigate an office-based environmental management system (EMS), the VCAA established an EMS Committee and adopted a number of EMS activities that promoted recycling, increased staff awareness and reduced waste within the organisation.

Consultancies and major contracts

No consultancies with an individual value greater than \$100,000 were commissioned by the VCAA during 2003–04. There were, however, four consultancies costing less than \$100,000 each, at a total cost of \$139,738 during that period.

The VCAA did not enter into contracts greater than \$10 million in value during 2003–04.

As there were no contracts over \$1,000,000 in regional Victoria and \$3,000,000 in metropolitan Victoria, Victorian Industry Participation policy disclosures are not required.

Merit training

The Merit Protection Board provided training for VCAA staff regarding merit-based selection.

Twenty VCAA staff completed the accreditation training during 2003–04. Coupled with the 58 members of staff who have already received training, a total number of 78 members of staff are now fully trained in merit-based selection procedures.

A person accredited in merit protection is required to be included on all selection panels and in many other situations where personnel decisions are made.

Professional development and training

VCAA staff participated in professional and training activities as part of the individual learning and development planning process. Staff spent over 450 days attending a range of courses and conferences.

The following are examples of courses made available to staff during the reporting period:

- Ethical Purchasing Policy Buyers Workshop
- Government Procurement strategy
- The Tender Process
- Specification Writing and Tender Preparation
- Prince 2 Practitioner
- Project Management in DE&T
- Making an Impression: Positive Presentation Skills
- Gaining the Edge
- Communications in the Victorian Government
- FOI Advanced
- Orientating Education Towards the Future
- DE&T Business Writing (Introduction and Advanced)
- Workplace Assessment and Training
- Merit Protection program
- Improving Customer Satisfaction
- Stress in the Work Environment
- Microsoft Office applications and other computing courses.

Industrial disputes and time lost due to injury

Industrial disputes

During the financial year 448 staff hours were lost due to industrial disputes.

Industrial accidents

There were no staff hours lost due to industrial accidents during the reporting period.

FINANCIAL REPORT

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Statement of financial performance for the year ended 30 June 2004

Notes	Year ended 30 June 2004		Year ended 30 June 2003	
	\$	\$	\$	\$
Revenues from ordinary activities				
Operating grant	2	29,529,846	25,994,791	
Capital grant	2	200,000	1,700,000	
Resources received free of charge	3	1,748,247	1,771,063	
Interest		153,815	270,200	
User charges	4	1,823,202	2,170,984	
Proceeds from disposal of fixed assets	5	1,591	3,214	
		33,456,701	31,910,252	
Expenses from ordinary activities				
Employee benefits	6	19,651,410	17,656,502	
Depreciation and amortisation	7	664,550	577,147	
Supplies and services	8	14,232,160	14,598,973	
Written-down value of assets disposed	5	5,410	–	
		34,553,530	32,832,622	
Net result for the reporting period		(1,096,829)	(922,370)	
Adjustment resulting from change in accounting policy		–	(10,611)	
Total changes in equity other than those resulting from transactions with the Victorian State Government as owner		(1,096,829)	(932,981)	

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

Statement of financial position as at 30 June 2004

	Notes	Year ended 30 June 2004	Year ended 30 June 2003
		\$	\$
Current assets			
Cash assets	10	3,775,465	2,688,441
Other financial assets	11	—	3,000,000
Receivables	12	913,957	633,349
Inventories	1d	—	54,887
Prepayments	13	160,955	171,510
		4,850,377	6,548,187
Non-current assets			
Equipment	14	837,005	730,030
Leasehold improvements	15	335,089	552,445
		1,172,094	1,282,475
Total assets		6,022,471	7,830,662
Current liabilities			
Payables	16	2,833,682	4,144,902
Provisions	17	995,774	743,070
		3,829,456	4,887,972
Non-current liabilities			
Provisions	17	2,095,852	1,748,698
Total liabilities		5,925,308	6,636,670
Net assets		97,163	1,193,992
Net equity			
Contributed capital	18	4,698,492	4,698,492
Accumulated deficit	19	(4,601,329)	(3,504,500)
Total equity		97,163	1,193,992

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 2004

	Notes	Year ended 30 June 2004	Year ended 30 June 2003
		\$	\$
Cash flows from operating activities			
Receipts			
Government contributions		28,904,146	31,396,147
Interest		153,878	270,137
User charges		1,067,946	2,050,357
Payments			
Employee costs		(18,680,108)	(17,151,397)
Supplies and services		(12,828,293)	(14,710,866)
Net cash inflow (outflow) from operating activities	24	(1,382,431)	1,854,378
Cash flows from investing activities			
Payments for equipment		(532,136)	(431,373)
Proceeds from sale of equipment		1,591	5,304
Net cash used in investing activities		(530,545)	(426,069)
Net increase/(decrease) in cash held			
Cash at beginning of the financial year		(1,912,976)	1,428,309
Cash at end of the financial year	25	5,688,441	4,260,132
		3,775,465	5,688,441

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

Notes to the financial statements

for year ended 30 June 2004

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Note 1 Summary of significant accounting policies

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

It is prepared in accordance with the historical cost convention, except for certain assets and liabilities which, as noted, are at valuation. The accounting policies adopted, and the classification and presentation of items, are consistent with those of the previous year, except where a change is required to comply with an Australian accounting standard or Urgent Issues Group Consensus View, or an alternative accounting policy permitted by an Australian accounting standard is adopted to improve the relevance and reliability of the financial report. Where practicable, comparative amounts are presented and classified on a basis consistent with the current year.

The Department of Education and Training, over the past three years, has requested that the VCAA draw on accumulated reserves to fund operation activities. In support the Department has provided a letter of comfort agreeing to fund any operational shortfall for the 2004–05 financial year, should it occur, to enable the VCAA to meet its financial commitments as and when they fall due, subject to the VCAA achieving the outcomes agreed in the VCAA budget submission.

(a) Acquisitions of assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

(b) Revenue recognition

Government grants are recognised as revenue in the period when the VCAA gains control of the contributions.

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.

(c) Receivables

All debtors are recognised at the amounts receivable as they are due for settlement at no more than 30 days from the date of recognition.

Collectability of debtors is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised when some doubt as to collection exists.

(d) Change in accounting policy note for inventories

In the reporting periods prior to 30 June 2004, inventories that comprised finished items of publications for sale were valued at the lower of cost (first in, first out) or net realisable value.

For the period ending on 30 June 2004, the VCAA changed its accounting policy to expense all publication inventories in the period the cost was incurred. The impact of this change resulted in \$54,887 being brought to account as an expense in the statement of financial performance for the financial year.

(e) Depreciation of property, plant and equipment

Depreciation is calculated on a straight-line basis to write off the net cost of each item of property over its expected useful life to the VCAA. Estimates of the remaining useful lives for all assets are reviewed at least annually. The expected useful lives for the financial years ending 30 June 2004 and 30 June 2003 are as follows:

- plant and equipment 5 years

Where items of plant and equipment have separately identifiable components which are subject to regular replacement, those components are assigned useful lives distinct from the item of plant and equipment to which they relate.

Major spares purchased specifically for particular plants are capitalised and depreciated on the same basis as the plant to which they relate.

(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) Operating lease commitments

Operating lease payments are charged to the statement of financial performance in the periods in which they are incurred, as this represents the pattern of benefits derived from the leased assets.

(h) Payable

The amounts represent liabilities for goods and services provided to the VCAA prior to the end of the financial year and which are unpaid. The amounts are unsecured and are usually paid within 30 days of recognition.

(i) Goods and services tax systems changes

Revenue, expenses and assets are recognised net of GST except where the amount of GST incurred is not recoverable, in which case it is recognised as part of the cost of acquisition of an asset or part of an item of expense. The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included as part of receivables or payables in the statement of financial position. The GST component of a receipt or payment is recognised on a gross basis in the statement of cash flows in accordance with Accounting Standards AAS28 Statement of Cash Flows.

(j) Employee benefits

(i) Wages, salaries and annual leave

Liabilities for wages and salaries, including non-monetary benefits, annual leave and accumulating sick leave expected to be settled within 12 months of the reporting date are recognised in respect of employees' services up to the reporting date and are measured as the amounts expected to be paid when the liabilities are settled. Liabilities for non-accumulating sick leave are recognised when the leave is taken and measured at the rates paid or payable.

(ii) Long -service leave

The liability for long-service leave expected to be settled within 12 months of the reporting date is recognised in the provision for employee benefits and is measured in accordance with (i) above. The liability for long-service leave expected to be settled more than 12 months from the reporting date is recognised in the provision for employment benefits and measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using interest rates on national government guarantee securities with terms to maturity that match, as closely as possible, the estimated future cash outflows.

(i) Superannuation

The amount charged to the statement of financial performance in respect of superannuation represents the contributions made by the VCAA to the superannuation fund in respect of current VCAA staff.

The VCAA participates in several superannuation funds, which provide benefits upon the disability, retirement or death of employees (see note 17b).

(ii) Employee benefit oncosts

Employee benefit oncosts, including payroll tax, are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities.

(k) Cash

For the purposes of the statement of cash flows, cash includes short-term deposits that are readily convertible to cash on hand and are subject to an insignificant risk of changes in value, net of outstanding cheques yet to be presented by the VCAA's suppliers and creditors (see note 10).

(l) 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.

(m) The impacts of adopting AASB equivalents to International Accounting Standards Board standards

For interim and annual reporting periods ending on or after 30 June 2004, AASB 1047 Disclosing the Impacts of Adopting AASB Equivalents to International Financial Reporting Standards requires narrative disclosure of how the transition process is being managed and an explanation of the key differences of in accounting policies that are expected to arise from the transition to AASB equivalents to IASB pronouncements (see note 26 for further details).

Note 2 Operating and capital grant

	2004 \$	2003 \$
Operating grant		
Current year	29,529,846	25,994,791
Capital grant		
Aim development	-	1,200,000
Other	200,000	500,000
	<hr/> 200,000	<hr/> 1,700,000

Note 3 Resources provided and received free of charge

	2004 \$	2003 \$
Property rentals and outgoings	1,748,247	1,771,063
	1,748,247	1,771,063

These amounts relate to two separate building occupancy arrangements:

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

Property rentals and outgoings were paid on the VCAA'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 4 User charges

	2004 \$	2003 \$
Fee-paying overseas students	1,330,399	1,193,806
Publication sales – Study Designs/CSF material	70,589	106,660
Student services	191,599	200,818
VCE results hotline	53,343	87,371
Royalties	43,828	294,018
VCE Season of Excellence	60,144	47,272
Miscellaneous income	73,300	241,039
	1,823,202	2,170,984

Note 5 Disposal of fixed assets

	2004 \$	2003 \$
Equipment		
Proceeds from sale of fixed assets	1,591	3,214
Less written down value of fixed assets disposed	5,410	–
Net (loss) profit on disposal of assets	(3,819)	3,214

Note 6 Employee benefits

	2004 \$	2003 \$
Salaries and allowances	11,092,149	9,824,046
Fees for setting, vetting and assessing examinations	5,817,030	5,337,125
Associated salary oncosts	2,671,098	2,406,428
Other	71,133	88,903
	19,651,410	17,656,502

Note 7 Depreciation and amortisation provided

	2004 \$	2003 \$
Amortisation of leasehold improvements	217,356	217,356
Depreciation of equipment	447,194	359,791
	664,550	577,147

Note 8 Supplies and services

Major items of expenditure included the following:

	2004 \$	2003 \$
Administrative expenses	550,869	555,722
Aim development	1,676,254	2,777,319
Computer and Internet expenses	544,178	807,928
Contractors and consultants	2,273,430	1,839,012
Doubtful debts	20,000	–
Exam centre supervisor grants	1,741,880	1,652,712
Freight and cartage	558,232	496,070
Furniture and equipment	130,925	85,240
Hire and leasing of venues	222,978	169,211
Hospitality	198,848	183,746
Office supplies	147,447	207,280
Operating leases – motor vehicles	56,588	54,472
Printing and production	2,204,279	1,936,648
Property leases rentals and outgoings (see note 3)	1,748,247	1,771,063
Staff training	147,600	191,655
Teacher release and development grants	972,642	970,217
Travelling and personal expenses	301,826	235,417
Utilities	628,425	588,584
Warehouse rental and outgoings	107,512	76,677
	14,232,160	14,598,973

Note 9 Remuneration of auditors

Audit fees paid or payable to the Victorian Auditor-General's Office for audit of the VCAA financial report.

	2004 \$	2003 \$
Current year	24,000	27,091
Prior year	(4,641)	1,991

Note 10 Cash assets

	2004 \$	2003 \$
Cash on hand	600	600
Cash at bank	3,774,865	2,187,841
11 a. m. deposits at cost	-	500,000
	3,775,465	2,688,441

Note 11 Other financial assets

	2004 \$	2003 \$
Bank bills	-	3,000,000

Bank bills are held for a 30-day period with the National Australia Bank and are valued at cost.

Note 12 Receivables

	2004 \$	2003 \$
Fee-paying overseas students	511,183	252,933
Operating grant receivable	13,700	-
Other	410,483	402,616
	935,366	655,549
Less provision for doubtful debts	21,409	22,200
	913,957	633,349

Note 13 Prepayments

	2004 \$	2003 \$
Administration	160,955	171,510

Note 14 Plant and equipment

	2004 \$	2003 \$
At cost	2,668,441	2,667,074
Less accumulated depreciation	1,831,436	1,937,044
	837,005	730,030

Movements during the reporting period

Equipment	Opening WDV \$	Additions \$	Disposals \$	Depreciation \$	Closing WDV \$
At cost	730,030	559,579	(5,410)	447,194	837,005
Total	730,030	559,579	(5,410)	447,194	837,005

Note 15 Leasehold improvements

	2004 \$	2003 \$
At cost	1,086,778	1,086,778
Less accumulated amortisation	751,689	534,333
	335,089	552,445

Movements during the reporting period

Leasehold improvements	Opening WDV \$	Additions \$	Disposals \$	Amortisation \$	Closing WDV \$
At cost	552,445	–	–	217,356	335,089
Total	552,445	–	–	217,356	335,089

Note 16 Payables

	2004 \$	2003 \$
Trade creditors	1,445,025	1,812,199
Operating grant payable	–	812,000
Accrued salaries	1,368,657	997,213
Fees in advance	20,000	523,490
	2,833,682	4,144,902

Note 17 Employee benefits

(a) Provision for employee benefits

	2004 \$	2003 \$
Current		
Long service leave	223,210	194,300
Annual leave	772,564	548,770
	995,774	743,070
Non-current		
Long service leave	2,095,852	1,748,698

(b) Government Employees' Superannuation Fund

No liability is recognised in the statement of financial position for the VCAA's share of the State's unfunded superannuation liability. The State's unfunded superannuation liability has been reflected in the financial statements of the Department of Treasury and Finance.

However, superannuation contributions for the reporting period are included as part of salaries and associated costs in the statement of financial performance of the VCAA.

The name and details of the major employee superannuation funds and contributions made by the VCAA are as follows:

Payments to the State Superannuation Fund and the Victorian Superannuation Fund in respect to ongoing

staff employed by the VCAA were made by the Department of Education & Training. The Department was reimbursed an amount of \$997,377 at balance date for these contributions, which have been calculated at an average rate of 10.77 per cent of actual salaries.

In addition to the above, the VCAA paid contributions of \$514,955 direct to VicSuper, \$5490 direct to the Tertiary Education Super Scheme and \$385 direct to the Spectrum Super Fund on behalf of eligible casual and sessional employees at a rate of 9 per cent pursuant to the provisions of the *Superannuation Guarantee Act 1992*.

The VCAA has no loans from the employee superannuation funds.

Note 18 Contributed capital

	2004 \$	2003 \$
Balance 1 July	4,698,492	4,698,492
Contributions of equity	–	–
Balance 30 June	4,698,492	4,698,492

Note 19 Accumulated deficit

	2004 \$	2003 \$
Accumulated deficit at the beginning of the financial year	(3,504,500)	(2,571,519)
Net result for the reporting period	(1,096,829)	(922,370)
Adjustments resulting from change in accounting policy	–	(10,611)
Accumulated deficit at the end of the financial year	(4,601,329)	(3,504,500)

Note 20 Financial instruments

(a) Interest rate risk

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

Financial instruments	Floating interest rate		Non-interest bearing		Total carrying amount as per statement of financial position	
	\$ 2004	\$ 2003	\$ 2004	\$ 2003	\$ 2004	\$ 2003
(i) Financial assets						
Cash	3,774,865	5,687,841	600	600	3,775,465	5,688,441
Receivables	–	–	913,957	633,349	913,957	633,349
Total financial assets	3,774,865	5,687,841	914,557	633,949	4,689,422	6,321,790
(ii) Financial liabilities						
Payables	–	–	2,813,682	3,621,412	2,813,682	3,621,412
Total financial liabilities	–	–	2,813,682	3,621,412	2,813,682	3,621,412
(iii) Weighted average interest rate						
Interest	5.0%	4.7%				

(b) Net fair values

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

	Total carrying amount and aggregate net fair value as per statement of financial position	
	2004	2003
	\$	\$
(i) Financial assets		
Cash	3,775,465	5,688,441
Receivables	913,957	633,349
Total financial assets	4,689,422	6,321,790
(ii) Financial liabilities		
Payables	2,813,682	3,621,412
Total financial liabilities	2,813,682	3,621,412

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.

(c) Credit risk exposures

The VCAA's maximum exposure to credit risk at balance date in relation to each class of recognised financial asset is the carrying amount of those assets as indicated in the statement of financial position.

Credit risk in trade receivables is managed in the following ways:

- payment terms are 30 days
- debt collection policies and procedures are employed.

Note 21 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 & Training

Ms Lynne Kosky, MP 1 July 2003 to
30 June 2004

Acting Minister for Education and Training

Ms Jacinta Allan, MP 13 February 2004 to
27 February 2004
7 June 2004 to
30 June 2004

VCAA members

Professor Kwong Lee Dow, Chair	appointment ended February 2004
Mr Stuart Hamilton, Chair Ms Esmerelda Bamblett	appointed May 2004 appointed October 2003
Mr John Fry Ms Jennifer Haynes	appointed October 2003
Mr Grant Hehir Mr Leon Kildea	appointment ended February 2004
Mr John Maddock Mr Garry McLean Mr Peter McMullin Professor Robert Pargetter Ms Catherine Pianta Professor Helen Praetz Ms Joanne Roberts Ms Kylie Sanders Professor Sue Willis	appointed May 2004

(b) Remuneration of Responsible Persons

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

Income	2004	2003
\$0 – \$9,999	15	15
\$30,000 – \$39,999	1	
\$50,000 – \$59,999		1
Total remuneration received, or due and receivable by Responsible Persons amounted to:		\$65,793
		\$83,209

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

(c) Retirement benefits of Responsible Persons

No retirement benefits were paid during the reporting period.

(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, 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.

A review of the executive responsibilities resulted in a reclassification of executives from assistant general managers to general managers affecting the total remuneration payable to executives over the year. During the reporting period executives received an annual performance bonus.

Income Band	Total remuneration		Base remuneration	
	2004 No.	2003 No.	2004 No.	2003 No.
\$80,000 – \$89,999	–	–	–	1
\$90,000 – \$99,999	–	–	–	1
\$110,000 – \$119,999	–	1	–	2
\$120,000 – \$129,999	–	1	2	2
\$130,000 – \$139,999	1	1	2	–
\$140,000 – \$149,999	1	3	–	–
\$150,000 – \$159,999	2	–	–	–
\$190,000 – \$199,999	–	–	1	–
\$220,000 – \$229,999	1	–	–	–
Total numbers	5	6	5	6
Total amount \$	\$804,794	\$800,080	\$698,374	\$662,510

Note 22 Economic dependency

The VCAA is dependant on the State Government, through the Department of Education & Training for a significant volume of its operating revenue as disclosed in note 2.

Note 23 Segmental reporting

The VCAA operates predominately in the education sector and its primary responsibility is the development of curriculum and assessment for all Victorian schools.

Note 24 Reconciliation from operating result to net cash flow from operating activities

	Year ended 30 June 2004 \$	Year ended 30 June 2003 \$
Operating result	(1,096,829)	(922,370)
Non-cash flows in operating results		
Depreciation of equipment	447,194	359,791
Amortisation of leasehold improvements	217,356	217,356
Written-down stock	4,005	(4,049)
Loss/(profit) on sale of assets	3,819	(3,214)
Provision for doubtful debts	20,000	–
Decrease/(increase) in assets		
Receivables	(300,608)	2,814,811
Inventories	50,882	21,523
Other current assets	10,555	625,137
Increase/(decrease) in liabilities		
Accounts payable	(1,338,663)	(1,585,737)
Annual leave provision	223,794	97,067
Long-service leave provision	376,064	234,063
Net cash inflow (outflow) from operating activities	(1,382,431)	1,854,378

Note 25 Reconciliation of cash

For the purposes of the statement of cash flows the VCAA 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:

	As at 30 June 2004 \$	As at 30 June 2003 \$
Cash on hand	600	600
Cash at bank	3,774,865	2,687,841
Other financial assets	–	3,000,000
Total cash at end of period	3,775,465	5,688,441

Note 26 Contingent liabilities and contingent assets

As at 30 June 2004	As at 30 June 2003
0	0

Note 27 Commitments for expenditure

As at 30 June 2004	As at 30 June 2003
0	0

Note 28 Impact of adopting AASB equivalents to IASB standards

For reporting periods beginning on or after 1 January 2005, all Australian reporting entities are required to adopt the financial reporting requirements of the Australian equivalents to International Financial Reporting Standards. This requirement also extends to any comparative financial information included within the report. The first day of the comparative period, 1 July 2004, effectively becomes the transition date for the VCAA. Any adjustments arising from changes in the recognition or measurement of assets and liabilities at the transition date arising from the adoption of IASB will be made against accumulated funds at the transition date.

The VCAA, in conjunction with the Department of Training & Education, is taking the following steps in managing the transition to Australian equivalents to IASB:

- establishing a steering committee for the oversight of the transition to and implementation of the Australian equivalents to IASB
- reviewing the VCAA's current accounting policies and the proposed new standards to identify key issues and the likely impacts resulting from the adoption of Australian equivalents to IASB
- commencing an education and training process for all stakeholders to raise awareness of the changes in reporting requirements and the processes to be undertaken
- initiating reconfiguration and testing of user systems and processes to meet new requirements.

The changes are not expected to have a material impact.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



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**ACCOUNTABLE OFFICER'S AND CHIEF FINANCE AND ACCOUNTING
OFFICER'S DECLARATION**

We certify that the attached financial statements for the Victorian Curriculum Assessment Authority have been prepared in accordance with Standing Direction 4.2 of the *Financial Management Act 1994*, applicable Financial Reporting Directions, Australian accounting standards and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the statement of financial performance, statement of financial position, statement of cash flows and notes to and forming part of the financial statements, presents fairly the financial transactions during the year ended 30 June 2004 and financial position of the Victorian Curriculum Assessment Authority as at 30 June 2004.

We are not aware of any circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.

Stuart Hamilton
Chair

Michael White
Chief Executive Officer

Jenny Jones
Chief Finance Officer

Date: 15th September 2004

The VCAA provides curriculum and assessment for prep to Year 12. The VCAA is a statutory body directly responsible to the Minister for Education and Training and serves government and non-government schools.





AUDITOR GENERAL
VICTORIA

AUDITOR-GENERAL'S REPORT

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

Matters relating to the electronic presentation of the Audited Financial Report

This audit report relates to the financial report of the Victorian Curriculum and Assessment Authority for the financial year ended 30 June 2004 included on its web site. The Members of the Victorian Curriculum and Assessment Authority are responsible for the integrity of the web site. I have not been engaged to report on the integrity of the web site. The audit report refers only to the statements named below. An opinion is not provided on any other information which may have been hyperlinked to or from these statements. If users of this report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report to confirm the information included in the audited financial report presented on this web site.

Audit Scope

The accompanying financial report of the Victorian Curriculum and Assessment Authority for the financial year ended 30 June 2004, 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 Authority 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 Members of the Authority 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 Victorian Curriculum and Assessment Authority's financial position, and its financial performance and 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 2004 and its financial performance and cash flows for the year then ended.

MELBOURNE
22 September 2004


J.W. CAMERON
Auditor-General

APPENDICES

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APPENDIX 1 2003–04 VCE CONVENORS

Performing Arts

Ms Sue Tweg
Monash University

Visual Arts

Dr Christopher Marshall
University of Melbourne

English

Dr Kate Burridge
Monash University

Health and Physical Education

Dr Sara Glover
Centre for Adolescent Health

LOTE

Dr Howard Nicholas
La Trobe University

Mathematics

Dr Michael Evans
Scotch College

Biological Sciences

Dr Kristina Macrae
Monash University

Physical Sciences

Mr Robert Taylor
Victoria University of Technology

SOSE: Business

Mr Mike Rowland
Victorian Commercial Teachers Association

SOSE: 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 2 2003–04 VCE STUDY REVIEW COMMITTEES

VCE Agricultural and Horticultural Studies Review Committee

Ms Diana Anderson
Sunraysia Institute of TAFE/Grains Industry Training Network
Mr David Banfield
Mt Lilydale Mercy College
Mr Andrew Cosby
Elisabeth Murdoch College
Mr Bruce Dymock
King's College
Mr Peter Esdale
DDR-Strategic Research Pty Ltd
Ms Jenni Gardner
Myrtleford Secondary College
Dr Joe Krawczyszyn
Caroline Chisholm Catholic College
Mrs Marianne Ward
Geography Teachers' Association of Victoria

VCE Biology Review Committee

Dr David Altus
Melbourne Grammar School
Mrs Jenny Anderson
Seymour Technical High School
Associate Professor Philip Batterham
University of Melbourne
Mrs Christina Bliss
Sacred Heart College
Dr Dan Crowe
Nagle College
Ms Dawn Gleeson
University of Melbourne
Mr Paul Higgins
Caulfield Grammar School, Caulfield
Mrs Jennifer Moloney
Bendigo Senior Secondary College
Mr Michael Pakakis
Victorian Space Science Education Centre
(Strathmore Secondary College)
Mr Brian Stevenson
University High School
Ms Fiona Trapani
Craigieburn Secondary College
Mr Reuben Urban
Swinburne Senior Secondary College

VCE Bosnian Reference Committee

Mr Amir Bukic
SBS Bosnian program (editor)
Ms Mirsada Dzihoh
VSL Lyndale Secondary College
Mrs Belma Geljic
VSL Lyndale Secondary College
Mr Fadil Grebovic
VSL Lyndale Secondary College
Mrs Jasminka Hadzanovic
Lyndale Secondary College
Mr Hariz Halilovic
RMIT University and Victoria University
Mrs Aida Kapetanovic
Interpreting and translating consultant
Mr Muhdin Kapetanovic
Expert adviser
Ms Renata Lacevic
Cancer Council Victoria
Mrs Sada Makas
VSL North Geelong Secondary College
Ms Munira Mitric
VSL Lyndale Secondary College
Mr Sead Omerovic
Minaret College
Ms Vedina Polovina
VSL Lyndale Secondary College
Mr Ferid Ridjalovic
Expert adviser
Ms Senada Softic
RMIT University
Mrs Jasminka Voloder
VSL Lyndale Secondary College

VCE Chemistry Review Committee

Mrs Penny Commons
Southwood Boys Grammar School
Dr Deb Corrigan
Monash University
Mr Christopher Dwyer
Vermont Secondary College
Mr Guy Evans
Haileybury College
Mrs Angela Gaymer
Avila College
Mr Flavio Giurco
Alcoa Australia (Victoria)
Dr John Jackowski
Scotch College

Ms Olga Lorenc
Upper Yarra Secondary College

Professor Richard O'Hair
University of Melbourne

Dr Patrick Perlmutter
Monash University

Mr Michael Terry
The Geelong College

Mr Nick Whitlock
St Columba's College

VCE Classical Hebrew Reference Group

Rabbi Pinchas Ash
Yeshivah College

Rabbi Avigdor Aron
Institute for Judaism and Civilization

Ms Etty Ben-David
Yeshivah College

Ms Michele Bernshaw
The King David School

Rabbi Dr Shimon Cowen
Institute for Judaism and Civilization

Mr Paul Forgasz
Monash University

Ms Deborah Garber
Mount Scopus Memorial College

Mr Geoffrey Garber
Mount Scopus Memorial College

Mrs Shulamit Greenbaum
Beth Rivkah Ladies' College

Ms Chava Gurewicz
Beth Rivkah Ladies' College

Ms Smadar Lavi
Bialik College

Mr Zev Levinson
Bialik College

Ms Ilana Meydan
Expert Adviser

Ms Sima Paltiel
Beth Rivkah Ladies' College

Ms Tova Rosenbaum
Expert adviser

VCE Contemporary Australian Society Review Committee

Mr Tony Barrett
Damascus College

Dr Judith Bessant
Australian Catholic University

Ms Pauline Elliott
University of Ballarat

Ms Fiona Gontier
Haileybury College

Ms Sue Gordon
CAE

Ms Analia Solis
Box Forrest Secondary College

Mr Paul Zurbo-Brown
Bairnsdale Secondary College

VCE English Language Writing Team

Mr Sam A'Beckett
Scotch College

Associate Professor Kate Burridge
Monash University

Ms Debbie de Laps
Victorian Association for the Teaching
of English

Ms Kirsten Fox
Mac.Robertson Girls' High School

VCE English/English as a Second Language Review Committee

Ms Faye Crossman
Melbourne Girls' Grammar

Ms Karen Dymke
Expert adviser

Mr Fergus Hudson
Box Hill Institute of TAFE

Mr Ross Huggard
Cranbourne Secondary College

Ms Rosemary McLoughlin
Catholic Education Office

Mr Paul Martin
Aquinas College

Ms Marion Meiers
Australian Council for Educational Research

Ms Margaret Saltau
Pascoe Vale Girls' Secondary College

Mr Tony Thompson
Princes Hill Secondary College

Dr Bradley Wells
Scotch College

Ms Marion White
Bayside College

Dr Christopher Worth
Monash University

VCE Environmental Science Reference Group

Mr Craig Beaumont
Bendigo Senior Secondary College

Dr Margaret Brett
Environment Protection Authority

Associate Professor Frank Fisher
Monash University

Dr Annette Gough
Deakin University
Dr Gerry Healy
Xavier College
Mr Danny McCoppin
Melbourne Grammar School
Mr Frank Mitchell
Environment Protection Authority
Dr Ian Thomas
RMIT University

VCE Food and Technology Review Committee

Ms Lynne Backholer
Fairhills High School
Mrs Lynette Baker
Healesville High School
Mrs Gail Boddy
Bendigo Senior Secondary College
Mr Kevin Livesay
Gordon Institute of TAFE
Mrs Gail Major
Mt Waverley Secondary College
Mrs Jan Patullo
St Monica's College
Ms Glenise Perraton
Debney Park Secondary College
Ms Jodie Phillips
Lowan Foods
Dr Stuart Smith
Deakin University
Mrs Laurel Tully
Methodist Ladies' College

VCE Foundation Mathematics/General Mathematics Review Committee

Mrs Margo Carruthers
Sale College
Mr Thomas Daly
Wantirna College
Dr Michael Evans
VCE Mathematics Convenor
Ms Debora Goldman
Leibler Yavneh College
Mr Andrew Hay
St Bede's College
Professor Peter Jones
Swinburne University
Ms Christine McRae
Expert adviser
Ms Kaye Sentry
Brighton Secondary College
Mr David Tout
CAE

VCE Further Mathematics Review Committee

Mrs Margo Carruthers
Sale College
Mr Thomas Daly
Wantirna College
Dr Michael Evans
VCE Mathematics Convenor
Mr Andrew Hay
St Bede's College
Professor Peter Jones
Swinburne University
Mr Liang Koo Ho
Hampton Park Secondary College
Ms Christine McRae
Expert adviser
Ms Natalia Nadsadina
Lavalla College
Mr Neville Taylor
Scotch College

VCE Geography Review Committee

Ms Kerry Bainbridge
Emmaus College
Mr Noel Broadway
Geography Teachers' Association of Victoria
Ms Leonie Brown
The Geelong College
Mr Shem Fitzgerald
St Kevin's College
Ms Susan Kempson
ESRI Australia
Ms Vivienne Lynch
Presbyterian Ladies' College
Ms Terry McMeekin
Berwick Secondary College
Mr Raymond Pask
Melbourne High School
Professor Jim Peterson
Monash University
Ms Naomi Resmer
Huntingtower School
Ms Marilyn Wiber
Mentone Girls Grammar School

VCE History Review Committees

Australian History
Ms Annabelle Astbury
Penleigh and Essendon Grammar School
Ms Geraldine Carrodus
Sacre Coeur
Ms Kathie Gardiner
Peter Lalor Secondary College

Ms Sue Gordon
Centre for Adult Education

Dr Jacqualine Hollingworth
History Teachers' Association of Victoria

Ms Ros McCarthy
Melbourne Girls' Grammar

Dr Mark Peel
Monash University

Ms Faye Quinn
Catholic Regional College

Mr John Sutton
Sunbury Secondary College

Renaissance History

Ms Marguerite Birt
Doncaster Secondary College

Ms Deborah Conwell
Bendigo Senior Secondary College

Ms Helena Dunn
Presbyterian Ladies' College

Mr Nick Frigo
Loreto Mandeville Hall

Ms Victoria Fritze
CAE

Ms Marian Murphy
Mullauna College

Ms Anna Salmic
Penola Catholic College

Revolutions

Ms Judy Anderson
Melbourne Girls' Grammar

Ms Nina Bilewicz
Bialik College

Ms Jill Calder
Wesley College

Mr John Cantwell
Haileybury College

Ms Rosanna Fimiani
Ave Maria College

Dr Adrian Jones
La Trobe University

Ms Diane McDonald
St Michael's Grammar School

Mr John Redenbach
Melton Secondary College

Dr Tony Taylor
Monash University

Ms Diane Wolff
Mentone Girls' Secondary College

**VCE Industry and Enterprise Studies
Review Committee**

Mr Terry Cameron
Benalla Secondary College

Mr Alan Daniel
Chisholm Institute of TAFE

Ms Nola Errey
Loreto College

Ms Anita Forsyth
Monash University

Mr Rod Homburg
Ballarat High School

Mr Raymond Lee
Office of Manufacturing

Ms Sasha Mildenhall
Taylors Lakes Secondary College

Ms Meri Rametta
Victorian Commercial Teachers Association

Mr Allister Rouse
Waverley Christian College

Ms Christina Shaw
Boronia Heights College

**VCE International Politics Review
Committee**

Mr James Brown
Wesley College

Professor Verity Burgmann
University of Melbourne

Mr Rob Cargill
Kezrob PL

Ms Polly Flanagan
Presbyterian Ladies' College

Mr Paul Gilby
Northcote High School

Ms Pat Hincks
Curriculum Corporation

Dr Damien Kingsbury
Deakin University

Mr Damian Puglisi
RMIT University

Mr Derek Scott
Haileybury College

Mr Robert Sieminski
Bayside College

Ms Diana Wolowski
Resources for Courses

VCE Legal Studies Review Committee

Ms Jules Aldous
Victorian Commercial Teachers Association

Mr Marco Bini
Department of Premier and Cabinet

Ms Pamela Chamberlain
Methodist Ladies' College

Ms Toni Furolo
Gilmore College for Girls

Mr Andrew Hopkins
Monash University

Ms Michelle Humphreys
Eltham College of Education

Ms Leanne Newson
The Law Institute of Victoria

Mr Geoffrey Shaw
Leongatha Secondary College

Mr Steven Silestean
Hampton Park Secondary College

Mr Ian Weir
University of Ballarat

Ms Emma Young
Sacred Heart Girls' College

Mr Michael Cody
Camberwell Grammar School

Dr Michael Evans
VCE Mathematics Convenor

Mrs Roslyn Harding
Presbyterian Ladies' College

Mr Bruce Henry
Australian Mathematics Trust

Dr Pamela Norton
Monash University

Mr Ray Peck
Mathematical Association of Victoria/Australian Council for Educational Research

Mrs Elizabeth Price
Canterbury Girls' High School

Ms Kaye Sentry
Brighton Secondary College

Associate Professor Peter Stacey
La Trobe University

VCE Literature Review Committee

Ms Jan Bruder
Wheelers Hill Secondary College

Ms Christine Dalwood
Avila College

Mr Warren Grant
Matthew Flinders Secondary College

Mr Greg Houghton
Luther College

Ms Janet McCurry
St Monica's College

Ms Meredith Maher
Mullauna College

Ms Carol Merli
La Trobe University

Mr Graham Parr
Monash University

Mrs Nola Read
Expert adviser

Dr Tim Scott
Melbourne Grammar School

VCE Mathematical Methods Review Committee

Ms Karen Baker
University of Melbourne

Ms Samantha Black
Lavalla Catholic College

Dr Michael Evans
VCE Mathematics Convenor

Mrs Roslyn Harding
Presbyterian Ladies' College

Mr Bruce Henry
Australian Mathematics Trust

Dr Pamela Norton
Monash University

Mr Ray Peck
Mathematical Association of Victoria/Australian Council for Educational Research

Mrs Elizabeth Price
Canterbury Girls' High School

Ms Kaye Sentry
Brighton Secondary College

Associate Professor Peter Stacey
La Trobe University

VCE Mathematical Methods (CAS) Review Committee

Associate Professor Bill Blyth
RMIT University

Dr Michael Evans
VCE Mathematics Convenor

Mr Peter Flynn
University of Melbourne

Ms Susan Garner
Ballarat Grammar School

Mr Brian Morphett
Mentone Grammar School

Mr Frank Moya
Frankston High School

Mrs Rita Nainie
Lavalla Catholic College

Mr Geoffrey Neeson
Nagle College

Dr Pamela Norton
Monash University

Mr Kyle Staggard
Bendigo Senior Secondary College

Mr David Tynan
Macmillan Education Australia

VCE Music Performance Group Review Committee

Mr Greg Aronson
Victoria University of Technology

Mr Peter Bohmer
Penleigh and Essendon Grammar School

Ms Vivienne Doolan
Croydon Secondary College

Ms Claire Furlong
Caulfield Grammar School

Mr David Graham
Lowther Hall

Mr Peter Hurley
Box Hill Institute of TAFE

Mr William Miles
Monash University

Mr James Nagy
VicMUSIC

Ms Susan Rommel
Penola Catholic College

Mr Jon Snyder
Sirius Logic

Ms Rachel Williams
Lilydale Heights Secondary College

VCE Music Performance Solo Review Committee

Mr David Dowsey
Caroline Chisholm Catholic College

Mr John Ferguson
Scotch College

Mr Lliam Freeman
Northern Metropolitan Institute of TAFE

Dr Tony Gould
Victorian College of the Arts

Dr Anne Lierse
Melbourne High School

Mr William Miles
Monash University

Mr Manfred Pohlenz
Brauer College

Ms Catriona Russell
Lowther Hall Anglican Grammar School

Mr Roland Yeung
Carey Baptist Grammar School

VCE Music Styles Review Committee

Ms Margaret Arnold
Wesley College

Mr Andrew Dale
Ballarat Grammar School

Ms Anna Kelly
Abbotsford Convent Foundation

Ms Katina Kondos
Victorian College of the Arts Secondary School

Ms Roxane Lascaris
Avila College

Dr Tim McKenry
University of Melbourne

Mr Mark McSherry
Distance Education Centre Victoria

Ms Christine Simpson
Blackburn High School

Dr Susan Stevens
Loreto Mandeville Hall

VCE Outdoor and Environmental Studies Review Committee

Mr David Boyes
Penola Catholic College

Mr Tony Clark
Leongatha Secondary College

Mr John Geary
Bendigo Senior Secondary College
Associate Professor Annette Gough
Deakin University

Mr Steve McMurtrie
Rubicon Outdoor Centre

Dr Peter Martin
La Trobe University

Ms Bettina Moonen
Neerim District Secondary College

Ms Sue Parry
Expert adviser

Ms Kathleen Pleasants
Kyabram Secondary College

Mr John Quay
University of Melbourne

VCE Physical Education Review Committee

Ms Margaret Horton
Genazzano FCJ College

Ms Marcelle Korth
Sacred Heart College

Mrs Christine McCallum
Caulfield Grammar School, Wheelers Hill

Mr Robert Malpeli
Balwyn High School

Professor Warren Payne
University of Ballarat

Mr Paul Seery
Bendigo Senior Secondary College

Ms Lisa Stacey
Tintern Schools

Ms Margaret Stone
Doncaster Secondary College

Dr Amanda Telford
RMIT University

Mrs Jillian Wright
Kew High School

VCE Punjabi Reference Group

Ms Kerpal Kaur Bhullar
Khalsa Punjabi School
Mr Sukhdeep Singh Deol
Sri Guru Singh Sabha
Ms Rajinder Jassar
VSL Chandler Secondary College
Ms Dilpreet Jaswal
Khalsa Punjabi School
Ms Sukhjit K Judge
VSL Blackburn Secondary College
Ms Bhupinder Kahlon
The Kilmore International School
Ms Gurnam Kaur
VSL Brimbank Secondary College
Ms Inderjeet Kaur
Southern Cross Primary School
Ms Randip Kaur
VSL Mill Park Secondary College
Ms Hardeep K Madan
Khalsa Punjabi School
Ms Gurbir Mudher
Khalsa Punjabi School
Dr Mohan Singh Nanda
Monash University, Frankston
Mr Jang Bahadur Singh Pannu
Khalsa Punjabi School
Ms Preetinder K Randhawa
VSL Brimbank Secondary College
Ms Jagjit Sandhu
Khalsa Punjabi School
Ms Usha Shenh
VSL Brimbank Secondary College
Mr Darshan Singh
Khalsa Punjabi School
Mr Gurwinder Mohan Singh
Bainbridge College
Professor Harminder Singh
Deakin University, Warrnambool
Mr Harpal Singh
Khalsa Punjabi School
Mr Parminder Singh
VSL Mill Park Secondary College
Professor Sukhvir Singh
RMIT University

VCE Religion and Society Review Committee

Mr Salifu Baba
Minaret College
Mr Michael Cohen
Bialik College

Dr Nicholas Coleman
Wesley College
Ms Julie Hepburn
Emmaus College
Ms Marcia Jacobs
Mt Scopus College
Associate Professor Constant Mews
Monash University
Mr John Morice
Lighthouse Christian College
Dr Paul Rule
Expert adviser
Dr Richard Rymarz
Australian Catholic University
Ms Mary Tuohy
St Bede's College

VCE Specialist Mathematics Review Committee

Dr Frank Barrington
University of Melbourne
Ms Elizabeth Burns
Loreto Mandeville Hall
Dr Michael Evans
VCE Mathematics Convenor
Mr Peter Fox
Frankston High School
Ms Debora Goldman
Leibler Yavneh College
Mrs Gay Knox
Presbyterian Ladies' College
Associate Professor Barry McCrae
Australian Council for Educational Research
Dr Tod Nestor
Ouyen Secondary College
Mrs Carol Patterson
Haileybury College
Mr Raymond Rozen
RMIT University
Dr Cristina Varsavsky
Monash University

VCE Yiddish Reference Group

Ms Danielle Charak
Monash University
Mr Alex Dafner
The King David School
Ms Freydi Mrocki
Mount Scopus Memorial College
Mr Charles Slucki
Mount Scopus Memorial College
Ms Bobbi Zylberman
Sholem Aleichem College

APPENDIX 3 WORKFORCE STATISTICS

FTE staff in the VCAA by substantive classification and sex on pay, June 2003 and June 2004

2003				
Classification	Level	Males	Females	Total
Executive Officer	EO1	0.0	0.0	0.0
	EO2	1.0	0.0	1.0
	EO3	3.0	1.0	4.0
Subtotal		4.0	1.0	5.0
Victorian Public Service	VPS1	3.0	—	3.0
	VPS2	10.0	32.8	42.8
	VPS3	15.0	15.8	30.8
	VPS4	26.0	30.1	56.1
	VPS5	4.0	8.0	12.0
Subtotal		58.0	86.7	144.7
Total		62.0	87.7	149.7

2004				
Classification	Level	Males	Females	Total
Executive Officer	EO1	0.0	0.0	0.0
	EO2	1.0	0.0	1.0
	EO3	3.0	1.0	4.0
Subtotal		4.0	1.0	5.0
Victorian Public Service	VPSG1	0.0	0.0	0.0
	VPSG2	13.0	20.8	33.8
	VPSG3	13.6	26.6	40.2
	VPSG4	7.0	13.1	20.1
	VPSG5	17.0	29.8	46.8
	VPSG6	7.0	9.0	16.0
Subtotal		57.6	99.3	156.9
Total		61.6	100.3	161.9

Prior to November 2003, there were 5 classification levels (VPS1 to VPS5) in the Victorian Public Service.

APPENDIX 4 PUBLICATIONS

A number of VCAA publications were sold through Information Victoria. These included VCE study designs, the *VCE and VCAL Administrative Handbook* and CSF publications. A full list is available from the Information Victoria Bookshop website at www.information.vic.gov.au.

VCE publications

- 2003 VCE Results and ENTER Service and Post Results Enquiry Service flyer*
- 2003 VCE Statement of Results brochure*
- 2004 VCAA calendar for primary schools*
- 2004 VCAA calendar for secondary schools and VCE and VCAL providers*
- 2004 VCE Examinations and GAT Student Information booklet and timetable*
- GAT 2004 brochure*
- Reaccredited VCE Study Designs – Arabic, Business Management, Chinese First Language, Chinese Second Language/Second Language Advanced, Classical Greek, French, German, Greek, History, Indigenous Languages of Victoria: Revival and Reclamation, Indonesian First Language, Indonesian Second Language, Italian, Japanese First Language, Japanese Second Language, Korean First Language, Korean Second Language, Latin, Media, Psychology, Spanish and Vietnamese*
- Special Provision in 2004 brochure*
- VCAA Bulletin for July, August, Exam Issue, September, October, November, December (2003); February, March, April, May and June (2004) (including introduction of P-10 Supplement in September 2003, five issues to date)*
- VCAA promotional poster*
- VCE and VCAL Administrative Handbook 2004*
- VCE Assessment Handbooks 2004 – Art, Economics, Health and Human Development, Studio Arts, Visual Communication and Design*
- VCE Assessment Handbooks 2005 – Business Management and Psychology*
- VCE Data Service flyer*
- VCE Data Service User Manual*
- VCE Examination Papers and GAT 2003 CD-ROM*
- VCE for Adults: A Guide for Adults Returning to VCE Studies 2004*
- Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2005*

VCAL

- 2004 VCAL Statement of Results brochure*
- VCAA Bulletin for July, August, Exam Issue, September, October, November, December (2003); February, March, April, May and June (2004) (including introduction of P-10 Supplement in September 2003, five issues to date)*

VCE and VCAL Administrative Handbook 2004

- Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2005*

VCE VET

- Assessment Guides 2004 – Business Administration and Multimedia, Equine Industry and Music Industry*

Program booklets – Equine Industry, Food Processing (Wine), Small Business (Operations/ Innovations) and Concept Development for Clothing Products

Guide to School Based New Apprenticeships

VET in the VCE information brochure

CSF

CSF Mathematics Sample Programs Years 7–10

Victorian Curriculum Reform 2004: A Framework for Essential Learning

Curriculum Victoria: Foundations for the Future

Guide to Proposed Reform of Victorian Curriculum

Invitational Seminar on Curriculum Reform brochure

AIM

Years 3–5 Parent Reports and National Benchmarks 2003 parent pamphlet

2003 Reporting Guide: Year 3 and Year 5

2003 Reporting Guide: Year 7

AIM Online 2003 Reporting Guide: Year 7

2003 Year 7 Online English and Mathematics Statewide Assessment Program

2003 Year 5 English and Mathematics Statewide Assessment Program

2003 Year 7 English and Mathematics Statewide Assessment Program

2003 Year 3 English and Mathematics Statewide Assessment Program

VCE Season of Excellence program

Season program guide/poster

Top Arts catalogue (published by the National Gallery of Victoria)

Top Designs catalogue

Top Class: Dance and VET Dance program

Top Class: Music Performance: Solo and Group program

Top Class: Drama program

Top Class: Drama and Theatre Studies program

Top Screen program

Top Acts program

APPENDIX 5 FREEDOM OF INFORMATION

Publication requirements

The information required to be published pursuant to section 7 of the *Freedom of Information Act 1982* (FOI Act) follows, except for information required by that section, but which is 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 following address:

Manager, Corporate Governance
VCAA
41 St Andrews Place
East Melbourne 3002
Telephone (03) 9651 4311
or email: foi.vcaa@edumail.vic.gov.au

Categories of documents

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

- correspondence, administrative and policy documents
- minutes, agendas and papers.

Paper records of agendas, agenda papers and confirmed minutes of meetings are maintained in registered files. An index of outcomes is also maintained.

Personnel documents

Paper records on remuneration and appointments to the VCAA 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 and VCAL enrolment records, school assessment grades and examination grades for current and past students of Victorian Year 11 and 12 courses are maintained on VASS, a web-based system which provides direct communication between the VCAA and VCE and VCAL providers.

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. Previous examination papers are published on its website at www.vcaa.vic.edu.au.

Information provided by the VCAA about its operations covers VCE and VCAL areas of study, school assessment, examinations, curriculum and standards for P-10, the AIM, GAT and other more general information. A list of the VCAA's publications appears in Appendix 4.

The VCAA sends the *VCAA Bulletin* to schools regularly and copies are available from the VCAA website. The VCAA also runs a telephone information service, produces CD-ROMs and videos, and responds to letters, emails and telephone calls from students, parents and teachers, as well as publishing previous VCE examination papers on its website.

Freedom of information arrangements

Access to records

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

Requesting access under the FOI Act

Applicants are required under the FOI Act to submit applications requesting access to documents in writing in a way that clearly describes the document(s) sought. The request should specify that the application is 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.

Fees

As from 1 July 2004, an application fee of \$20.50 will be 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 amendment 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.

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.

Summary for year

For the year ending 30 June 2004, one new application was received under the FOI Act.

Partial access was granted for the request.

Full access was denied on the grounds that the material was exempt under Section 30 and Section 35 (1) (b) of the FOI Act in that the documents would disclose matters that were communicated in the course of and for the purposes of deliberative functions of the VCAA and such disclosure would be contrary to the public interest.

Two requests were finalised in 2004. One appeal proceeded to the Victorian Civil and Administrative Tribunal for review of a decision made under the FOI Act, and the original decision was confirmed. One application for a Part II Statement was finalised.

APPENDIX 6 ADDITIONAL INFORMATION

Consistent with the requirements of the *Financial Management Act 1994*, the VCAA 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 VCAA 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
- OHS assessments and measures
- major committees sponsored by the VCAA
- major external reviews carried out on the VCAA
- 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:

Manager, Corporate Governance

VCAA

41 St Andrews Place

East Melbourne 3002

Telephone (03) 9651 4311

Email: vcaa@edumail.vic.gov.au

APPENDIX 7 WHISTLEBLOWERS PROTECTION ACT 2001

Disclosure

The VCAA has nominated the Department of Education & Training as its agent to accept and investigate any disclosures made under the *Whistleblowers Protection Act 2001* concerning members and/or employees of the VCAA. The *Whistleblowers Protection Act 2001 Department of Education & Training Guidelines* have been adopted as the appropriate procedures for managing disclosures made under the Act concerning members and/or employees of the VCAA.

The Department of Education & Training appointed a Protected Disclosure Coordinator and established procedures in accordance with Part 6 of the *Whistleblowers Protection Act 2001* (the Act). The Department had not received any disclosures made under the Act nor had the Ombudsman referred any disclosures made under the Act to the Department for investigation during 2003–04.

Department of Education & Training guidelines

1 Objects of the Act

The *Whistleblowers Protection Act 2001* (the Act) commenced operation on 1 January 2002. The purpose of the Act is to encourage and facilitate the making of disclosures of improper conduct by public officers and public bodies. The Act provides protection to whistleblowers who make disclosures in accordance with the Act, and establishes a system for the matters disclosed to be investigated and rectifying action to be taken.

2 Statement of support to whistleblowers

The Department of Education & Training (DE&T) is committed to the aims and objectives of the Act. It does not tolerate improper conduct by its employees nor the taking of reprisals against those who come forward to disclose such conduct.

DE&T recognises the value of transparency and accountability in its administrative and management practices, and supports the making of disclosures that reveal corrupt conduct, conduct involving a substantial mismanagement of public resources, or conduct involving a substantial risk to public health and safety or the environment.

DE&T will take all reasonable steps to protect people who make such disclosures from any detrimental action in reprisal for making the disclosure. It will also ensure natural justice to the person who is the subject of the disclosure.

3 Purpose of these procedures

These procedures establish a system for reporting disclosures of improper conduct or detrimental action by DE&T employees. The system enables such disclosures to be made to one of the protected disclosure officers or the protected disclosure coordinator. Disclosures may be made by employees or by members of the public.

These procedures complement DE&T's established procedures for addressing complaints and are for use only where appropriate. Employees and members of the general public should continue to raise issues in accordance with the consultative and complaint resolution procedures already in place unless the complaint meets the criteria specified in the Act to be considered a protected disclosure.

4 Definitions of key terms

4.1 A protected disclosure

For the purpose of the Act, a protected disclosure is a complaint, report or allegation of improper conduct or detrimental action, concerning matters which come under the Act, and is made in accordance with Part 2 of the Act.

A protected disclosure may also be referred to as a public interest disclosure where the disclosure shows or tends to show that the public officer to whom the disclosure relates:

- has engaged, is engaging or intends to engage in improper conduct in his or her capacity as a public officer
- has taken, is taking, or proposes to take, detrimental action in reprisal for the making of the protected disclosure.

4.2 Improper conduct

A disclosure may be made about improper conduct by a public body or public official. Improper conduct means conduct that is corrupt, a substantial mismanagement of public resources, or conduct involving substantial risk to public health or safety or to the environment. The conduct must be serious enough to constitute, if proved, a criminal offence or reasonable grounds for dismissal.

Examples

- To avoid closure of a town's only industry, an environmental health officer ignores or conceals evidence of illegal dumping of waste.
- An agricultural officer delays or declines imposing quarantine to allow a financially distressed farmer to sell diseased stock.
- A building inspector tolerates poor practices and structural defects in the work of a leading local builder.

4.3 *Corrupt conduct*

Corrupt conduct means:

- conduct of any person (whether or not a public official) that adversely affects the honest performance of a public officer's or public body's functions
- the performance of a public officer's functions dishonestly or with inappropriate partiality
- conduct of a public officer, former public officer or a public body that amounts to a breach of public trust
- conduct by a public officer, former public officer or a public body that amounts to the misuse of information or material acquired in the course of the performance of their official functions
- a conspiracy or attempt to engage in the above conduct.

Examples

- A public officer takes a bribe or receives a payment other than his or her wages or salary in exchange for the discharge of a public duty.
- A public officer favours unmeritorious applications for jobs or permits by friends and relatives.
- A public officer sells confidential information.

4.4 *Detrimental action*

The Act makes it an offence for a person to take detrimental action against a person in reprisal for a protected disclosure. Detrimental action includes:

- action causing injury, loss or damage
- intimidation or harassment
- discrimination, disadvantage or adverse treatment in relation to a person's employment, career, profession, trade or business, including the taking of disciplinary action.

Examples

- A public body refuses a deserved promotion of a person who makes a disclosure.

- A public body demotes, transfers, isolates in the workplace or changes the duties of a whistleblower due to the making of a disclosure.
- A person threatens, abuses or carries out other forms of harassment directly or indirectly against the whistleblower, his or her family or friends.
- A public body discriminates against the whistleblower or his or her family and associates in subsequent applications for jobs, permits or tenders.

5 *The reporting system*

5.1 *Contact persons within DE&T*

Disclosures of improper conduct or detrimental action by DE&T employees may be made in the first instance to a protected disclosure officer.

All correspondence, telephone calls and emails from internal or external whistleblowers will be referred to the protected disclosure coordinator.

Contact details are provided on pages 87–8.

5.2 *Alternative contact persons*

Disclosures about improper conduct or detrimental action by DE&T employees may also be made directly to the Ombudsman.

Disclosures about improper conduct or detrimental action by persons who are not DE&T employees should be made as follows:

<i>Person who is the subject of the disclosure</i>	<i>Person/body to whom the disclosure must be made</i>
Employee of a public body other than DE&T	That public body or the Ombudsman
Member of Parliament (Legislative Assembly)	Speaker of the Legislative Assembly
Member of Parliament (Legislative Council)	President of the Legislative Council
Councillor (local government)	The Ombudsman
Chief Commissioner of Police	The Ombudsman or Deputy Ombudsman
Member of the police force	The Ombudsman, Deputy Ombudsman or Chief Commissioner of Police

6 Roles and responsibilities

6.1 Employees

Employees are encouraged to report known or suspected incidences of improper conduct, or detrimental action in accordance with these procedures.

All employees of DE&T have an important role to play in supporting those who have made a legitimate disclosure. They must refrain from any activity that is, or could be perceived to be, victimisation or harassment of a person who makes a disclosure. Furthermore, they should protect and maintain the confidentiality of a person they know or suspect to have made a disclosure.

6.2 Protected disclosure officers

Protected disclosure officers will:

- be a contact point for general advice about the operation of the Act for any person wishing to make a disclosure about improper conduct or detrimental action
- make arrangements for a disclosure to be made privately and discreetly and, if necessary, away from the workplace
- receive any disclosure made orally or in writing (from internal and external whistleblowers)
- commit to writing any disclosure made orally
- impartially assess the allegation and determine whether it is a disclosure made in accordance with Part 2 of the Act (that is, a protected disclosure)
- take all necessary steps to ensure the identity of the whistleblower and the identity of the person who is the subject of the disclosure are kept confidential
- forward all disclosures and supporting evidence to the protected disclosure coordinator.

6.3 Protected disclosure coordinator

The protected disclosure coordinator has a central clearing-house role in the internal reporting system. He or she will:

- receive all disclosures forwarded from the protected disclosure officers
- impartially assess each disclosure to determine whether it is a protected disclosure
- refer all protected disclosures to the Ombudsman
- be responsible for carrying out, or appointing an investigator to carry out, an investigation referred to DE&T by the Ombudsman

- be responsible for overseeing and coordinating an investigation where an investigator has been appointed
- appoint a welfare manager to support the whistleblower and to protect him or her from any reprisals
- advise the whistleblower of the progress of an investigation into the disclosed matter
- establish and manage a confidential filing system
- collate and publish statistics on disclosures made
- take all necessary steps to ensure the identity of the whistleblower and the identity of the person who is the subject of the disclosure are kept confidential
- liaise with the Secretary of DE&T.

6.4 Investigator

The investigator will be responsible for carrying out an internal investigation into a disclosure where the Ombudsman has referred a matter to DE&T. An investigator may be a person from within DE&T or a consultant engaged for that purpose.

6.5 Welfare manager

The welfare manager is responsible for looking after the general welfare of the whistleblower. A welfare manager may be a person from within DE&T or a consultant engaged for that purpose.

The welfare manager will:

- examine the immediate welfare and protection needs of a whistleblower who has made a disclosure and seek to foster a supportive work environment
- advise the whistleblower of the legislative and administrative protections available to him or her
- listen and respond to any concerns of harassment, intimidation or victimisation in reprisal for making a disclosure
- ensure the expectations of the whistleblower are realistic.

7 Confidentiality

DE&T will take all reasonable steps to protect the identity of the whistleblower. Maintaining confidentiality is crucial in ensuring reprisals are not made against a whistleblower.

The Act requires any person who receives information due to the handling or investigation of a protected disclosure, not to disclose that information except in certain limited circumstances. Disclosure of information in the Act constitutes an offence that is punishable by a maximum fine of 60 penalty units (\$6000) or six months imprisonment or both.

The circumstances in which a person may disclose information obtained about a protected disclosure include:

- where exercising the functions of the public body under the Act
- when making a report or recommendation under the Act
- when publishing statistics in the annual report of a public body
- in criminal proceedings for certain offences in the Act.

However, the Act prohibits the inclusion of particulars in any report or recommendation that are likely to lead to the identification of the whistleblower. The Act also prohibits the identification of the person who is the subject of the disclosure in any particulars included in an annual report.

DE&T will ensure all files, whether paper or electronic, are kept in a secure room and can only be accessed by the protected disclosure coordinator, protected disclosure officer, the investigator or welfare manager (in relation to welfare matters). All printed material will be kept in files that are clearly marked as a Whistleblower Protection Act matter, and warn of the criminal penalties that apply to any unauthorised divulging of information concerning a protected disclosure. All electronic files will be produced and stored on a stand-alone computer and be given password protection. Backup files will be kept on floppy disc. All materials relevant to an investigation, such as tapes from interviews, will also be stored securely with the whistleblower files.

DE&T will not email documents relevant to a whistleblower matter and will ensure all telephone calls and meetings are conducted in private.

8 Collating and publishing statistics

The protected disclosure coordinator will establish a secure register to record the information required to be published in DE&T's annual report, and to generally keep account of the status of whistleblower disclosures.

The register will be confidential and will not record any information that may identify the whistleblower.

9 Receiving and assessing disclosures

DE&T may receive a range of complaints and grievances from staff and members of the public. Only some of these matters will be considered to be protected disclosures and therefore qualify for protection and investigation under the Act.

9.1 Has the disclosure been made in accordance with Part 2 of the Act?

Where a disclosure has been received by the protected disclosure officer he or she will assess whether the disclosure has been made in accordance with Part 2 of the Act and is, therefore, a protected disclosure.

9.1.1 Has the disclosure been made to the appropriate person?

For the disclosure to be responded to by DE&T it must concern an employee of DE&T. If the disclosure concerns an employee, officer or member of another public body, the person who has made the disclosure must be advised of the correct person or body to whom the disclosure should be directed. (See the table in 5.2.) If the disclosure has been made anonymously, it should be referred to the Ombudsman.

9.1.2 Does the disclosure contain the essential elements of a protected disclosure?

To be a protected disclosure, a disclosure must satisfy the following criteria:

- the disclosure was made by a natural person (that is, an individual person rather than a corporation)
- the disclosure relates to conduct of a public body or public officer acting in their official capacity
- the alleged conduct is improper conduct or detrimental action taken against a person in reprisal for making a protected disclosure
- the person making a disclosure has reasonable grounds for believing the alleged conduct has occurred.

Where a disclosure is assessed to be a protected disclosure, it is referred to the protected disclosure coordinator.

Where a disclosure is assessed not to be a protected disclosure, the matter does not need to be dealt with under the Act. The protected disclosure officer will decide how the matter should be resolved, in consultation with the protected disclosure coordinator. The following table indicates the alternative processes available within DE&T for dealing with complaints.

Problem	Initial contact	Other options	Workplace policy
Parent's concern or complaint of a general nature (may concern students, teachers, educational matters or an action taken by the school or school council)	Principal	Regional Director	Complaints, Unsatisfactory Performance and Serious Misconduct <ul style="list-style-type: none"> • Principal Class Handbook • Teacher Class Handbook • SSO Handbook
Workplace conflict or grievance	Principal or Manager	<ul style="list-style-type: none"> • DE&T Complaints and Investigations Unit • Merit Protection Boards 	Complaints, Unsatisfactory Performance and Serious Misconduct <ul style="list-style-type: none"> • Principal Class Handbook • Teacher Class Handbook • SSO Handbook Personal Grievances • Employment Conditions Guidelines for VPS Staff
Equal Opportunity concern	Principal or Manager	<ul style="list-style-type: none"> • DE&T Complaints and Investigations Unit • DE&T Diversity and Equity Unit • Merit Protection Boards • Equal Opportunity Commission 	Merit and Equity Policy
Occupational Health and Safety issue	Principal or Manager	Workplace OHS representative	OHS Guidelines
Ethical or other misconduct concern	Principal or Manager	<ul style="list-style-type: none"> • DE&T Complaints and Investigations Unit • Office of Public Employment 	VPS Code of Conduct
Complaints regarding administrative action by government bodies	The public body concerned	The Ombudsman	<i>Ombudsman Act 1973</i>
Improper conduct or detrimental conduct	DE&T Protected Disclosure Officer	<ul style="list-style-type: none"> • DE&T Protected Disclosure Coordinator • The Ombudsman 	Whistleblower Protection Act Guidelines

9.2 Is the disclosure a protected disclosure?

Where a disclosure has been assessed as a protected disclosure by the protected disclosure officer and consequently referred to the protected disclosure coordinator, the coordinator will confirm whether the disclosure amounts to a protected disclosure. This assessment will be made within 45 days of the initial receipt of the disclosure by the protected disclosure officer.

Where the protected disclosure coordinator concludes that the disclosure amounts to a protected disclosure, he or she will:

- notify the person who made the disclosure of that conclusion
- refer the disclosure to the Ombudsman for formal determination as to whether it is indeed a protected disclosure.

Where the protected disclosure coordinator concludes that the disclosure is not a protected disclosure, he or she will:

- notify the person who made the disclosure of that conclusion

- advise that person that he or she may request DE&T to refer the disclosure to the Ombudsman for a formal determination as to whether the disclosure is a protected disclosure, and that this request must be made within 28 days of the notification.

In either case, the protected disclosure coordinator will ensure that the notification and the referral are made within 14 days of the conclusion being reached.

10 Investigations

10.1 Introduction

Where the Ombudsman refers a protected disclosure to DE&T for investigation, the protected disclosure coordinator will appoint an investigator to carry out the investigation.

The objectives of an investigation will be:

- to collate information relating to the allegation as quickly as possible. This may involve taking steps to protect or preserve documents, materials and equipment
- to consider the information collected and to draw conclusions objectively and impartially

- to maintain procedural fairness in the treatment of witnesses and the person who is the subject of the disclosure
- to make recommendations arising from the conclusions drawn concerning remedial or other appropriate action.

10.2 Terms of reference

Before commencing an investigation, the protected disclosure coordinator will draw up terms of reference and obtain authorisation for those terms from the Secretary of DE&T. The terms of reference will set a date by which the investigation report is to be concluded, and will describe the resources available to the investigator to complete the investigation within the time set. The protected disclosure coordinator may approve, if reasonable, an extension of time requested by the investigator. The terms of reference will require the investigator to make regular reports to the protected disclosure coordinator who, in turn, is to keep the Ombudsman informed of general progress.

10.3 Investigation plan

The investigator will prepare an investigation plan for approval by the protected disclosure coordinator. The plan will list the issues to be substantiated and describe the avenue of inquiry. It will address the following issues:

- What is being alleged?
- What are the possible findings or offences?
- What are the facts in issue?
- How is the inquiry to be conducted?
- What resources are required?

At the commencement of the investigation, the whistleblower should be:

- notified by the investigator that he or she has been appointed to conduct the investigation
- asked to clarify any matters and provide any additional material he or she might have.

The investigator will be sensitive to the whistleblower's possible fear of reprisals and will be aware of the statutory protections provided to the whistleblower.

10.4 Natural justice

The principles of natural justice will be followed in any investigation of a protected disclosure. The principles of natural justice concern procedural fairness and ensure a fair decision is reached by an objective decision maker. Maintaining procedural fairness protects the rights of individuals and enhances public confidence in the process.

DE&T will have regard to the following issues in ensuring procedural fairness:

- the person who is the subject of the disclosure is entitled to know the allegations made against him or her and must be given the right to respond (this does not mean the person must be advised of the allegation as soon as the disclosure is received or the investigation has commenced)
- if the investigator is contemplating making a report adverse to the interests of any person, that person should be given the opportunity to put forward further material that may influence the outcome of the report and that person's defence should be fairly set out in the report
- all relevant parties to a matter should be heard and all submissions should be considered
- a decision should not be made until all reasonable inquiries have been made
- the investigator or any decision maker should not have a personal or direct interest in the matter being investigated
- all proceedings must be carried out fairly and without bias and care taken to exclude perceived bias from the process
- the investigator must be impartial in assessing the credibility of the whistleblower and any witnesses and, where appropriate, conclusions as to credibility should be included in the investigation report.

10.5 Conduct of the investigation

The investigator will make contemporaneous notes of all discussions and telephone calls, and all interviews with witnesses will be taped. All information gathered in an investigation will be stored securely. Interviews will be conducted in private and the investigator will take all reasonable steps to protect the identity of the whistleblower.

Where disclosure of the identity of the whistleblower cannot be avoided, due to the nature of the allegations, the investigator will warn the whistleblower and his or her welfare manager of this probability.

It is in the discretion of the investigator to allow any witness to have legal or other representation or support during an interview. If a witness has a special need for legal representation or support, permission should be granted.

10.6 Referral of an investigation to the Ombudsman

The protected disclosure coordinator will make a decision regarding the referral of an investigation to the Ombudsman where, on the advice of the investigator:

- the investigation is being obstructed by, for example, the non-cooperation of key witnesses
- the investigation has revealed conduct that may constitute a criminal offence.

10.7 Reporting requirements

The protected disclosure coordinator will ensure the whistleblower is kept regularly informed concerning the handling of a protected disclosure and an investigation.

The protected disclosure coordinator will report to the Ombudsman about the progress of an investigation.

Where the Ombudsman or the whistleblower requests information about the progress of an investigation, that information will be provided within 28 days of the date of the request.

11 Action taken after an investigation

11.1 Investigator's final report

At the conclusion of the investigation, the investigator will submit a written report of his or her findings to the protected disclosure coordinator. The report will contain:

- the allegation/s
- an account of all relevant information received and, if the investigator has rejected evidence as being unreliable, the reasons for this opinion being formed
- the conclusions reached and the basis for them
- any recommendations arising from the conclusions.

Where the investigator has found that the conduct disclosed by the whistleblower has occurred, recommendations made by the investigator will include:

- the steps that need to be taken by DE&T to prevent the conduct from continuing or occurring in the future
- any action that should be taken by DE&T to remedy any harm or loss arising from the conduct. This action may include bringing disciplinary proceedings against the person responsible for the conduct, and referring the matter to an appropriate authority for further consideration.

The report will be accompanied by:

- the transcript or other record of any oral evidence taken, including tape recordings
- all documents, statements or other exhibits received by the investigator and accepted as evidence during the course of the investigation.

11.2 Action to be taken

If the protected disclosure coordinator is satisfied that the investigation has found that the disclosed conduct has occurred, he or she will recommend to the Secretary the action that must be taken to prevent the conduct from continuing or occurring in the future. The protected disclosure coordinator may also recommend that action be taken to remedy any harm or loss arising from the conduct.

The protected disclosure coordinator will provide a written report to the relevant Minister, the Ombudsman and the whistleblower setting out the findings of the investigation and any remedial steps taken.

Where the investigation concludes that the disclosed conduct did not occur, the protected disclosure coordinator will report these findings to the Ombudsman and to the whistleblower.

12 Managing the welfare of the whistleblower

12.1 Commitment to protecting whistleblowers

DE&T is committed to the protection of genuine whistleblowers against detrimental action taken in reprisal for the making of protected disclosures.

The protected disclosure coordinator is responsible for ensuring whistleblowers are protected from direct and indirect detrimental action, and that the culture of the workplace is supportive of protected disclosures being made.

The protected disclosure coordinator will appoint a welfare manager to all whistleblowers who have made a protected disclosure. The welfare manager will:

- examine the immediate welfare and protection needs of a whistleblower who has made a disclosure and, where the whistleblower is an employee, seek to foster a supportive work environment
- advise the whistleblower of the legislative and administrative protections available to him or her
- listen and respond to any concerns of harassment, intimidation or victimisation in reprisal for making a disclosure

- keep a contemporaneous record of all aspects of the case management of the whistleblower including all contact and follow-up action
- ensure the expectations of the whistleblower are realistic.

All employees are advised that it is an offence for a person to take detrimental action in reprisal for a protected disclosure. The maximum penalty is a fine of 240 penalty units (\$24,000) or two years imprisonment or both. The taking of detrimental action in breach of this provision can also be grounds for making a disclosure under the Act and can result in an investigation.

12.2 Keeping the whistleblower informed

The protected disclosure coordinator will ensure that the whistleblower is kept informed of action taken in relation to his or her disclosure, and the timeframes that apply.

The whistleblower will be informed of the objectives of an investigation, the findings of an investigation, and the steps taken by DE&T to address any improper conduct that has been found to have occurred. The whistleblower will be given reasons for decisions made by DE&T in relation to a protected disclosure.

12.3 Occurrence of detrimental action

If a whistleblower reports an incident of harassment, discrimination or adverse treatment that would amount to detrimental action taken in reprisal for the making of the disclosure, the welfare manager will:

- record details of the incident
- advise the whistleblower of his or her rights under the Act
- advise the protected disclosure coordinator or Secretary of the detrimental action.

The taking of detrimental action in reprisal for the making of a disclosure can be an offence against the Act as well as grounds for making a further disclosure. Where such detrimental action is reported, the protected disclosure coordinator will assess the report as a new disclosure under the Act. Where the protected disclosure coordinator is satisfied that the disclosure is a protected disclosure, he or she will refer it to the Ombudsman. If the Ombudsman subsequently determines the matter to be a protected disclosure, the Ombudsman may investigate the matter or refer it to another body for investigation as outlined in the Act.

12.4 Whistleblowers implicated in improper conduct

Where a person who makes a disclosure is implicated in misconduct, DE&T will handle the disclosure and protect the whistleblower from reprisals in accordance with the Act, the Ombudsman's guidelines and these procedures.

DE&T acknowledges that the act of whistleblowing should not shield whistleblowers from the reasonable consequences flowing from any involvement in improper conduct. Section 17 of the Act specifically provides that a person's liability for his or her own conduct is not affected by the person's disclosure of that conduct under the Act. However, in some circumstances, an admission may be a mitigating factor when considering disciplinary or other action.

The Secretary will make the final decision on the advice of the protected disclosure coordinator as to whether disciplinary or other action will be taken against a whistleblower. Where disciplinary or other action relates to conduct that is the subject of the whistleblower's disclosure, the disciplinary or other action will only be taken after the disclosed matter has been appropriately dealt with.

In all cases where disciplinary or other action is being contemplated, the Secretary must be satisfied that it has been clearly demonstrated that:

- the intention to proceed with disciplinary action is not causally connected to the making of the disclosure (as opposed to the content of the disclosure or other available information)
- there are good and sufficient grounds that would fully justify action against any non-whistleblower in the same circumstances
- there are good and sufficient grounds that justify exercising any discretion to institute disciplinary or other action.

The protected disclosure coordinator will thoroughly document the process including recording the reasons why the disciplinary or other action is being taken, and the reasons why the action is not in retribution for the making of the disclosure. The protected disclosure coordinator will clearly advise the whistleblower of the proposed action to be taken, and of any mitigating factors that have been taken into account.

13 Management of the person against whom a disclosure has been made

DE&T recognises that employees against whom disclosures are made must also be supported during the handling and investigation of disclosures.

DE&T will take all reasonable steps to ensure the confidentiality of the person who is the subject of the disclosure during the assessment and investigation process. Where investigations do not substantiate disclosures, the fact that the investigation has been carried out, the results of the investigation, and the identity of the person who is the subject of the disclosure will remain confidential.

The protected disclosure coordinator will ensure the person who is the subject of any disclosure investigated by or on behalf of a public body is:

- informed as to the substance of the allegations
- given the opportunity to answer the allegations before a final decision is made
- informed as to the substance of any adverse comment that may be included in any report arising from the investigation
- has his or her defence set out fairly in any report.

Where the allegations in a disclosure have been investigated, and the person who is the subject of the disclosure is aware of the allegations or the fact of the investigation, the protected disclosure coordinator will formally advise the person who is the subject of the disclosure of the outcome of the investigation.

DE&T will give its full support to a person who is the subject of a disclosure where the allegations contained in a disclosure are clearly wrong or unsubstantiated. If the matter has been publicly disclosed, the Secretary of DE&T will consider any request by that person to issue a statement of support setting out that the allegations were clearly wrong or unsubstantiated.

14 Criminal offences

DE&T will ensure officers appointed to handle protected disclosures and all other employees are aware of the following offences created by the Act:

- It is an offence for a person to take detrimental action against a person in reprisal for a protected disclosure being made. The Act provides a maximum penalty of a fine of 240 penalty units (\$24,000) or two years imprisonment or both.

- It is an offence for a person to divulge information obtained as a result of the handling or investigation of a protected disclosure without legislative authority. The Act provides a maximum penalty of 60 penalty units (\$6000) or six months imprisonment or both.
- It is an offence for a person to obstruct the Ombudsman in performing his responsibilities under the Act. The Act provides a maximum penalty of 240 penalty units (\$24,000) or two years imprisonment or both.
- It is an offence for a person to knowingly provide false information under the Act with the intention that it be acted on as a disclosed matter. The Act provides a maximum penalty of 240 penalty units (\$24,000) or two years imprisonment or both.

15 Review

These procedures will be reviewed annually to ensure they meet the objectives of the Act and accord with the Ombudsman's guidelines.

Contact details

Written disclosures should be marked confidential and addressed to the Protected Disclosure Officer at the appropriate regional or central DE&T office.

If making disclosures personally or by telephone individuals need to contact the appropriate central or regional DE&T office and request to speak to the protected disclosure officer.

Conduct and Ethics Branch

GPO Box 4367
Melbourne Victoria 3001
Telephone: (03) 9637 2591

Barwon South Western Region

PO Box 420
North Geelong Victoria 3215
Telephone: (03) 5272 8300

Central Highlands Wimmera Region

Level 1
1220 Sturt Street
Ballarat Victoria 3350
Telephone: (03) 5337 8444

Eastern Metropolitan Region

29 Lakeside Drive
Burwood East Victoria 3151
Telephone: (03) 9881 0200

Gippsland Region

PO Box 381
Moe Victoria 3825
Telephone: (03) 5127 0400

Goulburn North Eastern Region

PO Box 403
Benalla Victoria 3672
Telephone: (03) 5761 2100

Loddon Campaspe Mallee Region

PO Box 442
Bendigo Victoria 3550
Telephone: (03) 5440 3111

Northern Metropolitan Region

Locked Bag 88
Fairfield Victoria 3078
Telephone: (03) 9488 9488

Southern Metropolitan Region

PO Box 5
Dandenong 3175
Telephone: (03) 9794 3555

Western Metropolitan Region

PO Box 57
Carlton South Victoria 3053
Telephone: (03) 9291 6500

Protected Disclosure Coordinator

Manager, Conduct and Ethics Branch
Ground Floor, 33 St Andrews Place
GPO Box 4367
Melbourne Victoria 3001
Telephone: (03) 9637 2591

The Ombudsman Victoria

Level 22, 459 Collins Street
Melbourne Victoria 3000
Website: www.ombudsman.vic.gov.au
Email: ombudvic@ombudsman.vic.gov.au
Telephone: (03) 9613 6222
Freecall: 1800 806 314

APPENDIX 8 DISCLOSURE INDEX

The Annual Report of the VCAA is prepared in accordance with all relevant Victorian legislation. This index has been prepared to facilitate identification of the Department's compliance with statutory disclosure requirements.

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ACRONYMS AND ABBREVIATIONS

ACE	Adult community education
ACMI	Australian Centre for the Moving Image
AIM	Achievement Improvement Monitor
ATSC	Aboriginal and Torres Strait Islander Commission
CSF	Curriculum and Standards Framework
EMS	Environmental Management System
ENTER	Equivalent National Tertiary Entrance Rank
FTE	Full-time equivalent
GAT	General Achievement Test
ISA	International Schools Assessment
LOTE	Languages other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
OECD	Organisation for Economic Cooperation and Development
OHS	Occupational Health and Safety
PISA	Programme for International Student Assessment
SAT	School Assessed Task
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VPS	Victorian Public Service
VTAC	Victorian Tertiary Admissions Centre

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The back cover photograph is of Jenny Byrne of Warrandyte High School performing in Top Class Drama, VCE Season of Excellence, 2004 (photography by Lyn Pool).



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